

heavy artillery fire along the disputed border a day ahead of his arrival in the region. While Kashmir has been a source of conflict between India and Pakistan for nearly a half century, the recent nuclear and ballistic missile tests by India and Pakistan have compelled the international community to increase pressure on the parties to resolve this dispute. There has been a recognition of the very real danger that Kashmir could become the "flashpoint" which sparks a wider regional war. I hope President Clinton uses this visit to encourage officials of India and Pakistan, and representatives of the people of Jammu and Kashmir, to begin an official dialogue.

Mr. President, there is an Indian saying that, "it is the spirit of the quest that determines its outcome." The President's trip is an important symbol of the renewed spirit of cooperation between the United States and India. I look forward to the achievements we will reach together, as both partners and friends, in the next half century.

#### THE VERY BAD DEBT BOXSCORE

Mr. HELMS. Mr. President, at the close of business yesterday, Tuesday, March 21, 2000, the Federal debt stood at \$5,728,846,067,846.82 (Five trillion, seven hundred twenty-eight billion, eight hundred forty-six million, sixty-seven thousand, eight hundred forty-six dollars and eighty-two cents).

Five years ago, March 21, 1995, the Federal debt stood at \$4,843,694,000,000 (Four trillion, eight hundred forty-three billion, six hundred ninety-four million).

Ten years ago, March 21, 1990, the Federal debt stood at \$3,020,865,000,000 (Three trillion, twenty billion, eight hundred sixty-five million).

Fifteen years ago, March 21, 1985, the Federal debt stood at \$1,709,314,000,000 (One trillion, seven hundred nine billion, three hundred fourteen million).

Twenty-five years ago, March 21, 1975, the Federal debt stood at \$505,306,000,000 (Five hundred five billion, three hundred six million) which reflects a debt increase of more than \$5 trillion—\$5,223,540,067,846.82 (Five trillion, two hundred twenty-three billion, five hundred forty million, sixty-seven thousand, eight hundred forty-six dollars and eighty-two cents) during the past 25 years.

#### ADDITIONAL STATEMENTS

##### EDUCATION REFORM

• Ms. LANDRIEU. Mr. President, I thank my colleagues, Senator LIEBERMAN and Senator EVAN BAYH, for their leadership on this important issue. I am proud to stand with them and several others in support of an outstanding piece of legislation, one which calls for us to reinvent the federal funding stream, reinvest in our children's education and, perhaps most im-

portantly, hold the system responsible when it fails to work for our kids. Over the past year, we have worked together with individuals and organizations from all fifty states, in an effort to craft a bill which reflects the concerns of all those involved in elementary and secondary education in America. We spoke with parents, teachers, principals, administrators and, most importantly, the students. In doing so, we came to this rather simple conclusion, we owe our children more than we are giving them. The future of this country depends on how well we are able to educate our children and prepare them for the changing global marketplace. In order to raise academic achievement in our public schools, we must put the priority of federal programs on performance instead of process, on delivering results instead of developing rules and on actively encouraging bold reforms instead of passively tolerating failure.

It is true that the Federal Government only contributes 7% to the overall spending in elementary and secondary education. But it is an important 7%, the portion which is directed to the most needy and challenged children. We must begin to use this \$13 billion annually as leverage to promote national priorities such as quality teachers, smaller schools, lower teacher pupil ratios and raising the academic performance of minority and disadvantaged students. By streamlining the many different programs and funding streams currently under ESEA, over sixty to be exact, into six goal oriented titles we put the day to day decisions of education back where it belongs, at the local level.

With this added flexibility, we propose to double our contribution to Title I schools. As many of us know, Title I funding is essential for bridging the ever increasing gap in the quality of education available for the rich and the poor. In Louisiana, this would mean a \$100,000,000 increase to support existing Title I programs as well as additional funding to develop and implement new and innovative strategies for improvement.

Of course, we all agree that those who are in the class room should be qualified and confident to teach the subjects they are assigned to teach, yet we must ask ourselves what are we doing to ensure that they are. What are we doing to attract the best and the brightest to the classroom? This bill would increase the funding available to states for the professional development of teachers to \$3 billion. With this money, states could develop and maintain programs to address the increasing national teacher shortages and retain the quality teachers. It supports efforts like Troops to Teachers and other transitional teaching programs. Most importantly, it requires that those who teach our children are competent to do so.

And finally the third and final R—Responsibility. Our proposal calls for

the Federal government to rededicate ourselves to the basic principles of accountability and consequences. In my view, accountability is an essential ingredient in any recipe for success.

As parents, how many of us would offer to pay our child a \$10 or other incentives for every F they received on their report card? As investors, how many of us would double our investment in a company that continued to show poor earnings? Yet this is exactly what we continue to do in public education at the local and state level, we continue to fund failure and we do not reward progress. It is time to change that approach, it is not working. This proposal gives local educators the freedom they need to meet their specific needs, since they know best what their students require. However, it also requires that they meet specific performance measures—with real consequences for failure.

I am proud to say that Louisiana has been a leader in the call for accountability in public education. According to a recent report on accountability, "Louisiana has one of the Nation's most comprehensive accountability systems including ratings and consequences for schools, exit tests for students to graduate from high school and monetary rewards for successful schools." By using the carrot and stick approach, Louisiana has begun to see some positive results. A recent National Assessment of Educational Progress study found that Louisiana was one of only seven states that achieved significant gains between 1992 and 1994 in the percentage of fourth graders reading at proficient level or above.

In 1994, we decided, as a nation, that states should be held more accountable. Therefore, we attached Title I funding to standards based assessments to force states to take a long hard look where improvements needed to be made. But we did not go far enough in making sure that the consequences for not meeting these assessments were real. Under Three Rs we do. Right now, regardless if a state or local agency is making the grade, they receive equal funding. We aim to change that. Like a parent, we need to encourage schools to strive to achieve. We need to begin to reward them for A's not F's.

We also make accountability mean more than statewide tests. We create a funding structure that encourages states to implement an accountability system which includes report cards that summarize the performance of individual schools; targeted assistance to help schools improve; rewards for schools with high performance and the authority to close or take over and reconstitute schools that don't get better over time. In other words, real accountability.

Also, this proposal ensures that state and local educational agencies have systems for additional or specialized

assistance for children who are struggling to perform. Implementing a policy to end social promotion before ensuring appropriate school accountability and the opportunity for all students to learn in well equipped schools with high quality teachers is fundamentally unfair and must be stopped.

In closing, I would again like to thank my esteemed colleague from Connecticut. Because of his leadership and insight, this bill promises to bring about great change in public education. It is a bold step in the right direction. A step I am happy to join him in making.●

#### RECOGNITION OF PALADIN DATA SYSTEMS' SUPPORT OF THE WESTSOUND CONSORTIUM

● Mr. GORTON. Mr. President, when I travel across Washington state, one of the first topics I hear about from local businesses and high-tech companies is their need for people with high-tech skills. A Poulsbo company, Paladin Data, has taken their efforts to find skilled employees to a new level by donating is time and resources to train teachers in some of Washington state's public schools. For its commitment to working with teachers, improving student learning and expanding their skills, I am pleased to present Paladin Data with one of my 'Innovation' Awards.

Several years ago, seven school districts in Kitsap, Mason, and Pierce Counties developed the West Sound School-to-Career Consortium which provides approximately 14,000 students with high-tech classes. This year Paladin Data will begin its first year of a three-year project that provides high-tech training to teachers involved with the West Sound School-to-Career program. Paladin data is also contributing \$50,000 in matching funds to a state grant of \$100,000 to provide needed curriculum materials and onsite teacher training in either a Paladin facility in Poulsbo or at a designated school district site. Moreover, each school district will determine what training their teachers will receive based on the needs of their district and their students.

Paladin is giving our teachers more information and skills that they can take back to their classrooms and shows teachers what skills employers are looking for in perspective employees, giving their students a leg up on the competition. Paladin's involvement is not only improving the education of our students, but also giving them an accurate picture of what skills they need well-before they enter the job market.

The Washington Software Alliance reports that over 64,000 computer-related jobs are currently unfilled in the State of Washington—all for lack of properly trained workers. I find it encouraging to see companies like Paladin Data, that are contributing to our

booming economy, are taking an active role in ensuring the quality education of our children. I am proud to acknowledge Paladin Data System Systems Corporation's commitment to education and I look forward to hearing about more companies making a contribution to our children's future.●

#### THE U.S. DEPARTMENT OF ENERGY'S UNDERGROUND NUCLEAR WEAPONS TESTING ORIENTATION PROGRAM CELEBRATES ANNIVERSARY

● Mr. BRYAN. Mr. President, as Vice Chairman of the Senate Select Committee on Intelligence, it is my great pleasure to congratulate the men and women of the U.S. Department of Energy, Nevada Operations Office, the National Laboratories, and affiliated contractors who celebrate the 20th anniversary of the Underground Nuclear Weapons Testing Orientation Program this year. This proliferation training course based at the Nevada Test Site has trained over 500 U.S. Government policy makers and analysts from the arms control, intelligence, and defense communities since its inception in 1980.

This course provides briefings by subject matter experts from DOE and the Labs, to include an overview of how the U.S. historically conducted atmospheric and underground nuclear weapons tests and effects tests, the basis for diagnostic experiments, the challenges of stockpile stewardship, and the process for executing subcritical experiments. Through lectures, discussion, and orientation visits to underground facilities, control rooms, former ground zeros, equipment yards, and nuclear test artifacts, the course provides hands-on experience that goes to the core of nuclear weapons testing. The course also provides essential information suitable to contrast with foreign nuclear weapons testing programs.

The efforts of the DOE staff in Nevada are to be commended. It is their dedication in the planning and execution of this course that will train the next generation of intelligence analysts, collectors, managers, consumers and policy officials with responsibility for nuclear programs, proliferation, arms control, and related disciplines. It is my hope that they will continue this essential training course for many years to come.●

#### FILING OF ARTICLE 84 WITH ICAO

● Mr. INHOFE. Mr. President, I am pleased that the State Department has filed an Article 84 petition with the International Civil Aviation Organization (ICAO). This will provide the basis for the United States to demonstrate that the European Union's (EU) hushkit regulation is not in accordance with international noise standards set by ICAO and is essentially targeting U.S. aerospace. Already this unfair regulation has hurt U.S. aerospace companies and workers because of the uncer-

tainty it has introduced into the marketplace. Accordingly, it is imperative that the Administration pursue this Article 84 forcefully to show that we will not stand for discriminatory rules that hurt U.S. interests. If we do not make this point clearly, strongly, and now, we will have done nothing to prevent future efforts by the EU to act without regard to international standards and in ways designed to harm the United States' longstanding primacy in aerospace.

Filing an Article 84 is the beginning of what may be a long process. The mere fact that it may take a period of time should not serve as an inducement to the Administration to seek to shortcut the ICAO process by entering into a negotiated settlement that does not fully protect our aerospace industry and workforce. Further, we must make clear that the principle of adhering to international standards is essential in an industry as global as aviation. If we fail to demonstrate the seriousness with which we take this matter, we will inevitably have done nothing more than encourage the EU to try such incursions in the future.

I can assure you that I and many others will be working to see that the right message is delivered on this critical matter.●

#### 44TH ANNIVERSARY OF TUNISIA'S INDEPENDENCE

● Mr. INOUE. Mr. President, I rise today in recognition of Tunisia, an old and devout friend and ally to the United States. March 20, 2000 marked Tunisia's 44th anniversary of Independence.

In 1797, Tunisia and the newly independent United States signed a "treaty of Amity, Commerce and Navigation." The pact provided for "perpetual and constant peace" between the parties. For more than 200 years, our two nations have enjoyed such a relationship. During World War II, Tunisia suppressed nationalistic sentiment to join the ranks of the Allied Forces and then supported western democratic ideals during the Cold War proving the U.S. could count on Tunisia. If all our foreign relationships were as faithfully observed as this one, our foreign relations would be more serene.

In the face of the ever-present strife that surrounds Tunisia, with its location between Algeria and Libya, the country has managed to maintain internal stability. With its steadily increasing economic growth, Tunisia has built a stable middle class society. This growth has allowed Tunisia to become a strategic partner in the growing African market.

The United States has benefitted greatly from its strong and prosperous relationship with Tunisia. We can not forget our friend in Africa who has stood by our side throughout our country's history.●