

minute and to revise and extend his remarks.)

Mr. ALLEN. Madam Speaker, when the Speaker of this House was sworn in, he promised to get the appropriations bills done on time. Well, we are into November, the second month of the new fiscal year, and it is not done. The Republican leadership cannot do the regular business of this House on time.

But the greater tragedy is our failure to make progress on substantive challenges. Democrats and some dedicated Republicans worked to pass campaign finance reform, but Republicans killed it in the other body.

Democrats tried to make our streets and our schools safer for children by passing modest gun safety provisions; Republicans killed it.

Democrats tried to make health care safer for patients by passing a Patients' Bill of Rights; Republicans killed it.

Democrats tried to make this world safer by passing the comprehensive test ban treaty; Republicans killed it.

Democrats tried to help our seniors pay for their prescription drugs, and Republicans killed it.

With this sorry record of nonachievement, it is time to go home and work harder next year to make progress on the issues that matter to America's families.

FOCUS ON SAVING SOCIAL SECURITY

(Mr. PHELPS asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. PHELPS. Madam Speaker, in an era of unprecedented economic growth and prosperity, we have a responsibility to implement policy that ensures continued growth for all sectors of our society. That requires investing in the future, creating a better America for our children, a future in which working families can afford to send their children to college and in which all Americans can count on the continued integrity of Social Security.

As I talk with my constituents in Southern Illinois, I am encouraged that people are actively discussing the many ways to address the future of Social Security. I believe we need to start by paying down the national debt. My constituents realize we must be fiscally responsible. Reducing the national debt is the best tax cut we can provide to working men and women.

Madam Speaker, I urge my colleagues to focus on saving Social Security, reducing the national debt, balancing the budget and reforming Medicare. We owe them this.

CENSORSHIP AND THREATS ISSUED BY CONGRESSIONAL STAFFERS

(Ms. SLAUGHTER asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. SLAUGHTER. Madam Speaker, I have some shocking news this morning. If my colleagues will recall, last Thursday, I think in a moment of spectacular madness, the majority of this House passed a bill that cut the funding for research to the National Institutes of Health until the last 2 days of the fiscal year next year.

The troubling news I have this morning is that it has come to our attention that a brazen act by some staffers in Congress has taken place. Majority staffers in the other body have warned the National Institutes of Health researchers and the research advocates that if they complain about the delays proposed for the research, their own funding is going to be jeopardized.

This is a scandal of major proportions; taking away the first amendment rights and the rights of people to try to address this body.

Now, just yesterday it was announced by researchers at the University of Rochester, New York, in my district, that they have discovered that genetic material from the HIV virus can kill cancer tumors. They tell me that this and other NIH-funded research is what is going to be hampered in Rochester if their funding is delayed.

The chairman of the Labor-HHS subcommittee yesterday asked the President to veto the bill because he is stunned too by its irresponsibility.

REPUBLICAN BUDGET BILL DOES NOTHING FOR SOCIAL SECURITY OR MEDICARE AND HURTS EVERY FAMILY

(Ms. DELAURO asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. DELAURO. Madam Speaker, the Republican leadership's budget bill does not extend the life of Social Security even by one single day, it fails to provide one penny for Medicare prescription drug benefits, and, frankly, the only thing it does do is to hurt American families, every American family, in a very, very real way.

As one of my colleagues earlier said, if it were not so tragic it would be laughable to hear the Republican leadership on the other side of the aisle talk about their allegiance and their heartfelt sympathy about Social Security and their desire to want to save Social Security. However, their majority leader, in 1984, called Social Security "a bad retirement, a rotten trick on the American people," and I quote, "I think we are going to have to bite the bullet on Social Security and phase it out over a period of time."

He said that in 1984. Now let us fast-forward to 1994. On a C-SPAN call-in show he was asked, "Are you going to take the pledge? Are you going to promise not to cut people's Social Security to meet your promises? No, I am not going to make such a promise. I would never have created Social Security."

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (Mrs. BIGGERT). Pursuant to clause 8 of rule XX, the Chair announces that she will postpone further proceedings today on each motion to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote is objected to under clause 6 of rule XX.

Any record votes on postponed questions will be taken after debate has concluded on all motions to suspend the rules, but not before 4 p.m. today.

□ 1030

ENCOURAGING EDUCATION OFFICIALS TO PROMOTE FINANCIAL LITERACY TRAINING

Mr. PETRI. Madam Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 213) encouraging the Secretary of Education to promote, and State and local educational agencies to incorporate in their education programs, financial literacy training.

The Clerk read as follows:

H. CON. RES. 213

Whereas in order to succeed in our dynamic American economy, young people must obtain the skills, knowledge, and experience necessary to manage their personal finances and obtain general financial literacy;

Whereas all young adults should have the educational tools necessary to make informed financial decisions;

Whereas despite the critical importance of financial literacy to young people, the average student who graduates from high school lacks basic skills in the management of personal financial affairs;

Whereas a nationwide survey conducted in 1997 by the JumpStart Coalition for Personal Financial Literacy examined the financial knowledge of 1,509 12th graders;

Whereas on average, survey respondents answered only 57 percent of the questions correctly, and only 5 percent of the respondents received a 'C' grade or better;

Whereas an evaluation by the National Endowment for Financial Education High School Financial Planning Program undertaken jointly with the United States Department of Agriculture Cooperative State Research, Education, and Extension Service demonstrates that as little as 10 hours of classroom instruction can impart substantial knowledge and affect significant change in how teens handle their money;

Whereas State educational leaders have recognized the importance of providing a basic financial education to students in grades kindergarten through 12 by integrating financial education into State educational standards, but by 1999 only 14 States

required schools to implement personal finance standards into the academic curriculum;

Whereas teacher training and professional development are critical to achieving youth financial literacy;

Whereas teachers confirm the need for professional development in personal finance education;

Whereas in a survey by the National Institute for Consumer Education, 77 percent of a State's economics teachers revealed that they had never had a college course in personal finance;

Whereas personal financial education helps prepare students for the workforce and for financial independence by developing their sense of individual responsibility, improving their life skills, and providing them with a thorough understanding of consumer economics that will benefit them for their entire lives;

Whereas financial education integrates instruction in valuable life skills with instruction in economics, including income and taxes, money management, investment and spending, and the importance of personal savings;

Whereas the consumers and investors of tomorrow are in our schools today; and

Whereas the teaching of personal finance should be encouraged at all levels of our Nation's educational system, from kindergarten through grade 12: Now, therefore, be it

Resolved by the House of Representatives (the Senate concurring), That Congress encourages—

(1) The Secretary of Education to use funds available in the Fund for the Improvement of Education (part A of title X of the Elementary and Secondary Education Act of 1965) to promote personal financial literacy programs; and

(2) State and local educational agencies to incorporate personal financial management curricula into their education programs.

The SPEAKER pro tempore (Mrs. BIGGERT). Pursuant to the rule, the gentleman from Wisconsin (Mr. PETRI) and the gentleman from Michigan (Mr. KILDEE) each will control 20 minutes.

The Chair recognizes the gentleman from Wisconsin (Mr. PETRI).

Mr. PETRI. Madam Speaker, I yield such time as he may consume to the gentleman from California (Mr. DREIER), the author of the resolution before us.

Mr. DREIER. Madam Speaker, I would like to begin by extending my great appreciation to the gentleman from Wisconsin (Mr. PETRI) and to the gentleman from Michigan (Mr. KILDEE) and to the hard-working members of their staff who have helped us put together this very important piece of legislation.

The gentleman from Wisconsin (Mr. PETRI) very appropriately described it at the outset. We all know that we live in a global economy; and, as such, it is very important for our young people to be prepared to compete.

One of the issues that we have dealt with in this House is to make sure that we have qualified expertise to deal with the high-tech industry, the industry that has created 45 percent of our gross domestic product growth in the past 3 years.

I think that education can, in fact, allow us to ensure that in the future we will have qualified Americans to do not only those jobs in the high-tech industry but a wide range of other jobs. There is a very important component of that, and it is financial literacy.

For a number of years, an organization known as the Jumpstart Coalition has been focusing on this. I have been working with a number of people to make sure that we would get this legislation moved, and that is why I again express my appreciation to those on the committee who have provided us with very important assistance.

It is unfortunate that bankruptcy filings are very high. They continue to move up. Consumer debt is at an all-time high. And, as we all know, the rate of savings in this country is at a very low level. So it is more important now than ever, I believe, for us to teach young people about the importance of how to manage money and their credit.

The survey that was done by that organization I just mentioned, the Jumpstart Coalition, which is a private nonprofit group that promotes financial literacy, gave only 5 percent of the 12th graders a C grade or better when asked about their financial management skills. However, financial management instruction, based on empirical evidence that we have, does work.

The National Endowment for Financial Literacy conducted a study and found that as little as 10 hours of classroom instruction can affect how teens handle their money. Fifty-eight percent of the students who had that 10 hours, in fact, were able to see improvement in their spending habits, and 56 percent of those students who benefitted from that 10 hours of training actually improved their personal savings habits.

Now, this resolution, as was pointed out by the gentleman from Wisconsin (Mr. PETRI), simply encourages the Secretary of Education to give our teachers and schools extra resources to teach financial literacy to our kids. The measure is a common-sense approach to addressing educational needs at the Federal level by providing States with resources while also, something that is very important in this 106th Congress, ensuring that the flexibility is there in designing and implementing those education programs that they deem absolutely necessary.

Now, there was a survey that was done by the American Savings and Education Council that found that 79 percent of students have never taken a personal financial course; and of those who took a 3-month course, 41 percent then began saving, 28 percent increased their savings, and 19 percent of them developed their own budget.

Right now, about 94 percent of students learn about money from their parents. So, keeping in mind this last statistic and the fact that personal

savings rates are at a very low level and bankruptcies are high, it seems to me that financial instruction outside of the home is a very important thing.

This resolution is aimed to educate our youth in the importance of financial literacy, but it also aims to serve the disadvantaged youth who need to be equipped with financial management skills as they tend to enter the workforce at an even earlier age.

The measure does not create or encourage a new program. It does not encourage a new program to address these needs. It simply allows the Secretary of Education to provide assistance to those high schools seeking to fill a void in knowledge thought to be obtained in the home.

So again, let me just say in closing, as we charge towards the millennium and look at the importance of our remaining competitive globally, we need to ensure that financial literacy is a component of that.

I want to express my appreciation to the gentleman from Wisconsin (Mr. PETRI) and to the gentleman from Michigan (Mr. KILDEE) and again to the hard-working members of their staff and to say that we are moving ahead with what I think is a very important measure.

Mr. KILDEE. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I rise in support of H. Con. Res. 213, encouraging the Secretary of Education to promote financial literacy as part of the State and local education programs.

The authors of this resolution, the gentleman from North Dakota (Mr. POMEROY) and the gentleman from California (Mr. DREIER), should be commended for bringing this issue to the attention of the House.

Federal funding through Title I and other programs have focused on reading, writing, and mathematics to ensure that children, especially disadvantaged children, can compete with their peers academically. These programs have been critical in giving our Nation's children an opportunity to succeed.

While we have been focusing our energies on academic success in the core subject areas, many young people still lack basic skills in personal financial management. Many American high school students are unable to balance a checkbook, and most simply have no insight into the basic survival skills associated with earning, spending, saving and investing.

As a result, too many young Americans develop bad financial management habits and stumble through their lives learning by trial and error.

H. Con. Res. 213 raises the awareness of the Congress to the issue of financial literacy. With bankruptcies totaling over 1 million every year, more and more of our teens and young adults desperately need some focus on financial training and literacy. Being financially literate ensures that today's

children will make better informed decisions in purchasing homes, buying cars, and investing for college education or retirement.

This resolution, which encourages both the Secretary of Education and State and local educational agencies to promote financial literacy, is an important step forward in recognizing a solution to this pressing problem.

Again, I want to thank the authors of this resolution for bringing it before us today.

Madam Speaker, I reserve the balance of my time.

Mr. PETRI. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, although our economy remains strong, some of us in Congress believe that we should be focusing our efforts to find ways to address our Nation's high consumer debt, numerous bankruptcies, and unacceptably low savings rate.

A way to focus our efforts on solving these problems without merely treating the symptoms is to increase our Nation's children's knowledge about and appreciation of financial literacy. I join my distinguished colleague the gentleman from California (Mr. DREIER) in expressing my view that educating our Nation's youth about personal finance should be a priority for our schools across the country.

The Jumpstart Coalition for Personal Financial Literacy recently found that the average student who graduates from high school lacks basic skills in the management of personal financial affairs. Students are unable to balance a checkbook and have little or no insight in the basic financial principles involved with earning, spending, saving, and investing.

In its nationwide survey conducted in 1997, the Jumpstart Coalition examined the knowledge of over 1,500 12th graders. On average, survey respondents answered only 57 percent of the questions correctly, and only 5 percent of the respondents received a grade of C or better.

Evidently, many young people fail in the management of their first consumer credit experience, establishing bad financial management habits, and stumble through their lives as consumers learning by trial and error.

Our Nation's students are taught about a multitude of subjects, including reading, writing, history, mathematics, science, and the list goes on. But do we teach our children how to balance a checkbook? Do we teach them about compounding interest? Do we teach them about the necessity of good credit? Do we train students to understand how to budget their money and about their relationship between taxes, spending, and investing?

Madam Speaker, because of our students' inability to understand and manage finances, it should come as no surprise that our Nation's personal

bankruptcies are at an all-time high and personal savings rates at an all-time low.

Despite the importance of youth financial education, the average American high school senior lacks these basic skills and is unable to manage personal financial affairs. However, these shortcomings when properly addressed can be turned around.

A recent study by the National Endowment for Financial Education has shown that personal finance education improves students' saving and spending habits and money management skills.

Madam Speaker, I am pleased to support H. Con. Res. 213, introduced by our colleagues, the gentleman from California (Mr. DREIER) and the gentleman from North Dakota (Mr. POMEROY), to promote financial literacy training.

Specifically, this resolution encourages the Secretary to use funds available from the Fund for the Improvement of Education, Part A of Title X of the Elementary and Secondary Education Act, to promote personal literacy programs.

In addition, H. Con. Res. 213 encourages States and local educational agencies to incorporate personal financial management curriculums into their education programs.

Madam Speaker, we all know that an investment in education is an investment in our future. It is time we focus on efforts to promote financial literacy to help ensure that our children will have the tools they need to prosper in the next millennium.

I urge my colleagues to support the resolution before us.

Madam Speaker, I reserve the balance of my time.

Mr. KILDEE. Madam Speaker, I yield 4 minutes to the gentleman from North Dakota (Mr. POMEROY), a sponsor of the bill.

Mr. POMEROY. Madam Speaker, I thank the gentleman for yielding me the time.

Madam Speaker, I rise in strong support of H. Con. Res. 213.

In passing this resolution, Congress will take an important step forward in recognizing the importance of youth financial education to the future of our Nation's children.

Today's global economy demands more of our young people than ever before. Young people are making important financial decisions long before they enter the workforce. In order to make informed choices regarding personal finances, our children have to have proper skills and experience to manage their money and prepare for their future.

This resolution expresses the sense of Congress that personal financial education plays an important role in securing our children's future. This is not just a lofty goal, it is an urgent priority. Because survey after survey has demonstrated average high school

seniors in this country lack even basic knowledge of personal financial affairs.

A nationwide survey conducted in 1997 by the Jumpstart Coalition for Personal Financial Literacy looked at the basic financial information of 1,500 high school seniors. One in five answered seven out of ten questions successfully, not a passing grade for our seniors.

Because of their lack of financial knowledge, many American students run into financial trouble in college. An estimated 50 to 70 percent of all college students own at least one credit card, with debts ranging between \$580 and \$725.

Yesterday the Washington Post ran a story about a student who had to drop out of school to pay off \$2,500 in credit card debt. Youth financial education could help prevent this situation. Young adults who understand the cost of credit will not fall prey to the high cost of interest rates and mounting credit card debt.

The crisis, of course, in financial literacy goes far beyond our high schools. American investors lack basic knowledge of financial concepts.

□ 1045

A 1996 poll showed that fewer than one in five Americans are what we call financially literate. Only half of all adults in this country, for example, understand that investment diversification actually reduces investment risk. So it should come as no surprise that personal bankruptcies are at an all-time high. Adults in this country need to understand basic financial concepts in order to provide for their families and prepare for their retirements and we need to get the information out there starting in the school years. I would hope in following up on this resolution, this body would also adopt a piece of legislation that the gentleman from California (Mr. DREIER) and I have introduced, H.R. 2871, the Youth Financial Education Act. That bill would commit \$500,000 to carry out the financial education programs in elementary and secondary schools. This legislation encourages State and local education agencies to integrate financial education into existing courses, such as economics or mathematics, and devotes resources necessary to develop teacher training and professional development activities in personal financial education. I look forward to working with my colleagues on both sides of the aisle to include H.R. 2871 in the Elementary and Secondary Education Act later this year.

Clearly, we must do a better job of preparing our children to make informed decisions about money, how to use it, and how to prepare for their future. The question then becomes how we concentrate our efforts, and I believe the answer lies in our schools, with our children and their teachers,

and not enough to rely on the ad hoc, the wonderful but totally ad hoc efforts, we need to put in a curriculum.

Mr. PETRI. Madam Speaker, I yield such time as he may consume to the gentleman from California (Mr. GARY MILLER).

Mr. GARY MILLER of California. Madam Speaker, I rise in strong support for the Financial Literacy Training Act. This resolution encourages State and local educational agencies to incorporate personal financial management curricula into their educational program system.

Prior to being in politics, I was in the development industry for about 30 years. The old statement that it is easier to earn money than it is to keep it is a true statement and this goes a long way to basically giving young people the financial training that they need.

When you get money, what do you do with it? It is like giving a young person \$10. What does a young person do with it? Do they have any concept of what they should do with their finances, any concept of where that money should be placed, or should the money just be spent? We need to teach our young people how to invest money and what to do with money once they earn it.

In the building industry, we watch many, many builders go broke because they succeeded in a given project and they failed in the future because they did not understand financial planning, did not understand what they should do in the future. The best way to resolve this is to be involved with the young people, to give them the financial training and financial literacy that they need when they are young.

I would like to commend the gentleman from California (Mr. DREIER), he represents a neighboring district in California, for his hard work and effort in drafting this important piece of legislation. If we are going to invest anywhere, let us invest in our children. If we are going to invest in our children, let us teach them how to invest the assets that they acquire, teach them how to invest in their future and plan for their future.

Mr. KILDEE. Madam Speaker, I yield 4 minutes to the gentleman from Wisconsin (Mr. KIND).

Mr. KIND. I thank the ranking member for yielding me this time.

Madam Speaker, I rise today in strong support of this resolution. It is very appropriate and important for this Congress to encourage the Federal, State and local education policymakers to incorporate course work on personal finance as part of our children's education.

There are some worrisome trends that the young people of this country now face, Madam Speaker. It is no secret that the number of bankruptcies filed in this country has skyrocketed in recent years, but a closer look at the trends are truly frightening.

Twenty years ago, the total number of bankruptcy filings was just under 332,000 people. According to the American Bankruptcy Institute, the total number of filings for 1998 was a staggering 1.5 million people. Even more startling is the fact that while the number of business filings for 1998 is almost equal to the number filed back in 1980, the number of consumer filings for bankruptcy has increased by almost five-fold. In fact, 97 percent of all bankruptcies are now filed by consumers rather than businesses. In my home State of Wisconsin, 5,000 bankruptcy claims were filed just in the second quarter of 1999.

Another trend that supports the call for better K-12 education in personal finance is the use of credit cards among young adults. Just yesterday, the Washington Post carried an article describing the ease at which college freshmen can get credit cards and the extent to which college students amass credit card debt. Fifty-five to 70 percent of college students own at least one credit card, and experts believe that number is growing. Furthermore, the average American household carries four credit cards, with balances of \$5,000. Consumer debt in this country tops \$1.2 trillion, \$540 billion of which is in revolving credit. And as a Nation we have a negative per capita savings rate today.

Madam Speaker, there can be no doubt that our children need to know basic finance principles and skills before they become consuming adults. I realize it seems that there are advocates for a wide variety of issues who identify one more subject that must be added to the core requirements of reading, writing and arithmetic but, Madam Speaker, without at least a basic understanding of personal finance and finance principles generally, our young people enter a brave new world as unprepared as they would be without being able to read.

In this day and age, people are handling their finances in ways only professionals would just 5 or 10 years ago. We do not use cash to make purchases that much. We pay with credit cards. Or we choose to use a debit card instead of checks. How many workers do not make substantive choices involving how their retirement funds are being invested? Fewer and fewer. In a world of global trade and e-commerce, young people who do not understand the importance of fiscal responsibility and the long-term consequences of reckless spending will suffer deeply for years to come.

As a member of the Committee on Education and the Workforce, I am glad to see that this measure addresses the need to provide better, or in some instances basic training and professional development for the teachers. Too many teachers complain that they do not themselves have the background

to adequately teach their students about personal money management. We just passed a major teacher training and professional development bill about 3 months ago, and this resolution nicely complements that piece of legislation.

We often speak of the need for the government to make tough choices and exercise fiscal responsibility. I submit that each American must also exercise wise judgment in personal finances. Our national debt is the cause of much concern and gut-wrenching debate here on Capitol Hill. Young people must also recognize that personal debt is nothing to take lightly. This is especially true given the need for more and more college students to take out sizeable loans to finance their education.

I ask my colleagues to join in support of this resolution today, and in my sincere hope that schools nationwide will be able to offer key personal finance education to all of our students.

Mr. KILDEE. Madam Speaker, I yield 2 minutes to the gentlewoman from California (Ms. SANCHEZ).

Ms. SANCHEZ. I thank the gentleman for yielding me this time.

Madam Speaker, I rise in strong support of this bill, and I thank my friends on the other side of the aisle, my fellow Members from California, for bringing this matter to the House's attention.

I am very saddened by the statistics that reveal the financial illiteracy that plagues our young people. Many American high school students are unable to balance a checkbook, and they really have no training in the basics of financial life, how to earn, how to spend, how to save and how to invest.

Without teaching our students these skills, we force young people to learn these lessons by trial and error, and by the costly mistakes that result. In an era where young people have the highest access to credit cards in American history, yet no training in how to responsibly manage this responsibility, can we be surprised that debt and bankruptcy are so much on the rise?

A nationwide survey conducted in 1997 by the Jump Start Coalition for Financial Literacy tested 1,509 12th graders on four knowledge areas, income, money management, savings and investment, and spending. Sadly, only 5 percent of the respondents received a "C" grade or higher. Five percent.

Madam Speaker, these rates are abysmal. We can and we must do better. I commend the sponsors of this legislation. I urge my colleagues to support it.

Madam Speaker, I thank the gentleman for yielding. I rise in strong support of H. Con. Res. 213. I thank my friends on the other side of the aisle, my fellow Members from California, for bringing this matter to the House's attention.

I am very saddened by the statistics that reveal the financial illiteracy plaguing our young

people. Many American high school students are unable to balance a checkbook. They really have very little training in the basics of financial life—how to earn, spend, save and invest.

Without teaching our students these skills, we force young people to learn these lessons by trial and error—and by the costly mistakes that result.

In an era where young people have the highest access to credit cards in American history, yet no training in how to responsibly manage this opportunity, can we be surprised that debt and bankruptcy are on the rise?

A nationwide survey conducted in 1997 by the JumpStart Coalition for Financial Literacy, tested 1,509 12th graders on four knowledge areas: income, money management, savings and investment, and spending. Only 5 percent of the respondents received a "C" grade or higher.

Madam Speaker, these rates are abysmal. We can and must do better.

I commend the sponsors of this legislation and urge my colleagues to support it.

Mr. KILDEE. Madam Speaker, I have no further requests for time, and I yield back the balance of my time.

Mr. PETRI. Madam Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mrs. BIGBERT). The question is on the motion offered by the gentleman from Wisconsin (Mr. PETRI) that the House suspend the rules and agree to the concurrent resolution, House Concurrent Resolution 213.

The question was taken.

Mr. PETRI. Madam Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

GENERAL LEAVE

Mr. PETRI. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks on H. Con. Res. 213.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Wisconsin?

There was no objection.

SENSE OF HOUSE THAT U.S. REMAINS COMMITTED TO NATO

Mr. GILMAN. Madam Speaker, I move to suspend the rules and agree to the resolution (H. Res. 59) expressing the sense of the House of Representatives that the United States remains committed to the North Atlantic Treaty Organization (NATO), as amended.

The Clerk read as follows:

H. RES. 59

Whereas for 50 years the North Atlantic Treaty Organization (hereafter in this preamble referred to as "NATO") has served as the preeminent organization to defend the

territories of its member states against all external threats;

Whereas NATO, founded on the principles of democracy, individual liberty, and the rule of law, has proved an indispensable instrument for forging a trans-Atlantic community of nations working together to safeguard the freedom and common heritage of its peoples, and promoting stability in the North Atlantic area;

Whereas NATO has acted to address new risks emerging from outside the treaty area in the interests of preserving peace and security in the Euro-Atlantic area, and maintains a unique collective capability to address these new challenges which may affect Allied interests and values;

Whereas such challenges to NATO Allied interests and values include the potential for the re-emergence of a hegemonic power confronting Europe; rogue states and non-state actors possessing nuclear, biological, or chemical weapons and their means of delivery; transnational terrorism and disruption of the flow of vital resources; and conflicts outside the treaty area stemming from unresolved historical disputes and the actions of undemocratic governments and sub-state actors who reject the peaceful settlement of disputes;

Whereas the security of NATO member states is inseparably linked to that of the whole of Europe, and the consolidation and strengthening of democratic and free societies on the entire continent, in accordance with the principles and commitments of the Organization for Security and Cooperation in Europe, is of direct and material concern to the NATO Alliance and its partners;

Whereas the 50th anniversary NATO summit meeting, held on April 24-25, 1999, in Washington, D.C., provided an historic opportunity to chart a course for NATO in the next millennium;

Whereas NATO enhances the security of the United States by providing an integrated military structure and a framework for consultations on political and security concerns of any member state;

Whereas NATO remains the embodiment of United States engagement in Europe and therefore membership in NATO remains a vital national security interest of the United States;

Whereas the European members of NATO are today developing within the Alliance a European Security and Defense Identity (ESDI) in order to enhance their role within the Alliance, while at the same time the European Union (EU) is seeking to forge among its members a Common Foreign and Security Policy (CFSP);

Whereas the Berlin decisions of 1996 provided the framework for strengthening the European pillar in NATO;

Whereas NATO should remain the core security organization of the evolving Euro-Atlantic architecture in which all states enjoy the same freedom, cooperation, and security;

Whereas NATO has embarked upon an historic mission to share its benefits and patterns of consultation and cooperation with other nations in the Euro-Atlantic area through both enlargement and active partnership;

Whereas the membership of the Czech Republic, Hungary, and Poland has strengthened NATO's ability to perform the full range of NATO missions and bolstered its capability to integrate former communist adversary nations into a community of democracies;

Whereas the organization of NATO national parliamentarians, the NATO Par-

liamentary Assembly, serves as a unique transatlantic forum for generating and maintaining legislative and public support for the Alliance, and has played a key role in initiating constructive dialogue between NATO parliamentarians and parliamentarians in Central and Eastern Europe; and

Whereas NATO Parliamentary Assembly activities, such as the Rose-Roth program to engage and educate Central and Eastern European parliamentarians, have played a pioneering role in familiarizing the new democracies with democratic institutions and a civil society: Now, therefore, be it

Resolved, That it is the sense of the House of Representatives that—

(1) the North Atlantic Treaty Organization (hereafter in this resolution referred to as "NATO") is to be commended for its pivotal role in preserving trans-Atlantic peace and stability;

(2) the new NATO strategic concept, adopted by the Allies at the summit meeting held in Washington, D.C. in April of 1999, articulates a concrete vision for the Alliance in the 21st century, clearly setting out the continued importance of NATO for the citizens of the Allied nations, and establishing that defense of shared interests and values is as important for peace and stability as maintaining a vigorous capability to carry out collective defense;

(3) the Alliance, while maintaining collective defense as its core function, should, as a fundamental Alliance task, identify crisis management operations outside the NATO treaty area, based on case-by-case consensual Alliance decisions;

(4) the Alliance must recognize and act upon the threat posed by the proliferation of weapons of mass destruction and terrorism by intensifying consultations among political and military leaders, and deploying comprehensive capabilities to counter these threats to the international community at the earliest possible date;

(5) the Alliance should make clear commitments to remedy shortfalls in areas such as logistics, command, control, communications, intelligence, ground surveillance, readiness, deployability, mobility, sustainability, survivability, armaments cooperation, and effective engagement, including early progress in the NATO force structure review;

(6) the Alliance must ensure equitable sharing of contributions to the NATO common budgets and overall defense expenditure and capability-building;

(7) the Alliance should welcome efforts by members of the European Union (EU) to strengthen their military capabilities and enhance their role within the Alliance through the European Security and Defense Identity (ESDI);

(8) the key to a vibrant and more influential ESDI is the improvement of European military capabilities that will strengthen the Alliance;

(9) in order to preserve the solidarity and effectiveness that has been achieved within the Alliance over the last 50 years, it is essential that security arrangements elaborated under the EU's Common Foreign and Security Policy (CFSP) complement, rather than duplicate NATO efforts and institutions, and be linked to, rather than decoupled from NATO structures, and provide for full and active involvement of all European Allies rather than discriminating against European Allies that are not members of the EU;

(10) the Alliance should remain prepared to extend invitations for accession negotiations