

My amendment will provide full-time state certified public school teachers who teach in low-income areas or who teach in areas with teacher shortages such as math, science, and special needs with loan forgiveness of up to \$5,000 after 2 years of teaching and an additional \$5,000 after 5 years of teaching.

I know the Congress believes loan forgiveness is an important way to attract and retain qualified teachers, because current law already forgives \$5,000 in student loans after five years of teaching. My amendment would provide an additional \$5,000 in forgiveness for teachers after 2 years of teaching, providing relief for teachers who are faced with leaving teaching to make more money, and providing an incentive for them to continue in the field. Coupled with increased ongoing education opportunities that are the focus of so many Senators, particularly my colleague from Massachusetts, who has contributed so much to the education debate over the years, Senator KENNEDY, coupled with increased professional development opportunities that I hope we will enact, we have the capability of recruiting and retaining thousands of highly qualified teachers around the country.

My amendment would also provide grants for states to establish a program to provide college scholarships to students with SAT scores or grade point averages in the top 20 percent of each state's high school graduating class in return for a commitment to become a state certified teacher for 5 years. States would contribute 20 percent of the funds for the scholarships. This amendment would also establish a national hotline for potential teachers to receive information on a career in teaching.

Demand for teachers is so great that it is projected that 50,000 unqualified teachers have been hired annually on emergency or substandard licenses. And the situation is most severe in poor urban and rural areas. According to the National Center for Education Statistics, these districts have such a hard time recruiting and retaining qualified teachers that 39 percent of their teachers have neither a college major or minor in their primary field of course work.

What does this mean for our children's education? In urban schools where children are already crippled by an unfair playing field, a lack of adequate resources, too often the teachers they do have are unqualified. And over the next 10 years the situation will get even worse, virtually guaranteeing that the percentage of unqualified teachers in these schools will increase.

I ask you this: How are our young people supposed to get engaged in the learning process if they only have warm bodies in their classrooms? Who will answer the questions that children have about their lessons if the teachers themselves are not sure of the answers? I have heard from people all over my

state, deans of engineering schools in my state, high school administrators, parents, about a decrease in the number of young people interested in pursuing math, science, and engineering degrees after they graduate from high school. Is it any coincidence then that the greatest shortage of teachers in this country is in the areas of math and science? No wonder our young people are seeking math and science degrees in lower numbers. They aren't excited about these subjects because the teachers weren't there to get them excited, to provide them with good instruction, to encourage them on. And I won't even get into the shortage of hi-tech workers before us now and that we are in dire need of greater numbers, not fewer, of graduates in math, science, and engineering.

I can guarantee you that this additional loan forgiveness and a scholarship program are necessary, that the existing laws will not recruit the numbers and quality of students we need. Thirty to fifty percent of all new urban teachers leave the teaching profession within the first 3 to 5 years of teaching. And while we can't be sure that all of these young teachers leave because of inadequate salaries and blossoming student loans, when you look at the data you can be sure looming students loans and low paying comprise a great deal of the incentive for these teachers to leave.

We need to attract the best and the brightest teachers into our public schools to cultivate the minds of our children. But can we realistically expect those students graduating from 4-year institutions and saddled with thousands of dollars in student loans—the average private college students graduates with \$14,000 of loans that must be repaid—to enter career where they can expect a starting salary that barely reaches the mid-twenties? How can we expect our young people to turn their backs, particularly in this booming economy, on higher-paying jobs as analysts, in technology companies.

Consider the case of Bridgewater State College, which was the first college in Massachusetts to obtain accreditation under the new National Council for the Accreditation of Teacher Education standards. One-fifth of Bridgewater State students go on to become teachers in Massachusetts and throughout the country. But these students graduate with an average of \$8,693 in student loans that must be repaid. And that is from a public school, where in-state tuition is just \$8,000. A student graduating from a private college, of which there are many in my state, faces a average of \$14,000 in loans to be repaid.

Now, we all know that first-year teachers are poorly paid. The average starting salary is in the mid-twenties. It is simply too difficult for young teachers to make ends meet when, in addition to paying rent, buying groceries, maybe saving for graduate school, or for a car, they must also pay back these loans.

We must act on this legislation now. If not because we are facing an imminent teacher shortage, then because of the rising cost of tuition. From 1990 to 1996, average tuition for a full-time resident undergraduate student rose 43.8 percent, but during that same period, the consumer price index rose only 15.4 percent. And at the same time, Mr. President loans are comprising a greater percentage of student's tuition than grants or income. In the early 1980s, loans covered about 40 percent of total aid. Now, loans cover 58 percent of total aid and during that period, grants went from covering 55 percent of total aid to just 40 percent of total aid. Mr. President, we must address this issue. We must provide assistance to aspiring teachers. We must act now.

The PRESIDING OFFICER. The Senator's time has expired.

Mr. KERRY. I ask my colleague from Georgia if he would mind if I took a moment, maybe 3 or 4 minutes, to say something about the shooting in Michigan. May I ask for 4 minutes?

The PRESIDING OFFICER. Is there objection?

Mr. COVERDELL. I yield 4 minutes to the Senator from our time.

Mr. KERRY. The Senator is very generous. Knowing the outcome of this vote, I know the Senator does not have to expend a lot of eloquence to defeat me. I am very appreciative for his consideration.

Thank you very much, Mr. President.

YOUNG LIVES IN CHAOS

Mr. KERRY. Mr. President, today there was an article on the front page of the Washington Post. I thought the words captured in the caption really summarize the situation that the Senate needs to stop and think about much more seriously as we come into the budget deliberations for this year.

The title of the story is: "A 'Life in Chaos' Shaped Young Shooter." The description in the story talks about the life: Living in a place where drugs are rampant, where a gun is under a pillow, where parents are not paying attention. Literally, they define this as a life in chaos.

I have come to the floor many times over the course of the last few years to talk to my colleagues about exactly that: the difference for children between a life in chaos and a life lived in order, in structure.

The fact is, this child in Michigan, who saw fit to pick up a gun and shoot another student of the same age in their classroom, is tragically not an aberration in the context of life in America today. There are countless numbers of children living lives in chaos.

One-third of all of our children in this Nation begin life in a deficit because they are born into a parenting situation where there is only one parent, born out of wedlock. With the failure rate of marriages, when you add to

the one-third that begin life that way, maybe as many as 45 to 50 percent of America's children are being raised in a single-parent structure.

Too many kids who are raised with even two parents are often the victims of lives in chaos, where the parents are not paying attention, where there are not afterschool programs, there are not early start programs, there are not child-care programs.

Children, 5 million strong a day, are let out of school to go back to apartments and homes where there is no adult until 6 or 7 in the evening. We know that 5 million children are let out of school and returned to apartments and homes in that situation.

I know of cities in Massachusetts where, tragically, because of the situation in a housing project or the situation of a single parent who is struggling with two jobs, working to make ends meet, and they do not have a proper child care situation, children are also being raised in a kind of chaos.

Talk to any child psychologist anywhere in the world, and they will tell you the negative impact that kind of chaos or disorder or lack of structure has on children.

My prayer is that in the course of the next weeks, when we have the opportunity in this budget, in a year of surplus, in a year where we are talking about huge sums of money in tax rebate, and too much of it going back to people who already have more than most people in America, I hope that in that context the Senate is going to do the business of this Nation in helping parents to be able to parent and helping children to be able to live lives in order, not lives of chaos. There is no greater mission for this country.

Mr. President, I ask unanimous consent that this article from the Washington Post be printed in the RECORD.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

A 'LIFE IN CHAOS' SHAPED YOUNG SHOOTER
(By William Claiborne)

MOUNT MORRIS TOWNSHIP, MICH., March 1—The 6-year-old boy who shot and killed a first-grade classmate in an elementary school here Tuesday was living in a rundown crack house just blocks from the school—without even a bed to sleep on—and leading a "life in chaos," authorities said today.

Two men living in the house were arrested last summer on charges of breaking into and burglarizing a house down the street in this gritty, unincorporated neighborhood just north of Flint in central Michigan, neighbors said.

Another man, who police said kept a .32-caliber revolver under a blanket in his bedroom—the weapon that authorities say the boy stole and used in shooting 6-year-old Kayla Rolland once in the chest—was a fugitive being sought on drug charges and for possible indictment for involuntary negligent homicide before he surrendered to police late this afternoon. The 19-year-old man, who has not been identified by police, was held on outstanding warrants.

When police raided the house Tuesday night and seized drugs and a stolen 12-gauge shotgun, they arrested a third man, identified as the boy's uncle, on an outstanding

felony warrant for concealing stolen property. The uncle, identified as Sirmarcus B. Winfrey, was also held in connection with the seized drug cache and the shotgun. He is the brother of the boy's mother.

Genesee County Prosecutor Arthur A. Busch said the boy, whose name has been withheld because of this age, "comes from a very troubled home. . . . It is obvious to me he is the victim of the drug culture and a home that is in chaos."

Nonetheless the boy's mother Tamara Owens who police say has a criminal record, and his father, Dedric Owens, who is in jail on a parole violation, appeared briefly in Genesee County Probate Court today asking for custody of the boy and his 8-year-old brother. The father, appearing in court in handcuffs, said he was sorry for what happened but added, "I miss him and I can't wait to see him." He said he was seeking custody for when he is eventually released from jail.

Speaking briefly in court, Owens said, "I'm very sorry for what happened to the child and the family. I wish it would never had happened. There's nothing I can do about it."

Probate referee Peggy Odette denied the custody requests, saying that there was evidence the mother had a background of drug use. But she said Owens, who sat quietly in court and wept occasionally during the brief proceedings, would be allowed supervised visits with the boy while he is in state custody. The boy and his brother are living with an aunt.

The parents' custody requests were made after state children's services officials filed a petition for state custody on the basis of alleged parental neglect. Busch said the petition would go to Family Court for a hearing.

Busch said the boy, who along with his brother apparently had been passed from house to house after their father was sent to prison on a home invasion conviction, was incapable of forming an intent to shoot his classmate and should not be prosecuted for that reason.

"Especially after the detectives say that he has not appreciated what has happened, that he takes this as, well this is something that happens like on television," Busch said at a news briefing at County Court in Flint.

After police questioned him, the boy "just sat there drawing pictures," said Township Police Chief Eric King.

The prosecutor said there is ample case law, supported by a recent U.S. Supreme Court decision, that youths under 7 years old cannot be prosecuted on felony charges. "He is a victim in many ways and we need to put our arms around him and love him," Busch said.

Genesee County Sheriff Robert J. Picknell said today that he interviewed the boy's 29-year-old father Tuesday night at the county jail. The father was paroled on Dec. 20 from a home invasion sentence but two months later was back in custody for the parole violation.

Picknell, in a telephone interview, said the father told him that, after being evicted from her house, the boy's mother dropped off the youngster at the crack house about 10 days ago to live with his uncle. The move followed a series of behavior problems at the Theo J. Buell Elementary School, where Kayla was shot as three first-graders and a teacher watched in horror Tuesday morning.

Branch said the shooting followed a quarrel "and maybe a scuffle" between the boy and Kayla at the school the previous day, but he insisted that he had no information indicating the boy went to the school with the intention of shooting the girl.

Picknell noted that Owens, whose name had been withheld to protect the boy until

today's Probate Court appearance, said his son told him he had been suspended three times this school year, once for stabbing another pupil with a pencil and twice for fighting.

When asked about the suspensions, Ira Rutherford, superintendent of the Beecher School District, declined to comment, saying information about the boy's behavior is confidential. Rutherford said that "seriously disturbed" youths are referred to mental health programs for help, but he declined to comment when asked if the boy had been referred to such a program.

Rutherford also said he thinks the boy may be too young to come under a 1984 Michigan law requiring the expulsion of students who violate gun prohibitions, even though the law appears to cover pupils of any age. He said he would not speculate where the boy may attend school if he is not charged, even as a juvenile.

Picknell said the father was aware of the known drug house at 1102 Juliah St., around the corner from the school, and that when he heard about the shooting on a radio newscast, he immediately had a "sickening feeling" that his son may have been involved. Picknell said Owens told him that shortly after he was paroled in December, he saw his son and asked him why he committed the offenses that led to the suspensions.

"He said that the kid told him he did it because 'I hate them,'" Picknell said.

Picknell said Owen's suspicion that the boy was involved in the school shooting was heightened because of his knowledge that guns were always kept in the house for protection and for trading for drugs.

Picknell said he was troubled by the fact that the suspensions did not prompt educators to seek special help for the boy, or at least lead to a referral to child protection services for an investigation into his home life.

"If he [the father] could figure it out so quickly, why can't we, the police, the educators and the psychologists?" Picknell said. "All the warning signs were there, but we are not very good about recognizing them," the sheriff said.

Today there was nobody at the Juliah Street house, a one-story bungalow with an old car on cinder blocks on the muddy front lawn. But a neighbor, who said she was too afraid of reprisals to give her name, said there was a lot of traffic in and out of the house late at night and that the occupants "never went to sleep." She said that even before two occupants were arrested in connection with the burglary nearby last summer, residents had complained to the police about drug dealing in the house, but that no action was taken.

Another neighbor, Tammy Fortin, who said she coincidentally is related by marriage to Kayla, said, "It's a drug house. There are so many in this area that I'm scared for my kids, and the cops won't do anything about it."

Fortin, who said her husband's brother is Kayla's stepfather, said the dead girl was a "very well-behaved little girl, loved by everybody. It's just an awful tragedy."

THE PRESIDING OFFICER. The Senator's time has expired.

Mr. KERRY. Mr. President, I yield the floor.

AFFORDABLE EDUCATION ACT OF 1999—Continued

Mr. REID. Mr. President, I ask unanimous consent that the Kerry amendment be set aside so the Senator from California, Mrs. BOXER, can offer her amendment at this time.