

Poetry Month. Through celebrations such as this, I hope that poetry will come to be appreciated by a new generation of Americans so that they might enjoy the deep spiritual enrichment that poetry has provided to so many. I should mention that great English novelist and poet, Rudyard Kipling, who received the Nobel Prize for literature in 1907 and about whom I was reading when I was yet in high school in the early 1930's

In his "Recessional" and similar pieces, Kipling addressed himself to his fellow countryman in times of crises. Today I shall only quote from Kipling's "The Heritage":

Our fathers in a wondrous age,
Ere yet the earth was small,
Ensured to us a heritage,
And doubted not at all,
That we, the children of their heart,
Which then did beat so high,
In later time should play like part
For our posterity
Then, fretful, murmur not they gave
So great a charge to keep,
Nor dream that awestruck time shall save
Their labor while we sleep.
Dear-bought and clear, a thousand year
Our father's title runs.
Make we likewise their sacrifice,
Defrauding not our sons.

I shall close with one of the poems by Henry Van Dyke, another poet and essayist popular in the closing days of the 19th century and the early decades of the 20th century. This poem, "America For Me," has been very popular with my own constituents for whom I have quoted it so many, many times during my travels in the West Virginia hills.

Tis fine to see the Old World, and travel up
and down
Among the famous palaces and cities of re-
nown,
To admire the crumple castles and the stat-
ues of the kings,
But now I think I've had enough of anti-
quated things.
So it's home again, and home again, America
for me!
My heart is turning home again, and there I
long to be,
In the land of youth and freedom beyond the
ocean bars,
Where the air is full of sunlight and the flag
is full of stars.
Oh, London is a man's town, there's power in
the air;
And Paris is a woman's town, with flowers in
her hair;
And it's sweet to dream in Venice, and it's
great to study in Rome
But when it comes to living there is just no
place like home.
I like the German fir-woods, in green battal-
ions drilled,
I like the gardens of Versailles with flashing
fountains filled;
But, oh, to take your hand, my dear, and
ramble for a day
In the friendly western woodland where Na-
ture has her way!
I know that Europe's wonderful, yet some-
thing seems to lack:
The Past is too much with her, and the peo-
ple looking back.
But the glory of the Present is to make the
Future free,
We love our land for what she is and what
she is to be.

Oh, it's home again, and home again, Amer-
ica for me!

I want a ship that's westward bound to
plough the rolling sea,
To the blessed Land of Room Enough beyond
the ocean bars,
Where the air is full of sunlight and the flag
is full of stars.

Mr. President, Senator KENNEDY was
planning to speak. While we are wait-
ing for Senator KENNEDY, I shall quote
another poem:

I saw them tearing a building down,
A group of men in a busy town;
With a "Ho, heave, ho" and a lusty yell.
They swung a beam and the sidewall fell.
I said to the foreman, "Are these men skilled
The type you'd hire if you had to build?"
He laughed, and then he said, "No, indeed,
Just common labor is all I need;
I can easily wreck in a day or two,
That which takes builders years to do."

I said to myself as I walked away,
"Which of these roles am I trying to play?
Am I a builder who works with care,
Building my life by the rule and square?
Am I shaping my deeds by a well-laid plan,
Patiently building the best I can?
Or am I a fellow who walks the town,
Content with the labor of tearing down?"

Mr. President, I yield the floor.
The PRESIDING OFFICER. The
Democratic leader is recognized.

TRIBUTE TO JIM ENGLISH

Mr. DASCHLE. Mr. President, I come
to the floor today to honor a very spe-
cial person. His name is Jim English.
He is the Democratic staff director of
the Senate Committee on Appropria-
tions. In the course of the 30 years he
has worked in the Federal Government,
23 of which were right here in the Sen-
ate, Jim has served the Senate and the
American people with great distinc-
tion.

I have had the privilege of working
with and getting to know Jim well as
he carried out his responsibilities on
one of the most important committees
of the U.S. Senate, the Senate Appropria-
tions Committee. Very few people I
have encountered in my time in the
Senate—be they members or staff—
have made as big a difference in the
lives of everyday working people.
Throughout his Senate career, Jim has
constantly and consistently done what
is best for the American public, regard-
less of their political persuasion and
social status.

Although he worked directly for our
colleague, Senator BYRD, Jim has al-
ways had time to listen to and help
deal with the needs and requests of any
Senator who came to him seeking as-
sistance. I have seen first hand his pa-
tience, his expertise, and his willing-
ness to lend his considerable talents to
help Member after Member do right by
their constituencies. Perhaps the
greatest tribute one can pay to Jim's
professionalism and expertise is that
he has managed to attain the absolute
trust and confidence of Senator BYRD.
Suffice it to say that such a feat is as
major as it is rare.

During his time in the Senate, Jim
has set a standard of conduct and ac-

complishment that will be exceedingly
difficult to match. In my mind, Jim
has come to symbolize what we mean
when we use the term public servant. I
thank him for choosing to spend part
of his life with us. We are all better off
as a result.

I wish him well in whatever he choos-
es to pursue in the next stage of his life
and hope that others who follow in his
footsteps remember the lofty standards
he established.

I yield the floor.
The PRESIDING OFFICER. The
Chair recognizes the Senator from Min-
nesota.

Mr. WELLSTONE. Mr. President, I
came to the floor and I heard Senator
BYRD and Senator DASCHLE speak
about Jim English. The only thing I
can say about Jim English—not nearly
as well as the two of them have spoken
about him—is, No. 1, he has worked for
and with the master, Senator BYRD. I
think he knows almost as much as Sen-
ator BYRD does about the appropria-
tions process—maybe not quite as
much. But I can tell Senator BYRD that
I think Jim is a lot like Mike Epstein,
my former deputy. I came here and I
knew so little. Maybe I now know a lit-
tle more. I still have a lot to learn.

Jim is just so gracious and so willing,
when people are just rushing and rush-
ing, to take time and mentor you and
to be your teacher. Jim worked for
Senator BYRD, but in a way I believe he
was there to work for all of us. He cer-
tainly helped me a lot. At the begin-
ning I hesitated to ask him. I knew of
his expertise. When he was so gracious
and so obliging and never made me feel
as if I was a fool, then I believed he was
a great teacher, willing to answer more
questions. I have asked him many,
many questions. He has answered those
questions. He has helped me. He has
helped a lot of Senators.

He truly represents the very best of
public service. We are going to lose a
great man. The country is going to lose
a great man. There is no question
about it.

I thank you, Jim.

Mr. KENNEDY. Mr. President, I am
delighted to have the opportunity to
join my colleagues in this well-de-
served tribute to Jim English, who is
retiring from the Senate after 30 years
of outstanding service. Jim has done a
brilliant job over the years as both a
majority staff director and a minority
staff director on the Senate Appropria-
tions Committee, and we will all miss
him very much.

Jim was talented and always helpful,
and he was an enormous source of ad-
vice and counsel for all of us on so
many aspects of the appropriations
process. Whatever the issue, and how-
ever complex the process, especially as
the annual deadline neared, Jim was
always a steady hand and a remarkable
source of inspiration and wise counsel.

Jim's name may not be well known
to the citizens of our states, but over
the years, the people of all 50 states
have benefitted immensely from Jim's
skillful work.

It is a tribute as well to our distinguished colleague, Senator BYRD, that he has had the remarkable service of such an outstanding member of his staff over the years. We will all miss Jim very much. We thank him for his extraordinary services to the Senate and the nation, and we extend our best wishes to Jim and his family for a long and happy retirement in the years ahead.

Mr. WELLSTONE. Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

Mr. LOTT. Mr. President, I ask unanimous consent the order for the quorum call be rescinded.

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

UNANIMOUS CONSENT REQUEST—
S. 1

Mr. LOTT. Mr. President, I think it is essential that we go forward with our education reform package. A lot of good work has been done in the Health, Education, Labor, and Pensions Committee. Senators on both sides of the aisle—Republican and Democrat—have worked hard. They reported out a bill overwhelmingly from the committee. A great deal of negotiation has gone on since then between members of the committee, the House and Senate, both parties, and the administration. A lot of the reform language has been agreed to, with a lot of understanding about the amount of funds that will be necessary to implement this legislation.

But the important thing is that we go forward. I do not think you could ever get every detail worked out and agreed to in advance. It is called the legislative process. You go to the Chamber, you have debate, you have amendments, you have votes, you get a result, and you pass the bill.

Over the past couple years, I have quite often been criticized that I would not let the Senate work its will. And now, for a week, the Democrats have been blocking going to the bill, blocking the motion to proceed to the education bill.

This is the highest priority for this President, I believe for the Congress, both parties, and for the children.

I believe that if we go forward and have a good debate and have amendments that we will get a result that will be good in improving the quality of education in America.

Mr. President, I ask unanimous consent that the Senate now turn to the consideration of Calendar No. 23, S. 1, the Elementary and Secondary Education Act.

The PRESIDING OFFICER. Is there an objection?

Mr. WELLSTONE. Reserving the right to object, I say to the majority leader that where I would dissent from his remarks is that actually there is a lot of negotiation going on. I think

Senators on our side have made some very basic points. One is, it is important what is in the bill before it comes to the floor. Two, I think we are quite far apart, although hopefully we at some time will be together about whether or not, in fact, there will be the investment in children, to make sure that the children and the teachers and the schools have the tools to succeed. This is really a choice between whether or not you want to put so much into, I say to the majority leader, Robin-Hood-in-reverse tax cuts, with over 40 percent of the benefits going to the top 1 percent of the population, or you are willing to make the investment in education and children.

I am so pleased the President has announced the goal of leaving no child behind. But it cannot be done on a tin cup budget. We are looking at the whole issue of kids with special needs, the IDEA program, the title I program, afterschool programs, teacher recruitment, smaller class size, and doing something about these dilapidated buildings.

So my hope is we will be able to resolve what I think are important questions. But I think the Democrats are very committed to this discussion about education, very committed to doing it right. If, in fact, we are going to call this piece of legislation, as the President has, the BEST, then we ought to be doing our best for children. I have no doubt that the people in Minnesota and the people across this country are looking for a real commitment of resources and the Federal Government living up to its obligation. We should be accountable. Just as we call for the teachers and the children to be accountable, we should be accountable as well. That is what we are going to be strong on.

I object.

Mr. LOTT. To clarify, does the Senator object to bringing up and going forward with the education bill?

Mr. WELLSTONE. I said I object to going forward with the education bill while we are in negotiation, while we do not know what is in the bill, while we do not have a commitment yet on the investment of resources and the Federal Government and the Senate and the House living up to our commitment to children and education in the country.

The PRESIDING OFFICER. Objection is heard.

Mr. LOTT. Mr. President, I now withdraw the pending motion to proceed to S. 149.

The PRESIDING OFFICER. The Senator has that right. The motion is withdrawn.

BETTER EDUCATION FOR STUDENTS AND TEACHERS ACT—MOTION TO PROCEED

Mr. LOTT. I now move to proceed to S. 1, the Elementary and Secondary Education Act.

I say to the Senator from Minnesota, there have been many days of negotia-

tion. A lot of progress has been made. Everybody acknowledges that. But this bill should have been taken up in March. Now here we are almost in May and we are still negotiating. If we are going to have everything wrapped up before it ever comes to the floor of the Senate, there would not be much for the Senate to do around here.

Ordinarily, you get as much of an agreement as you can, get a bill reported out, and bring it to the floor. Negotiations are not going to end. They are going to continue. But on some of them we are not going to be able to reach an agreement.

I say to my colleague, in a State that is trying to improve education, and, again, as a son of a schoolteacher, if just money would solve the problem, we would have a higher quality of education in America than we do today.

We have spent well over \$130 billion over the past several years for the title I program. I don't want to demean that program. It has done some good and can do more good, if we give a little more flexibility at the local level where the money can be used, where it may be used differently in Minnesota than it would be in Texas, give a little flexibility to make sure you are addressing the needs of those title I children in an appropriate way.

But just money is not enough. We have to have some real reforms. Money is part of it. I admit that. The President has asked for more money for the reading program. The President has indicated he supports more funding for title I and for IDEA and for bilingual education.

We are making progress. He is moving in the right direction. But I don't know if we can ever come up with enough money in this area or a lot of the other areas to suit every Senator. They can always find some way—it is easy—to say "give me more."

One of the reasons we ought to have tax relief is to let the people keep a little bit more of their money to help the children with their needs. That is why I think we ought to double the child tax credit; let the parents get more of the benefit of their money to help their children with their needs. Let them decide if they need a little tutoring, if they need a computer, whatever it may be.

One of the reasons parents can't always do what they need for their own children is that they don't get to keep enough of the money they earn. Why in the world would we take from the mouths of labor the bread that they have earned? That is a quote from Thomas Jefferson—a great line.

At any rate, some Senators are adamant about objecting to proceeding to the education bill. I think that is a mistake. I think we ought to move forward. I suspect that some of the amendments that would be offered—and maybe the Senator from Minnesota would support and I would oppose—probably will pass. What are they worried about? We can bring this to a satisfactory conclusion that would be