

military retired pay concurrently with veterans' disability compensation.

S. 2386

At the request of Mrs. FEINSTEIN, the name of the Senator from Maryland (Mr. SARBANES) was added as a cosponsor of S. 2386, a bill to extend the Stamp Out Breast Cancer Act.

S. 2393

At the request of Mr. DURBIN, the name of the Senator from Ohio (Mr. VOINOVICH) was added as a cosponsor of S. 2393, a bill to prohibit the use of racial and other discriminatory profiling in connection with searches and detentions of individuals by the United States Customs Service personnel, and for other purposes.

S. 2408

At the request of Mr. BINGAMAN, the name of the Senator from Georgia (Mr. COVERDELL) was added as a cosponsor of S. 2408, a bill to authorize the President to award a gold medal on behalf of the Congress to the Navajo Code Talkers in recognition of their contributions to the Nation.

S. 2416

At the request of Mr. ASHCROFT, the name of the Senator from Georgia (Mr. COVERDELL) was added as a cosponsor of S. 2416, a bill to designate the Federal building located at 2201 C Street, Northwest, in the District of Columbia, which serves as headquarters for the Department of State, as the "Harry S. Truman Federal Building."

S. 2419

At the request of Mr. JOHNSON, the name of the Senator from Maine (Ms. SNOWE) was added as a cosponsor of S. 2419, a bill to amend title 38, United States Code, to provide for the annual determination of the rate of the basic benefit of active duty educational assistance under the Montgomery GI Bill, and for other purposes.

S. 2420

At the request of Mr. GRASSLEY, the name of the Senator from Hawaii (Mr. AKAKA) was added as a cosponsor of S. 2420, a bill to amend title 5, United States Code, to provide for the establishment of a program under which long-term care insurance is made available to Federal employees, members of the uniformed services, and civilian and military retirees, and for other purposes.

S. 2434

At the request of Mr. L. CHAFEE, the name of the Senator from Oregon (Mr. SMITH) was added as a cosponsor of S. 2434, a bill to provide that amounts allotted to a State under section 2401 of the Social Security Act for each of fiscal years 1998 and 1999 shall remain available through fiscal year 2002.

S. 2459

At the request of Mr. COVERDELL, the name of the Senator from New York (Mr. MOYNIHAN) was added as a cosponsor of S. 2459, a bill to provide for the

award of a gold medal on behalf of the Congress to former President Ronald Reagan and his wife Nancy Reagan in recognition of their service to the Nation.

S. 2477

At the request of Mr. GRASSLEY, the name of the Senator from Wisconsin (Mr. KOHL) was added as a cosponsor of S. 2477, a bill to amend the Social Security Act to provide additional safeguards for beneficiaries with representative payees under the Old-Age, Survivors, and Disability Insurance program or the Supplemental Security Income program.

S. 2492

At the request of Mr. DOMENICI, the name of the Senator from Delaware (Mr. BIDEN) was added as a cosponsor of S. 2492, a bill to expand and enhance United States efforts in the Russian nuclear complex to expedite the containment of nuclear expertise that presents a proliferation threat, and for other purposes.

S. CON. RES. 107

At the request of Mr. AKAKA, the name of the Senator from Connecticut (Mr. LIEBERMAN) was added as a cosponsor of S. Con. Res. 107, a concurrent resolution expressing the sense of the Congress concerning support for the Sixth Nonproliferation Treaty Review Conference.

AMENDMENT NO. 3126

At the request of Ms. LANDRIEU, her name was added as a cosponsor of Amendment No. 3126 proposed to S. 2, a bill to extend programs and activities under the Elementary and Secondary Education Act of 1965.

SENATE CONCURRENT RESOLUTION 111—EXPRESSING THE SENSE OF THE CONGRESS REGARDING ENSURING A COMPETITIVE NORTH AMERICAN MARKET FOR SOFTWOOD LUMBER

Mr. NICKLES (for himself, Mr. KYL, Mr. LIEBERMAN, Mr. GRAHAM, Mr. GRASSLEY, and Mr. LUGAR) submitted the following concurrent resolution; which was referred to the Committee on Finance:

S. CON. RES. 111

Whereas the United States and Canada have, since 1989, worked to reduce tariff and nontariff barriers to trade;

Whereas free trade has greatly benefited the United States and Canadian economies;

Whereas the United States and Canada have been engaged in an ongoing dispute over trade in soft-wood lumber for 18 years;

Whereas on May, 29, 1996, the United States and Canada entered into an agreement to temporarily resolve the dispute;

Whereas the United States-Canada Softwood Lumber Agreement of 1996 does not promote open trade;

Whereas the scope of the United States-Canada Softwood Lumber Agreement of 1996 has been expanded, leading to uncertainty for importers, distributors, retailers, and purchasers of softwood lumber products;

Whereas the availability of affordable housing is important to the American home-buyer;

Whereas lumber price volatility jeopardizes housing affordability; and

Whereas the United States-Canada Softwood Lumber Agreement of 1996 will expire on April 1, 2001; Now, therefore, be it

Resolved by the Senate (the House of Representatives concurring), That it is the sense of Congress that—

(1) the United States-Canada Softwood Lumber Agreement of 1996 should terminate on April 1, 2001, with no extension or further quota agreement;

(2) the President should continue discussions with the Government of Canada to promote open and Competitive trade between the United States and Canada of softwood lumber; and

(3) the President should consult with all stakeholders, including consumers of softwood lumber products, in future discussions regarding the open trade of softwood lumber between the United States and Canada.

SENATE RESOLUTION 304—EXPRESSING THE SENSE OF THE SENATE REGARDING THE DEVELOPMENT OF EDUCATIONAL PROGRAMS ON VETERANS' CONTRIBUTIONS TO THE COUNTRY AND THE DESIGNATION OF THE WEEK THAT INCLUDES VETERANS DAY, AS "NATIONAL VETERANS WEEK" FOR THE PRESENTATION OF SUCH EDUCATIONAL PROGRAMS

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

S. RES. 304

Whereas tens of millions of Americans have served in the Armed Forces of the United States during the past century;

Whereas hundreds of thousands of Americans have given their lives while serving in the Armed Forces during the past century;

Whereas the contributions and sacrifices of the men and women who served in the Armed Forces have been vital in maintaining our freedoms and way of life;

Whereas the advent of the all-volunteer Armed Forces has resulted in a sharp decline in the number of individuals and families who have had any personal connection with the Armed Forces;

Whereas this reduction in familiarity with the Armed Forces has resulted in a marked decrease in the awareness by young people of the nature and importance of the accomplishments of those who have served in our Armed Forces, despite the current educational efforts of the Department of Veterans Affairs and the veterans service organizations; and

Whereas our system of civilian control of the Armed Forces makes it essential that the country's future leaders understand the history of military action and the contributions and sacrifices of those who conduct such actions; Now, therefore, be it

Resolved, That it is the sense of the Senate that—

(1) the Secretary of Education should work with the Secretary of Veterans Affairs, the Veterans Day National Committee, and the veterans service organizations to encourage, prepare, and disseminate educational materials and activities for elementary and secondary school students aimed at increasing

awareness of the contributions of veterans to the prosperity and freedoms enjoyed by United States citizens;

(2) the week that includes Veterans Day be designated as "National Veterans Awareness Week" for the purpose of presenting such materials and activities; and

(3) the President should issue a proclamation calling on the people of the United States to observe such week with appropriate educational activities.

Mr. BIDEN. Mr. President, today I have the honor of submitting a resolution expressing the sense of the Senate that the Department of Education develop and disseminate educational materials and programs designed to make students in elementary and secondary schools aware of the contributions of veterans and their importance in preserving American peace and prosperity. The resolution also designates the week that includes Veterans Day as "National Veterans Awareness Week" to serve as a focus for these educational activities.

Why do we need such an educational effort? In a sense, this action has become necessary because we are victims of our own success with regard to the superior performance of our Armed Forces. The plain fact is that there are just fewer people around now who have had any connection with military service. For example, as a result of tremendous advances in military technology and the resultant productivity increases, our current Armed Forces now operate effectively with a personnel roster that is one-third less in size than just 10 years ago. In addition, the success of the all-volunteer career-oriented force has led to much lower turnover of personnel in today's military than in previous eras when conscription was a place. Finally, the number of veterans who served during previous conflicts, such as World War II, when our military was many times larger than today, is inevitably declining.

The net result of these changes is that the percentage of the entire population that has served in the Armed Forces is dropping rapidly, a change that can be seen in all segments of society. Whereas during World War II it was extremely uncommon to find a family in America that did not have one of its members on active duty, now there are numerous families that include no military veterans at all. As a consequence of this lack of opportunity for contacts with veterans, many of our young people have little or no connection with or knowledge about the important historical and ongoing role of men and women who have served in the military. This omission seems to have persisted despite ongoing educational efforts by the Department of Veterans Affairs and the veterans service organizations.

This lack of understanding about military veterans' important role in our society can have potentially serious repercussions. In our country, ci-

vilian control of the Armed Forces is the key tenet of military governance. A citizenry that is oblivious to the capabilities and limitations of the Armed Forces, and to its critical role throughout our history, can make decisions that have unexpected and unwanted consequences. Even more important, general recognition of the importance of those individual character traits that are essential for military success, such as patriotism, selflessness, sacrifice, and heroism, is vital to maintaining these key aspects of citizenship in the Armed Forces and even throughout the population at large.

Among today's young people, a generation that has grown up largely during times of peace and extraordinary prosperity and has embraced a "me first" attitude, it is perhaps even more important to make sure that there is solid understanding of what it has taken to attain this level of comfort and freedom. The failure of our children to understand why a military is important, why our society continues to depend on it for ultimate survival, and why a successful military requires integrity and sacrifice, will have predictable consequences as these youngsters become of voting age. Even though military service is a responsibility that is no longer shared by a large segment of the population, as it has been in the past, knowledge of the contribution of those who have served in the Armed Forces is as important as it has ever been. To the extent that many of us will not have the opportunity to serve our country in uniform, we must still remain cognizant of our responsibility as citizens to fulfill the obligations we owe, both tangible and intangible, to those who do serve and who do sacrifice on our behalf.

The importance of this issue was recently brought home to me by Samuel I. Cashdollar, a 13-year-old seventh grader at Lewes Middle School in Lewes, Delaware, who recently won the Delaware VFW's Youth Essay Contest with a powerful presentation titled "How Should We Honor America's Veterans?" Samuel's essay points out that we have Nurses' Week, Secretaries' Week, and Teachers' Week, to rightly emphasize the importance of these occupations, but the contributions of those in uniform tend to be overlooked and many businesses remain open on Veterans Day. In a time when, for some, Veterans Day has simply become an excuse for another department store sale, we need to make sure that we don't become a nation where more high school seniors recognize the name Britney Spears than the name Dwight Eisenhower.

Now, it is appropriate to ask, "We already have Veterans Day, why do we need National Veterans Awareness Week?" Historically Veterans Day was established to honor those who served in uniform during wartime. Although

we now customarily honor all veterans on Veterans Day, I see it as a holiday that is focused on honoring individuals, the courageous and selfless men and women without whose actions our country would not exist as it does. National Veterans Awareness Week would complement Veterans Day by focusing on education as well as commemoration, on the contributions of the many in addition to the heroism and service of the individual. National Veterans Awareness Week would also present an opportunity to remind ourselves of the contributions and sacrifices of those who have served in peacetime as well as in conflict; both groups work unending hours and spend long periods away from their families under conditions of great discomfort so that we all can live in a land of freedom and plenty.

Mr. President, I ask my colleagues to support this resolution; our children and our children's children will need to be well informed about what veterans have accomplished in order to make appropriate decisions as they confront the numerous worldwide challenges that they are sure to face in the future. I ask unanimous consent that the text of Samuel Cashdollar's essay be printed in the RECORD.

There being no objection, the essay was ordered to be printed in the RECORD, as follows:

HOW SHOULD WE HONOR AMERICA'S
VETERANS?

(By Samuel I. Cashdollar)

The 11th of November each year is designated as Veterans Day and is a Federal holiday. Employees of the U.S. Government get the day off and post offices and most banks are closed. The President visits Arlington National Cemetery and lays a wreath at the Tomb of the Unknown Soldier. Parades are held in some places. This isn't adequate recognition of the contribution veterans have made to America.

Each State is free to decide which Federal Holidays it wants to recognize. In many States, government offices, schools, and businesses remain open on Veterans Day. Even where it's officially observed, Veterans Day comes and goes with most people not even thinking about the tremendous sacrifices made by the men and women who served in Armed Forces and fought for America's freedom.

Today, people celebrate numerous weeks, such as Nurses Week, Secretaries Week, Teachers Week, etc. These are important events, but are they any more important than honoring brave men and women who gave so much for their country? America is free because of these courageous individuals who should be honored with their own week.

The U.S. Congress should pass a law establishing a "Veterans Week". All schools should be required to spend a portion of each day reminding students that it was ordinary people who fought, were wounded, and even killed in defense of America. This could be done in each grade level so that every student would learn something about the wars that our nation has fought. It could be part of a history class as well as a lesson about the responsibility of each person to protect our country. Teachers could easily find stories to share with students who have no idea

what war is like. If teachers needed help, I'm sure organizations like the VFW would be glad to participate and even speak to the students.

Veterans Week should be given special attention on television, too, just like Black History Month. I've learned a lot about the history of Black Americans from the stories they feature on television. Movies about heroic battles should be broadcast all week long. Veterans could talk about their experiences in those wars.

In conclusion, it's very sad that many Americans know little or nothing about the great wars our country has fought in. I believe Veterans Week would do a lot to change that.

AMENDMENTS SUBMITTED

EDUCATIONAL OPPORTUNITIES ACT

LIEBERMAN (AND OTHERS) AMENDMENT NO. 3127

Mr. LIEBERMAN (for himself, Mr. BAYH, Ms. LANDRIEU, Mrs. LINCOLN, Mr. KOHL, Mr. GRAHAM, Mr. ROBB, Mr. BREAU, Mr. BRYAN, and Mrs. FEINSTEIN) proposed an amendment to the bill (S. 2) to extend programs and activities under the Elementary and Secondary Education Act of 1965; as follows:

Beginning on page 1, line 3, strike "1." and all that follows through line 18 on page 922, and insert the following:

1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the "Public Education Reinvestment, Reinvention, and Responsibility Act (Three R's)".

(b) TABLE OF CONTENTS.—The table of contents of this Act is as follows:

- Sec. 1. Short title; table of contents.
- Sec. 2. References.
- Sec. 3. Declaration of priorities.

TITLE I—STUDENT PERFORMANCE

- Sec. 101. Heading.
- Sec. 102. Findings, policy, and purpose.
- Sec. 103. Authorization of appropriations.
- Sec. 104. Reservation for school improvement.

PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

- Sec. 105. State plans.
- Sec. 106. Local educational agency plans.
- Sec. 107. Schoolwide programs.
- Sec. 108. School choice.
- Sec. 109. Assessment and local educational agency and school improvement.
- Sec. 110. State assistance for school support and improvement.
- Sec. 111. Parental involvement changes.
- Sec. 112. Qualifications for teachers and paraprofessionals.
- Sec. 113. Professional development.
- Sec. 114. Fiscal requirements.
- Sec. 115. Coordination requirements.
- Sec. 116. Grants for the outlying areas and the Secretary of the Interior.
- Sec. 117. Amounts for grants.
- Sec. 118. Basic grants to local educational agencies.
- Sec. 119. Concentration grants.
- Sec. 120. Targeted grants.
- Sec. 121. Special allocation procedures.

PART B—EVEN START FAMILY LITERACY PROGRAMS

- Sec. 131. Program authorized.
- Sec. 132. Applications.
- Sec. 133. Research.

PART C—EDUCATION OF MIGRATORY CHILDREN

- Sec. 141. Comprehensive needs assessment and service-delivery plan; authorized activities.

PART D—PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK OF DROPPING OUT

- Sec. 151. State plan and State agency applications.
- Sec. 152. Use of funds.

PART E—FEDERAL EVALUATIONS, DEMONSTRATIONS, AND TRANSITION PROJECTS

- Sec. 161. Evaluations.
- Sec. 162. Demonstrations of innovative practices.

PART F—RURAL EDUCATION DEVELOPMENT INITIATIVE

- Sec. 171. Rural education development initiative.

PART G—GENERAL PROVISIONS

- Sec. 181. Federal regulations.
- Sec. 182. State administration.

TITLE II—TEACHER AND PRINCIPAL QUALITY, PROFESSIONAL DEVELOPMENT, AND CLASS SIZE

- Sec. 201. Teacher and principal quality, professional development, and class size.

TITLE III—LANGUAGE MINORITY STUDENTS AND INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

- Sec. 301. Language minority students.
- Sec. 302. Emergency immigrant education program.
- Sec. 303. Indian, Native Hawaiian, and Alaska Native education.

TITLE IV—PUBLIC SCHOOL CHOICE

- Sec. 401. Public school choice.
- Sec. 402. Development of public school choice programs; report cards.

TITLE V—IMPACT AID

- Sec. 501. Impact aid.

TITLE VI—HIGH PERFORMANCE AND QUALITY EDUCATION INITIATIVES

- Sec. 601. High performance and quality education initiatives.

TITLE VII—ACCOUNTABILITY

- Sec. 701. Accountability.

TITLE VIII—GENERAL PROVISIONS AND REPEALS

- Sec. 801. Repeals, transfers, and redesignations regarding titles VIII and XIV.
- Sec. 802. Other repeals.

SEC. 2. REFERENCES.

Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.).

SEC. 3. DECLARATION OF PRIORITIES.

Congress declares that our national educational priorities are to—

(1) introduce real accountability by making public elementary school and secondary school education funding performance-based rather than a guaranteed source of revenue for States and local educational agencies;

(2) require State educational agencies and local educational agencies to establish high

student performance objectives, and to provide the State educational agencies and local educational agencies with flexibility in using Federal resources to ensure that the performance objectives are met;

(3) concentrate Federal funding around a small number of central education goals, including compensatory education for disadvantaged children and youth, teacher quality and professional development, programs for limited English proficient students, public school choice programs, innovative educational programs, student safety, and the incorporation of educational technology;

(4) concentrate Federal education funding on impoverished areas where elementary schools and secondary schools are most likely to be in distress;

(5) sanction State educational agencies and local educational agencies that consistently fail to meet established benchmarks; and

(6) reward State educational agencies, local educational agencies, and elementary schools and secondary schools that demonstrate high performance.

TITLE I—STUDENT PERFORMANCE

SEC. 101. HEADING.

The heading for title I (20 U.S.C. 6301 et seq.) is amended to read as follows:

"TITLE I—STUDENT PERFORMANCE".

SEC. 102. FINDINGS, POLICY, AND PURPOSE.

Section 1001 (20 U.S.C. 6301) is amended to read as follows:

"SEC. 1001. FINDINGS, POLICY AND PURPOSE.

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

"(1) Despite more than 3 decades of Federal assistance, a sizable achievement gap remains between low-income and middle-class students.

"(2) The 1994 reauthorization of the Elementary and Secondary Education Act of 1965 was an important step in focusing our Nation's priorities on closing the achievement gap between poor and affluent students in the United States. The Federal Government must continue to build on these improvements made in 1994 by holding States and local educational agencies accountable for student achievement.

"(3) States can help close this achievement gap by developing challenging curriculum content and student performance standards so that all elementary school and secondary school students perform at an advanced level. States should implement vigorous and comprehensive student performance assessments, such as the National Assessment of Educational Progress (NAEP) so as to measure fully the progress of our Nation's students.

"(4) In order to ensure that no child is left behind in the new economy, the Federal Government must better target Federal resources on those children who are most at risk for falling behind academically.

"(5)(A) Title I funds have been targeted on high-poverty areas, but not to the degree they should be as demonstrated by the following:

"(B) Although 95 percent of schools with poverty levels of 75 percent to 100 percent receive title I funding, 20 percent of schools with poverty levels of 50 to 74 percent do not receive any title I funding.

"(C) Only 64 percent of schools with poverty levels in the 35 percent to 49 percent range receive title I funding.

"(6) Title I funding should be significantly increased and more effectively targeted to ensure that all low-income students have an opportunity to excel academically.