

same direction, whether it is a body moving through space in the physical world or whether it is a Government agency moving through regulations that always does things the same way. It keeps things going. It takes yesterday's answers and tries to force them on today's problems.

As I look at this bill overall, I do not see the boldness, the freshness, the challenge to do something different and try to break out of the old patterns that, frankly, were there when President Bush first submitted his education plan. We, in this body, have added so much baggage to that exciting first motion that it is hard to recognize the President's initiatives in this bill. They are buried under piles of money and piles of directions that are rooted in the status quo and in the past.

So I decided that the bill is going to pass, regardless of what I try to do. But if I can draw a little bit of attention to the fact that the bill is not, in fact, as bold, as innovative, and as hopeful as it started out to be by casting a negative vote, then that would justify casting a negative vote.

I don't expect very many people will listen to what I have to say, and I don't expect very many people will pay attention to the vote I have cast. But I remember when I first came here as a young Senator, someone said to me, Cast your vote with this in mind—how will you feel as you drive home thinking about it after the debate is over?

I decided that as I drove home thinking about this one that I would drive home feeling better having cast the protest vote than I would if I had gone along with the large majority of my colleagues.

I don't mean to suggest that anyone who voted for this bill was not voting out of complete, sincere dedication to the idea that this is something good. I don't mean to question the motives of anybody else. I simply want to explain my own. This bill has grown too expensive. This bill has grown into too much Federal control. And the end result, in terms of timidity and support for the status quo, is simply not worth those first two. That is why I opposed the bill.

I hope the product that comes back to us from conference will be better and that I will then be in a position to support it.

The PRESIDING OFFICER. The Senator from Nebraska is recognized.

226TH BIRTHDAY OF THE ARMY

Mr. HAGEL. Madam President, I rise today to wish the United States Army happy birthday. It was 226 years ago today, in 1775, that the Continental Army of the United States was formed. The United States Army has had a monumental impact on our country.

Millions of men and women over the past 226 years have served in the senior branch of our military forces. The Army is interwoven into the culture of America. Those who have had the great

privilege of serving our country in the U.S. Army understand that.

Last week, I was in Crawford, Nebraska. I am helping with the renovation of the historic barracks at the old Ft. Robinson in western Nebraska.

Ft. Robinson was home to the U.S. Army's "Buffalo Soldiers"—the heroic black soldiers who fought as part of the U.S. Army after the Civil War into the early 20th Century.

The 9th Cavalry Buffalo Soldiers called Ft. Robinson home from 1885 to 1898. And the 10th Cavalry Buffalo Soldiers were stationed at Ft. Robinson from 1902 to 1907.

It is also interesting to note that Nebraska was home to the 25th Cavalry Buffalo Soldiers who were stationed at Ft. Niobrara, in the north central part of Nebraska, from 1902 to 1907.

The Buffalo Soldiers made up about twelve percent of the U.S. Army at the turn of the Century and they served our country valiantly and with great distinction.

Eighteen Buffalo Soldiers earned the Medal of Honor, our Nation's highest award, fighting on the Western frontier. Five more earned the Medal of Honor for service during the Spanish American War.

"Duty, honor, country" is the motto of the U.S. Army. It is America. Every generation of Americans who have served in the U.S. Army—from the Continental Army to the Buffalo Soldiers to today's fighting men and women—have been shaped by this motto.

It has molded lives in ways that are hard to explain, just as the Army has touched our national life and history and made the world more secure, prosperous, and a better place for all mankind.

On this 226th birthday of the U.S. Army, as a proud U.S. Army veteran, I say happy birthday to the Army veterans of our country. We recognize and thank those who served and whose examples inspired those of us who have had the opportunity to serve in the U.S. Army.

It is the Army that has laid the foundation for all of this nation's distinguished branches of service and helped build a greater, stronger America.

Mr. President, on this, the 226th birthday of the Army, I say Happy Birthday and, in the great rich tradition of the U.S. Army, I proudly proclaim my annual Senate floor "HOOAH!"

The PRESIDING OFFICER. The Senator from Connecticut.

THE 226th ANNIVERSARY OF THE U.S. ARMY

Mr. DODD. I commend my dear friend from Nebraska for his remarks celebrating the 226th anniversary of the Army. I am glad I was present on the floor to hear the annual "Hooah" from a wonderful former sergeant who served with great distinction during the Vietnam conflict. He is a wonderful

Member of this body and a great friend to the veterans of America.

I served in the Army. I was a week-end warrior. I defended the shores of Connecticut from outside aggression over the years. But, I am deeply proud to have worn the uniform of the Army while rising to the rank of E4. I am even more proud of my friend for his wonderful service and for what he has done in public life after his service. I join him in wishing happy birthday to our friends in the U.S. Army.

Mr. HAGEL. Madam President, if I may respond to my friend from Connecticut, it is common knowledge that E4s run the Army, so I salute him with a big "Hooah."

THE ELEMENTARY AND SECONDARY EDUCATION ACT

Mr. DODD. Madam President, I want to spend some time talking about the reauthorization of the Elementary and Secondary Education Act of 1965, which we passed just a few minutes ago.

First, I commend my friend and colleague from Massachusetts, the chairman of the committee, for his continuing leadership in the area of education. Senator KENNEDY has been a tireless champion of children and families and is now into his fifth decade here in the Senate. He has no equal when it comes to his passion for serving those in need, and demonstrated that passion once again during his management of this bill over the past 6 or 7 weeks.

I also want to join with those who have commended our colleague, Senator JEFFORDS of Vermont. Senator JEFFORDS is the former chairman of this committee. We were elected to Congress together more than a quarter century ago. He has been a wonderful friend and fellow New Englander and in large part is responsible for the outlines of the bill just adopted by a substantial vote. In his quiet way, JIM JEFFORDS made a very profound and strong imprint on this legislation.

Although much attention has been focused on political events over the last few weeks associated with our colleague from Vermont, that should not overshadow his substantive commitment to the quality of education in this country, and this reauthorization of the Elementary and Secondary Education Act is one of the finest examples of his efforts over the years. So I commend him for his work.

I thank my friend from New Hampshire, Senator GREGG, who is a tremendously bright and articulate Member of this body. We have our differences, but there is no more engaging Member, no one with whom I more enjoy debating a subject. He is knowledgeable and deeply committed to these issues. He has very strong views, but is a very fair individual, and he did a very fine job here on the floor. Other members, also have been very involved in this legislation, such as Senator FRIST of Tennessee, who cares deeply about these issues;

JOE LIEBERMAN, EVAN BAYH, and MARY LANDRIEU; and especially other members of the committee on which I served—TOM HARKIN, JACK REED, PATTY MURRAY, BARBARA MIKULSKI, JEFF BINGAMAN, and our new colleagues, Senator CLINTON from New York, and Senator EDWARDS. Also, SUSAN COLLINS, and TIM HUTCHINSON from Arkansas. PAUL WELLSTONE has offered many amendments in committee as well as on the floor, expressing his strong appetite for improving the quality of public education in America. Certainly, TOM DASCHLE, the distinguished majority leader, has been deeply involved in this debate and discussion over the last number of weeks and deserves a great deal of credit, along with HARRY REID, for keeping the battle moving forward and the debate moving forward over these last days of the debate.

I thank TRENT LOTT, former majority leader, now minority leader, for his work as well.

I am sure that I left some people out here, including the Presiding Officer, the distinguished Senator from Michigan, Ms. STABENOW, who has also been deeply involved in education matters for many years—long before she arrived as a new Member of this body, in her work in the other Chamber, and in her home State of Michigan on behalf of children and families. I thank her for her work as well. And, Senator BIDEN, with whom I offered my comparability amendment, along also with Senator REED.

Madam President, this is not a bill I would have written. Nor is it one that I expect our Republican friends would have written, were we allowed to write our own version of a framework for elementary and secondary education. This is a compromise bill. There are parts of it about which I am very excited and others about which I am disappointed. This is not an uncommon reaction when a final vote on major legislation is called for.

But we are not through the process. This is step 1 for us. The other body has adopted its version of the Elementary and Secondary Education Act, and now we will meet in conference, to work out the differences between these two bills.

I believe our collective work over the past couple of months has greatly improved the bill, and that is why I voted for it. Nevertheless, I hope that it will come back from conference a stronger bill.

This bill will target resources to the neediest students in our country. It will make sure that classrooms are run by well-qualified teachers, and it will provide options to parents. Those are wonderful improvements over the status quo. I heard my friend from Utah say this bill was nothing more than the status quo. That is not the case.

There also were many important amendments adopted, in many cases with broad bipartisan support.

Senator HARKIN and Senator HAGEL put together what may be the most im-

portant amendment adopted in this bill, mandating full funding of the Individuals with Disabilities Education Act. After 26 years of waiting, communities, parents, teachers, and students finally will receive full funding of special education. This is a major achievement.

I am very proud of the fact Senator COLLINS and I were able to get 79 votes for full funding of title I over the next 10 years. I hope that we can fully fund it more rapidly than that, but I believe, and my colleague from Massachusetts who has a wonderful historical memory of this law over the years may know, this is the first time we ever voted to fully fund title I, I am proud of this action.

Senator KENNEDY's amendment will increase the number of qualified teachers in our classrooms. That is a major achievement.

Senator WELLSTONE's amendment ensures that the tests States develop to comply with this bill will be of high quality.

Senator BLANCHE LINCOLN of Arkansas won strong bipartisan support to increase support for bilingual education.

Our colleague from California, Senator BOXER, won support. I joined with her, to increase resources to provide children with productive afterschool programs.

Senator REED of Rhode Island deserves great credit for providing school libraries with desperately needed resources.

The amendment of our colleague from Illinois, Senator DURBIN, will strengthen math and science partnerships. That improves the bill tremendously as well.

I was also pleased the Senate rejected efforts to include private school vouchers in this bill by a significant vote. Not out of any negative feelings about private education, but because with 50 million children in public schools and 5 million in private schools, resources are hard to come by, and we must do our best to improve the quality of public education.

I am pleased as well the Senate accepted an amendment I offered, along with the support of the chairman of the committee and others, for the professional development of early childhood educators.

Also, the amendment I offered with Senator SHELBY of Alabama to protect student privacy was accepted by voice vote.

For children to be ready for school and to learn to read, their early childhood educators must have the training to help them develop intellectually and socially, and this amendment contributes to that goal.

The amendment I offered with Senator SHELBY of Alabama to protect student privacy also was accepted by voice vote.

This amendment will ensure parents have the right to decide whether their children will be asked personal ques-

tions by marketeers for commercial purposes during school time.

This is a growing phenomenon, one that is a growing concern of mine, that classrooms are becoming market testing grounds. It is hard enough to educate a child. I do not think parents expect their children to become the subject of marketing surveys in school. Parents wouldn't tolerate this happening in their homes without their permission and they should not have to tolerate it in their children's schools without permission.

Businesses can be great partners in the educational system. They have a vested interest in a well-educated workforce. But the extent to which and how they are involved is something about which we all ought to be conscious.

But, I do have significant concerns about this bill. I am disappointed that it does not include funds dedicated to reducing class size and repairing crumbling schools. We know that these things improve student achievement and we will continue to fight for them.

I also am disappointed we adopted the Helms amendment, which purported to be about ensuring the Boy Scouts access to public school facilities, a right already guaranteed them by the United States Supreme Court.

The Boy Scouts have a long tradition of doing wonderful things for America's young men, but unfortunately the Helms amendment, in my view, effectively puts the Senate on record as approving the exclusionary policies of the Boy Scouts and other organizations, and that is a sad commentary as we enter the 21st century.

Most of all, I am concerned that while this bill demands accountability for low-income schools and school districts, and establishes the goal of funding title I, we still have not received a commitment from the President or our Republican colleagues to provide the resources for Title I, special education, and other parts of this bill.

I would have hoped that by now the President would have said there will be full funding of these programs during his administration. He has, for whatever reasons, decided not to make that commitment. I am still hopeful he will. That will go a long way in alleviating my concerns about whether or not these reforms are going to give these children an opportunity to compete on a level playing field with other children who have the tools that will allow them to succeed. It does not guarantee success, but it is an opportunity to succeed.

We have an obligation at every level, Federal, State, and local, to see to it that all kids have a chance to succeed. It is important, if this bill is going to reach its potential, to have the resources we will need to give kids that chance.

That has not yet happened, and I am very uneasy as we go into the conference about whether or not those commitments will be forthcoming. If

we end up with nothing but tests and standards and leave needy children in this country in rural and urban areas without the resources to benefit from real reforms, then we will end up with a self-fulfilling prophecy of children who fail tests, which will be taken as a further indictment of public education.

I know I am not alone in this concern. The chairman of the committee has expressed this feeling over and over, and I am hopeful that as this debate proceeds over the coming weeks, the commitments we have asked for with regard to resources will be forthcoming.

And, finally, I am disappointed the Senate did not adopt an amendment which I offered along with Senator BIDEN and Senator REID, with strong support of almost half of the Senate, calling for comparable educational opportunity services for all children within a State. We have done that for 36 years within school districts. Some districts have more students than 27 States in this country. For 36 years, they have been able to provide a comparable educational opportunity. I think States ought to meet that same criteria. This bill demands greater accountability from students, parents, teachers, school boards, and the Federal Government—the only entity we exclude from that is the States. I am disappointed that amendment was not adopted.

But, again, to conclude these remarks, my hat is off to the chairman of the committee, to JIM JEFFORDS, as I mentioned earlier, for his work, to the members of our committee, going right on down the line to the most junior member, Senator CLINTON of New York. Also, our Republican colleagues, including JUDD GREGG, BILL FRIST, SUSAN COLLINS, TIM HUTCHINSON and the others, who worked hard to make this a better bill. While we disagreed and I had strong arguments with them on many points, my respect for them is in no way diminished. In fact, if anything, it is enhanced by their commitment.

We are all trying to do our best for the children of this country and I hope that in the weeks ahead, we will be able to improve this bill further. Again, I thank the chairman of the committee and his staff and all of our staffs.

I will include all the names of people here. They worked so hard. From Senator KENNEDY's staff, Michael Myers, Danica Petroschius, Jane Oates, Roberto Rodriguez, Michael Dannenberg, Dana Fiordaliso, and Ben Cope. From my staff, Lloyd Horwich, Shawn Maher, Jeanne Ireland, Grace Reef, Sheryl Cohen, and John Carwell.

Bev Schroeder and Katie Corrigan of Senator HARKIN's staff, Bethany Little of Senator MURRAY's staff, Elyse Wasch and Michael Yudin with Senator REED, Jill Morningstar and Jay Barth with Senator WELLSTONE, and Ann O'Leary with Senator CLINTON.

Also, Carmel Martin and Dan Alpert with Senator BINGAMAN, Kimberly Ross

with Senator MIKULSKI, and Crystal Bennett, with Senator EDWARDS.

Mark Powden, Sherry Kaiman, and Andy Hartman with Senator JEFFORDS. Michele Stockwell with Senator LIEBERMAN, Elizabeth Fay with Senator BAYH, and Kathleen Strottman with Senator LANDRIEU.

I also want to thank the staff on the other side, especially Denzel McGuire and Stephanie Monroe, with Senator GREGG, Holly Kuzmich with Senator HUTCHINSON, Maureen Marshall with Senator COLLINS, and Andrea Becker with Senator FRIST.

And, I want to thank Joan Huffer with Senator DASCHLE and David Crane and John Mashburn with Senator LOTT, and Sandy Kress and Townsend McNitt, of the White House staff, for all of their help.

I remember Senator KENNEDY and I were up one Saturday morning weeks. We were in the building, walking around, and happened to see a door open. We walked in and there were the staffs, trying to work out differences and work out language in the bill. We offer the amendments, we get the attention, we appear before the cameras, but it is the staffs of our offices who do tremendous work and develop great understanding of these issues.

I thank Senator KENNEDY's staff, my own staff, the staff of the others, both majority and minority for the tremendous effort and time they put in to make this a better bill.

With that, Madam President, I yield the floor.

The PRESIDING OFFICER. The Senator from Massachusetts.

Mr. KENNEDY. Madam President, I want to, first, express appreciation to many of our colleagues and friends and then say a very brief word about what I think this bill is really about.

I want to start off by thanking the extraordinary staffs, mine and those of the members of our committee, Democrats and Republicans alike. We are enormously blessed to have men and women who are committed and dedicated to trying to strengthen the educational system of this country. To a great extent I hope they feel some satisfaction this evening with the completion of this legislation.

As has been pointed out by my friend Senator DODD, we had areas of differences but there was no real difference in our desire to send a very clear message, which tonight we are sending to families all across this country, that help is on the way.

The legislation that was passed a short while ago was not a Democratic bill or a Republican bill; it was an education bill. Stated very clearly with this extraordinary vote—91 votes in favor of this legislation—this Senate is committed to the future of this country. That is what this is about. It is about the hopes and dreams of children, their desire to excel in athletics and sports, but also in the classrooms. When they have exciting and innovative and creative teachers, when they

have interesting curricula and it is all well taught and supported by parents—all of that is really about the future of America.

This vote this evening is a clear manifestation of what has been happening over the past days on the floor of the Senate. Democrats and Republicans were coming together on this central issue, the core issue, the first issue for American families. All parents understand the importance of children's dreams. We realize, really, the greatest limitation on those children's dreams is the failure to provide the opportunity for those children's minds to be as expansive as they possibly can be, to be interested and informed, benefitting from educational opportunities which, hopefully, we have strengthened in this legislation.

First, I thank Denzel McGuire and Stephanie Monroe of Senator GREGG's office; Holly Kuzmich of Senator HUTCHINSON's staff; Maureen Marshall of Senator COLLINS' staff; David Crane and John Mashburn of Senator LOTT's staff; Mark Powden and Sherry Kaiman of Senator JEFFORDS' staff; Lloyd Horwich of Senator DODD's staff; Carmel Martin and Dan Alpert of Senator BINGAMAN's staff; and Elizabeth Fay of Senator BAYH's staff; Michelle Stockwell of Senator LIEBERMAN's staff.

I also thank Sandy Kress, who has been enormously helpful to all of us in the Senate, Democrats and Republicans alike, representing the President. She is a person who understands the President's views very completely. She is a forceful fighter for the position of the President. But as I said on many occasions, she doesn't always say no. She understands the importance of attempting to fight for the position of the President. I thank as well Townsend McNitt of the White House staff as well, who was enormously valuable and helpful to us.

I thank Secretary Paige for his work. Secretary Paige really set the tone for this legislation. At the time of his swearing in, I asked if he would be good enough to come up and meet with all the Democrats. He came up for a meeting. We had very good attendance. I think almost our whole Democratic caucus was in attendance. He stayed there until the last question was asked. It was a very impressive presentation. Since that time, he has been available and accessible to all of us on matters with which we were concerned.

I could not possibly have made much difference in this effort without, really, the tireless work of my own staff: Jane Oates, Michael Dannenberg, and Roberto Rodriguez, for their indispensable roles—all of our staff, of whom I am so proud. They are superb professionals who take great pride in their work, as they should, and as I do in them.

My thanks go to Jim Manley for his able assistance; Danica Petroschius, Dana Fiordaliso, and Ben Cope for the amazing support over the weeks—most of all to Danica Petroschius, whose leadership, energy, and vision has made all

the difference. I thank Danica so much. Her friendship I value greatly.

I am very fortunate for in our staff we have not only great professionals, but they are also great friends. We have a good opportunity to work together. I am not always sure they felt that way for every moment over these past 8 weeks, but I want them to know that is the way I felt about them.

Let me thank also our colleagues who were really indispensable. One of the things that makes it so satisfying to work on our committee, as well as being productive, is there is a great coming together by Democrats and Republicans.

I think the markups were enormously spirited with very good debate and discussion of different viewpoints. But there is a great deal of respect for the opinions of each other. In our committee we have tried to work out some special responsibilities. All members have had great commitment in the area of education.

Of course, when we think of Senator DODD, we think of the children's caucus and all the good work he has done in those areas, particularly in the after-school programs.

TOM HARKIN: We think of his efforts to make sure we are going to have modern classrooms for our children.

Senator MIKULSKI has been singular in her work in trying to focus on the digital divide to make sure we are not going to have the disparities in the digital divisions what we have had in educational divisions. She has been light-years ahead of the rest of us in understanding this and in helping us to try to minimize it.

JEFF BINGAMAN knows more about accountability than any other Member and has been such a leader in this area.

Senator WELLSTONE has been so passionate on so many different issues. I can think of his contributions, particularly on this legislation, to try to make sure we address the quality of our testing and to make sure that children are going to be treated fairly and equitably. I know he has serious reservations about many of these provisions. Our committee is so much the better for having Senator WELLSTONE, as is the Senate.

JACK REED comes from a long tradition of interest in education, not only since he has been in the Senate but also as a House Member. He follows in the Senate Claiborne Pell, who was chairman of our Education Committee. Senator REED understands the importance of quality education and the importance of parental involvement, and also the recognition of libraries as a special priority to children. I still think we missed some important opportunities in being able to adopt some of the Reed amendments because we are enhancing dramatically the reading programs which the President has stood behind. We need good, effective libraries over the long range. JACK REED understands this.

Senator MURRAY—I can still hear her eloquent pleas for us to go to smaller

class size—as a former schoolteacher, brings dimension to our education issues which are unique. Senator EDWARDS, who is so much involved in the development of the education policy in North Carolina, which has really been singular in its achievement, shared with us these extraordinary lessons and made valuable contributions.

Senator CLINTON probably has spent more time in schools in New York and as much as any Member of the Senate has spent time in schools, learning and speaking. Of course, we were advantaged by the fact that when she arrived on our committee, she already had a lifetime of involvement in children's issues and educational issues. Since she arrived on that committee, from the first day we benefited from her experience.

I also thank Connie Garner of my staff for her tireless dedication. She has worked on issues involving the disabilities questions. She left a sickbed. She was there 3 weeks ago in a very important medical condition, from which she has recovered. But she was quick to put aside the attention to her own health in order to be in here and be with us on these debates on matters dealing with disability. She is the proud mother of eight, at last count. Connie is the proud mother of a disabled child, and she has made an extraordinary mark on disability policy.

I want to finally thank the one who pulled all of this together for our committee, Michael Myers, with whom I have had the good opportunity to work on many different policy issues for years, starting with refugees years and years ago, longer than he may want to remember. He has the extraordinary ability to make a lot of different issues, policy questions, and problems a great deal easier. He is a problem solver with rare qualities. In an undertaking such as we had, he was absolutely, extraordinarily valuable.

I thanked earlier Senator JEFFORDS and spoke about his very special contributions.

I also thank Senator GREGG, who has spent a good deal of time here on the floor. I always enjoy working with him—more often when we agree than when we disagree. But it is always a pleasure.

Senator FRIST—who has worked on education—and I have worked closely together on health care.

I thank Senator HUTCHISON, Senator COLLINS, and other members of our committee.

We had the benefit also of Senator LIEBERMAN and Senator BAYH. Senator BAYH took special interest in education as a Governor. After being Governor, he brought those interests here to the Senate. He is not a member of our committee but is as thoughtful about issues on education as one can possibly imagine. Senator LIEBERMAN has made education one of his great areas of specialization and has been both an enormously helpful and valuable ally as we have pursued this issue.

I thank all of the outside groups who have worked with us. We tried to communicate as much as we possibly could as we were working through this process. We tried to do as good a job as we could. I thought we did a decent job. I am sure there are people to whom we owe an apology. I extend that apology. If we weren't able to get to you, or answer your questions on some of these matters, we will take the opportunity now and invite those who are concerned about this to examine this bill and to give us their ideas as we go to the conference. We are very grateful for all of the outside help and assistance we had.

I commend all the students, parents, and teachers who left an indelible mark on this legislation, and thank them for their commitment and willingness to put aside the divisions of the past and find constructive compromise to improve education for all students and all public schools across the country. It is a good bill. It has strong support.

I thank the floor staff, who are always available to us and who are invaluable in working through complex and difficult situations on the floor. They have been absolutely superb, wonderful professionals.

Finally, I thank Senator HARRY REID who was absolutely instrumental. He is not on our committee, but I think at the end of these 8 weeks he knows more about education than perhaps he intended to at the start of this legislation. He is learning more about every bill because there isn't an ally—having been here as long as I have been and having had the good fortune to be a floor manager of legislation—there is no one who has greater value as a floor manager than the Senator from Nevada. He has extraordinary skills, and he uses them in amazing ways. He was able to get things achieved and move this process along. People might ask, Well, how much of a difference does it make? It makes the difference between success and failure. Make no mistake about it, it makes the difference between success and failure. And we would not be here with that success in terms of the strong support of the Members of this body tonight had it not been for my friend and colleague, Senator REID. I am enormously grateful to him for all of his good work. I thank him for all he has done. We look forward to seeing him in harness next week on the Patients' Bill Of Rights. And hopefully he will be able to dispose of those 300 amendments, as he was able to dispose of the 300 amendments that were offered to this bill and get us to final passage.

Finally, I thank the clerks and also all the pages for their help and assistance during this time.

Mr. REID. Will the Senator yield?

Mr. KENNEDY. I will be glad to yield.

Mr. REID. I was not coming to hear the laudatory remarks of the Senator, but I appreciate having heard them. It

is not often in the Senate we have the opportunity to say good things about each other; We are busy trying to get an amendment adopted or give a speech we need to give, and all the things we need to do.

But I cannot help but reflect on the time I have had to spend with the Senator from Massachusetts on this bill because my mind goes back to when I was just a boy, a student at Utah State University. I say to the Senator, your brother was running for President, and I was enthused about helping him. I was in Republican territory, Utah State University in Logan, UT. So I formed at that university a young Democratic club: Young Democrats. And one of the prize possessions I have in the world is a letter written by John Kennedy after that successful election. I have it hanging on the wall in my office in the Hart Building, where he acknowledged we formed this club and perhaps helped him a little bit.

I told the Senator the first day I came to the Senate what an honor it was for me to serve with TED KENNEDY, a person who is one of the well-known people of the world, who has been such an example for how you deal with your family for all of us.

For me, on a personal basis, I say to the Senator, to be able to legislate with you has been a dream of a lifetime. And then to have the senior Senator from Massachusetts say some nice things about me is even something that I never dreamed would happen. So there is mutual admiration. I appreciate the Senator's nice remarks.

Mr. KENNEDY. I thank the Senator and yield the floor.

The PRESIDING OFFICER. The majority leader.

Mr. DASCHLE. Madam President, I did not have the opportunity to hear all of the remarks made by our distinguished colleagues, but I also come to the floor to congratulate our colleague, Senator KENNEDY, for the remarkable job he has done in getting us to this point. I think it is fair to say—I hope the country understands this—this bill would not be where it is today, we would not have passed it 91–8, if it were not for his persistence, his incredible leadership, and the ability he has to once again bring both sides together.

I have had the good fortune now to work with our colleague from Massachusetts on so many things, and I am awed, I am inspired, and I am, indeed, grateful for his friendship and for the extraordinary leadership he provides. So I thank him and congratulate him in particular.

Let me also congratulate our colleague, Senator JEFFORDS. He has gone through a very difficult period. He began by providing us with leadership on the Republican side as we took up this piece of legislation—now as an independent, caucusing with us. He has voted and supported this legislation all the way through. His leadership, his commitment, his work also deserve special recognition.

He is not in the Chamber at this time, but I just want to say, on behalf of the entire Senate, we thank him for what he has done and the manner in which he has done it.

Of course, there are many others who have been very active. I cite especially Senator LIEBERMAN and Senator BAYH for their efforts in working with Senator KENNEDY. They have been extraordinary in their efforts to find common ground.

We started in our caucus in some ways divided. We ended this whole debate more unified on education than we have been in a long time, and it is in part because of the work they have done.

Senator DODD, with his passion, his commitment, deserves special recognition as well. I salute him for the efforts he made to find ways to address the concerns he has with the bill. I thank him for his participation.

Let me finally say, as Senator KENNEDY has, and others have already noted, the one person who is not on the HELP Committee who probably had as much to do with getting this job done as anybody has—or ever will on a piece of legislation—is our assistant Democratic leader. You can only love HARRY REID if you know him. And I don't know of anybody who does not love him and have the affection for him that I do. He once again demonstrated his value not only to our caucus but to the Senate and to the country with the manner and the tremendous ability he demonstrates in working with us each and every day. He is the single best person any manager could ever hope to have as they work to try to resolve outstanding differences, scheduling conflicts, and the array of challenges we face in trying to work through any bill.

So I acknowledge and congratulate our dear friend, Senator HARRY REID, our assistant Democratic leader, for the work he has done in getting us to this point.

I will have a number of matters to raise as we prepare to close, Madam President, but at this point I yield the floor.

The PRESIDING OFFICER. The Senator from Nevada.

Mr. REID. Madam President, before the Senator from South Dakota, the majority leader, leaves the Chamber, on behalf of Senator KENNEDY and myself, I would like to acknowledge, Mr. Leader, that it is nice you said good things about us—and we really appreciate it—but everyone should know, especially the people in South Dakota, that when things got rough out here, we always had to turn to you.

We were able to do a lot of things. We had a good time working together. We enjoyed our partnership. But when it came time to make the really tough decisions, we had to turn to you.

I would like to say this is the first real week of your leadership as majority leader. I hope this is a message of things to come because we were able,

on a bipartisan basis—this was not the Democratic leadership pushing things through. We had to turn to you, and when it really got tough, we were able to work this out. There was no better example of that than today. It is a small miracle we finished today.

We had to go back to the office, bring you out here, and as a result of that, it was above our pay grade—Senator KENNEDY and I—but it certainly is not above your pay grade. As I have said so many times—and I appreciate your kind remarks about me—neither one of us could have made this bill happen but for you.

Mr. KENNEDY. Will the Senator yield?

Mr. REID. Yes.

Mr. KENNEDY. I don't think we called on him more than 25 times a day, asking him to come out here to help us out.

But in a serious way, I just underline what Senator REID has said: The ultimate credit for this achievement is with the leader of the Senate; that is, our new leader and our friend, Senator DASCHLE. I think all of us understand that is what leadership is really about. We were able to get this done and done in a bipartisan way.

Senator DASCHLE announced when he assumed the leadership the way he wanted this institution to be run, and that is the way it was run. Members all through this debate were able to have their views either voted on or considered, unfettered by parliamentary gimmicks. The abuse of parliamentary technique was not in play. There was full, open, frank debate and discussion and accountability. It is a breath of fresh air in terms of the functioning of this body. It is really what I think most of us believe this body is really all about.

It is a real honor and pleasure to know TOM DASCHLE is leading this institution. I thank him for his words.

The PRESIDING OFFICER. The Senator from Alabama.

Mr. SESSIONS. Madam President, I also express my appreciation for all who have been involved in this bill.

I say to Senator KENNEDY, a number of people on this side of the aisle have expressed their appreciation for your leadership. You are a great advocate, but also you manage a bill very well.

Mr. KENNEDY. I thank the Senator.

Mr. SESSIONS. The process that we utilized worked well. Everybody got their votes and got their say. Matters went along fine.

President Bush, as a Governor, committed to doing something about education in his State. He was hands on in that effort. As a result, he knew something about education when he ran for President. He determined that it would not be business as usual. He was convinced that children were being left behind, that they were finding themselves in seventh, eighth, and ninth grades unable to do basic education work, and tragedies were in store for them. He got to know some outstanding individuals in education in

Texas. One was Dr. Rod Paige, the superintendent of the Houston school system, 207,000 students, one of the largest in America.

Secretary Paige had made some real progress there. When he took over in 1995 in that school system, he found only 37 percent of the students were passing the basic Texas test. He had been the dean of a school of higher education. He determined that they could do better, and he insisted that they do better. In 5 years, he doubled that number—1 percentage point from doubling—to 73 percent passing.

President Bush saw that. He appreciated that achievement. He was determined to try to bring that kind of progress throughout America. That is why he selected Dr. Rod Paige as his Secretary of Education.

Dr. Paige eliminated social promotion. He improved testing. He cracked down on schools that did not work, and he cracked down on discipline problems. It was a real achievement of an extraordinary degree that should give us all hope that we can make much better progress with education than we think.

My wife taught. I have been in 20 schools this year. There are teachers around this country teaching their hearts out every day, giving their level best to education. If we can create a system that nurtures them and allows their talents to flourish and not be clamped down by rules and regulations and such, I believe we have the potential for extraordinary progress in education.

Finally, I note that testing is critical because if you love children and you care about them and you do not want them to fall behind, you will find out how they are doing. The parents need to know. The teachers need to know. The principals need to know. Everybody needs to know whether learning is occurring.

When a child is falling behind in basic reading and math—and they will have to be tested in this program—then you can deal with it. If we let them get to junior high, high school, ninth grade, typically, and they can't do basic math and can't read effectively, they drop out. That is a great tragedy. They will be left behind. We should not allow that.

This bill will move us forward. The President will support unprecedented increases in education this year, but he wants that kind of reform. It is part of the bill. I am confident it will come out of the conference committee in a way that he can support.

I thank Senator DASCHLE for his leadership and his time in the late evening.

The PRESIDING OFFICER. The majority leader.

Mr. DASCHLE. Madam President, I compliment the distinguished Senator from Alabama for his comments. I agree with much of what I heard. I think he is absolutely right. This is a real accomplishment. And for people

who care about education on both sides of the aisle, we made real progress today. I am proud to be a part of it. I appreciate his comments.

Madam President, I want to acknowledge the leadership of Senator LOTT, our Republican leader. He was majority leader when we started. We had a number of discussions as we considered how to take up this bill. It was Senator LOTT who said: We are going to take it up, and we are going to let amendments roll. We are going to let amendments be offered. We are not going to use extralegal parliamentary devices. We are going to stay with the agreement we had under the power sharing. He did it, and he did it with real style.

The day should not end without a recognition of Senator LOTT's commitment in that regard and the leadership he provided to allow us to complete the bill today.

Senator JUDD GREGG from New Hampshire also deserves special recognition. He stepped in at the end, completed the bill, as the Republican manager. I acknowledge his leadership as well.

COMMEMORATION OF FLAG DAY

Mr. THURMOND. Mr. President, two hundred and twenty-four years ago today, the United States was engaged in its War for Independence. I note that the American Continental Army, now the United States Army, was established by the Continental Congress, just two years earlier on June 14, 1775. I express my congratulations to the United States Army on its 226th birthday.

At the start of that War, American colonists fought under a variety of local flags. The Continental Colors, or Grand Union Flag, was the unofficial national flag from 1775–1777. This flag had thirteen alternating red and white stripes, with the English flag in the upper left corner.

Following the publication of the Declaration of Independence, it was no longer appropriate to fly a banner containing the British flag. Accordingly, on June 14, 1777, the Continental Congress passed a resolution that “the Flag of the United States be 13 stripes alternate red and white, and the Union be 13 stars white and a blue field representing a new constellation.”

No record exists as to why the Continental Congress adopted the now-familiar red, white and blue. A later action by the Congress, convened under the Articles of Confederation, may provide an appropriate interpretation on the use of these colors. Five years after adopting the flag resolution, in 1782, a resolution regarding the Great Seal of the United States contained a statement on the meanings of the colors: red—for hardiness and courage; white—for purity and innocence; and blue for vigilance, perseverance, and justice.

The stripes, symbolic of the thirteen original colonies, were similar to the five red and four white stripes on the

flag of the Sons of Liberty, an early colonial flag. The stars of the first national flag after 1777 were arranged in a variety of patterns. The most popular design placed the stars in alternating rows of three or two stars. Another flag placed twelve stars in a circle with the thirteenth star in the center. A now popular image of a flag of that day, although it was rarely used at the time, placed the thirteen stars in a circle.

As our country has grown, the Stars and Stripes have undergone necessary modifications. Alterations include the addition, then deletion, of stripes; and the addition and rearrangement of the field of stars.

While our Star-Spangled Banner has seen changes, the message it represents is constant. That message is one of patriotism and respect, wherever the flag is found flying. Henry Ward Beecher, a prominent 19th century clergyman and lecturer stated, “A thoughtful mind, when it sees a Nation's flag, sees not the flag only, but the Nation itself; and whatever may be its symbols, its insignia, he reads chiefly in the flag the Government, the principles, the truths, and the history which belong to the nation that sets it forth.”

Old Glory represents the land, the people, the government and the ideals of the United States, no matter when or where it is displayed throughout the world—in land battle, the first such occurrence being August 16, 1777 at the Battle of Bennington; on a U.S. Navy ship, such as the *Ranger*, under the command of John Paul Jones in November 1777; or in Antarctica, in 1840, on the pilot boat *Flying Fish* of the Charles Wilkes expedition.

The flag has proudly represented our Republic beyond the Earth and into the heavens. The stirring images of Neil Armstrong and Edwin Aldrin saluting the flag on the moon, on July 20, 1969 moved the Nation to new heights of patriotism and national pride.

Today we pause to commemorate our Nation's most clear symbol—our flag. An early account of a day of celebration of the flag was reported by the Hartford Courant suggesting an observance was held throughout the State of Connecticut, in 1861. The origin of our modern Flag Day is often traced to the work of Bernard Cigrand, who in 1885 held his own observance of the flag's birthday in his one-room schoolhouse in Waubeka, Wisconsin. This began his decades-long campaign for a day of national recognition of the Flag. His advocacy for this cause was reflected in numerous newspaper articles, books, magazines and lectures of the day. His celebrated pamphlet on “Laws and Customs Regulating the Use of the Flag of the United States” received wide distribution.

His petition to President Woodrow Wilson for a national observance was rewarded with a Presidential Proclamation designating June 14, 1916 as Flag Day. On a prior occasion President Wilson noted, “Things that the flag stands for were created by the experiences of a great people. Everything