

Health and Human Services and Education. As you know, when we talked the week before last, you expected to be able to identify those offsets by last Tuesday. When I caught up with you on Friday, you thought the offsets could at least be identified by today.

As I had mentioned to you, a Subcommittee hearing has been scheduled for February 21 to hear from Secretary Reich, Secretary Shalala and Secretary Riley to try to structure an appropriations bill which the President would sign with the additional funding.

I believe it is advisable to defer that hearing until we can identify the amount of the additional funding and the offsets so that we can pass a bill in advance of the March 15 expiration of the continuing resolution.

As I have said on many occasions, I think it is very important that we move ahead on these preliminary steps forthwith because I anticipate many controversial issues in the Senate floor debate and then a House-Senate conference which could take considerable time.

As I mentioned to you when we talked Friday afternoon, I had hoped to see you in Wilkes-Barre with the Presidential party, but I understood you had to leave in advance of that stop.

At Wilkes-Barre, I discussed with President Clinton the urgency of identifying these offsets. The President said he had already discussed the offsets with you and agreed on the importance of moving ahead promptly to identify additional funding for these three important departments.

As soon as you can advise me on the additional funding and the offsets, we shall move ahead to reschedule the hearing.

Sincerely,

ARLEN SPECTER.

Mr. SPECTER. In the absence of any other Senator on the floor, Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The bill clerk proceeded to call the roll.

Mr. LOTT. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

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

#### ORDERS FOR THURSDAY, FEBRUARY 29, 1996

Mr. LOTT. Mr. President, I ask unanimous consent that when the Senate completes its business today, it stand in recess until the hour of 11 a.m. on Thursday, February 29, and that immediately following the prayer, the Journal of the proceedings be deemed approved to date, the time for the two leaders be reserved, and that there be a period for morning business until the hour of 12 noon, with Senators permitted to speak therein for up to 5 minutes each, with the following exceptions: Senator MURKOWSKI for 15 minutes, Senator DORGAN for 20 minutes.

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

#### AUTHORITY FOR COMMITTEE TO REPORT LEGISLATION REGARD- ING SPECIAL COMMITTEE ON WHITEWATER

Mr. LOTT. Mr. President, I ask unanimous consent that the Committee on

Rules have until the hour of 5 p.m. today in order to report legislation regarding the special committee on Whitewater.

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

#### MESSAGES FROM THE HOUSE

At 1:01 p.m., a message from the House of Representatives, delivered by Mr. Hays, one of its reading clerks, announced that the House agrees to the amendments of the Senate to the bill (H.R. 2196) to amend the Stevenson-Wydler technology cooperative research and development agreements, and for other purposes.

The message also announced that the House has passed the following bill, with an amendment, in which it requests the concurrence of the Senate:

S. 1494. An act to provide an extension for fiscal year 1996 for certain programs administered by the Secretary of Housing and Urban Development and the Secretary of Agriculture, and for other purposes.

#### ENROLLED BILLS SIGNED

The message further announced that the Speaker has signed the following enrolled bill:

H.R. 2196. An act to amend the Stevenson-Wydler Technology Innovation Act of 1980 with respect to inventions made under cooperative research and development agreements, and for other purposes.

#### ADDITIONAL COSPONSORS

S. 520

At the request of Mr. SHELBY, the name of the Senator from North Carolina [Mr. FAIRCLOTH] was added as a cosponsor of S. 520, a bill to amend the Internal Revenue Code of 1986 to allow a refundable tax credit for adoption expenses.

S. 607

At the request of Mr. SPECTER, his name was added as a cosponsor of S. 607, a bill to amend the Comprehensive Environmental Response, Compensation, and Liability Act of 1980 to clarify the liability of certain recycling transactions, and for other purposes.

S. 722

At the request of Mr. ASHCROFT, his name was withdrawn as a cosponsor of S. 722, a bill to amend the Internal Revenue Code of 1986 to restructure and replace the income tax system of the United States to meet national priorities, and for other purposes.

S. 774

At the request of Mr. MACK, the name of the Senator from Oklahoma [Mr. INHOFE] was added as a cosponsor of S. 774, a bill to place restrictions on the promotion by the Department of Labor and other Federal agencies and instrumentalities of economically targeted investments in connection with employee benefit plans.

S. 837

At the request of Mr. WARNER, the names of the Senator from Minnesota [Mr. WELLSTONE], the Senator from

Georgia [Mr. NUNN], the Senator from New Jersey [Mr. LAUTENBERG], and the Senator from South Carolina [Mr. HOLLINGS] were added as cosponsors of S. 837, a bill to require the Secretary of the Treasury to mint coins in commemoration of the 250th anniversary of the birth of James Madison.

#### SENATE RESOLUTION 215

At the request of Mr. LAUTENBERG, the name of the Senator from Michigan [Mr. ABRAHAM] was added as a cosponsor of Senate Resolution 215, a resolution to designate June 19, 1996, as "National Baseball Day."

#### SENATE RESOLUTION 224

At the request of Mr. D'AMATO, the name of the Senator from Missouri [Mr. BOND] was added as a cosponsor of Senate Resolution 224, a resolution to designate September 23, 1996, as "National Baseball Heritage Day."

#### SUBMISSION OF CONCURRENT AND SENATE RESOLUTIONS

The following concurrent resolutions and Senate resolutions were read, and referred (or acted upon), as indicated:

By Mr. DOMENICI (for himself, Mr. NUNN, Mr. DODD, Mr. COCHRAN, Ms. MIKULSKI, Mr. BENNETT, Mr. LIEBERMAN, Mr. KEMPTHORNE, Mr. DORGAN, and Mr. FRIST):

S. Res. 226. A resolution to proclaim the week of October 13 through October 19, 1996, as "National Character Counts Week"; to the Committee on the Judiciary.

By Mr. D'AMATO:

S. Res. 227. An original resolution to authorize the use of additional funds for salaries and expenses of the Special Committee to Investigate Whitewater Development Corporation and Related Matters, and for other purposes; from the Committee on Banking, Housing, and Urban Affairs; to the Committee on Rules and Administration.

#### SENATE RESOLUTION 226—REL- ATIVE TO NATIONAL CHAR- ACTER COUNTS WEEK

Mr. DOMENICI (for himself, Mr. NUNN, Mr. DODD, Mr. COCHRAN, Ms. MIKULSKI, Mr. BENNETT, Mr. LIEBERMAN, Mr. KEMPTHORNE, Mr. DORGAN, and Mr. FRIST) submitted the following resolution; which was referred to the Committee on the Judiciary:

#### S. RES. 226

Whereas young people will be the stewards of our communities, nation, and world in critical times, and the present and future well-being of our society requires an involved, caring citizenry with good character;

Whereas concerns about the character training of children have taken on a new sense of urgency as violence by and against youth threatens the physical and psychological well-being of the nation;

Whereas, more than ever, children need strong and constructive guidance from their families and their communities, including schools, youth organizations, religious institutions and civic groups;

Whereas the character of a nation is only as strong as the character of its individual citizens;

Whereas the public good is advanced when young people are taught the importance of good character, and that character counts in

personal relationships, in school, and in the workplace;

Whereas scholars and educators agree that people do not automatically develop good character and, therefore, conscientious efforts must be made by youth-influencing institutions and individuals to help young people develop the essential traits and characteristics that comprise good character;

Whereas character development is, first and foremost, an obligation of families, efforts by faith communities, schools, and youth, civic and human service organizations also play a very important role in supporting family efforts by fostering and promoting good character;

Whereas the Senate encourages students, teachers, parents, youth and community leaders to recognize the valuable role our youth play in the present and future of our nation, and to recognize that character is an important part of that future;

Whereas, in July 1992, the Aspen Declaration was written by an eminent group of educators, youth leaders and ethics scholars for the purpose of articulating a coherent framework for character education appropriate to a diverse and pluralistic society;

Whereas the Aspen Declaration states that "Effective character education is based on core ethical values which form the foundation of democratic society";

Whereas the core ethical values identified by the Aspen Declaration constitute the 6 core elements of character;

Whereas the 6 core elements of character are trustworthiness, respect, responsibility, justice and fairness, caring, civic virtue and citizenship;

Whereas the 6 core elements of character transcend cultural, religious, and socioeconomic differences;

Whereas the Aspen Declaration states that "The character and conduct of our youth reflect the character and conduct of society; therefore, every adult has the responsibility to teach and model the core ethical values and every social institution has the responsibility to promote the development of good character.";

Whereas the Senate encourages individuals and organizations, especially those who have an interest in the education and training of our youth, to adopt the 6 core elements of character as intrinsic to the well-being of individuals, communities, and society as a whole; and

Whereas the Senate encourages communities, especially schools and youth organizations, to integrate the 6 core elements of character into programs serving students and children: Now, therefore, be it

*Resolved*, That the Senate proclaims the week of October 13 through October 19, 1996, as National Character Counts Week, and requests the President to issue a proclamation calling upon the people of the United States and interested groups to embrace the 6 core elements of character and to observe the week with appropriate ceremonies and activities.

Mr. DOMENICI. Mr. President, let me open this by sending a resolution to the desk and asking that it be appropriately referred. It is now sponsored by 10 Senators. It will have the requisite 50 or 60 signatures within a month and thus can get reported out of the Judiciary Committee.

The original cosponsors of this resolution have been consistent supporters of this resolution.

I am very pleased that Senators NUNN, DODD, COCHRAN, MIKULSKI, BENNETT, LIEBERMAN, KEMPTHORNE, DORGAN, and FRIST, as members of the Sen-

ate Character Counts Working Group, are again joining me as original cosponsors of this resolution.

This resolution requests that the President of the United States proclaim the week of October 13 through 19 as "National Character Counts Week." I want to discuss with the Senate and those interested in what we say here what Character Counts is all about in our country and what the movement for Character Counts is all about.

I send the resolution to the desk as previously requested, and I ask for its referral to the appropriate committee.

The PRESIDING OFFICER. The resolution will be received and appropriately referred.

Mr. DOMENICI. Many exciting and unique character education programs have taken place over this past year. As important, thousands of young people, local and national organizations, schools, parents and citizens have participated in efforts to make their communities aware of the positive benefits of character education.

One example is 12-year-old Carrie Beeman from the Roswell, NM Mountain View Middle School. Carrie will be coming to Washington, DC as 1 of 104 young Americans to be recognized for their service to their communities in the national Prudential Spirit of Community youth volunteer awards program. She received a \$1,000 for her work in the Chain of Character contest by helping organize and selling 14,000 chain links to raise funds for the local character education efforts in Roswell. By calling businesses and other interested citizens, she helped raise \$400 for her school's student council and \$2,000 for her town's local Character Counts program.

Carrie's effort personifies the great national grassroots movement to support character programs: No matter the age, everyone can participate at the local level to help promote good character in their schools and in their communities. All of us in New Mexico who are working at the local and State level to promote character education programs are very proud of Carrie and are deeply appreciative that the selection committee for the Prudential awards recognized her fine efforts.

There are many reasons why the character education movement is gaining such momentum, and let me mention just a few that bear attention.

First let me talk about violence on television and a recent study of that. Let me take a couple of moments of time to talk about this to the Senate.

A recent comprehensive study commissioned by the National Cable Television Association—National Television Violence Study—articulates some disturbing statistics. Among the study's findings were that: Perpetrators of violent acts on TV go unpunished 73 percent of the time; 47 percent of all violent interactions show no harm to victim, and 58 percent depict no pain. Longer term consequences—such as fi-

nancial or emotional harm—were shown only 16 percent of the time; few programs containing violence, just 4 percent, emphasize nonviolent alternatives in solving problems.

As depicted on television, violence inflicts little pain and minimal consequences for actions that hurt, maim, and kill. Such actions glamorize abhorrent behavior that shouts "it's OK" to be irresponsible, dishonest, and violent. Responsibility, respect, or caring apparently do not have enough public appeal to ensure high viewer ratings.

Another example of why so many are concerned about the values of America is the findings of a 3-year study just completed by the Josephson Institute of Ethics for their 1996 Report Card on American Integrity. Anonymous, written surveys were administered nationally in schools and during various programs conducted by the institute that included responses from 5,740 high school students, 2,289 college students, and 3,190 adults not in school. Basically, the survey revealed that very high percentages of young people, as well as adults over 25, have fallen into such habits as lying, cheating and stealing. For example: 42 percent of high school male respondents and 31 percent of high school females said they had stolen something from a store within the previous 12 months; nearly half the high school males and one-third of the high school females—41 percent of high-schoolers overall—said they would lie if they thought it necessary to get or keep a job; 1 in 4 adult respondents, 2 of 5 collegiate respondents, and over half the high schoolers said they would or probably would lie about their debts to get a badly needed loan; and more than half the males and one-third the females said it is sometimes justified to respond to an insult or verbal abuse with physical force, with nearly half of all high school respondents saying they had struck another person or used physical force within the previous year.

And, adding another dimension to these findings, it is likely that the real percentage of those actually engaging in dishonest conduct is higher than that reflected in the Josephson Institute's study. Why? Because 41 percent of high school respondents, 37 percent of collegiate respondents, and 25 percent of those respondents not in school admitted to giving a dishonest answer to at least one or two survey questions.

Just these two studies alone suggest that good character habits are not being emphasized or practiced by significant numbers of young and adult Americans. At the same time, the Josephson Institute's survey showed that 96 percent of not-in-school adults said that being ethical in all aspects of their lives is very important, but only 64 percent of the high schoolers said they place such a high value on ethics. I would suggest that while the high schoolers numbers are not nearly as high as they should be, at least there is acknowledgment that being ethical is desirable and important.

I do not believe that America is made up of liars, cheats and thieves. In fact, I believe that most Americans want to do well by their fellow citizen. At the same time, exemplary behavior is not a genetic trait—it needs to be taught. Being responsible, caring, honest, or trustworthy needs to be reinforced by parents, schools, community organizations, and adults. This is what we mean by character education. And, it takes everyone's participation to make it work.

Mr. President, about 3½ or 4 years ago, as I stated here on the floor before, a group of Americans from all walks of life—from various religions, from commerce, from labor organizations, housewives—met in Aspen, CO. They issued a declaration, which is now known in some parts as the Aspen Declaration. The Aspen Declaration is the result of 3½ days of intensive evaluation by this broad spectrum of Americans.

The conclusion that they reached is that there was a serious shortage and diminution of basic character among the American people which was frightening, and in particular they were frightened about what was happening to young people, who did not seem to have any values nor any idea of what character was all about.

The conclusion of the declaration was that we should promote across America what is now known as "the six pillars of character." There are many organizations and many institutions who are looking at character building.

We chose here in the Senate to pass a resolution 2 years ago—and it has been done 2 years in a row—asking Americans to recognize for 1 week in October a week promoting Character Counts. While for many of us we have gone further, there are no laws to be passed. This is not a legislative function. But many of us have chosen to exercise our leadership in conjunction with others to establish in our communities, or our States, the idea that a community and the schools should be part of promoting Character Counts.

There are six pillars of character, the six words that are being used across this land, in our schools, in businesses, in institutions like the YMCA, and myriad organizations: "Trustworthiness," that is a root word that carries with it such things as honesty, integrity, living up to your commitments; and the words respect, responsibility, fairness, caring, and citizenship.

While the ultimate goal of these six principles is being celebrated in parts of America, it is catching on and taking hold more than anywhere else in the schools of America. I will just tell you, Mr. President, in New Mexico, on a volunteer basis, without a mandate, we now have 11 communities and 2 counties that have adopted Character Counts as community goals with an emphasis on the six pillars.

I say to my friend who will speak soon, who is an advocate of Character

Counts, there are now scores of public schools in New Mexico. You can tell whether they are a Character Counts school because if you drive by and if they have anything out front that indicates messages about the school, you will find on that message board the character of the month, and you will see up there "responsibility." You can then find out and be assured that if you attended that public school for that month in all the classes, be it math, English, geography, or whatever it is in the grade schools, you will find teachers have been empowered to insert into the classroom that word "responsibility."

It is a marvel to observe, to go to a school and talk with the teachers who have been empowered on a volunteer basis to promote as part of their education mission character and the six pillars of character. There are innovative ways of involvement that are occurring, but let me suggest that we have not yet received in my State and a few States I have visited, any objections from the adult community to promoting these six pillars of character.

Now, is there going to be an objection raised to trying to define "trustworthiness" and get it across to our young people? Is there going to be an adult objection to "respect," to "responsibility," to "fairness," to "caring," to "citizenship"? We have found nothing.

So what we have done by using the Aspen Declaration and the current idea of six pillars of character is to open the window and let into our public schools, if they want to, on a volunteer basis, principal by principal, empower our teachers to bring into the classroom some very fundamental things that most Americans are excited to think about. There is much being said about anxiety in the current political campaign, and I submit there may very well be the anxiety spoken of about jobs and whether or not jobs are in jeopardy because of a changing American economy, but there is another anxiety that is very big and very powerful, and it is the anxiety of adults over what is going to happen to our children if somehow or another values or pillars of character are not brought into their lives to compete with the bombardment of ideas coming from whatever source young people are currently subject to, from television to what they see and what they read. And ultimately in a State like mine, we have concluded that you need to bring adults and kids together and you need to have adults concerned about the same six pillars of character which I have repeated now several times in this Chamber.

In our State, it is contagious. Teachers have gone to classes to get the basic principles of how you promote these in the classroom. They have been given that education free by various groups that have raised money. They have all committed to teach another

teacher. And the work, how they put this together, is beginning to evolve with little direction from the national organization which is more like an umbrella. This is all going to be done locally by schoolteachers and principals and boards of education and business leaders who want to change the character of the community. It is exciting. It is not the answer to everything, but it is a start. I am certain the Senate and the House will once again declare the week as Character Counts Week, but it is more interesting to note that from that seed a few years ago, a number of Senators and Congressmen have decided to work with mayors and Governors to begin to promote not 1 week but all year long, not 1 day but every day in the classrooms of our schools one of these pillars of character to be brought into the common language of the children and their daily experience. The innovativeness of teachers who are empowered to do this is absolutely magnificent. They are out there with new and better ideas on how to instill such a thing as responsibility in young people, or such a character trait as fairness, or such a quality as trustworthiness. It is truly exciting.

Actually, in our State, in the city of Albuquerque and its public school system, the largest in the State by far, it has been approved by the board of education and they say any principal and school that wants to do it, do it. We have gone down to two other areas next in size, the county where the principal city is Las Cruces and they are starting it, in the county of Dona Ana. The adults get together from all walks of life under our format and start a council. The schools are then involved, the churches are involved, and other organizations.

I do not want to overstate the case because this is a complicated world that our young people are being raised in. It is a fearsome and frightening world for young people. Some around here know I raised a very large number of children. I have eight, the youngest of which, twins, are 28. I am quick to say to groups that they would have a very difficult time today, much more difficult today than even 15 years ago. The pressures are enormous.

This Character Counts idea, this idea of promoting the six pillars and getting them out there as a buttress to the disorder that is around our children, is exciting. There are many comparable things occurring, and by these comments I do not mean to belittle any others. But it works. Character Counts education works.

As experience has shown in my home state, New Mexico, character education can be embraced by the young and old and the public and private sectors in a way that transcends political, cultural, religious, and socioeconomic differences. Because like our Federal deficit, what I would call a national "character deficit," transcends all differences. And, as I know we can and must bring our Federal books into balance, we can and should work to end

our national character deficit, especially among our younger citizens.

In New Mexico, I am proud to say that Character Counts is growing by leaps and bounds. The State of New Mexico received one of the four grants from the Department of Education to States to develop character education pilot programs. This pilot program came about as a result of an amendment we offered last year to the Elementary and Secondary Education Act, and I thank my good friend and colleague Senator DODD for his assistance in helping pass this amendment. The communities of New Mexico want character education and they have brought it into their schools, local social and civic organizations, city governments, churches, and parent-teacher organizations to develop Character Counts community programs.

There are 11 cities and 2 entire counties who have adopted the program, with 3 more on-line to start-up in a few months. These efforts consist of leadership councils that develop programs that encompass every aspect of community life to reinforce the Character Counts message. The schools develop their curriculums to accommodate character training in each class; there are billboards on the streets that proclaim the support and importance of the program; there are public events to raise money to support the programs; and there are media events to publicize the programs. Let me cite just a few examples of activities in New Mexico. I just received a letter from the University of New Mexico's Department of Intercollegiate Athletics. I ask unanimous consent that a copy of their letter be printed at the end of my remarks.

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

(See exhibit 1.)

Mr. DOMENICI. The Department has many plans to emphasize the Character Counts Program by promoting the messages on the university arena message boards for the men's and women's basketball games, putting the message on marquee boards on our major highways, and through public address announcements at the basketball, baseball, and softball games.

A letter from Janice Argabright, the teaching principal of the San Antonio Elementary School, who said:

We stress a family atmosphere at our school where we all help each other. Many of our students are farm/ranch kids, who have many chores to do after school. We would like to continue to instill these values. We recently began the Character Counts Program in our school. The parents and students applauded this action. Our Social Studies teacher has been going over the six fundamental core elements of good character. In fact, the students do character analysis on certain prominent people and TV role models. They found out that Bart Simpson isn't so cool after all.

Moreover, the San Antonio Elementary School incorporated this Character Counts in the DARE program and as the principal said, the students saw

the words every day and practiced them and they came to "understand the meanings and the traits that show a person of character." As an attachment to the letter, the students signed an invitation to come visit their Character Counts Program, even though they knew I was very busy in Washington, DC. I ask unanimous consent that a copy of this letter be printed in the RECORD at the conclusion of my remarks.

The PRESIDING OFFICER. Without objection, it is so ordered.  
(See exhibit 2.)

Mr. DOMENICI. The ethics officer for the Sandia Laboratory in New Mexico, John Dickey, sent out a message to the employees seeking volunteers who are interested in introducing Character Counts to kids ages 2 to 12 in their churches, social clubs, and community activities. Within 48 hours, Mr. Dickey received 36 responses from employees who offered their help.

The Association for Supervision and Curriculum Development held its State conference for educators in Las Cruces. The theme of the meeting was "Character Education for Entire Communities." And, the New Mexico State Education Department is conducting character education and Character Counts in a series of four 1-day workshops throughout the State.

The Albuquerque public school system is instituting middle school athletic programs. Character Counts is being used as the underlying basis for this citywide athletic program as coaches and referees are hired and players recruited. The Character Counts logo will be displayed on the sports uniforms.

Terry Linton of the State Referees Association instituted a "Character Counts Code of Conduct" for players, parents, coaches, and referees. This code will be instituted into the local soccer and little leagues.

Last year, Character Counts in Chavez County, NM, was featured on a nationally televised program with Peter Jennings entitled "Children First—Real Solutions for Real Problems." As a result of the outstanding success of the Roswell and Chavez County efforts, over 1,000 telephone calls flooded into my local office from all over the country and Canada about how to set up a communitywide Character Counts Program.

Mr. President, Character Counts in New Mexico is a statewide and communitywide effort. This is a program that has unbelievable energy because everyone that hears about it believes in it and wants to make it work. This is a program for our children with thousands of committed adults working to make it a reality. This is the best example of grassroots dedication and participation I have seen in many years.

As in the past years, I urge my colleagues to join us in cosponsoring and passing National Character Counts Week. It supports America's children,

families, and the entire community. It is one of the best things we can do to encourage and promote something that is good and right.

EXHIBIT 1

LOBOS,

THE UNIVERSITY OF NEW MEXICO,  
Albuquerque, NM, February 21, 1996.

MARTY WILSON,

APS Coordinator for Character Education, Albuquerque Public Schools, Albuquerque, NM.

DEAR MARTY: I am pleased to inform you that the University of New Mexico Department of Athletics is extremely excited and willing to help promote the Character Counts program. In response to your request for our participation, the Department of Athletics, as of February 13, 1996, is supporting this program by running messages on the following advertising/promotional vehicles:

(1) University Arena Message Boards (UNM Men's & Women's basketball games).

(2) Marquee Board on University & Stadium Boulevards.

We are also mentioning this program through public address announcements at:

(1) UNM Men's basketball games.

(2) UNM Women's basketball games.

(3) UNM Men's baseball games.

(4) UNM Women's softball games.

This is a tremendous program that we are pleased to support and we hope our efforts will help to communicate the message of the Character Counts program within our community. Please contact me if there is any way we can help to further promote this program.

Sincerely,

SEAN JOHNSON,  
Assistant Marketing Director,  
UNM Athletic Department.

EXHIBIT 2

SAN ANTONIO ELEMENTARY SCHOOL,  
San Antonio, NM.

Senator PETE DOMENICI,  
Sunbelt Plaza Complex,  
Las Cruces, NM.

DEAR SENATOR DOMENICI: San Antonio Elementary is a small rural school located in San Antonio, New Mexico, about 75 miles South of Albuquerque, New Mexico. The population of our school averages about 80 students, Kindergarten thru Fifth Grade. We stress a family atmosphere at our school, where we all help each other. (You visited our school about 8 or 9 years ago). Many of our students are farm/ranch kids, who have many chores to do after school. The community of San Antonio still believes in the "family". We would like to continue to instill these values. We recently began the Character Counts Programs in our school. The parents and students applauded this action. Our Social Studies teacher has been going over the six fundamental core elements of good character. In fact, the students do character analysis on certain prominent people and T.V. role models. (They found out that Bart Simpson isn't so cool after all).

Our school emphasizes the good in all. We try to build self-esteem in each student. We do this through different programs, like the D.A.R.E. (Drug Abuse Resistance Education) program. The students have even painted pillars with the 6 core elements—Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship in our hallway. The students thought that if they saw the words everyday, they would practice them. They have come to understand the meanings and the traits that show a person of character.

We would very much like to have you visit our school in the near future to foster Character Development in our students. It would

mean so much to them to have someone in your position visit. It would also be nice to have a representative from the Character Counts Coalition visit. I read a while back that Tom Selleck visited an Albuquerque Elementary school with you. San Antonio Elementary School is just as important!

Sincerely,

JANICE ARGABRIGHT.

The PRESIDING OFFICER. The Senator from North Dakota.

Mr. DORGAN. Mr. President, I commend the Senator from New Mexico for the substantial amount of leadership he has provided on Character Counts for some long while now.

I had a friend ask me, "What province is it of the Senate to be teaching about pillars of character? That is not the job of the Senate." I said, "No, that is not the job of the Senate. It is the job of everyone in this country. Every single American, especially every single American parent, ought to be preaching the pillars of good character."

I have a couple of young children, so I know firsthand how difficult it is for children to navigate through the influences of today's popular culture, trying to understand what is right and what is wrong. And there is nothing that is more important to children than example, the example set by their parents, the example of their neighbors, their community, their churches, and so on. Sadly, the evidence is all around us that our children apparently do not have the good examples they need. There is coarser language. There is more violence. There is more truancy. There seems to be less respect.

I am not going to describe all of the villains that cause that. Much of it is, I assume, caused by a lack of attention at home and a lack of good example. George Will wrote a column this past Sunday, titled "With 'Friends' Like These . . .", in which he described the dialog on the popular Thursday evening show "Friends," which is shown at a time when children are watching. I ask you, look at the language in this television show and then ask yourself, what is a 12-year-old or 14-year-old to make of popular culture that sends them these messages?

I wrote a letter in October to the president of a television network in America. I was prompted to write because, the night before, our television had been tuned in to the most popular sitcom. During that television program, which showed at 9 o'clock here in Washington, but at 8 o'clock in my home State of North Dakota, when presumably a lot of children would be watching, they used the full word that is abbreviated by SOB 12 times during the half-hour program.

I was so angry about this that I wrote to the president of the network and received a letter back from him; I wrote back and received another letter, and I have since talked to the president twice at various meetings. I asked him, by what standard do you decide to send this into living rooms across the country at a time when children are watch-

ing television? What has happened that says to us that it is all right to entertain adults even if it hurts our kids?

I have been more interested in television violence and in fact, I have introduced legislation along with the Senator from Texas, Senator KAY BAILEY HUTCHISON, to address this problem. But I am also concerned about language and other things, especially on television, that say to our children that it is all right to be a smart aleck and all right not to be respectful and all right to use this kind of language.

I worry a lot about that. So I simply say what all of us are saying with this resolution, that character does count. Those organizations that are involved in the Character Counts effort have taken the Aspen Declaration and said, here are the pillars of character that should be valued in our country. We want everyone in our country—parents, teachers, churches, business leaders—to be working to try to teach these pillars of good character.

Those who say that this is not the Government's job are right, this is everybody's job. This effort is not about legislation. It is not about creating rules. It is not about saying to anyone, "Here is what the Government thinks." It is about encouraging the teaching by everyone of the pillars of good character.

The Senator from New Mexico described what those pillars of good character are. But let me just mention them again because I do not think we can mention them often enough—trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Over the last 30, 40, 50 years things have changed a lot. Kids in America used to watch "Leave It To Beaver" on television. Now it is "Beavis and Butthead." Compare the contents of these two programs and ask yourself, what are our children listening to? What kinds of things are they seeing? What are they learning about the way adults act and think and behave? And then ask yourself, is there not a reason for all of us to want to support and welcome the efforts of the Senator from New Mexico and the many groups that are promoting the teaching of the pillars of good character?

This effort asks parents and teachers and everyone in this country to care a little more about what our kids are hearing and seeing and to suggest to school leaders and others that teaching the pillars of good character will build a better country.

Mr. President, I know there are others who want to cosponsor this resolution. And I will end as I began by thanking the Senator from New Mexico for providing leadership on this issue here in Congress. But the issue did not start here. The issue started with some thinkers and some concerned people around this country who got together and evaluated the problem, and developed a solution in which we try to create and nurture an environment for teaching the pillars of good character.

Let me congratulate all of these leaders and pledge my support and continued work to further their efforts.

Mr. DODD. Mr. President, I am pleased to join with the distinguished Senator from New Mexico and a bipartisan group of my colleagues in cosponsoring this Senate resolution designating October 13-19 as National Character Counts Week.

This morning, like every morning before it and every morning to come, young Americans are headed off to learn their three R's—reading, writing, and arithmetic—in our Nation's schools. But as we know, the school day involves more than just the transmission of facts or the relaying of concepts. It's also about character. In the best classrooms in America our children are given the opportunity to learn and practice basic character traits such as sharing, cooperation, and respect.

The Character Counts initiative calls on all Americans to embrace the development of six attributes—trustworthiness, respect, responsibility, fairness, caring, citizenship—as a fundamental aspect of our children's education and as a critically important means of strengthening our Nation. The lessons our young people learn as children are the ones that will stay with them the rest of their lives. As Eleanor Roosevelt once said: "Character building begins in our infancy, and continues until death."

We live in a time when teenage pregnancy and juvenile crime are spiraling out of control. A recent poll suggests that two-thirds of Americans believe most people can't be trusted, half say most people would cheat others if they could and in the end are only looking out for themselves. These statistics and the seeming erosion in the basic norms of civility, even among our Nation's children, are ample evidence of the need for programs that promote character development.

No one would argue that Character Counts is a panacea for these complex problems. First and foremost, we need better education, stronger families, and healthy doses of individual responsibility.

Clearly the primary obligation for the building of our children's values and belief systems lies with our Nation's families. There is only so much government can do. But, with parents being forced to spend more and more time out of the house, our Nation's schools can and should play a positive role in helping to build character among America's children.

There is nothing inappropriate or heavy-handed about teaching character in our schools. These programs don't impose morality or any one group's world view. These programs teach honesty, courage, respect, responsibility, caring, citizenship, and loyalty, attributes that I believe all Americans agree upon.

These principles transcend religion, race, philosophy, and even political affiliation. For those Americans who

share the goal of energizing our democracy and strengthening our Nation's character these initiatives are simply common sense.

What's more, these programs garner tangible benefits. In Connecticut, the Southwest Elementary School in Torrington implemented a character education program in September and has already seen positive results from its students. Attendance is up, students are more respectful toward their teachers and school administrators are convinced that Character Counts is responsible. The school engages parents in the effort, who along with educators and the students themselves, love the program.

While character education may not be a magical solution to all America's problems, it represents a positive effort to make a real difference in our children's lives. Character development programs for our children strengthen our lives, our communities, and our Nation as a whole.

I commend my friend and colleague from New Mexico for all of his work in this area. And I invite all my colleagues from both sides of the aisle to join us in supporting character education as a vital means of molding better individuals, strengthening families, and creating a responsible American citizenry.

Mr. FRIST. Mr. President, I rise today to join my colleagues, both Republican and Democrat—and especially Senator DOMENICI—in submitting this year's resolution to designate the week of October 13 through 19 as Character Counts Week.

The Character Counts Coalition is gaining momentum across the country, and I am proud to be a part of that effort.

With core members such as the American Red Cross and the Boys and Girls Clubs of America, Character Counts now includes over 80 member organizations whose efforts are reaching more than 40 million children, educators, and youth development professionals.

Mr. President, the Character Counts movement—which emphasizes trustworthiness, respect, responsibility, fairness, caring, and citizenship—seeks to teach the core elements of good character to our Nation's young people.

In today's world of widespread abortion, rape, divorce, illegitimate births, and violent crime, such a movement has never been more timely.

In my home State of Tennessee, many citizens have joined the call for character renewal.

In the Franklin and Bradley County school systems, my friend, Mr. Skeet Rymer, has responded the Lessons of Life essay program, based on a model developed by Mr. John Templeton of the Templeton Foundation.

In that program, students write essays examining their own lessons of life, and develop values that will lead them to fulfilled and productive lives.

Reactions from teachers and school board members, such as Lois Taylor, show just how important this program is. She tells us that through the essay contest, students learn to identify their own values and to lay the foundation for good choices throughout their lives.

Another teacher, Janis Collins says, "I just can't sing the program's praises enough." The Templeton Lessons of Life Essay Scholarship contest is just one example of the conscientious effort Tennesseans are making to educate young people on the importance of moral decisionmaking and conduct.

Mr. President, I also want to commend the city of Greeneville, TN, which has put together a character education program featuring 10 community virtues: self-respect, respect for others, perseverance, courtesy, fairness and justice, responsibility, honesty, kindness, self-discipline, and courage.

Greeneville's character education team—concerned teachers, principals, parents, ministers, school psychologists, and education board members—asked themselves what kind of qualities they would like their students to have, and they have volunteered their time to make sure these characteristics are nourished.

I think that the good people of Greeneville have shown the kind of character—the kind of selfless giving—of which America needs so much more.

Mr. President, Tennesseans have joined the national effort to save our children from the moral decay we see all around us because they recognize that the only way to preserve this great democracy—this system that requires so much from each of us—and our American way of life, is to instill virtue and moral fortitude in the next generation of Americans.

This will not happen without our effort, and without the incredible leadership of movements like Character Counts. Again, I commend Senator DOMENICI, and all those who are working so hard, to make character count once again in the United States of America.

#### SENATE RESOLUTION 227—ORIGINAL RESOLUTION REPORTED FROM THE COMMITTEE ON BANKING, HOUSING, AND URBAN AFFAIRS

Mr. D'AMATO, from the Committee on Banking, Housing, and Urban Affairs, reported the following original resolution; which was referred to the Committee on Rules and Administration.

S. RES. 227

*Resolved,*

#### SECTION 1. FUNDS FOR SALARIES AND EXPENSES OF SPECIAL COMMITTEE.

There shall be made available from the contingent fund of the Senate out of the Account for Expenses for Inquiries and Investigations, for use before, on, or after February 29, 1996, by the Special Committee to Investigate Whitewater Development Corporation and Related Matters (hereafter in

this Resolution referred to as the "Special Committee"), established by Senate Resolution 120, 104th Congress, agreed to May 17, 1995 (as amended by Senate Resolution 153, 104th Congress, agreed to July 17, 1995) to carry out the investigation, study, and hearings authorized by that Senate Resolution—

(1) a sum equal to not more than \$600,000—

(A) for payment of salaries and other expenses of the Special Committee; and

(B) not more than \$475,000 of which may be used by the Special Committee for the procurement of the services of individual consultants or organizations thereof; and

(2) such additional sums as may be necessary for agency contributions related to the compensation of employees of the Special Committee.

#### AUTHORITY FOR COMMITTEES TO MEET

##### COMMITTEE ON ARMED SERVICES

Mr. SPECTER. Mr. President, I ask unanimous consent that the Committee on Armed Services be authorized to meet at 9:30 a.m. on Wednesday, February 28, 1996, in open session, to review the role of the Department of Defense Joint Requirements Oversight Council [JROC].

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

##### COMMITTEE ON FINANCE

Mr. SPECTER. Mr. President, the Finance Committee requests unanimous consent to hold a hearing on the administration's views on the bipartisan proposal of the Governors' on welfare and Medicaid on Wednesday, February 28, 1996, beginning at 10 a.m. in room SD-215.

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

##### COMMITTEE ON THE JUDICIARY

Mr. SPECTER. Mr. President, I ask unanimous consent that the Committee on the Judiciary be authorized to meet during the session of the Senate on Wednesday, February 28, 1996, at 2:15 p.m. in SD-226 to hold a nominations hearing.

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

##### COMMITTEE ON THE JUDICIARY

Mr. SPECTER. Mr. President, I ask unanimous consent that the Committee on the Judiciary be authorized to hold a business meeting during the session of the Senate on Wednesday, February 28, 1996.

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

##### COMMITTEE ON LABOR AND HUMAN RESOURCES

Mr. SPECTER. Mr. President, I ask unanimous consent that the Committee on Labor and Human Resources be authorized to meet in executive session during the session of the Senate on Wednesday, February 28, 1996, at 9 a.m.

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

##### COMMITTEE ON SMALL BUSINESS

Mr. SPECTER. Mr. President, I ask unanimous consent that the Committee on Small Business be authorized to meet during the session of the Senate for a hearing on Wednesday, February 28, 1996, at 9:30 a.m., in room 428A of