

Ms. LANDRIEU. I could probably use 5 minutes, if the Senator could be so gracious to allow that, for comments on education.

Mr. BYRD. I have three speeches. I am not noted for brevity in my speeches, but I do not worry about that too much because Cicero was once asked which of Demosthenes' speeches, he, Cicero, liked the best.

Cicero's answer was, "the longest." He liked the longest of Demosthenes' speeches the best. Of course his speech "On the Crown" was probably the greatest speech ever made.

I wonder if the distinguished Senator will let me do my first speech, which will require less than 10 minutes. Then I ask unanimous consent that I may yield to the Senator for her remarks, and that I retain the floor so I might complete my other two speeches.

The PRESIDING OFFICER. Without objection, it is so ordered.

SENATOR STROM THURMOND

Mr. BYRD. Mr. President, this morning's Washington Post contained a front page story on our distinguished colleague, Senator STROM THURMOND.

I am the Senator in this body who has served longest with Senator THURMOND. I served with Senator THURMOND when Senator THURMOND was a member of the party on this side of the aisle. So, having served with Senator THURMOND all of these long years, I began reading the story, thinking how nice it was that the paper would devote time and space to take notice of the longest serving U.S. Senator in American history, Senator THURMOND, who has cast more than 15,800 votes. He is a man who loved his country so much that he gave up his draft exemption status during World War II in order to enlist in the U.S. military and take part in the invasion of Normandy and the liberation of Europe. I salute Senator THURMOND for his patriotism. He didn't have to do that, but he did it.

As I read the story, I was filled with dismay, then revulsion. Contrary to my expectation, what I was reading was a demeaning drivel filled with denigrating language and insensitive images.

As I read, I kept asking myself, what is the point of this story? Is there any purpose to be served by it?

This is certainly not a news story. Yet, it is on the front page of a major national newspaper—a newspaper that is read around the world everyday, a newspaper that is a great newspaper.

I can see neither a point nor a purpose to the story other than a pathetic attempt to demean an outstanding man and a long serving, distinguished federal lawmaker.

Every senior citizen in America ought to be offended by this orgy of pejorative blather which aims only to viciously exploit something as normal as the human aging process.

We are all going to be old one day, if we live long enough. We ought to be

conscious of that fact. We should be conscious of it every day regardless of what pursuit we follow in life.

Is there no decency anymore?

Is there no respect for anything anymore?

The people of South Carolina continue to place their confidence and their trust in Senator THURMOND. They elected Senator THURMOND to represent their State in the U.S. Senate. And they have elected him and reelected him many times. That is their judgment to make, and I respect their judgment, and so should everybody else.

The Senate is a collective body of 100 men and women who have been elected by the people of their various States to make the Nation's laws. We are a unique body. One-thousand, eight hundred and sixty-four men and women have served in the Senate since the first day it met in 1789.

We are a special body. While we may have our disagreements on this floor, I believe that the Members of this body for the most part respect each other off the Senate floor as well as on the Senate floor.

However, midway through the story, the Post journalist quotes a Senator who "agreed to speak candidly only if he was granted anonymity."

I am speaking candidly today, and I don't do so with anonymity.

At any rate, the story quotes the unnamed Senator as saying, in talking about Senator THURMOND, "At what point do you draw the line?"

That is the question I kept asking myself as I read this inappropriate, tasteless, cheap-shot piece of journalism: At what point do you draw the line?

That is the very question the Washington Post should have been asking before they chose to print their tabloid tripe: At what point do you draw the line?

May I suggest that the real story here is not Senator THURMOND's age. The real story should be that he loves this institution so much and loves serving the people of South Carolina so much that he, at the age of 98, continues to serve and have the courage to carry on, and that he loves his country so much that he was willing to set aside his exempt status in World War II and participate in that dreadful landing on the beaches of Normandy and risk his life, as so many others risked their lives. And many of them never returned. Senator THURMOND continues to serve and have the courage to carry on, in spite of non-news, deeply offensive stories such as the one in today's Washington Post.

Mr. President, I yield the floor.

The PRESIDING OFFICER. The Senator from Louisiana is recognized.

EDUCATION

Ms. LANDRIEU. Mr. President, I thank the Senator from West Virginia for his heartfelt and wonderful remarks. I thank him for yielding just a

few minutes this afternoon to me to speak about the subject of education to follow up on many of the things our colleague from Connecticut, Senator DODD, said so eloquently just a few minutes ago. I appreciate the Senator from West Virginia yielding.

I could actually spend over an hour speaking about this subject because it is so important to our Nation, and it is so important to the State I represent, Louisiana. I will come back often during this debate to try to help focus our attention on some of the aspects of this educational debate that is so important.

Let me begin by simply saying that we are spending a good amount of money on education today. We are spending about \$18 billion. That is a lot of money. It is a lot of money to the people of Louisiana. And title I is \$8.6 billion with a "b"—not a million but a billion. That is a huge amount of money, but, unfortunately, I am here to say today that it is not enough to do the things we know we need to do to help reform and improve our schools and to truly give every child in this country a chance to succeed.

As the Senator from West Virginia knows, there are no guarantees in this life. The Government cannot guarantee every citizen a good life. But our Constitution, the formation of this country, and the reason we come to work I think every day as Senators and Members of this body is to try to provide at least equal opportunity and an equal chance to succeed, to be a part of this great Nation.

There are many ways we can try to do that. But one fundamental way is through the process of formal education—providing excellence in education to every child, whether they be born into a wealthy family, or a poor family, a black family, or a white family, whether they are born in California or New York or Louisiana or Minnesota.

Today, as a nation, we believe we have an obligation. We did not always believe that because prior to 1965 education was a very local enterprise. But since 1965, this Government has recognized that the Federal Government does, in fact, have a role to play, not only in helping States with dollars but, hopefully, now helping them with direction, and moving them to reforms into excellence because while some of our public schools are working, too many of them are failing.

So as we speak about this education debate, yes, we are spending a significant amount of money, but it is not nearly enough. In fact, you can look at how our money has really not increased.

For the record, let me share with you that the title I portion, which is \$8.6 billion of the \$18 billion total, since 1965, has barely kept pace with inflation. So while every year we come to Washington and say education is our No. 1 priority—the polls most certainly indicate that on the Republican side

and Democratic side—our budgets have not reflected that because when items are a No. 1 priority, they get greater than an inflationary increase. They get significant increases in the budget to reflect that No. 1 status. That is simply not happening in the area of education, particularly in title I.

So we want to fight for reform. We want to fight for accountability. But we must have those investments to make those reforms real or it is an empty promise and we are going to be leaving many children behind—millions of children, as Senator DODD said.

Let me just share with you, first, a chart that shows that money does matter. There have been hundreds of studies done, but let me just share one with you. This is a New York study that was recently done that links the rises in school financing to test scores.

In New York, 39 low-performing schools were targeted. These are schools that were failing to meet academic standards. These schools were targeted, and they were given a set of reforms: higher standards, testing, all of the things that we want to do; and, in addition, money, anywhere from \$500,000 to \$1 million was invested, for smaller class sizes, longer school days, and teacher training.

Do you know what happened. Children began to learn because the reforms were matched with the dollars. In this particular study, we saw an increase of 7 percent in reading, and 3.5 percent in math, based on the reforms and the investment.

I could share with you hundreds of studies and case examples in Louisiana, New York, and California where it proves the point that money matters. Will money correct the problem by itself? Absolutely not. We could triple the amount of money in education under the current system, and we probably would not see much in the way of results. But we are on the threshold of mandating rigorous tests, very high standards, and real consequences for failure.

I believe passionately that if we do not match that historic commitment to excellence and accountability with an historic increase in funding, we are going to leave many millions of our children behind, disappoint communities around this Nation, with unfunded mandates and broken hearts and broken promises. We simply cannot do that. We need to increase funding substantially.

Let me share another number for the record. The proposed tax cut will return \$69 billion this year. The current education budget provides only \$2 billion extra. Mr. President, with \$69 billion for investments in tax cuts, \$2 billion for investments in education, it is not nearly enough.

The three R's bill that I have been supporting and promoting asks for an \$8 billion increase in education. That would be a significant start—more than the rate of inflation. Not only would the increase help to match our

commitment to reform and accountability, but the targeting aspect is also important.

Let me share one other chart today.

One of the problems, as I have tried to outline, is the lack of adequate funding and the real need to match these new accountability standards—new testing standards and new standards of excellence—with real dollars to help our schools to meet these new targets. But equally important as the amount of the funding is the way the funding is distributed.

Right now, we are missing the mark. We are missing our targets. The Federal Government provides a portion of education dollars to the State, and all of us agree—Republicans and Democrats alike—that the primary role of the Federal Government is to help level the playing field so that whether you are in a poor community or a poor State, you have an equal opportunity for an excellent education. Regardless of the fact that he or she might live in a district where there is no capacity for raising taxes, that student should still have a chance for a good education.

Our targets are missing the mark. Depicted in the center of this chart are the schools that are up to 100 percent of poverty. After 35 years, we are still not funding 100 percent of the poorest children in our Nation. We have not reached them. We have tried for 35 years, but we are not reaching the target. When you move out to those schools that are between 50 and 75 percent of poverty, we are only reaching 80 percent of our children. When you move out further, to those schools that are between 35 to 50 percent of poverty, we are reaching less than 50 percent of our children. We need 100 percent for the poorest of our children. We need 100 percent for those schools between 50 and 75 percent of poverty. And we need at least 75 to 100 percent for those schools at 35 to 50 percent of poverty. If we do not, the promise that we make to help the poor children in this country, many of whom live in States such as Louisiana, West Virginia, California, and New York—and they exist in every part of this Nation—will simply be empty. It is not fair.

As I conclude, let me just say that not only is it not fair; it is not smart because our Nation will not function at its highest capacity. We cannot remain the supereconomic power that we are. We cannot provide our industries with workers who have had skilled training if we do not make a commitment at the national level to not only increase the amount of funding for education significantly, over and above the inflation rate, but that we also target those extra dollars to the communities that need the most help, hoping that wealthier communities and affluent communities could step up to the plate and do the job, but communities that are poor and disadvantaged, the Federal Government would help.

In conclusion, let me be clear that we want to help every child in every dis-

trict in every State. In our formula that we are recommending—and I am going to be offering an amendment that will certainly do that—every child, every community, and every school district will get help from the Federal Government. But we will give special help to those districts that need it the most. This is not just about taking temperatures; it is about having the medicine to give to our children to help get them well and to give to our schools to help make them excellent. If we raise the standards and do not help our children meet the standards, we are going to have a high level of frustration, anxiety, and pain across this Nation.

So I commend the President for wanting to move to a system of greater accountability. I have supported that. My State of Louisiana is leading that effort. But if we do not couple that new accountability with increased targeting and increased investment, we will be making a very bad mistake that our Nation will pay for dearly in the decades ahead.

Let us start this new century with a renewed commitment, with renewed vigor, with a commonsense approach; yes, with more accountability and reform, with real dollars to match, targeted in a way that will really bring the promise of this great Nation to each child, whether they live in West Virginia or Louisiana. We can do it. We have the money to do it. The question is, Do we have the will? I believe we do. With the President's leadership, with bipartisan support, we can find the will to do right by our children in their schools and in their communities.

Mr. BYRD. Mr. President, I thank the Senator from Louisiana. I share her enthusiasm for education. I am grateful that she is a Senator who is using her foresight and vision and talents to advance the cause of education.

TAKE YOUR DAUGHTER TO WORK DAY

Ms. LANDRIEU. Mr. President, the Senator from West Virginia should note what for all of us is a special day on Capitol Hill. It is Take Your Daughter to Work Day. While my own precious little 3½-year-old daughter is not with me today because she is not quite old enough to appreciate the significance of this day, I do have nine beautiful little girls from Louisiana whom I have adopted for the day and a whole Girl Scout troop here from Capitol Hill, Troop 4062. I will submit their names for the RECORD.

I want the RECORD to reflect that they were here today working with us to help make this Senate and this country a better place. I wish them all much success. I am glad that so many of our Senators and staff invited the young girls today to share this experience with us.

I thank the Senator for yielding the time and ask unanimous consent to print the names in the RECORD.