

S. CON. RES. 60

At the request of Mr. FEINGOLD, the name of the Senator from California (Mrs. BOXER) was added as a cosponsor of S. Con. Res. 60, a concurrent resolution expressing the sense of Congress that a commemorative postage stamp should be issued in honor of the U.S.S. *Wisconsin* and all those who served aboard her.

S. CON. RES. 98

At the request of Mr. BIDEN, his name was added as a cosponsor of S. Con. Res. 98, a concurrent resolution urging compliance with the Hague Convention on the Civil Aspects of International Child Abduction.

S. CON. RES. 104

At the request of Mr. SCHUMER, the name of the Senator from California (Mrs. BOXER) was added as a cosponsor of S. Con. Res. 104, a concurrent resolution expressing the sense of the Congress regarding the ongoing prosecution of 13 members of Iran's Jewish community.

S. RES. 294

At the request of Mr. ABRAHAM, the names of the Senator from Georgia (Mr. CLELAND) and the Senator from North Carolina (Mr. HELMS) were added as cosponsors of S. Res. 294, a resolution designating the month of October 2000 as "Children's Internet Safety Month."

#### SENATE RESOLUTION 301—DESIGNATING AUGUST 16, 2000, AS "NATIONAL AIRBORNE DAY"

Mr. THURMOND submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 301

Whereas the Parachute Test Platoon was authorized by the War Department on June 25, 1940, to experiment with the potential use of airborne troops;

Whereas the Parachute Test Platoon was composed of 48 volunteers that began training in July, 1940;

Whereas the Parachute Test Platoon performed the first official Army parachute jump on August 16, 1940;

Whereas the success of the Parachute Test Platoon led to the formation of a large and successful airborne contingent serving from World War II until the present;

Whereas the 11th, 13th, 17th, 82nd, and 101st Airborne Divisions and the numerous other regimental and battalion-sized airborne units were organized following the success of the Parachute Test Platoon;

Whereas the 501st Parachute Battalion participated successfully and valiantly in achieving victory in World War II;

Whereas the airborne achievements during World War II provided the basis for continuing the development of a diversified force of parachute and air assault troops;

Whereas paratroopers, glidermen, and air assault troops of the United States were and are proud members of the world's most exclusive and honorable fraternity, have earned and wear the "Silver Wings of Courage", have participated in a total of 93 combat jumps, and have distinguished themselves in battle by earning 69 Congressional

Medals of Honor, the highest military decoration of the United States, and hundreds of Distinguished Service Crosses and Silver Stars;

Whereas these airborne forces have performed in important military and peace-keeping operations, wherever needed, in World War II, Korea, Vietnam, Lebanon, Sinai, the Dominican Republic, Panama, Somalia, Haiti, and Bosnia; and

Whereas the Senate joins together with the airborne community to celebrate August 16, 2000 (the 60th anniversary of the first official parachute jump by the Parachute Test Platoon), as "National Airborne Day": Now, therefore, be it

*Resolved*, That the Senate—

(1) designates August 16, 2000, as "National Airborne Day"; and

(2) requests that the President issue a proclamation calling on Federal, State, and local administrators and the people of the United States to observe the day with appropriate programs, ceremonies, and activities.

Mr. THURMOND. Mr. President, I am pleased to rise today to submit a Senate resolution which designates August 16, 2000 as "National Airborne Day."

On June 25, 1940, the War Department authorized the Parachute Test Platoon to experiment with the potential use of airborne troops. The Parachute Test Platoon, which was composed of 48 volunteers, performed the first official army parachute jump on August 16, 1940. The success of the Platoon led to the formation of a large and successful airborne contingent that has served from World War Two until the present.

I was privileged to serve with the 82nd Airborne Division, one of the first airborne divisions to be organized. In a two-year period during World War Two, the regiments of the 82nd served in Italy at Anzio, in France at Normandy (where I landed with them), and at the Battle of the Bulge.

The 11th, 13th, 17th, and 101st Airborne Divisions and numerous other regimental and battalion size airborne units were also organized following the success of the Parachute Test Platoon. In the last sixty years, these airborne forces have performed in important military and peace-keeping operations all over the world, and it is only fitting that we honor them.

Mr. President, through passage of "National Airborne Day," the Senate will reaffirm our support for the members of the airborne community and also show our gratitude for their tireless commitment to our Nation's defense and ideals.

#### AMENDMENTS SUBMITTED

##### AKAKA (AND OTHERS) AMENDMENT NO. 3103

(Ordered to lie on the table.)

Mr. AKAKA (for himself, Mr. KERREY, Mr. WELLSTONE, Mr. MOYNIHAN, and Mrs. MURRAY) submitted an amendment intended to be proposed by them to the bill (S. 2) to extend pro-

grams and activities under the Elementary and Secondary Education Act of 1965; as follows:

At the appropriate place in title V, insert the following:

#### SEC. \_\_\_\_ EXCELLENCE IN ECONOMIC EDUCATION.

Title V (20 U.S.C. 7201 et seq.) is amended by adding at the end the following:

#### "PART \_\_\_\_—EXCELLENCE IN ECONOMIC EDUCATION

##### "SEC. \_\_\_\_ 1. SHORT TITLE; FINDINGS.

"(a) SHORT TITLE.—This part may be cited as the 'Excellence in Economic Education Act of 2000'.

"(b) FINDINGS.—Congress makes the following findings:

"(1) The need for economic literacy in the United States has grown exponentially in the 1990's as a result of rapid technological advancements and increasing globalization, giving individuals in the United States more numerous and complex economic and financial choices than ever before as members of the workforce, managers of their families' resources, and voting citizens.

"(2) Individuals in the United States lack essential economic knowledge, as demonstrated in a 1998-1999 test conducted for the National Council on Economic Education, a private nonprofit organization. The test results indicated the following:

"(A) Students and adults alike lack a basic understanding of core economic concepts such as scarcity of resources and inflation, with less than half of those tested demonstrating knowledge of those basic concepts.

"(B) A little more than 1/3 of those tested realize that society must make choices about how to use resources.

"(C) Only 1/3 of those tested understand that active competition in the marketplace serves to lower prices and improve product quality.

"(D) Slightly more than 1/2 of adults in the United States and less than 1/4 of students in the United States know that a Federal budget deficit is created when the Federal Government's expenditures exceed its revenues in a year.

"(E) Overall, adults received a grade of 57 percent on the test and secondary school students received a grade of 48 percent on the test.

"(F) Despite these poor results, the test findings pointed out that individuals in the United States realize the need for understanding basic economic concepts, with 96 percent of adults tested believing that basic economics should be taught in secondary school.

"(3) A range of trends points to the need for individuals in the United States to receive a practical economics education that will give the individuals tools to make responsible choices about their limited financial resources, and about the range of economic choices which face all people regardless of their financial circumstances. Examples of the trends include the following:

"(A) The number of personal bankruptcies in the United States rose and set new records in the 1990's, despite the longest peacetime economic expansion in United States history. One in every 70 United States households filed for bankruptcy in 1998. Rising bankruptcies have an impact on the cost and availability of consumer credit which in turn negatively affect overall economic growth.

"(B) Credit card delinquencies in the United States rose to 1.83 percent in 1998, which is a percentage not seen since 1992

when the effects of a recession were still strong.

“(C) The personal savings rate in the United States over the 5 years ending in 1998 averaged only 4.5 percent. In the third quarter of 1999, the personal savings rate dropped to 1.8 percent. A decline in savings rates reduces potential investment and economic growth.

“(D) By 2030, the number of older persons in the United States will grow to 70,000,000, more than twice the number of older persons in the United States in 1997. The additional older persons will add significantly to the population of retirees in the United States and require a shift in private and public resources to attend to their specific needs. The needs of this population will have dramatic, long-term economic consequences for younger generations of individuals in the United States workforce who will need to plan well in order to support their families and ensure for themselves a secure retirement.

“(4) The third National Education Goal designates economics as 1 of 9 core content areas in which teaching, learning, and students’ mastery of basic and advanced skills must improve.

“(5) The National Council on Economic Education presents a compelling case for doing more to meet the need for economic literacy. While an understanding of economics is necessary to help the next generation to think, choose, and function in a changing global economy, economics has too often been neglected in schools.

“(6) States’ requirements for economic and personal finance education are insufficient as evidenced by the fact that, while 39 States have adopted educational standards (including guidelines or proficiencies) in economics—

“(A) only 13 of those States require all students to take a course in economics before graduating from secondary school;

“(B) only 25 States administer tests to determine whether students meet the economic standards; and

“(C) only 27 States require that the economic standards be implemented in schools.

“(7) Improved and enhanced national, State, and local economic education efforts, conducted as part of the Campaign for Economic Literacy led by the National Council on Economic Education, will help individuals become informed consumers, conscientious savers, prudent investors, productive workforce members, responsible citizens, and effective participants in the global economy.

“(8)(A) Founded in 1949, the National Council on Economic Education is the preeminent economic education organization in the United States, having a nationwide network that supports economic education in the Nation’s schools by working with States, local educational agencies, and schools.

“(B) This network supports teacher preparedness in economics through—

“(i) inservice teacher education;

“(ii) classroom-tested materials and appropriate curricula;

“(iii) evaluation, assessment, and research on economics education; and

“(iv) suggested content standards for economics.

“(9) The National Council on Economic Education network includes affiliated State Councils on Economic Education and more than 275 university or college-based Centers for Economic Education. This network represents a unique partnership among leaders in education, business, economics, and labor, the purpose of which is to effectively deliver economic education throughout the United States.

“(10) Each year the National Council on Economic Education network trains 120,000 teachers, reaching more than 7,000,000 students. By strengthening the Council’s nationwide network, the Council can reach more of the Nation’s 53,000,000 students.

“(11) The National Council on Economic Education conducts an international economic education program that provides information on market principles to the world (particularly emerging democracies) through teacher training, materials translation and development, study tours, conferences, and research and evaluation. As a result of those activities, the National Council on Economic Education is helping to support educational reform and build economic education infrastructures in emerging market economies, and reinforcing the national interest of the United States.

“(12) Evaluation results of economics education activities support the following conclusions:

“(A) Inservice education in economics for teachers contributes significantly to students’ gains in economic knowledge.

“(B) Secondary school students who have taken economics courses perform significantly better on tests of economic literacy than do their counterparts who have not taken economics.

“(C) Economics courses contribute significantly more to gains in economic knowledge than does integration of economics into other subjects.

“(13) Through partnerships, the National Council on Economic Education network leverages support for its mission by raising more than \$35,000,000 annually for economic education from the private sector, universities, and States.

#### “SEC. 2. EXCELLENCE IN ECONOMIC EDUCATION.

“(a) PURPOSE.—The purpose of this part is to promote economic literacy among all United States students in kindergarten through grade 12 by enhancing national leadership in economic education through the strengthening of a nationwide economic education network and the provision of resources to appropriate State and local entities.

“(b) GOALS.—The goals of this part are—

“(1) to increase students’ knowledge of and achievement in economics to enable the students to become more productive and informed citizens;

“(2) to strengthen teachers’ understanding of and competency in economics to enable the teachers to increase student mastery of economic principles and their practical application;

“(3) to encourage economic education research and development, to disseminate effective instructional materials, and to promote replication of best practices and exemplary programs that foster economic literacy;

“(4) to assist States in measuring the impact of education in economics, which is 1 of 9 national core content areas described in section 306(c) of the Goals 2000: Educate America Act (20 U.S.C. 5886(c)) (as such section was in effect on the day preceding the date of enactment of the Educational Opportunities Act);

“(5) to extend strong economic education delivery systems to every State; and

“(6) to leverage and expand private and public support for economic education partnerships at national, State, and local levels.

#### “SEC. 3. GRANT PROGRAM AUTHORIZED.

“(a) GRANTS TO THE NATIONAL COUNCIL ON ECONOMIC EDUCATION.—

“(1) IN GENERAL.—The Secretary is authorized to award a grant to the National Council on Economic Education (referred to in this section as the ‘grantee’), which is a non-profit educational organization that has as its primary purpose the improvement of the quality of student understanding of economics through effective teaching of economics in the Nation’s classrooms.

“(2) USE OF GRANT FUNDS.—

“(A) ONE-QUARTER.—The grantee shall use ¼ of the funds made available through the grant and not reserved under subsection (f) for a fiscal year—

“(i) to strengthen and expand the grantee’s nationwide network on economic education;

“(ii) to support and promote training, of teachers who teach a grade from kindergarten through grade 12, regarding economics, including the dissemination of information on effective practices and research findings regarding the teaching of economics;

“(iii) to support research on effective teaching practices and the development of assessment instruments to document student performance;

“(iv) to develop and disseminate appropriate materials to foster economic literacy; and

“(v) to coordinate activities assisted under this section with activities assisted under title II.

“(B) THREE-QUARTERS.—The grantee shall use ¾ of the funds made available through the grant and not reserved under subsection (f) for a fiscal year to award grants to State economic education councils, or in the case of a State that does not have a State economic education council, a center for economic education (which council or center shall be referred to in this section as a ‘recipient’). The grantee shall award such a grant to pay for the Federal share of the cost of enabling the recipient to work in partnership with 1 or more of the entities described in paragraph (3) for 1 or more of the following purposes:

“(i) Collaboratively establishing and conducting teacher training programs that use effective and innovative approaches to the teaching of economics.

“(ii) Providing resources to school districts that want to incorporate economics into the curricula of the schools in the districts.

“(iii) Conducting evaluations of the impact of economic education on students.

“(iv) Conducting economic education research.

“(v) Creating and conducting school-based student activities to promote consumer, economic, and personal finance education, such as saving, investing, and entrepreneurial education, and to encourage awareness and student achievement in economics.

“(vi) Establishing interstate and international student and teacher exchanges to promote economic literacy.

“(vii) Encouraging replication of best practices to encourage economic literacy.

“(C) ADDITIONAL REQUIREMENTS AND TECHNICAL ASSISTANCE.—The grantee shall—

“(i) meet such other requirements as the Secretary determines to be necessary to assure compliance with this section; and

“(ii) provide such technical assistance as may be necessary to carry out this section.

“(3) PARTNERSHIP ENTITIES.—The entities referred to in paragraph (2)(B) are the following:

“(A) A private sector entity.

“(B) A State educational agency.

“(C) A local educational agency.

“(D) An institution of higher education.

“(E) Another organization promoting economic development.

“(F) Another organization promoting educational excellence.

“(4) ADMINISTRATIVE COSTS.—The grantee and each recipient receiving a grant under this section for a fiscal year may use not more than 25 percent of the funds made available through the grant for administrative costs.

“(b) TEACHER TRAINING PROGRAMS.—

“(1) IN GENERAL.—In carrying out the teacher training programs described in subsection (a)(2)(B) a recipient shall—

“(A) train teachers who teach a grade from kindergarten through grade 12;

“(B) conduct programs taught by qualified teacher trainers who can tap the expertise, knowledge, and experience of classroom teachers, private sector leaders, and other members of the community involved, for the training; and

“(C) encourage teachers from disciplines other than economics to participate in such teacher training programs, if the training will promote the economic understanding of their students.

“(2) RELEASE TIME.—Funds made available under this section for the teacher training programs described in subparagraphs (A) and (B) of subsection (a)(2) may be used to pay for release time for teachers and teacher trainers who participate in the training.

“(c) INVOLVEMENT OF BUSINESS COMMUNITY.—In carrying out the activities assisted under this part the grantee and recipients are encouraged to—

“(1) include interactions with the local business community to the fullest extent possible, to reinforce the connection between economic education and economic development; and

“(2) work with private businesses to obtain matching contributions for Federal funds and assist recipients in working toward self-sufficiency.

“(d) FEDERAL SHARE.—

“(1) IN GENERAL.—The Federal share of the cost described in subsection (a)(2)(B) shall be 50 percent. The Federal share of the cost of establishing a State council on economic education or a center for economic education under subsection (f), for 1 fiscal year only, shall be 75 percent.

“(2) NON-FEDERAL SHARE.—The non-Federal share may be paid in cash or in kind, fairly evaluated, including plant, equipment, or services.

“(e) APPLICATIONS.—

“(1) GRANTEE.—To be eligible to receive a grant under this section, the grantee shall submit to the Secretary an application at such time, in such manner, and accompanied by such information as the Secretary may require.

“(2) RECIPIENTS.—

“(A) IN GENERAL.—To be eligible to receive a grant under this section, a recipient shall submit an application to the grantee at such time, in such manner, and accompanied by such information as the grantee may require.

“(B) REVIEW.—The grantee shall invite the individuals described in subparagraph (C) to review all applications from recipients for a grant under this section and to make recommendations to the grantee regarding the funding of the applications.

“(C) INDIVIDUALS.—The individuals referred to in subparagraph (B) are the following:

“(i) Leaders in the fields of economics and education.

“(ii) Such other individuals as the grantee determines to be necessary.

“(f) SPECIAL RULE.—For each State that does not have a recipient in the State, as de-

termined by the grantee, not less than the greater of 1.5 percent or \$100,000 of the total amount appropriated under subsection (i), for 1 fiscal year, shall be made available to the State to pay for the Federal share of the cost of establishing a State council on economic education or a center for economic education in partnership with a private sector entity, an institution of higher education, the State educational agency, and other organizations.

“(g) SUPPLEMENT AND NOT SUPPLANT.—Funds appropriated under this section shall be used to supplement and not supplant other Federal, State, and local funds expended for the purpose described in section 6(a).

“(h) REPORT.—The Secretary shall prepare and submit to the appropriate committees of Congress a report regarding activities assisted under this section not later than 2 years after the date funds are first appropriated under subsection (i) and every 2 years thereafter.

“(i) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this part \$10,000,000 for fiscal year 2001, and such sums as may be necessary for each of the 4 succeeding fiscal years.”

On page 451, line 9, insert “economics,” after “geography.”

On page 472, line 4, insert “economics,” after “history.”

## NOTICE OF HEARINGS

### SUBCOMMITTEE ON PRODUCTION AND PRICE COMPETITIVENESS

Mr. LUGAR. Mr. President, I would like to announce that the Subcommittee on Production and Price Competitiveness of the Committee on Agriculture, Nutrition, and Forestry will meet on May 4, 2000 in SR-328A at 2 p.m. The purpose of this meeting will be to discuss carbon cycle research and agriculture's role in reducing climate change.

## PRIVILEGE OF THE FLOOR

Mr. BINGAMAN. I ask unanimous consent Caroline Chang, a fellow in my office, be granted the privileges of the floor during the pendency of S. 2.

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

## EXECUTIVE SESSION

### EXECUTIVE CALENDAR

Mr. GRASSLEY. Mr. President, for the leader, I ask unanimous consent that the Senate immediately proceed to executive session to consider all nominations on the Secretary's desk in the Coast Guard. I further ask unanimous consent that the nominations be confirmed, the motion to reconsider be laid upon the table, the President be immediately notified of the Senate's action, and that the Senate then return to legislative session.

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

The nominations considered and confirmed en bloc are as follows:

### IN THE COAST GUARD

Coast Guard nomination beginning Jay F. Dell, and ending, Denis J. Fassero, which nominations were received by the Senate and appeared in the Congressional Record of November 19, 1999.

Coast Guard nomination beginning Cdr. Michael H. Graner, and ending Cdr. Michael R. Seward, which nominations were received by the Senate and appeared in the Congressional Record of February 7, 2000.

Coast Guard nominations beginning Lt. Cdr. Douglas N. Eames, and ending Lt. Cdr. Timothy A. Aines, which nominations were received by the Senate and appeared in the Congressional Record of February 7, 2000.

Coast Guard nominations beginning Jennifer L. Adams, and ending Gregory D. Zike, which nominations were received by the Senate and appeared in the Congressional Record of April 7, 2000.

## LEGISLATIVE SESSION

The PRESIDING OFFICER. Under the previous order, the Senate will resume legislative session.

## ORDERS FOR TUESDAY, MAY 2, 2000

Mr. GRASSLEY. Mr. President, I ask unanimous consent that when the Senate completes its business today, it adjourn until the hour of 9:30 a.m. on Tuesday, May 2. I further ask unanimous consent that on Tuesday, immediately following the prayer, the Journal of proceedings be approved to date, the morning hour be deemed expired, the time for the two leaders be reserved for their use later in the day, and the Senate begin consideration of the veto override of the nuclear waste bill.

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

Mr. GRASSLEY. I further ask unanimous consent that on Tuesday the Senate recess from 12:30 p.m. to 2:15 p.m. to accommodate the weekly party conferences.

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

## PROGRAM

Mr. GRASSLEY. Mr. President, I announce that tomorrow morning the Senate will begin consideration of the nuclear waste bill and overriding the President's veto. Under the previous order, there will be 90 minutes under the control of Senator MURKOWSKI and 90 minutes under the control of the Senators from Nevada.

At 2:15 p.m., following the weekly party conferences, the Senate will resume consideration of the veto override for 1 hour, with a vote scheduled to occur at 3:15 p.m. Following the vote, the Senate is expected to resume consideration of the Elementary and Secondary Education Reauthorization Act. Further votes could occur throughout tomorrow's session of the Senate.