

SUBMITTED RESOLUTIONS—June
19, 2003

[CORRECTED TEXT]

SENATE RESOLUTION 177—TO DIRECT THE SENATE COMMISSION ON ART TO SELECT AN APPROPRIATE SCENE COMMEMORATING THE GREAT COMPROMISE OF OUR FOREFATHERS ESTABLISHING A BICAMERAL CONGRESS WITH EQUAL STATE REPRESENTATION IN THE UNITED STATES SENATE, TO BE PLACED IN THE LUNETTE SPACE IN THE SENATE RECEPTION ROOM IMMEDIATELY ABOVE THE ENTRANCE INTO THE SENATE CHAMBER LOBBY, AND TO AUTHORIZE THE COMMITTEE ON RULES AND ADMINISTRATION TO OBTAIN TECHNICAL ADVICE AND ASSISTANCE IN CARRYING OUT ITS DUTIES

Mr. DODD submitted the following resolution; which was referred to the Committee on Rules and Administration:

S. RES. 177

Whereas the reception room in the Capitol outside of the Senate Chamber was originally designed to contain scenes of American history, to be painted in lunette spaces on the reception walls;

Whereas only one such lunette space in the Senate reception room has been completed;

Whereas it is in the public interest to accomplish the original objective of the design of the Senate reception room by selecting important events of American History to be painted in the remaining unfilled lunette spaces;

Whereas on July 16, 1787, the framers of the United States Constitution, meeting at Independence Hall, reached a supremely important agreement, providing for a dual system of congressional representation, such that in the House of Representatives, each State would be assigned a number of seats in proportion to its population, and in the Senate, all States would have an equal number of seats, an agreement which became known as the "Great Compromise" or the "Connecticut Compromise"; and

Whereas an appropriate scene commemorating the Great Compromise of our forefathers establishing a bicameral Congress with equal State representation in the United States Senate should be placed in the lunette space in the Senate reception room immediately above the entrance into the Senate chamber lobby: Now, therefore, be it
Resolved,

SECTION 1. COMMEMORATION OF THE GREAT COMPROMISE.

(a) IN GENERAL.—The Senate Commission on Art, established under section 901 of the Arizona-Idaho Conservation Act of 1988 (40 U.S.C. 188b) (in this section referred to as the "Commission") shall select an appropriate scene commemorating the Great Compromise of our forefathers, to be placed in the lunette space in the Senate reception room immediately above the entrance into the Senate chamber lobby.

(b) CONSULTATION AUTHORIZED.—The Commission is authorized to seek the advice of and recommendations from historians and other sources in carrying out this section, and to reimburse such sources for travel expenses, in accordance with Senate Travel Regulations.

(c) TIMING.—The Commission shall make its selection pursuant to this section, and shall commission an artist to begin work, not later than the close of the 2d session of the 108th Congress.

(d) DELEGATION AUTHORITY.—For purposes of making the selection required by this section, a member of the Commission may designate another Senator to act in place of that member.

(e) FUNDING.—The expenses of the Commission in carrying out this section shall be made available from appropriations under the subheading "MISCELLANEOUS ITEMS" under the heading "CONTINGENT EXPENSES OF THE SENATE", on vouchers signed by the Secretary of the Senate and approved by the Committee on Rules and Administration.

SEC. 2. TECHNICAL ADVICE AND ASSISTANCE.

(a) IN GENERAL.—The Chairman of the Committee on Rules and Administration may seek technical advice and assistance to the Committee in carrying out its duties from individuals from the public and private sectors, who shall serve without compensation, at the pleasure of the Chairman.

(b) NON-GOVERNMENTAL STATUS.—Individuals providing advice and assistance described in subsection (a) shall not be deemed to be—

(1) Members, officers, or employees of the Senate; or

(2) providing services to the Senate, for purposes of the Senate Code of Official Conduct.

(c) EXPENSES.—Upon submission to the Committee on Rules and Administration of a routine voucher for actual transportation expenses incurred in the performance of providing advice and assistance to the Committee, individuals described in subsection (a) may be reimbursed in accordance with Senate Travel Regulations.

SUBMITTED RESOLUTIONS

SENATE RESOLUTION 178—TO PROHIBIT MEMBERS OF THE SENATE AND OTHER PERSONS FROM REMOVING ART AND HISTORIC OBJECTS FROM THE SENATE WING OF THE CAPITOL AND SENATE OFFICE BUILDINGS FOR PERSONAL USE

Mr. DODD submitted the following resolution; which was referred to the Committee on Rules and Administration:

S. RES. 178

Resolved, That (a) a Member of the Senate or any other person may not remove a work of art, historical object, or an exhibit from the Senate wing of the Capitol or any Senate office building for personal use.

(b) For purposes of this resolution, the term "work of art, historical object, or an exhibit" means an item, including furniture, identified on the list (and any supplement to the list) required by section 4 of Senate Resolution 382, 90th Congress, as enacted into law by section 901(a) of Public Law 100-696 (2 U.S.C. 2104).

(c) For purposes of this resolution, the Senate Commission on Art shall update the list required by section 4 of Senate Resolution 382, 90th Congress (2 U.S.C. 2104) every 6 months after the date of adoption of this resolution and shall provide a copy of the updated list to the Committee on Rules and Administration.

AMENDMENTS SUBMITTED AND
PROPOSED

SA 951. Mr. ALEXANDER proposed an amendment to the 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.

SA 952. Mrs. CLINTON submitted an amendment intended to be proposed by her to the 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; which was ordered to lie on the table.

SA 953. Mrs. CLINTON submitted an amendment intended to be proposed by her to the bill S. 1, supra; which was ordered to lie on the table.

SA 954. Mrs. CLINTON submitted an amendment intended to be proposed by her to the bill S. 1, supra; which was ordered to lie on the table.

SA 955. Mr. CORZINE submitted an amendment intended to be proposed by him to the bill S. 1, supra; which was ordered to lie on the table.

SA 956. Mr. GRAHAM, of Florida proposed an amendment to the bill S. 1, supra.

SA 957. Mr. DAYTON submitted an amendment intended to be proposed by him to the bill S. 1, supra; which was ordered to lie on the table.

SA 958. Mr. KERRY proposed an amendment to the bill S. 1, supra.

SA 959. Mrs. LINCOLN submitted an amendment intended to be proposed by her to the bill S. 1, supra.

SA 960. Mr. DAYTON submitted an amendment intended to be proposed by him to the bill S. 1, supra; which was ordered to lie on the table.

SA 961. Mrs. MURRAY submitted an amendment intended to be proposed by her to the bill S. 1, supra; which was ordered to lie on the table.

SA 962. Mr. SMITH (for himself and Mr. BINGAMAN) submitted an amendment intended to be proposed by him to the bill S. 1, supra; which was ordered to lie on the table.

SA 963. Mrs. LINCOLN (for herself, Mr. CONRAD, Mr. MILLER, and Mr. CARPER) proposed an amendment to the bill S. 1, supra.

SA 964. Mr. BAUCUS (for Mr. JEFFORDS) proposed an amendment to the bill S. 1, supra.

SA 965. Mr. BAUCUS (for Mr. JEFFORDS) proposed an amendment to the bill S. 1, supra.

SA 966. Mr. CRAIG submitted an amendment intended to be proposed by him to the bill S. 1, supra; which was ordered to lie on the table.

SA 967. Mr. BAUCUS (for Mr. HARKIN) proposed an amendment to the bill S. 1, supra.

SA 968. Mr. BAUCUS (for Mr. HARKIN) proposed an amendment to the bill S. 1, supra.

SA 969. Mr. BAUCUS (for Mr. DODD) proposed an amendment to the bill S. 1, supra.

SA 970. Mr. BAUCUS (for Mr. DODD) proposed an amendment to the bill S. 1, supra.

SA 971. Mr. BINGAMAN submitted an amendment intended to be proposed by him to the bill S. 1, supra; which was ordered to lie on the table.

SA 972. Mr. BINGAMAN submitted an amendment intended to be proposed by him to the bill S. 1, supra; which was ordered to lie on the table.

SA 973. Mr. BINGAMAN submitted an amendment intended to be proposed by him to the bill S. 1, supra; which was ordered to lie on the table.

SA 974. Mr. GRASSLEY (for himself, Mr. LEAHY, Ms. CANTWELL, Mr. DURBIN, and Mr. KOHL) submitted an amendment intended to

be proposed by him to the bill S. 1, supra; which was ordered to lie on the table.

TEXT OF AMENDMENTS

SA 951. Mr. ALEXANDER proposed an amendment to the 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; as follows:

Strike all after the enacting clause and insert the following:

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;