

community service to receive a high school diploma. States would determine what constitutes community service, the number of hours required, and whether to exempt some low-income students who hold full-time jobs while attending school full-time. The grants would be matched dollar for dollar with half of the match coming from the state and local education agencies and half coming from the private sector.

TITLE VIII—EXPAND THE NATIONAL BOARD CERTIFICATION PROGRAM FOR TEACHERS

The National Board for Professional Teaching Standards, which is headed by Gov. Jim Hunt, established rigorous standards and assessments for certifying accomplished teaching. To pass the exam and be certified, teachers must demonstrate their knowledge and skills through a series of performance-based assessments which include teaching portfolios, student work samples, videotapes and rigorous analyses of their classroom teaching and student learning. Additionally, teachers must take written tests of their subject-matter knowledge and their understanding of how to teach those subjects to their students. The National Board certification is offered to teachers on a voluntary basis and complements but does not replace state licensing. The National Commission on Teaching for America's Future called for a goal of 105,000 board certified teachers by the year 2006 (since the exam began recently, only about 2,000 teachers are currently board certified). Since the exam costs \$2,000, many teachers are currently unable to afford it.

Provide \$189 million over five years so that states have enough money to provide a 90% subsidy for the National Board certification of 105,000 teachers across the country.

TITLE IX—HELP COMMUNITIES TO MODERNIZE AMERICA'S SCHOOLS

More than 14 million children in America attend schools in need of extensive repair or replacement. According to a comprehensive survey by the General Accounting Office (GAO) requested by Senator Moseley-Braun, Senator Kerry and others, the repair backlog totals \$112 billion. Researchers at Georgetown University found that the performance of students assigned to schools in poor condition fall by 10.9 percentage points below those in buildings in excellent condition.

To help rebuild, modernize, and build over 5,000 public schools, provide federal tax credits to school districts to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.

TITLE X—ENCOURAGE PUBLIC SCHOOL CHOICE

Many public schools have implemented public school choice programs where students may enroll at any public school in the public school system. In contrast to vouchers for private schools, public school choice increases options for students but does not use public funds to finance private schools which remain entirely unaccountable to taxpayers.

Provide \$20 million annually in grants to states that choose to implement public school choice programs. School districts could spend the funds on transportation and other services to implement a successful public school choice program. Up to 10 percent of the funds may be spent by a school district to improve low performing school districts that lose students due to the public school choice program.

The **PRESIDING OFFICER** (Mr. ENZI). Under the previous order, the Chair recognizes the Senator from New Mexico for up to 20 minutes.

Mr. DOMENICI. Mr. President, I thank Senator SESSIONS from Alabama. He was here ahead of me and, frankly,

had a more legitimate right to speak now than I, and I appreciate his permitting me to proceed.

SENATOR DALE BUMPERS

Mr. DOMENICI. First let me talk for a moment, since he is present on the floor, of Senator BUMPERS, the senior Senator from Arkansas. Let me use a couple of minutes of my time to say a few words about him before I proceed to talk about the budget and a few other matters.

First, I want to say to Senator BUMPERS, I don't think he needs me to repeat again what I have said in committee. He is going to be missed. He has been a real credit to this place called the U.S. Senate. I have never known him to behave, act, or in any way conduct himself as to demean this place. He has held it in respect, and that makes it a better place when we do that.

But I also want to remind the Senate, since it has not been stated here on the floor as I know of, that in the energy and water appropriations bill it was my privilege, at the behest of some of Dale BUMPERS' good friends here in the Senate, with the help of his staff and others, to include a resolution honoring him for his diligent and hard work on behalf of the public domain in the United States—the forest lands, the wilderness, the parks. In that bill, the resolution says we want him to be known for as long as there is an Arkansas. Thus, we took eight wilderness areas that are in his State that he had a lot to do with, and for name purposes we made all of them part of one wilderness called the Dale Bumpers Wilderness Area.

That is now 91,000 acres in total that will bear your name. I know many other things could be done to indicate our esteem for you, but many of us thought that this might just be one that would strike you as quite appropriate. And we hope so. It is now the law of the land. The President signed it about 22 hours ago. Thus, I am here saying it in your presence.

I thank you personally on behalf of our side of the aisle for everything you have done.

Mr. BUMPERS. Mr. President, if the Senator will yield just a moment for me to say: I want that to be my legacy, Senator. You couldn't have done anything that would please me more. I have had a few accolades in my 24 years in the Senate. I have had several things named after me. But I can tell you that what you did in that Energy and Water Committee gives me unbelievable satisfaction. The reason I sponsored that legislation and fought so hard for it several years ago is because I wanted my children and my grandchildren to know what my values were. I was trying to save something for them.

I thank you very much.

Mr. DOMENICI. Then, might I say to Senator BUMPERS, that aisle, from your

podium on down here to the first step into the well, is going to get a deserved rest when you leave. That aisle and the carpet there is going to take a new breath and say there is nobody walking up and down on top of us, because Dale BUMPERS is not walking, walking the floor there as he delivers his eloquent speeches on the Senate floor. I only say that by way of the great respect we have for the way you talk to us, and talk to the American people. I am very pleased that you used that little 30 feet of carpet and hall as your place to talk.

Mr. BUMPERS. Thank you, Senator.

ADDRESSING PRESIDENT CLINTON

Mr. DOMENICI. Mr. President, I want to talk about three or four things. I am going to try my very, very best to be factual. I am concerned that here, in these waning days, considering the situation that exists on Pennsylvania Avenue, that the President finds himself in a very supercharged political environment. I don't think I had to say that. I think everybody knows that. But I want to suggest that yesterday afternoon, or whatever time of day it was that the President had a quickly called press conference to talk about the Congress of the United States and what we have and haven't done, and particularly to say that we aren't taking care of his education programs, and unless we do, he is going to keep us here.

Normally, when I say "Mr. President," I am addressing the Chair, because that is what we are supposed to do. If we care to address anyone here, we do it through "Mr. President."

Permit me to address the Mr. President on Pennsylvania Avenue, President Bill Clinton.

President Clinton, you have been known to have a fantastic memory. As a matter of fact, I think you acknowledged that at one point recently, although, as with many of us who grow older, you did indicate that with the passage of time and the pressure of many things to do, that that great memory fails every now and then.

Now, Mr. President—Bill Clinton—I am suggesting that maybe your memory failed you when you gave that speech yesterday. So let me tell you what I remember about your education programs that you claim we have not funded.

I want everybody to know that on many things regarding budgets and programs, you can look to the budget that the President sends up here to see what it asks for and what we are giving him. This is the budget for the year we are now appropriating, which started technically on October 1. Here it is.

I had occasion, shortly after it was issued, to have the education parts of this reviewed. I remember coming to the floor of the U.S. Senate to say to the President, which OMB agreed to, "Mr. President, the official scorekeeper and official evaluator of budgets for the U.S. Congress says that