

they would support this bill with or without the Feingold amendment.

The PRESIDING OFFICER. The Senator from Wisconsin.

Mr. FEINGOLD. Mr. President, I will be very brief. I respect the Senator's time, and I want to keep my promise.

I want to be absolutely clear in the Record. There is absolutely nothing in the amendment I am proposing that in any way breaks the promise to the Utes and others who will certainly benefit from this project. We are very careful about that.

But it talks about the size of the project. It is a project that the Senator from Colorado has agreed to as a scaled-down project. But surely he is not suggesting that he is breaking a promise to anybody with that proposal; therefore, neither am I by suggesting it be that size.

I just want to be sure that somehow we do not end up with a wholly larger project later on, which the Senator from Colorado has agreed to leave aside, and certainly make sure that various reimbursements become, under law, a standard practice in these kinds of situations. Certainly, that is not a breach of a promise.

This is the law of the land and the way we do these things at this point to protect our taxpayers. Surely, it is not a breach of a promise to suggest that there ought to be a chance for the kind of judicial review that should occur in situations such as this.

In fact, I would suggest to the Senator—because I think we work together well on this—that I promised months ago that my goal here was not to put a hold on the bill so it could never come up. All I said was I would like an opportunity to offer some amendment. We worked together. I agreed to a time limit, which is exactly what is happening here. The promise was kept in that regard as well.

I am trying to be constructive and improve this bill. And the administration agrees. Even though they agreed fundamentally with the legislation, they also agree that my amendment is not harmful, but is, in fact, beneficial in making the bill better in the context of keeping our promises.

I yield the remainder of my time.

Mr. CAMPBELL. Mr. President, I yield any remaining time. I move to table the Feingold amendment, and I ask for the yeas and nays.

The PRESIDING OFFICER. Is there a sufficient second?

There is a sufficient second.

The yeas and nays were ordered.

The PRESIDING OFFICER. The Senator from Alabama.

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ALABAMA'S DISTINGUISHED PRINCIPAL OF THE YEAR, TERRY BEASLEY

Mr. SESSIONS. Mr. President, this Capital and in the world too seldom do people of real achievement, people who have given of themselves sacrificially for others, receive proper recognition.

As Leo Durocher once said, "Nice guys finish last." But, today there is good news. I want to celebrate the fact that good things do happen to those who serve in America. Often, it takes time, often it comes only after long years of service, but our country still remains capable of recognizing excellence.

Today I want to describe for you the magnificent contributions to children, to teachers, to community and to the highest ideals of education and enrichment that have been made by Alabama's Distinguished Principal of the Year, Mr. Terry Beasley. The Greeks once said that the purpose of education is more than technical learning, it was to make a person "good". In those days, people apparently didn't have the difficulty distinguishing between good and the bad that we seem to have today. In addition to academic excellence, in abundance, Terry Beasley exemplifies "the good."

Although I did not know he was being considered for this award and had absolutely nothing to do with his selection, the name "Mr. Beasley" has always held the highest position in our family. You see, he taught our children at Mary B. Austin elementary School, a part of the public school system in Mobile County, AL, my home. He taught math and his name was mentioned with the greatest respect, even awe, by my children.

You could tell just the way they said "Mr. Beasley" and how often the name "Mr. Beasley" was repeated, that they knew he was special.

My wife, Mary, a former elementary school teacher herself, was a regular volunteer parent in the classroom at Mary B. Austin. She knew Mr. Beasley then and the fine reputation he had with teachers, principal, parents and students. People still talk about the famous school playday when Mr. Beasley would not only play ball with the children but would race the bases and slide into home. Our friends, also, with children in the school, frequently discussed his remarkable skill as a teacher and his dedication to teaching.

Before he became a teacher, Terry Beasley was a minister and youth director at a Mobile church. He considered that perhaps teaching could be a calling too, and decided to give it a try. In fact, the scripture lists "teacher" as a person who can be called. So he decided to give it a try. It was a divine inspiration, indeed. As he told me recently, it soon became clear to him that "I had found my calling in teaching". His first job was at Mary B. Austin. Certainly, his later skills as a principal benefitted from the fact that he was able to work under and observe the great leadership skills of Glenys Mason, who was principal at Austin at the time, and to work with excellent teachers.

Later, he moved across Mobile Bay to the Baldwin County school system and became principal at Fairhope Elementary School. They have 370 students and 36 teachers in the second and third

grade school. Under Mr. Beasley's leadership the school has flourished.

Last year the school was recognized as having the best physical fitness program in Alabama, and was also recognized for its Kindness and Justice Program which teaches kindness and consideration to others with reference to the teachings of Dr. Martin Luther King.—We need to be intentional about these character programs. Finally, the school was also recognized as having the best elementary environmental science program in Alabama. In fact, the third graders drafted a statute which became Alabama law to name the Red Hill Salamander as the state amphibian. As a result of this work, and the efforts of the teachers, the student scores on the Stanford Achievement Test showed a significant increase.

Fairhope Elementary is a wonderful school with a diverse student population. 23 percent of the students are on free or reduced lunch and 18 percent are minority students. Mr. Beasley has created a learning environment that is dedicated to helping each child reach his/her fullest potential. He is in the classroom constantly, assisting teachers, training teachers, and insisting on excellence. His leadership is extraordinary. Being a good teacher has certainly helped him be a great principal.

As he told me, "Math is my love, I don't claim to be an expert, but I love it. If we can't make math real then kids won't learn." These are not just words for Mr. Beasley. His intense interest in helping children led him to study how they learn. His experience caused him to write a paper on "writing math". Ohio State University wants to publish it. In this technique, Mr. Beasley encourages students to write out in their own words exactly the processes they are going through when they do their math calculations. From this experience, the student comes to understand what they do not know and the teacher is able to help them. It helps them to relieve their anxiety about math and makes them more comfortable with it. Mr. Beasley quotes John Updike as saying, "Writing helps me clear up my fuzzy thoughts". He adds, "Write about math and it becomes clear." A principal is a valuable thing indeed, as is an exceptional teacher. This nation needs to venerate them, to lift them up and to celebrate their accomplishments. Hundreds of thousand of them strive daily to help each child learn too often with little recognition.

As Mr. Beasley notes, the scripture lists teaching as a "calling." It is good for us to praise and give thanks to those who touched us with their work and those who daily work to prepare the next generation for service.

Terry Beasley is a great American with a powerful determination to fulfill his calling—to help make young people better and to help them learn. He is a native of Waynesboro, Mississippi, and his wife, Charlotte, also

an educator at Spanish Fort Middle School in Baldwin County, Alabama, is a native of Millry, AL. Together they represent the best in education in America.

I have been honored to know them. I am pleased and honored that Mr. Beasley has been able to teach my children. There are so many others like him. I have been in 20 different schools in Alabama this year and there are a lot of problems. Teachers have shared with me from their heart their frustrations. But we have some great teachers all over America and some great principals. Sometimes I think we don't realize how important a good principal is because without a good principal a school just can't reach its best.

In my visit to those 20 schools, they didn't ask for a bunch more Federal programs. We have 700 Federal programs right now. What they have told me, time and again, was that Federal regulations are micromanaging the work they have to do, requiring them to fill out much more paperwork than even their whole school system requires and, in fact, undermining their ability to maintain discipline in the classroom. I hear that time and time again. That is another matter.

I simply want to say again how much I appreciate the distinguished group that had the wisdom and insight to select Terry Beasley as the principal of the year because he is indeed special.

The PRESIDING OFFICER. The Senator from Wisconsin.

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#### TRAFFIC STOPS STATISTICS STUDY ACT

Mr. FEINGOLD. Mr. President, I rise to speak for a few moments about the subject of race in America. I want to speak today about how sometimes it seems that whites and African-Americans are living in different Americas. And I want to speak about how we still need to do more to see that we become one America.

There is a movie playing now in the theaters called *Remember the Titans*. That movie depicts how there were two Americas, not that far from here, not that long ago. It depicts the great civil rights struggle of school integration, through the lens of a high school football team in 1971, at T.C. Williams High School, just across the river from here in Alexandria, Virginia.

The film stars Denzel Washington as Herman Boom, who became head football coach at all-white T.C. Williams High School, when it was just beginning to integrate. Although some in the white community in Alexandria did not welcome integration, in the film, Coach Boom steps into this tempest, and teaches the players and coaches to overcome racial prejudice. He teaches the players to respect each other and to work together as a team, regardless of the color of their skin. In the end, the team conquers racial barriers and goes on to win the state championship. *Titans* teaches us that we must be will-

ing to confront our prejudices, so that we can build a better America, together.

Since 1971, we have made significant progress in public education. But we still have a long way to go. And we are still failing in other areas, like the treatment of African Americans and Latino Americans by law enforcement agencies. They have become the targets of racial profiling. It is time for us to confront our prejudices, to address racial profiling.

White Americans have not had similar experiences. We live in a different America. We won't be stopped on the side of the road, at the airport, or while walking through our neighborhoods, based on the color of our skin. We live in an America where we are free to move about. But African Americans, Latino Americans and Americans of other racial or ethnic groups do not live in this same America. They live in an America where they do not have freedom of movement. When it comes to the enforcement of our laws, they surely live in a completely different America.

Mr. President, racial profiling is a terrible practice. It's unfair, unjust and un-American. It should be thoroughly reviewed, so that we can determine how to end it.

Mr. President, racial profiling casts its net so far and wide that its victims include Americans regardless of their education, wealth, or status. Just last month, that net caught Bob Nash and his wife Janis Kearney, both very high-level officials at the White House. Montgomery County police in suburban Washington pulled over Mr. Nash and his wife, who are both African American. The officers drew their guns. The officers asked them to step out of their car. And the officers handcuffed them.

Why? Well, as far as I can see, the only thing that they were guilty of doing was "Driving While Black." They were stopped, questioned and handcuffed for no apparent reason other than the color of their skin. This is an outrage for Mr. Nash, Ms. Kearney, and all Americans who live in a nation that guarantees liberty and justice for all.

At the end of last month, the San Diego police department released a study of traffic stops that found its officers are more likely to stop and search African and Hispanic Americans than whites and Asian Americans. And earlier this month, according to a story that appeared on the front page of the New York Times, a Federal investigation of the New York Police Department's Street Crime Unit determined that its officers engaged in racial profiling in recent years as they conducted their aggressive campaign of street searches in New York. More and more the evidence mounts.

African Americans and other minority Americans have been on the receiving end again and again, of this horrendous practice. It is intolerable. And it screams out for action by the Federal Government. The Senate should take

the first step toward ending this terrible practice by passing S. 821, the Traffic Stops Statistics Study Act.

This bill was introduced in the House by Representative JOHN CONYERS and in the Senate by my distinguished colleague and friend from New Jersey, Senator LAUTENBERG. I commend them for their leadership on this issue, and I am proud to have been able to join them in this effort.

The Traffic Stops Statistics Study Act would require the Attorney General to conduct an initial analysis of existing data on racial profiling and then design a study to gather data from a nationwide sampling of jurisdictions. This is a reasonable bill. It simply requires the Attorney General to conduct a study. It doesn't tell police officers how to do their jobs. And it doesn't mandate data collection by police departments. The Attorney General's sampling study would be based on data collected from police departments that voluntarily agree to participate in the Justice Department study.

In fact, since our traffic stops study bill was introduced in April 1999, we have already seen significant, increased recognition in the law enforcement community of the need for and value of collecting traffic stops data. Over 100 law enforcement agencies nationwide—including state police agencies like the Michigan State Police—have now decided to collect data voluntarily. Eleven state legislatures have passed data collection bills in the last year or so. So this is tremendous progress from where we were when the bill was introduced. I applaud those states and law enforcement agencies that are collecting data on their own.

But more can be done. And more should be done. Indeed, the state and local efforts in this area underscore the need for Federal action. Not all states and law enforcement agencies have undertaken data collection efforts. A Federal role is critical for Congress and the American people to understand the extent of problem nationwide. This effort can lay the groundwork for national solutions to end this horrendous practice.

Mr. President, I certainly believe this is not a Republican or Democratic issue. Governor George W. Bush supports data collection. During the second presidential debate, he said, "we ought to do everything we can to end racial profiling." He also said, "we need to find out where racial profiling occurs." His own Department of Public Safety in Texas has begun collecting data. And Vice President GORE, as well, has been a forceful leader on the issue. All Americans can agree that racial profiling is unfair and unjust and that we need to better understand the scope of the problem.

Our Nation has come a long way in the struggle to live up to its highest ideals of liberty, justice, and equality for all. Congress, historically, has