

this legislation into law and authorize this distinctive tribute to a distinctive American.

BETTER EDUCATION FOR STUDENTS AND TEACHERS ACT

Mr. VOINOVICH. Mr. President, if there is one thing that the Senate can agree on wholeheartedly, it is that we, as a Nation, need to invest in our children's educational future. There is no other issue that hits closer to home for America's families.

But, even as we recognize the importance of education, we must realize that close to home is where education works best in America, and simply spending more and more Federal dollars on more and more Federal "one size fits all" education directives will not, by itself, make our education system perform better.

S. 1, the Better Education for Students and Teachers Act, that the Senate passed last Thursday contains several provisions that I favor.

The bill contains a modest pilot "Straight A's" provision that will help us build on the Education Flexibility Partnership Act that I worked to help pass in the 106th Congress to allow States to consolidate Federal education programs to meet State and local needs.

It also contains an amendment that I sponsored, that will provide loan forgiveness to Head Start teachers in effort to encourage teachers to go into early childhood education.

Further, S. 1 expands local flexibility and control by block-granting funds, consolidating some programs, and includes another amendment that I sponsored to allow local districts to spend Title II funds, if they desire, on pupil services personnel.

However, taken as a whole, S. 1 is fiscally irresponsible and violates my deeply held principles of federalism.

Over the course of my 35 years of public service to the people of Ohio, I have developed a passion for the issue of federalism—that is, assigning the appropriate role of the Federal Government in relation to State and local government.

Our forefathers outlined this relationship in the 10th Amendment:

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Education is one such responsibility, and it has only been in the last 35 years that the Federal government has had much of a role to play in education policy, albeit a small one.

As my colleagues know, the Federal Government currently provides approximately 7 percent of all money spent on education in America, while 93 percent of the money is provided at the state and local level.

In my view, S. 1 not only violates that principle of federalism and the proper role of the Federal Government in education, it violates a principle

long-held in this country; and that is, local control of our schools. I am concerned that this bill will put us on a fast-track towards thoroughly federalizing education.

As it has been said before on the floor of the Senate, one size does not fit all when it comes to education. Different districts have different requirements, with the needs of rural areas differing from the needs of our cities. And that has been the guiding force in American education for over 200 years.

But some of my colleagues think the Congress is the national school board. Well, we are not the national school board here in this Congress!

With the expansion of education programs that the Federal Government would undertake in this bill, I have a genuine concern that in ten or fifteen years, Washington will be dictating what is happening in every schoolhouse across the nation.

Indeed, in spite of the limited expenditure of Federal funds for education, this bill stipulates that every school district in America will test their students from grades 3 through 8.

This testing will occur regardless of how well students are performing in their particular school districts, and despite the fact that most of our states have mechanisms already in place that test students' educational performances.

For instance, just last week in my state of Ohio, Governor Taft signed into law a bill to revamp the State's testing program.

Governors, legislators, school boards, parents and most of all, teachers, all understand how onerous additional federally mandated testing provisions truly are.

I can assure you that there are many teachers in Ohio who are going to be saying, "here we go again."

In addition, there are other provisions in this legislation that usurp the authority of states and local school districts in their ability to make decisions that will affect their students.

For example, S. 1 lays out specific steps that states and school districts must take to address failing schools.

Also under S. 1, the Federal Government would be able to tell States that its teachers in low-income schools must meet certain Federal qualification and certification requirements.

Further, the Federal Government would be able to continue to tell school districts how to spend funds in a number of areas including: reading; teacher development; technology; and programs for students with limited English language skills, instead of providing States and local school districts with full flexibility to spend funds on their own identified priorities.

Besides violating a long-held principle regarding State and local control over schools, the bill's fatal flaw is that it increases authorized and appropriated spending for education by more than 62 percent over last year's budget, and it demolishes the budget resolution that Congress recently passed.

According to the Senate Budget Committee, ESEA spending totaled \$17.6 billion in fiscal year 2001. That same year, we spent over \$6.3 billion on special education. That's a total of \$23.9 billion of Federal funds for kindergarten through grade 12. It also represents a 21 percent increase over fiscal year 2000.

S. 1 as reported authorized \$27.7 billion for ESEA alone for fiscal year 2002. Since the beginning of the debate on the floor of the Senate until its passage on June 14th, a period of some 7 weeks, the Senate added an additional \$11.1 billion in education spending for fiscal year 2002.

That's a total of \$38.8 billion and, as I said earlier, a 62 percent increase in just one year!

Over the life of the bill, these amendments add \$211 billion to ESEA for a total of \$416 billion. That is an increase of 101 percent over seven years.

When you consider that the House and Senate agreed to a budget resolution that included a modest increase in Federal spending over last year's budget of approximately 5 percent, it's obvious that if we are to fund ESEA with a 62 percent increase, many legitimate functions that are the true responsibility of the federal government will not be met. Otherwise, we will not be able to live within the parameters of the FY 2002 budget resolution.

I am concerned that a number of my colleagues may have voted for many of the amendments to S. 1, as well as the final version of the bill—even with its expensive price tag—believing that the Appropriations Committee will not fully-fund each and every authorized program.

In my view, we should only vote to authorize what we are actually willing to appropriate.

That's because, I am very sure that there will be tremendous pressure on the appropriators to fully-fund the programs included in this bill. And, at 62 percent over last year's level, the programs in S. 1 just cost too much money for this Congress to spend.

In fact, I am concerned that the level of spending in this bill will put us back on the path towards a repeat of last year's "budget busting" appropriations cycle; a cycle that saw the Congress spend 14.3 percent more in non-defense discretionary spending than the year before.

That is why over the last few weeks, I have been working with my friend from Kentucky, Senator BUNNING, to get the signatures of our Senate colleagues on a letter to President Bush to show him that we are willing to support him in his efforts to instill fiscal discipline in the appropriations process.

In addition, our letter is meant to put Congress on notice that excessive spending will not be tolerated.

Although President Bush has indicated that he will not hesitate to use his veto pen on spending bills, Senator BUNNING and I felt he needed a "Backbone 34"—a contingent of at least 34

Senators who would agree to uphold the President's veto on bloated spending bills, should it be necessary.

I am pleased to say that Senator BUNNING and I collected the signatures of 35 Senators who have agreed to "vote against any congressional effort to override [vetoes] to enforce fiscal discipline."

What these 35 signatures do is send an important message to all of our colleagues regarding the need for the Senate to stay within the budget resolution guidelines.

Simply put, the President will have the support he needs in Congress to sustain his veto of spending bills that are not fiscally responsible.

As far as I am concerned, the "easy" vote would have been to vote in favor of S. 1. However, I was not elected to the Senate to take the easy votes and hide from my responsibilities to the taxpayers of Ohio and this nation.

It is high-time for us to stand-up and show that we have the courage to be fiscally responsible, to prioritize our spending on the basis of those responsibilities that are truly Federal in nature, and to make the tough choices.

If Congress won't do it, I hope the President will, because the American people deserve to know that their government is serving in their best interest.

In my view, the funding expectations that are established in S. 1 are just too unrealistic, and if the President does not insist on a final bill that is more fiscally responsible, I do not doubt that my friends across the aisle will demand that he fund ESEA to the fully authorized level in his next budget.

That's why I urge President Bush to insist that the Members of the conference committee to S. 1 eliminate the enormous excess in spending that this bill contains before it is sent back to each of the respective Houses of Congress for a final vote.

By so doing, it will show the citizens of this nation that their President truly is not only the Education President, but that he cares about putting an end to Congress' spendthrift ways as well.

THE VERY BAD DEBT BOXSCORE

Mr. HELMS. Mr. President, at the close of business yesterday, Monday, June 18, 2001, the Federal debt stood at \$5,634,686,176,609.17, five trillion, six hundred thirty-four billion, six hundred eighty-six million, one hundred seventy-six thousand, six hundred nine dollars and seventeen cents.

Five years ago, June 18, 1996, the Federal debt stood at \$5,118,201,000,000, five trillion, one hundred eighteen billion, two hundred one million.

Ten years ago, June 18, 1991, the Federal debt stood at \$3,496,571,000,000, three trillion, four hundred ninety-six billion, five hundred seventy-one million.

Fifteen years ago, June 18, 1986, the Federal debt stood at \$2,044,497,000,000,

two trillion, forty-four billion, four hundred ninety-seven million.

Twenty-five years ago, June 18, 1976, the Federal debt stood at \$610,653,000,000, six hundred ten billion, six hundred fifty-three million, which reflects a debt increase of more than \$5 trillion, \$5,024,033,176,609.17, five trillion, twenty-four billion, thirty-three million, one hundred seventy-six thousand, six hundred nine dollars and seventeen cents during the past 25 years.

ADDITIONAL STATEMENTS

WEST VIRGINIA DAY

• Mr. ROCKEFELLER. Mr. President, I am enormously proud to reflect upon West Virginia's years of accomplishment and good works on this, its 138th anniversary as a State. Among West Virginia's greatest achievements are its outstanding citizens who have had an influence, not only on their home State, but also on the Nation as a whole. West Virginia is home of some of the country's greatest educators, authors, and scientists. Like all great Americans, these luminaries worked for the advancement of others. Like all great West Virginians, they pursued their goals while remembering their roots.

I am reminded of Anna Jarvis, a teacher who longed to heal the rift between brothers during the Civil War. Miss Jarvis strove to provide a common bond between all Americans, northern and southern, that could serve as a stepping-stone toward a more lasting peace. To this end, she founded "Mother's Friendship Day," now known as Mother's Day, which honors the sacrifices of all mothers. Indeed, Anna achieved her goal; and, she created a tradition that endures today.

Another West Virginian, author Pearl S. Buck, sought much the same goal. Ms. Buck's revolutionary novel, "The Good Earth", highlighted the plight of poor women and children in early-20 century China. In addition, Pearl worked tirelessly to advance the civil rights movement, as well as the women's rights movement. Her efforts brought increased understanding and tolerance for the underprivileged. Pearl S. Buck was inspired by the tolerance and charity of her fellow West Virginians and instilled these ideals in a new generation of Americans.

Like Anna and Pearl, Reverend Leon Sullivan recognized his ability to change the lives of others through example. A Baptist minister, educator, and civil rights activist, Leon also served on the board of directors of the General Motors Corporation. There, he promoted the idea of corporate responsibility abroad. His desire for racial egalitarianism worldwide forged the path for the Sullivan principles; these beliefs were instrumental in the abolition of apartheid in South Africa. Though he recently passed away, Reverend Sullivan leaves a lasting legacy

of fairness and equality both at home and abroad.

Finally, I think of Homer Hickam, an aerospace engineer who, in spite of his humble background, attended college and achieved great professional success. Today, Homer attributes his accomplishments to the early influence of an outstanding teacher. His story demonstrates that educators inspire students and open doors. Most importantly, it reminds us of why we should collectively invest in education.

Today, I commend all of West Virginia's heroes, those that are well known and those who remain anonymous. I hope all Americans are inspired by the generosity, integrity, and devotion displayed by the people of this great State.●

TRIBUTE TO TIM BEAULAC

• Mr. SMITH of New Hampshire. Mr. President, I rise today to pay tribute to Tim Beaulac of Gorham, NH, for being named as the Pharmacist of the Year for the Northeast Region, which includes Maine, New Hampshire and a portion of Vermont.

He achieved the award with the assistance of other members of the pharmacy staff at the Gorham WalMart Store including: assistant pharmacist, Kellie Lapointe, department manager, Sandy Trottier, and pharmacy technicians Mona Garneau and Karen Taylor.

Tim is a graduate of the Massachusetts College of Pharmacy and began his career at Berlin City Drug as a pharmacist for ten years. He also was employed at the former City Drugs in Gorham for several years.

Tim and his wife, Marylou, have one daughter, Holly, who is a sixth grader at Gorham Middle School.

I commend Tim on this exemplary achievement and recognition in the pharmaceutical industry. He has served the citizens of Gorham with dedication and care for many years. The people of Gorham and our entire state have benefitted from his contributions. It is truly an honor and a privilege to represent him in the U.S. Senate.●

TRIBUTE TO COLONEL WILLIAM J. GRAHAM

• Mr. CLELAND. Mr. President, it is with great pleasure that I rise today to pay special tribute to an outstanding soldier who has dedicated his life to the service of our Nation. Colonel William J. Graham will take off his uniform for the last time this month as he retires from the U.S. Army following 21 years of active duty commissioned service.

Colonel Graham began his military career with an appointment to the U.S. Military Academy at West Point. He completed the rigorous course of study at the academy and graduated with a Bachelor of Science degree, having focused his studies in the areas of general engineering and national security. He was commissioned a second lieutenant in 1980.

During Colonel Graham's career as an Army aviator, he was selected to