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House of Representatives

The House was not in session today. Its next meeting will be held on Monday, June 23, 2003, at 12:30.

Senate

FRIDAY, JUNE 20, 2003

The Senate met at 9 a.m. and was called to order by the President pro tempore (Mr. STEVENS).

The PRESIDENT pro tempore. Today the prayer will be offered by our guest Chaplain, Rev. Mark Batterson, National Community Church, Washington, DC.

PRAYER

The guest Chaplain offered the following prayer:

Heavenly Father, we recognize that every good and perfect gift comes from You. It is in You that we live and move and have our being. It is Your Spirit who empowers us when we are weak and enlightens us when we are confused.

I pray that You would give the men and women who serve in this Senate a spirit of wisdom and revelation. Help them discern between what is good and what is best. Help them to discern between what is temporal and what is eternal.

Give them the wisdom to discern Your good, pleasing, and perfect will and the courage to do it. In Jesus' name. Amen.

PLEDGE OF ALLEGIANCE

The PRESIDENT pro tempore led the Pledge of Allegiance, as follows:

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

RECOGNITION OF THE MAJORITY LEADER

The PRESIDENT pro tempore. The majority leader is recognized.

SCHEDULE

Mr. FRIST. Mr. President, in a moment the Senate will have a short period for debate and closing remarks in relation to S. 504, the American history and civics education bill. The vote on passage of the bill will begin promptly at 9:15 this morning.

Following that vote, the Senate will resume the prescription drug bill and proceed to a vote in relation to the pending Dorgan amendment on drug reimportation.

Following those votes, Members are encouraged to remain and offer their amendments. The chairman and ranking member will be here throughout the day to process as many of the amendments as possible. Later today, I will have more to say on the schedule for next week. I might add that we will be voting late Monday afternoon, but we will have more on that a little bit later this morning.

RESERVATION OF LEADER TIME

The PRESIDING OFFICER (Mr. CHAMBLISS). Under the previous order, the leadership time is reserved.

AMERICAN HISTORY AND CIVICS EDUCATION ACT OF 2003

The PRESIDING OFFICER. Under the previous order, the hour of 9 a.m.

having arrived, the Senate will resume the consideration of S. 504, which the clerk will report.

The legislative clerk read as follows:

A bill (S. 504) to establish academies for teachers and students of American history and civics and a national alliance of teachers of American history and civics, and for other purposes.

The PRESIDING OFFICER. The Senator from Tennessee.

AMENDMENT NO. 951

Mr. ALEXANDER. Mr. President, I ask unanimous consent the substitute amendment to S. 504, which is at the desk, be agreed to, and the motion to reconsider be laid upon the table.

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

The amendment (No. 951) was agreed to.

(The amendment is printed in today's RECORD under "Text of Amendments.")

Mr. ALEXANDER. Mr. President, on March 4, I made the maiden speech the majority leader has encouraged each of us new Senators to make. I chose two urgent issues I care most about: The education of our children, No. 1; and the principles that unite us as Americans, No. 2. I then introduced S. 504, the American History and Civics Education Act of 2003.

In a few minutes, we will vote on that bill. Its purpose is to help put the teaching of American history and civics in its rightful place in our schools so our children can grow up learning what it means to be an American. Its purpose is to inspire better teaching and more learning of the key events, key documents, key persons,

• This "bullet" symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.



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and key ideas that shaped the institutions and democratic heritage of the United States of America.

This legislation would do that by creating summer academies for students and teachers of American history and civics. There will be up to 12 Presidential Academies for teachers. These might last 2 weeks and be sponsored by an educational institution or a non-profit organization. And there will be up to 12 4-week Congressional Academies for students.

It also creates a State-by-State national alliance of history and civics teachers, and authorizes \$25 million for these purposes.

We need this legislation because our children are not learning what it means to be an American. In his testimony before our committee, author David McCullough spoke of Ivy League college students who think Abraham Lincoln was President before the Civil War and that Germany and Italy were our Allies during World War II. One-third of fourth, eighth, and twelfth graders do not even have basic knowledge about American history and civics, making them what one might call civic illiterates. They are not learning it because, in too many instances, it is not being taught.

Civics too often is dropped from school curricula. More than half the States have no requirements for a course in American government and American history. When it is taught, it is too often watered down. The textbooks are too dull, the pages too often feature victims and diminish heroes. Because of politically correct attitudes from the right and from the left, teachers are afraid to teach the great controversies, the great conflicts, the great struggles, the great stories that are the heritage, the essence of American history.

This effort has overwhelming support in the Congress—36 U.S. Senators of both parties. An identical bill has been introduced in the House of Representatives by ROGER WICKER of Mississippi, and 160 Members of the House, of both parties, support it.

I want especially to reiterate my thanks to the majority leader who, during a busy time, has found time for this small but important piece of legislation, and to the Democratic whip, Mr. REID, who has also made it possible for there to be time for this in the midst of this debate and who is the prime cosponsor of this legislation. I thank Chairman GREGG of our committee for reporting it promptly and for cosponsoring it, and Senator KENNEDY, the ranking member, who did not just cosponsor it but was busy gathering other cosponsors.

I want to acknowledge, too, the support of CONRAD BURNS, the Senator from Montana, a historian who is chairman of the relevant appropriations subcommittee, and especially Senator BYRD of West Virginia, who has been a leader in other legislation that has passed this body on American

history, and who took the time to come to the hearing on this legislation, in person, and to testify.

I yield the floor and reserve whatever time remains.

The PRESIDING OFFICER. The Senator from Nevada.

Mr. REID. I ask unanimous consent Senator LAUTENBERG be added as a cosponsor to S. 504.

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

Mr. REID. Senator ALEXANDER said, "It's time to put the teaching of history and civics back in its rightful place in our schools so our children grow up learning what it means to be an American."

That is really what this is all about. It is about having history and civics as a part of what our schools are about and should be about. I acknowledge, as I did last night on the Senate floor, the leadership of the Senator from Tennessee, the former Secretary of Education, in pushing this legislation to the point where it is.

I hope this is the first of many such measures that we work on here. I believe in local control of schools. But I also believe the Federal Government must recognize national problems in education and address those problems and help local school districts meet what I believe are national imperatives. Certainly, this is one.

It is so easy to shortchange these courses. As I look back at some of the great teachers I had, they taught history and government on the high school level. A man by the name of Michael Callahan taught basic history and government in high school in Henderson, NV, where I went to school. But for him I am not sure I would have the interest in government and history that I have today. He allowed us to participate in government. He allowed us to understand history. He was a dynamic teacher.

I believe that is what we are trying to do here—give teachers the tools they need to become better teachers. Obviously, teachers have chosen their profession in the effort to improve the lives of children they teach. This legislation deals with courses K through 12. But even though these teachers have chosen teaching as their profession, it doesn't mean they don't need help. That is what this is all about—to help them through this academy and become better teachers who are better equipped to do the things they need to do to teach.

This legislation is not going to be based just in the South or the Northeast or just in the Midwest. The legislation calls for 12 regional academies to be determined by the Chairman of the National Endowment for the Humanities. He will choose the academies on a regional basis. This program will be effective all over the United States. I am confident that the Presidential Academies for teaching American history and civics will be important. There will be 12 of them. There will be

up to 12 Congressional Academies for students of American history and civics.

I am convinced that if we show we are concerned about education here in Washington, the schools at home will become better schools and teachers will become better teachers. I hope this will receive unanimous support.

This is only the first step. It is easy for us here in Washington to pass legislation where we authorize things to happen, but the next step is appropriating the money to make sure that the authorization we have made is effective. The distinguished Senator from Tennessee and I have had the assurance of members of the Appropriations Committee that they will allow us to go this next step and have money appropriated.

As I indicated last night, Senator BYRD having participated in the public hearing is a step in the right direction. Senator CONRAD BURNS has indicated he will be helpful. I look forward to working in the appropriations process to make sure we carry forward on the promise of Senator LAMAR ALEXANDER, a Senator who authored this legislation, indicating it is important to put the teaching of American history and civics in its right place in our schools so children can grow and learn what it means to be an American.

Mr. KENNEDY. Mr. President, I am pleased to support the American History and Civics Education Act to create academies for teachers and high school students of American history. The bill will expand the programs of the National Endowment for the Humanities to improve the educational experience of young Americans and broaden their understanding of our unique heritage.

The American national experience is a comparatively short one, but its early struggles, revolutionary roots, and democratic ideals have shaped our national character. Early American history includes eras of prosperity and progress, dark years of war, and racial struggles. Each of these defining moments has called forth great leaders and national heroes, in all walks of life, who unhesitatingly offered their resources, their efforts and, sometimes, their lives on behalf of their belief in the principles of tolerance, religious freedom, and equality. Each generation of Americans has defended those principles and, in the process, strengthened our national purpose and resolve.

To prepare the next generation of American leaders, we must ensure that they understand not only these historic challenges and achievements but also the key documents that are our enduring guideposts, especially the Constitution and Bill of Rights.

This legislation, introduced by my colleague from Tennessee, will authorize a competitive grant program for institutions of higher education and non-profit educational research centers to conduct summer seminars for history teachers to strengthen their skills in

their subject area. These seminars will enable teachers to develop a broader understanding of history and also new skills and enthusiasm to present this material to their students.

The legislation also authorizes a competitive grant program for academies for outstanding high school juniors and seniors who have excelled in their study of history. These academies will enable these promising young students to learn from especially talented teachers and provide a special opportunity for them to advance their understanding of the great achievements of our proud Nation.

The HELP Committee conducted an impressive hearing on this legislation earlier this year. Among the several distinguished witnesses who appeared before the committee was the Pulitzer Prize-winning historian, David McCullough. He spoke eloquently of the urgent need to improve the educational experience of history students.

He reminded us that passion for learning is "caught not taught," and that the better prepared our teachers are, the more likely we are to stimulate a new generation of historians, history lovers, and national leaders.

Mr. McCullough also suggested that those institutions that ultimately conduct these academies should reach out to their local Park Service historic sites, which offer incredible resources and a birds-eye view of history to enthusiastic visitors. He has been an ongoing presence at both the Longfellow House and the Adams Historic Park sites in Massachusetts during his research on his impressive biography of John Adams. Those same artifacts are accessible to all aspiring history lovers and can ignite a passion for visitors to these sites as they visualize John Adams at his desk writing his friend, Thomas Jefferson, debating the goals and dreams of a young Nation.

John Adams wrote, "I must study politics and war that my sons may have the liberty to study mathematics and philosophy . . . in order to give their children the right to study painting, poetry and music." Our second President was a great leader in his time and his words inspire all Americans to learn more about our past in order to better prepare for the future. If we neglect study in the arts and humanities, we will know considerably less about ourselves, our Nation, our allies and our adversaries—and we will be considerably less prepared for the challenges which loom on the horizon.

The new academies will be under the jurisdiction of the National Endowment for the Humanities whose Chairman, Bruce Cole, is doing an impressive job at the Endowment. As an historian himself, he knows the importance of our goal.

The bill is a timely and important initiative which will make American history come alive for students, and serve our communities and our country well in the years ahead. I commend Senator ALEXANDER for his leadership

in developing this bipartisan legislation that is based on the model which he implemented earlier as Governor of Tennessee. I am confident that these summer academies will enrich the learning experience of thousands of young students who want to know more about their heritage as Americans.

It is a visionary effort and I hope that my colleagues will join me in supporting it today.

Mr. ALEXANDER. Mr. President, I thank the Senator from Nevada, the distinguished assistant Democratic leader, for his comments late last evening when we discussed this bill and for his support. I look forward to working with him on other education legislation in a bipartisan way. I am glad he talked about appropriations. Senator STEVENS also is a cosponsor of the bill, for which we are pleased.

People from potential sponsoring institutions have asked me how this might work.

First, the legislation has to be passed. But given the strong bipartisan support it has in both Houses, if it were to be passed and the money were to be appropriated in a reasonable period of time, the first of these academies might open in the summer of 2004. For that to happen, the National Endowment for the Humanities would need to receive applications beginning this fall. I hope the universities, the nonprofit organizations, and the State educational institutions will begin to prepare for that. They might look at the Governors' Schools across this country in many States as models.

At a time when the United States of America is under attack because of who we are, it is crucial that our children learn the values and principles that make this the United States of America. When you move to France or Japan, you don't become French or Japanese. When you move to the United States and seek to become an American citizen, you become an American, because of what we believe in, a few principles—liberty, equal opportunity, individualism, laissez-faire, the rule of law, federalism, *e pluribus unum*, the free exercise of religion, the separation of church and state, and a belief in progress. We almost all agree on those principles. Our politics is about applying them. That is what we debate every day here. We need to be teaching our children, as the Senator from Nevada said, these principles so they will grow up knowing what it means to be an American.

I urge all Senators to support this legislation.

Mr. President, I ask for the yeas and nays.

The PRESIDING OFFICER. Is there a sufficient second?

There is a sufficient second.

The question is on the engrossment and third reading of the bill.

The bill was ordered to be engrossed for a third reading and was read the third time.

The PRESIDING OFFICER. The question is on passage of the bill, as amended. The clerk will call the roll.

The legislative clerk called the roll.

Mr. McCONNELL. I announce that the Senator from Utah (Mr. BENNETT), the Senator from Colorado (Mr. CAMPBELL), the Senator from Nebraska (Mr. HAGEL), the Senator from Indiana (Mr. LUGAR), and the Senator from Ohio (Mr. VOINOVICH) are necessarily absent.

Mr. REID. I announce that the Senator from Delaware (Mr. BIDEN), the Senator from North Carolina (Mr. EDWARDS), the Senator from Hawaii (Mr. INOUE), the Senator from Massachusetts (Mr. KERRY), and the Senator from Vermont (Mr. LEAHY) are necessarily absent.

I further announce that, if present and voting, the Senator from Massachusetts (Mr. KERRY), and the Senator from Vermont (Mr. LEAHY) would each vote "yea."

The PRESIDING OFFICER. Are there any other Senators in the Chamber desiring to vote?

The result was announced—yeas 90, nays 0, as follows:

[Rollcall Vote No. 231 Leg.]

YEAS—90

Akaka	Dodd	Lott
Alexander	Dole	McCain
Allard	Domenici	McConnell
Allen	Dorgan	Mikulski
Baucus	Dubin	Miller
Bayh	Ensign	Murkowski
Bingaman	Enzi	Murray
Bond	Feingold	Nelson (FL)
Boxer	Feinstein	Nelson (NE)
Breaux	Fitzgerald	Nickles
Brownback	Frist	Pryor
Bunning	Graham (FL)	Reed
Burns	Graham (SC)	Reid
Byrd	Grassley	Roberts
Cantwell	Gregg	Rockefeller
Carper	Harkin	Santorum
Chafee	Hatch	Sarbanes
Chambliss	Hollings	Schumer
Clinton	Hutchison	Sessions
Cochran	Inhofe	Shelby
Coleman	Jeffords	Smith
Collins	Johnson	Snowe
Conrad	Kennedy	Specter
Cornyn	Kohl	Stabenow
Corzine	Kyl	Stevens
Craig	Landrieu	Sununu
Crapo	Lautenberg	Talent
Daschle	Levin	Thomas
Dayton	Lieberman	Warner
DeWine	Lincoln	Wyden

NOT VOTING—10

Bennett	Hagel	Lugar
Biden	Inouye	Voinovich
Campbell	Kerry	
Edwards	Leahy	

The bill (S. 504), as amended, was passed as follows:

S. 504

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "American History and Civics Education Act of 2003".

SEC. 2. DEFINITIONS.

In this Act:

(1) AMERICAN HISTORY AND CIVICS.—The term "American history and civics" means the key events, key persons, key ideas, and key documents that shaped the institutions and democratic heritage of the United States of America.

(2) CHAIRMAN.—The term "Chairman" means the Chairman of the National Endowment for the Humanities.

(3) EDUCATIONAL INSTITUTION.—The term “educational institution”—

(A) means—
(i) an institution of higher education;
(ii) an educational institution created by a legislative act of a State for the express purpose of teaching American history and civics to elementary school and secondary school students; or

(iii) a nonprofit educational institution, library, or research center; and

(B) includes a consortium of entities described in subparagraph (A).

(4) INSTITUTION OF HIGHER EDUCATION.—The term “institution of higher education” has the meaning given the term in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a)).

(5) KEY DOCUMENTS.—The term “key documents” means the documents that established or explained the foundational principles of democracy in the United States, including the United States Constitution and the amendments to the Constitution (particularly the Bill of Rights), the Declaration of Independence, the Federalist Papers, and the Emancipation Proclamation.

(6) KEY EVENTS.—The term “key events” means the critical turning points in the history of the United States (including the encounter of Native Americans with European settlers, the American Revolution, the Civil War, the world wars of the twentieth century, the civil rights movement, and the major court decisions, legislation, literature, and the arts) that established democracy and extended its promise in American life.

(7) KEY IDEAS.—The term “key ideas” means the ideas that shaped the democratic institutions and heritage of the United States, including the notions of liberty, equal opportunity, individualism, laissez faire, the rule of law, federalism and *e pluribus unum*, the free exercise of religion, the separation of church and state, and a belief in progress.

(8) KEY PERSONS.—The term “key persons” means the men and women who led the United States as Founding Fathers, Native American leaders, elected officials, scientists, inventors, pioneers, advocates of equal rights, entrepreneurs, and artists.

(9) STATE.—The term “State” means each of the 50 States and the District of Columbia.

(10) TEACHERS OF AMERICAN HISTORY AND CIVICS.—The term “teachers of American history and civics” means kindergarten through grade 12 teachers who teach American history, government, or civics, or who incorporate such subjects into their teaching.

SEC. 3. PRESIDENTIAL ACADEMIES FOR TEACHING OF AMERICAN HISTORY AND CIVICS.

(a) ESTABLISHMENT.—From amounts appropriated under subsection (j), the National Endowment for the Humanities shall award grants, on a competitive basis, to educational institutions to establish Presidential Academies for Teaching of American History and Civics (in this section referred to as “Academies”) that shall offer workshops for teachers of American history and civics—

(1) to strengthen such teachers’ knowledge of the subjects of American history and civics; and

(2) to learn how better to teach such subjects.

(b) APPLICATION.—

(1) IN GENERAL.—An educational institution that desires to receive a grant under this section shall submit an application to the National Endowment for the Humanities at such time, in such manner, and containing such information as the National Endowment for the Humanities may require.

(2) CONTENTS.—An application submitted under paragraph (1) shall—

(A) include the criteria that will be used to determine which teachers will be selected to attend workshops offered by the Academy;

(B) identify the individual the educational institution intends to appoint to be the primary scholar at the Academy;

(C) include a description of the curriculum to be used at workshops offered by the Academy; and

(D) provide an assurance that the recruitment plan for which teachers will be selected to attend workshops offered by the Academy will include teachers from schools receiving assistance under part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.), particularly those schools with high concentrations of students described in section 1124(c) of such Act.

(c) NUMBER OF GRANTS.—The National Endowment for the Humanities shall award not more than 12 grants to different educational institutions under this section.

(d) DISTRIBUTION.—The Chairman shall encourage equitable distribution of grants under this section among the geographical regions of the United States.

(e) GRANT TERMS.—Grants awarded under this section shall be for a term of 2 years.

(f) USE OF FUNDS.—

(1) WORKSHOPS.—

(A) IN GENERAL.—An educational institution that receives a grant under this section shall establish an Academy that shall offer a workshop during the summer, or during another appropriate time, for teachers of American history and civics—

(i) to strengthen such teachers’ knowledge of the subjects of American history and civics; and

(ii) to learn how better to teach such subjects.

(B) DURATION OF WORKSHOP.—A workshop offered pursuant to this section shall be approximately 2 weeks in duration.

(2) ACADEMY STAFF.—

(A) PRIMARY SCHOLAR.—Each Academy shall be headed by a primary scholar identified in the application submitted under subsection (b) who shall—

(i) be accomplished in the field of American history and civics; and

(ii) design the curriculum for and lead the workshop.

(B) CORE TEACHERS.—Each primary scholar shall appoint an appropriate number of core teachers. At the direction of the primary scholar, the core teachers shall teach and train the workshop attendees.

(3) SELECTION OF TEACHERS.—

(A) IN GENERAL.—

(i) NUMBER OF TEACHERS.—Each year, each Academy shall select kindergarten through grade 12 teachers of American history and civics to attend the workshop offered by the Academy.

(ii) FLEXIBILITY IN NUMBER OF TEACHERS.—Each Academy shall select not more than 300 and not less than 50 teachers under clause (i).

(B) TEACHERS FROM PUBLIC AND PRIVATE SCHOOLS.—An Academy may select teachers from public schools and private schools to attend the workshop offered by the Academy.

(g) COSTS.—

(1) IN GENERAL.—Except as provided in paragraph (2), a teacher who attends a workshop offered pursuant to this section shall not incur costs associated with attending the workshop, including costs for meals, lodging, and materials while attending the workshop, and may receive a stipend to cover such costs.

(2) TRAVEL COSTS.—A teacher who attends a workshop offered pursuant to this section

shall use non-Federal funds to pay for such teacher’s costs of transit to and from the Academy.

(h) EVALUATION.—

(1) IN GENERAL.—At the completion of all of the workshops assisted in the third year grants are awarded under this section, the National Endowment for the Humanities shall conduct an evaluation and submit a report on its findings to the relevant committees of Congress.

(2) CONTENT OF EVALUATION.—The evaluation conducted pursuant to paragraph (1) shall—

(A) determine the overall success of the grant program authorized under this section; and

(B) highlight the best grantees’ practices in order to become models for future grantees.

(i) NON-FEDERAL FUNDS.—An educational institution receiving Federal assistance under this section may contribute non-Federal funds toward the costs of operating the Academy.

(j) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section \$7,000,000 for each of fiscal years 2004 through 2007.

SEC. 4. CONGRESSIONAL ACADEMIES FOR STUDENTS OF AMERICAN HISTORY AND CIVICS.

(a) ESTABLISHMENT.—From amounts appropriated under subsection (j), the National Endowment for the Humanities shall award grants, on a competitive basis, to educational institutions to establish Congressional Academies for Students of American History and Civics (in this section referred to as “Academies”) that shall offer workshops for outstanding students of American history and civics to broaden and deepen such students’ understanding of American history and civics.

(b) APPLICATION.—

(1) IN GENERAL.—An educational institution that desires to receive a grant under this section shall submit an application to the National Endowment for the Humanities at such time, in such manner, and containing such information as the National Endowment for the Humanities may require.

(2) CONTENTS.—An application submitted under paragraph (1) shall—

(A) include the criteria that will be used to determine which students will be selected to attend workshops offered by the Academy;

(B) identify the individual the educational institution intends to appoint to be the primary scholar at the Academy;

(C) include a description of the curriculum to be used at workshops offered by the Academy; and

(D) include a description of how the educational institution will—

(i) inform students from schools receiving assistance under part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq.), particularly those schools with high concentrations of students described in section 1124(c) of such Act, of the Academy; and

(ii) provide such students with information on how to apply to attend workshops offered by the Academy so that such students may attend the workshops.

(c) NUMBER OF GRANTS.—The National Endowment for the Humanities shall award not more than 12 grants to different educational institutions under this section.

(d) DISTRIBUTION.—The Chairman shall encourage equitable distribution of grants under this section among the geographical regions of the United States.

(e) GRANT TERMS.—Grants awarded under this section shall be for a term of 2 years.

(f) USE OF FUNDS.—

(1) WORKSHOPS.—

(A) IN GENERAL.—An educational institution that receives a grant under this section shall establish an Academy that shall offer a workshop during the summer, or during another appropriate time, for outstanding students of American history, government, and civics to broaden and deepen such students' understanding of American history and civics.

(B) DURATION OF WORKSHOP.—A workshop offered pursuant to this section shall be approximately 4 weeks in duration.

(2) ACADEMY STAFF.—

(A) PRIMARY SCHOLAR.—Each Academy shall be headed by a primary scholar identified in the application submitted under subsection (b) who shall—

(i) be accomplished in the field of American history and civics; and

(ii) design the curriculum for and lead the workshop.

(B) CORE TEACHERS.—Each primary scholar shall appoint an appropriate number of core teachers. At the direction of the primary scholar, the core teachers shall teach the workshop attendees.

(3) SELECTION OF STUDENTS.—

(A) NUMBER OF STUDENTS.—Each year, each Academy shall select between 100 and 300 eligible students to attend the workshop offered by the Academy.

(B) ELIGIBLE STUDENTS.—A student shall be eligible to attend a workshop offered by an Academy if the student—

(i) is recommended by the student's secondary school principal (or other head of such student's academic program) to attend the workshop; and

(ii) will be a junior or senior in the academic year following attendance at the workshop.

(g) COSTS.—

(1) IN GENERAL.—Except as provided in paragraph (2), a student who attends a workshop offered pursuant to this section shall not incur costs associated with attending the workshop, including costs for meals, lodging, and materials while attending the workshop.

(2) TRAVEL COSTS.—A student who attends a workshop offered pursuant to this section shall use non-Federal funds to pay for such student's costs of transit to and from the Academy.

(h) EVALUATION.—

(1) IN GENERAL.—At the completion of all of the workshops assisted in the third year grants are awarded under this section, the National Endowment for the Humanities shall conduct an evaluation and submit a report on its findings to the relevant committees of Congress.

(2) CONTENT OF EVALUATION.—The evaluation conducted pursuant to paragraph (1) shall—

(A) determine the overall success of the grant program authorized under this section; and

(B) highlight the best grantees' practices in order to become models for future grantees.

(i) NON-FEDERAL FUNDS.—An educational institution receiving Federal assistance under this section may contribute non-Federal funds toward the costs of operating the Academy.

(j) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section \$14,000,000 for each of fiscal years 2004 through 2007.

SEC. 5. NATIONAL ALLIANCE OF TEACHERS OF AMERICAN HISTORY AND CIVICS.

(a) ESTABLISHMENT.—

(1) IN GENERAL.—From amounts appropriated under subsection (e), the National Endowment for the Humanities shall award 1 or more grants to organizations for the creation of a national alliance of elementary

school and secondary school teachers of American history and civics.

(2) PURPOSE.—The purpose of the national alliance is—

(A) to facilitate the sharing of ideas among teachers of American history and civics; and

(B) to encourage best practices in the teaching of American history and civics.

(b) APPLICATION.—An organization that desires to receive a grant under this section shall submit an application to the National Endowment for the Humanities at such time, in such manner, and containing such information as the National Endowment for the Humanities may require.

(c) GRANT TERM.—A grant awarded under this section shall be for a term of 2 years and may be reapplied after the initial term expires.

(d) USE OF FUNDS.—An organization that receives a grant under this section may use the grant funds for any of the following:

(1) Creation of a website on the Internet to facilitate discussion of new ideas on improving American history and civics education.

(2) Creation of in-State chapters of the national alliance, to which individual teachers of American history and civics may belong, that sponsors American history and civics activities for such teachers in the State.

(3) Seminars, lectures, or other events focused on American history and civics, which may be sponsored in cooperation with, or through grants awarded to, libraries, States' humanities councils, or other appropriate entities.

(4) Coordinate activities with other non-profit educational alliances that promote the teaching or study of subjects related to American history and civics.

(e) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section, and for any administrative costs associated with carrying out sections 3 and 4, \$4,000,000 for each of fiscal years 2004 through 2007.

Mr. BAUCUS. Mr. President, I move to reconsider the vote and I move to lay that motion on the table.

The motion to lay on the table was agreed to.

PRESCRIPTION DRUG AND MEDICARE IMPROVEMENT ACT OF 2003—Resumed

The PRESIDING OFFICER. The clerk will report the pending business.

The legislative clerk read as follows:

A bill (S. 1) to amend Title XVIII of the Social Security Act to make improvements in the Medicare Program, to provide prescription drug coverage under the Medicare Program, and for other purposes.

Pending:

Bingaman Amendment No. 933, to eliminate the application of an asset test for purposes of eligibility for premium and cost-sharing subsidies for low-income beneficiaries.

Dorgan Amendment No. 946, as amended, to provide greater access to affordable pharmaceuticals.

AMENDMENT NO. 946, AS AMENDED

The PRESIDING OFFICER. There are 4 minutes of debate equally divided on the Dorgan amendment.

Who yields time?

Mr. BAUCUS. Mr. President, who controls time?

The PRESIDING OFFICER. The Senator from North Dakota controls 2 minutes. The manager will control 2 minutes in opposition.

Mr. DORGAN. Mr. President, this amendment deals with reimportation of prescription drugs. It is designed to try to put downward pressure on prescription drug prices in this country. It is not my intention or desire that Americans go elsewhere to acquire prescription drugs. But the fact is that U.S. consumers pay the highest prices in the world for prescription drugs. In North Dakota, for example, there is a pharmacy in the town of Pembina, and if you buy a prescription drug in that one-room pharmacy—

Mr. BAUCUS. Mr. President, the Senate is not in order.

The PRESIDING OFFICER. The Senate will be in order.

Mr. DORGAN. Mr. President, 5 miles north of that North Dakota one-room drugstore, in Emerson, Canada, you will find, if you have breast cancer and have to buy Tamoxifen, that the drug that you pay \$10 for in the U.S. can be purchased for \$1 5 miles north.

The question is, why should that happen? It should not happen. Let the market system deal with this. These are FDA-approved drugs. It is the same pill put in the same bottle by the same company. We ought to have fair pricing for Americans, and if not fair pricing here, then allow them to access those prescription drugs from a chain of custody in Canada that is safe. We are only talking about licensed pharmacists and distributors being able to access that FDA-approved drug from a licensed pharmacist or distributor in Canada. We have accepted the Cochran language. We don't think that injures this because, in the circumstance, we have changed the reimportation amendment to deal only with Canada, which has nearly an identical chain of supply and would therefore represent a safe drug supply for our pharmacists and distributors to access and to be able to pass the savings along to the American consumer. That is the purpose of this amendment.

I reserve the remainder of my time.

Mr. JOHNSON. Mr. President, I rise today in strong support of addressing a major oversight in S. 1, the Prescription Drug and Medicare Improvement Act of 2003. The bill has absolutely no provisions to control the skyrocketing costs of prescription drugs, and, as currently written, is really just a blank check for big drug companies.

If one looks at the costs of prescription drugs, the numbers are just astounding. Seniors in the U.S. who lack drug coverage must pay twice as much for the five most popular drugs as purchasers in many foreign countries. All Americans who need prescription drugs could benefit from improved access to lower-priced drugs from Canada. Brand-name drugs cost an average of 38 percent less in Canada than in the United States. This could mean literally hundreds of dollars less a year for U.S. purchasers.

For several years now, many of my colleagues have been fighting to provide access to lower prescription drug