

(2) REPORT.—The center or centers conducting the activities described in paragraph (1) annually shall prepare a report of key research findings of such center or centers and shall submit copies of the report to the Secretary, the Secretary of Labor, and the Secretary of Health and Human Services. The Secretary shall submit that report to the Committee on Education and the Workforce of the House of Representatives, the Committee on Labor and Human Resources of the Senate, the Library of Congress, and each eligible agency.

(c) REVIEW.—The Secretary shall—

(1) consult at least annually with the national center or centers and with experts in education to ensure that the activities of the national center or centers meet the needs of vocational education programs; and

(2) undertake an independent review of each award recipient under this section prior to extending an award to such recipient beyond a 5-year period.

#### SEC. 306. DATA SYSTEMS.

(a) IN GENERAL.—The Secretary shall maintain a data system to collect information about, and report on, the condition of vocational education and on the effectiveness of State and local programs, services, and activities carried out under this Act in order to provide the Secretary and Congress, as well as Federal, State, local, and tribal agencies, with information relevant to improvement in the quality and effectiveness of vocational education. The Secretary annually shall report to Congress on the Secretary's analysis of performance data collected each year pursuant to this Act, including an analysis of performance data regarding the populations described in section 114(c)(16).

(2) DATA SYSTEM.—In maintaining the data system, the Secretary shall ensure that the data system is compatible with other Federal information systems.

(c) ASSESSMENTS.—As a regular part of its assessments, the National Center for Education Statistics shall collect and report information on vocational education for a nationally representative sample of students. Such assessment may include international comparisons.

#### SEC. 307. PROMOTING SCHOLAR-ATHLETE COMPETITIONS.

Section 10104 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8004) is amended—

(1) in subsection (a), by striking “to be held in 1995”; and

(2) in subsection (b)—

(A) in paragraph (4), by striking “in the summer of 1995;” and inserting “; and”; and

(B) in paragraph (5), by striking “in 1996 and thereafter, as well as replicate such program internationally; and” and inserting “and internationally.”; and

(C) by striking paragraph (6).

#### SEC. 308. DEFINITION.

In this Act, the term “gender equity”, used with respect to a program, service, or activity, means a program, service, or activity that is designed to ensure that men and women (including single parents and displaced homemakers) have access to opportunities to participate in vocational education that prepares the men and women to enter high-skill, high-wage careers.

### TITLE IV—AUTHORIZATION OF APPROPRIATIONS

#### SEC. 401. AUTHORIZATION OF APPROPRIATIONS.

There is authorized to be appropriated to carry out title I, and sections 303, 304, 305, and 306, such sums as may be necessary for fiscal year 1999 and each of the 5 succeeding fiscal years.

### TITLE V—REPEAL

#### SEC. 501. REPEAL.

(a) REPEAL.—The Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.) is repealed.

(b) REFERENCES TO CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT.—

(1) IMMIGRATION AND NATIONALITY ACT.—Section 245A(h)(4)(C) of the Immigration and Nationality Act (8 U.S.C. 1255a(h)(4)(C)) is amended by striking “Vocational Education Act of 1963” and inserting “Vocational Education Act of 1963” and inserting “Carl D. Perkins Vocational and Applied Technology Education Act of 1998”.

(2) NATIONAL DEFENSE AUTHORIZATION ACT.—Section 4461 of the National Defense Authorization Act for Fiscal Year 1993 (10 U.S.C. 1143 note) is amended—

(A) by striking paragraph (4); and

(B) by redesignating paragraphs (5) and (6) as paragraphs (4) and (5), respectively.

(3) ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.—The Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) is amended—

(A) in section 1114(b)(2)(C)(v) (20 U.S.C. 6314(b)(2)(C)(v)), by striking “Carl D. Perkins Vocational and Applied Technology Education Act,” and inserting “Carl D. Perkins Vocational and Applied Technology Education Act of 1998”; and

(B) in section 9115(b)(5) (20 U.S.C. 7815(b)(5)), by striking “Carl D. Perkins Vocational and Applied Technology Education Act” and inserting “Carl D. Perkins Vocational and Applied Technology Education Act of 1998”; and

(C) in section 14302(a)(2) (20 U.S.C. 8852(a)(2))—

(i) by striking subparagraph (C); and

(ii) by redesignating subparagraphs (D), (E), and (F) as subparagraphs (C), (D), and (E), respectively; and

(D) in the matter preceding subparagraph (A) of section 14307(a)(1) (20 U.S.C. 8857(a)(1)), by striking “Carl D. Perkins Vocational and Applied Technology Education Act” and inserting “Carl D. Perkins Vocational and Applied Technology Education Act of 1998”.

(4) EQUITY IN EDUCATIONAL LAND-GRANT STATUS ACT OF 1994.—Section 533(c)(4)(A) of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note) is amended by striking “(20 U.S.C. 2397h(3))” and inserting “, as such section was in effect on the day preceding the date of enactment of the Carl D. Perkins Vocational and Applied Technology Education Act of 1998”.

(5) IMPROVING AMERICA'S SCHOOLS ACT OF 1994.—Section 563 of the Improving America's Schools Act of 1994 (20 U.S.C. 6301 note) is amended by striking “the date of enactment of an Act reauthorizing the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.)” and inserting “July 1, 1999”.

(6) INTERNAL REVENUE CODE OF 1986.—SECTION 135(C)(3)(B) OF THE INTERNAL REVENUE CODE OF 1986 (26 U.S.C. 135(C)(3)(B)) IS AMENDED—

(A) by striking “subparagraph (C) or (D) of section 521(3) of the Carl D. Perkins Vocational Education Act” and inserting “subparagraph (C) or (D) of section 2(3) of the Workforce Investment Partnership Act of 1998”; and

(B) by striking “any State (as defined in section 521(27) of such Act)” and inserting “any State or outlying area (as the terms ‘State’ and ‘outlying area’ are defined in section 2 of such Act)”.

(7) APPALACHIAN REGIONAL DEVELOPMENT ACT OF 1965.—Section 214(c) of the Appalachian Regional Development Act of 1965 (40 U.S.C. App. 214(c)) (as amended by subsection

(c)(5)) is further amended by striking “Carl D. Perkins Vocational Education Act” and inserting “Carl D. Perkins Vocational and Applied Technology Education Act of 1998”.

(8) VOCATIONAL EDUCATION AMENDMENTS OF 1968.—Section 104 of the Vocational Education Amendments of 1968 (82 Stat. 1091) is amended by striking “section 3 of the Carl D. Perkins Vocational Education Act” and inserting “the Carl D. Perkins Vocational and Applied Technology Education Act of 1998”.

(9) OLDER AMERICANS ACT OF 1965.—The Older Americans Act of 1965 (42 U.S.C. 3001 et seq.) is amended—

(A) in section 502(b)(1)(N)(i) (42 U.S.C. 3056(b)(1)(n)(i)), by striking “or the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.)”; and

(B) in section 505(d)(2) (42 U.S.C. 3056c(d)(2))—

(i) by striking “employment and training programs” and inserting “workforce investment activities”; and

(ii) by striking “the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.)” and inserting “the Carl D. Perkins Vocational and Applied Technology Education Act of 1998”.

### ADDITIONAL STATEMENTS

#### RECOGNITION OF THE HANNIBAL COURIER-POST'S 160TH ANNIVERSARY

• Mr. BOND. Mr. President, I rise today to recognize the Hannibal Courier-Post on its 160th Anniversary. Several years ago, a Courier-Post reporter, Gene Hoenes, was quoted as saying, “People listen to facts announced on the radio and see news on television, but they don't really believe it until they read it in the newspaper.”

From the beginning, this newspaper has provided important information for the people of Hannibal in my home State of Missouri. In the early days, just about anyone who had a cause started a paper, although few survived. Eventually, several of the small and struggling papers merged into what is now the Hannibal Courier-Post, the oldest existing newspaper in Missouri.

It is truly impressive that Hannibal Courier-Post is having its 160th Anniversary. I commend all of the people who have helped to make the Courier-Post succeed throughout its many years of existence. •

#### TRIBUTE TO KATHY WEMHOFF

• Mr. CRAIG. Mr. President, I rise to recognize one of my Idaho constituents, Kathy Wemhoff. With Flag Day quickly approaching on June 14th, I wanted to congratulate Kathy on being the Idaho state winner of The Citizens Flag Alliance Essay Contest. Kathy won a scholarship and went on to compete in the national competition.

Her essay, titled, “The American Flag Protection Amendment: A Right of the People \* \* \* The Right Thing to Do” focuses on the importance of the American flag to all citizens and discusses reasons why we should have a flag protection amendment. I think she has done an excellent job of making the case for protecting the flag, and I

recommend her essay to every member of the Senate.

I feel strongly about the protection of this flag. It is a beacon to us—a reminder of those who died for us and the values that unite us. As we near U.S. Flag Day, I'd like to remind the Senate of the already-proposed amendment to protect our flag and ask all my colleagues to support this important matter. Kathy's feelings are shared by most Americans. Let's not ignore them. Let's support them and build our nation's pride! Let me now read Kathy's essay:

THE AMERICAN FLAG PROTECTION AMENDMENT: A RIGHT OF THE PEOPLE \* \* \* THE RIGHT THING TO DO

I pledge allegiance, to the flag, of the United States of American. . . Every day, millions of voices speak these words first published in "Youth's Companion" on September 8, 1892: voices belonging to the men of the armed forces, school children, and the citizens of the United States of America. The pledge, written for the National Public Schools Celebration of Columbus Day, became enormously popular in a very short time. On Columbus Day of that year, only one month after its publication, more than twelve million school children took the pledge (Quaife 154). The birth of the pledge and its enormous success demonstrate the importance that the American populace place on the flag.

The pledge must hold some special meaning for such a great number of people to believe and repeat these words daily. No words could be clearer than those of the Pledge of Allegiance. Every man, woman, and child who repeats the words not only understands them, but also lives by them. The people are voicing their loyalty to and belief in the nation and its flag as they put their hands to their hearts. Even centuries after the nation's establishment, the flag remains a symbol of the United States and the freedom of the people who reside within.

Symbols have substantial importance in this world, but what exactly is a symbol? A symbol may be an object or idea which suggests some other more distinguished idea by reason of relationship, association, or convention. A Christmas tree or stockings, for example, are symbols heavily depended upon by most people. Few can imagine Christmas without a tree or stockings. The symbol relates the person to that event or object which would otherwise seem unimportant. Without the flag to represent the dedication, honor, and freedom of the United States, we the people will lose our faith in the country. The flag reminds the citizens of their freedom and the soldiers who fought and died for that freedom. The flag, so admirable fluttering in the air, must be preserved from the elements and protected from desecration. The thought of the flag torn and dirtied by carelessness or hatred turns the stomachs of the people who look to the flag with admiration. Not only can this behavior be labeled unjust to the flag, but also to the country and all its people. The need for a law to protect the flag from inequitable harm has arisen, for the flag is relied upon as the national symbol of freedom.

Old Glory, millions of times unraveled and sewn again since Independence Day, July 4, 1776, remains for the most part preserved and protected throughout the country (Quaife 109). People young and old care for the flag as if it were a delicate vase shielded from all harm for many centuries, carrying it in from the rain, never letting it touch the ground, and even guarding it with rifles. When the

flag rises, American citizens young and old stand and salute it to show their respect for what it represents: honor, nobility, and the individual soldiers who fought for our freedoms: of life, liberty, and the pursuit of happiness (Berkin 425). These freedoms are extremely important, yet often taken advantage of.

There remains an exception to the behavior that most possess around the flag; people may desecrate it without punishment. No law exists at this time to protect the flag from ill treatment. Those who desire to fight in the flag's honor can do so by joining forces with all our nations' people and fighting for the creation of a law to protect and preserve it. The Constitution and laws of the country are made by the people, and for the people; therefore, the people have the right to fight for the protection of the American flag. Not a law of one town or of one state, but a law of the nation should be created: an amendment to the United States Constitution guarding against desecration of our nation's symbol of freedom.

The American Flag remains protected from "disloyal utterances" by the Sedition Act, passed in 1918, but holds no personal amendment or act to prevent it from being physically damaged (Berkin 425). An amendment with strength will uphold the credibility of the flag, saving it the humility of desecration or desertion. A simple and unadorned, yet specifically detailed amendment will hold anyone disrespectful to the flag's rights in contempt of the nation. Any purposeful act of aggression against the flag, such as dragging it in the dirt or burning it, would result in heavy punishment. The guidelines of what exactly would be punishable would be stated in the Flag Amendment; the Supreme Court would have the authority to enforce punishment when these laws were violated.

A decision of the court may be based upon much of the same facts as was the case "United States vs. O'Brien, 1968" when four young men burned their draft cards in protest of the Vietnam War. The O'Brien case dealt with the issue of symbolic speech, whether or not certain actions should be allowed to fall under the First Amendment's guarantee of free speech (McClenaghan 118). Burning a flag or desecrating one in any other manner would follow the court ruling of the O'Brien case; a limitless variety of conduct cannot be labeled "speech"; therefore, unacceptable behavior toward the flag can be punishable by law. The flag, protected by the First Amendment under symbolic speech, would then also have an amendment that described the limits of what behavior would be acceptable in its handling and what punishment could be given in the event of its desecration.

The flag, for so many reasons, deserves and needs protection from desecration and misuse. Since the majority of the nation's people view the flag as a symbol of their freedom, it deserves an amendment to recognize and protect it. The need for this amendment exists because of the few people of the nation who cannot respect the flag or look to it as a symbol of their freedom. All citizens should support the cause of creating an amendment to protect the flag from dishonor. It is of great importance to have a symbol of the nation's freedom and unity so that the people do not forget or take advantage of the rights they possess by living in America.●

MEASURE PLACED ON THE CALENDAR—H.R. 3978

Mr. HAGEL. Mr. President, I understand that there is a bill at the desk due for its second reading.

The PRESIDING OFFICER. The clerk will report the bill for the second time.

The assistant legislative clerk read as follows:

A bill (H.R. 3978) to restore provisions agreed to by the conferees to H.R. 2400, entitled the "Transportation Equity Act for the 21st Century," but not included in the conference report to H.R. 2400, and for other purposes.

Mr. HAGEL. Mr. President, I object to further proceedings at this time.

The PRESIDING OFFICER. The bill will be placed on the calendar.

AMENDING THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Mr. HAGEL. Mr. President, I ask unanimous consent the Labor Committee be discharged from further consideration of H.R. 1853 and, further, that the Senate proceed to its immediate consideration.

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

The clerk will report.

The assistant legislative clerk read as follows:

A bill (H.R. 1853) to amend the Carl D. Perkins Vocational and Applied Technology Education Act.

The PRESIDING OFFICER. Is there objection to the immediate consideration of the bill?

There being no objection, the Senate proceeded to consider the bill.

AMENDMENT NO. 2704

Mr. HAGEL. On behalf of Senator JEFFORDS, I send a substitute amendment to the desk and I ask for its consideration.

The PRESIDING OFFICER. The clerk will report.

The assistant legislative clerk read as follows:

The Senator from Nebraska [Mr. HAGEL], for Mr. JEFFORDS, proposes an amendment numbered 2704.

Mr. HAGEL. Mr. President, I ask unanimous consent reading of the amendment be dispensed with.

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

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

Mr. HAGEL. I ask unanimous consent the amendment be agreed to.

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

The amendment (No. 2704) was agreed to.

Mr. HAGEL. Mr. President, I ask unanimous consent the bill be considered read the third time and passed, as amended, and the motion to reconsider be laid upon the table.

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

The bill (H.R. 1853), as amended, was passed.

Mr. HAGEL. Mr. President, I further ask unanimous consent the Senate insist on its amendment, request a conference with the House, and the Chair