

man diligent in his business? He shall stand before Kings. Senator LEVIN has already stood before Kings and will probably stand before more if there are any left.

Mr. WARNER. We thank our distinguished former majority leader and a member of the Armed Services Committee for his kind remarks.

Mr. BYRD. I thank both of my colleagues.

#### THE FOURTH OF JULY

Mr. BYRD. Mr. President, in a few short days, our Nation will celebrate for the 224th time the signing of the Declaration of Independence. For some, the occasion will take on an unwarranted special significance because there are people who have been led to believe—in some cases misled, I would say—that this is the first Independence Day of the new millennium. For them, the celebration requires extra fanfare, even more spectacular displays of fireworks, and an even bigger party, akin to the gala bashes of last New Year's Eve. However, in reality, the millennial Independence Day celebration coincides with the 225th anniversary of the signing next year, in 2001. So I, at least, will reserve my extra sparklers and Roman candles for next year.

I will not, however, let any confusion over the new century/new millennium stand in the way of one of my favorite holidays. The Fourth of July is a standout. It is one of the few holidays still celebrated on the actual anniversary of the day, as opposed to being appended to a weekend for convenience's sake. Though sales may beckon from nearby shopping malls, the holiday is not obscured beneath any major sporting event.

There are no 4th of July college football championships, no basketball finals, no baseball World Series games to divide families into the camps of the spectators and the ignored. The 4th of July is instead, typically, celebrated by families and friends in the great beauty of the outdoors.

Some years, the weather is perfect, with blue skies, moderate temperatures and low humidity, when the American flags are fanned by gentle breezes—the kind of a day that fills me with a sense of exhilaration and anticipation. Other years, the weather is almost unbearably hot and sticky, the flag hangs limply from the pole, and sun screen mingles with sweat to turn picnickers into melting human popsicles. But even these sweltering days can be relieved by mimicking childrens' refreshing runs through a water sprinkler arcing manmade rainbows across the yard, or by dousing the heat with gallons of tart lemonade and sweet watermelon chilled in a tub of ice. On summer days like these, people still resort to rocking chairs on porches and paper fans waved lazily before faces, much as they did when I was a boy in the days before air conditioning.

The highlight of the day, is, of course, the fireworks. My favorite time

of this holiday comes as the temperatures cool and the skies darken, and the fireflies' display hints of the light show to come. I cannot wait to see my little great-granddaughter Caroline's expression as she is presented with the mysteries of smoke worms, sparklers, and Roman candles. I hope that she will not be so afraid of the explosive booms of the big fireworks that she cannot enjoy the fiery display, the cascades of red, blue, green, and golden sparks drifting down over our heads.

It is alright for her to be afraid, of course. After all, those fireworks, so festive now, recall the great battles fought by our young nation to gain its independence from mighty Britain. Two-hundred and twenty-four years ago, on a similar hot summer night, little Caroline's patriotic forbearers might have feared for their lives as the cannons boomed and the flintlocks cracked. The parades we watch today are a faint reminder of the lines of troops that may have tramped with grim faces through colonial towns on their way to battle with the redcoats. So it is, perhaps, good to be a little afraid when watching 4th of July fireworks. It may be the closest many of our children come to reliving this important time in the history of our Republic.

Probably most children watching 4th of July fireworks do not fully understand the link between the holiday and this day in our nation's past. That our children know little about history is not news. Poll after poll in recent years has alerted us to huge gaps in historical knowledge among our nation's schoolchildren. Once again, a recent test of young peoples' knowledge of history, in this case, the history of our own nation, has demonstrated a sorry—and if I may add—scandalous ignorance. What is disconcerting about this most recent report is that it reflects the knowledge base of college seniors from some of the best colleges and universities in the nation, not younger children with many years of learning still ahead of them. If those who do not learn from history are truly doomed to repeat it, then I shudder to think how much our future might resemble that silly movie, "Groundhog Day."

The test, sponsored by the American Council of Trustees and Alumni, and administered by the University of Connecticut, consisted of asking college seniors at 55 top colleges and universities some 34 questions from a high school-level American history test. I was very sorry to read that nearly 80 percent of those tested earned only a "D" or an "F." A mere 23 percent could identify James Madison as the principal framer of the Constitution. More than a third did not know that the Constitution established the division of powers in American government. Just 60 percent could correctly select the 50-year period in which the Civil War occurred.

Imagine that. Just 60 percent could correctly select—in other words, 40 per-

cent could not correctly select—the 50-year period in which the Civil War occurred—not the correct years, or even the correct decade, but the correct half century! A scant 35 percent could correctly name the President in office at the start of the Korean War. It was, for the record, President Truman.

But, 99 percent of these college seniors correctly identified Beavis and Butthead as television cartoon characters. That is a sorry commentary, indeed. Years of experts advising parents to limit and monitor their children's time in front of the television, and to encourage their children to stretch their minds by reading or their muscles by playing outdoors, have come to this—a nation of increasingly overweight children who spend increasing numbers of hours watching moronic and scatological so-called humor on television and who do not learn the history behind some of the most fundamental tenets underlying our system of government. It is a disgrace—a colossal disgrace. Perhaps we should attempt to restrict books and learning, in order to make them more desirable "forbidden fruits" in our children's eyes.

I do not want to put the blame for this sad state of affairs entirely on parents or even on our lowest-common-denominator-seeking entertainment industry. Another recent review, this time, of high school textbooks by the American Association for the Advancement of Science, slammed biology and science textbooks, in particular, as missing the big picture behind the four basic ideas driving today's cutting edge research. Not one of the two dozen biology texts reviewed by the group, which are aimed at grades 9–12, were considered excellent or satisfactory. Other reviews in the past of history books have illustrated similar deficiencies. I fear that we are nowhere close to answering the century-plus old prayer by Charles Kingsley—"I hope that my children, at least, if not I myself, will see the day when ignorance of the primary laws and facts of science will be looked upon as a defect only second to ignorance of the primary laws of religion and morality." We are, instead, closer to fulfilling the prediction by Robert A. Heinlein that "A generation which ignores history has no past—and no future."

In light of this dismal knowledge of our national history, I have today offered an amendment to the Labor, Health and Human Services Appropriations Bill to provide \$50 million—just a little seed corn—to the Secretary of Education to award grants to states to develop, implement, and strengthen programs that teach American history as a separate subject within school curricula.

It doesn't mean social studies. That is about all they have today. Some people look upon social studies and claim that is history. I have nothing against social studies, except it is not history. What I am suggesting here by way of this \$50 million amendment is that the

Secretary of Education award grants to States to develop, implement, and strengthen programs that teach American history—not social studies. The schools may, if they wish, teach social studies. But this is American history as a separate subject within the school curriculum. The importance of American history is too often undervalued in our nation's classrooms. As I have already indicated, poll after poll in recent years has alerted us to huge gaps in historical knowledge among our nation's schoolchildren. It is my hope that this amendment will encourage teachers and students to take a deeper look at the importance of our nation's past.

A Supreme Court ruling just a few days ago would take prayer out of our school functions, about which I will have more to say on a future day. It seems that knowledge is already in short supply there. The early patriots who established our great nation, and who inscribed on the Liberty Bell a quotation from Leviticus 25:10, "Proclaim liberty throughout all the land to all the inhabitants thereof," would surely be surprised at this sad turn of events. Trained in the classics, steeped in history as surely as that tea was steeped in Boston Harbor's waters, they readily mingled faith and learning, and valued both.

I hope that on this 4th of July, some few imaginative parents might encourage their children to see, not the smoke of the backyard grill, but the smoke of battle; to hear, not the explosions of fireworks but the percussive thunder of cannons; and to spark in these young minds not a taste for firecrackers but a taste for history.

Our Founding Fathers gambled so much for our freedom. They invested their lives, their families, their fortunes, and the best of their intellects, in winning our freedom and then protecting it with a marvelously thought-out system of government. For 224 years, it has withstood the tests of history. Our Constitution, our government, our nation, has bested every effort to bring it down. It has proved capable of stretching to cover millions more acres, millions more people, and millions of new circumstances, the likes of which Thomas Jefferson, James Madison, John Adams, George Washington, Benjamin Franklin, and their peers could not have dreamed. If we are to appreciate their gift, if we are to carry on their legacy, we must

learn about it, care about it, and share it with our children. I would not wish to visit upon our children, through ignorance, the fate of the protagonist Philip Nolan in "Man Without a Country."

I believe it was written by Edward Everett Hale. I read it many years ago. It would be well if our schoolchildren and even our adults would read it today.

Philip Nolan's sentence in "Man Without a Country," for wanting to renounce his country, was to forever sail upon the high seas never again hearing news from home, not even the name of the homeland that he finally comes to realize that he loves. Our children should recognize the gift that is their birthright, and they deserve sufficient knowledge of their history to appreciate and protect the liberties that they enjoy.

I know that my knowledge of our Nation's history, and my study of the documents and lives that shaped it, only deepen my love for my Nation. I have been fortunate. I have been blessed by the Creator, blessed by the God who reigns over the destinies of nations—blessed to live a full life with many opportunities for travel, but always, I share the sentiments in the poem by Henry Van Dyke, "America for Me."

AMERICA FOR ME

'Tis fine to see the Old World, and travel up and down  
 Among the famous palaces and cities of renown,  
 To admire the crumbly castles and the statues of the kings,-  
 But now I think I've had enough of antiquated things.  
 So it's home again, and home again, America for me!  
 My heart is turning home again, and there I long to be,  
 In the land of youth and freedom beyond the ocean bars,  
 Where the air is full of sunlight and the flag is full of stars.  
 Oh, London is a man's town, there's power in the air;  
 And Paris is a woman's town, with flowers in her hair;  
 And it's sweet to dream in Venice, and it's great to study in Rome  
 But when it comes to living there is just no place like home.  
 I like the German fir-woods, in green battalions drilled;  
 I like the gardens of Versailles with flashing fountains filled;  
 But, oh, to take your hand, my dear, and [travel] for a day  
 In friendly [West Virginia hills] where Nature has her way!

I know that Europe's wonderful, yet something seems to lack:  
 The Past is too much with her, and the people looking back.  
 But the glory of the Present is to make the Future free,-  
 We love our land for what she is and what she is to be.  
 Oh, it's home again, and home again, America for me!  
 I want a ship that's westward bound to plough the rolling sea,  
 To the blessed Land of Room Enough beyond the ocean bars,  
 Where the air is full of sunlight and the flag is full of stars.

Mr. President, I yield the floor.

ADJOURNMENT UNTIL 1 P.M.  
 MONDAY, JULY 10, 2000

The PRESIDING OFFICER. The Senate stands adjourned under the provisions of S. Con. Res. 125.

Thereupon, the Senate, at 2:44 p.m., adjourned until July, 10, 2000, at 1 p.m.

NOMINATIONS

Executive nominations received by the Senate June 30, 2000:

AGENCY FOR INTERNATIONAL DEVELOPMENT

EVERETT L. MOSLEY, OF VIRGINIA, TO BE INSPECTOR GENERAL, AGENCY FOR INTERNATIONAL DEVELOPMENT, VICE JEFFREY RUSH, JR.

THE JUDICIARY

ROGER L. GREGORY, OF VIRGINIA, TO BE UNITED STATES CIRCUIT JUDGE FOR THE FOURTH CIRCUIT, VICE A NEW POSITION CREATED BY PUBLIC LAW 101-650, APPROVED DECEMBER 1, 1990.

DEPARTMENT OF COMMERCE

MARJORY E. SEARING, OF MARYLAND, TO BE ASSISTANT SECRETARY OF COMMERCE AND DIRECTOR GENERAL OF THE UNITED STATES AND FOREIGN COMMERCIAL SERVICE, VICE AWILDA R. MARQUEZ, RESIGNED.

IN THE ARMY

THE FOLLOWING NAMED OFFICER FOR APPOINTMENT IN THE UNITED STATES ARMY TO THE GRADE INDICATED WHILE ASSIGNED TO A POSITION OF IMPORTANCE AND RESPONSIBILITY UNDER TITLE 10, U.S.C., SECTION 601:

*To be lieutenant general*

MAJ. GEN. FREDDY E. MCFARREN, 0000

CONFIRMATIONS

Executive nominations confirmed by the Senate June 30, 2000:

THE JUDICIARY

PAUL C. HUCK, OF FLORIDA, TO BE UNITED STATES DISTRICT JUDGE FOR THE SOUTHERN DISTRICT OF FLORIDA.

JOHN W. DARRAH, OF ILLINOIS, TO BE UNITED STATES DISTRICT JUDGE FOR THE NORTHERN DISTRICT OF ILLINOIS.

JOAN HUMPHREY LEFKOW, OF ILLINOIS, TO BE UNITED STATES DISTRICT JUDGE FOR THE NORTHERN DISTRICT OF ILLINOIS.

GEORGE Z. SINGAL, OF MAINE, TO BE UNITED STATES DISTRICT JUDGE FOR THE DISTRICT OF MAINE.