

establish one of the first AIDS programs in northwest Arkansas. She was also an active community leader, serving with the American Red Cross, the LPN Advisory Board, the Salvation Army, and the North Arkansas College Board of Trustees. Judge Grayson is revered for her talents and her ability to balance her time effectively between a busy career and family, something which all working mothers aspire to do.

Other female leaders in Arkansas government have taken their talents to universities. Dr. Jane Gates of Jonesboro, who was a member Jonesboro Civil Service Commission, is now a Professor at Arkansas State University. Through her classes on public policy and government, Dr. Gates draws on her experience in government to encourage young women and men to seek public office.

That brings me to another woman who is making a difference in education. Dr. Trudie Reed, who is the President of Philander Smith College in Little Rock, has effectively promoted the contributions of African-Americans and has spearheaded a successful capital campaign drive to increase the college's endowment. Under Dr. Reed's leadership, the historically-black college has grown to be one of the best educational institutions in Central Arkansas. Over the past year, the college has received over \$18 million dollars from various foundations and donors. With the money, the college will build a new library and a new science building.

Other women I want to mention today have made great contributions to their communities. Spurred by the tremendous love and joy she has experienced from adopting two children from Korea and Thailand, Connie Fails of Little Rock has reached out to many families throughout Arkansas and across the nation to help them adopt a child internationally.

In addition to running a successful clothing boutique in Little Rock, Connie works in her spare time as an international adoption escort, traveling to foreign countries and escorting adoptive children to new homes all across the United States. She has also served as the private sector representative to the White House for the Hague Convention. Connie has helped many children, particularly disabled children from disadvantaged countries, find safe, permanent, and loving homes.

Another woman who has reached out to help her community is Donna Holmes of El Dorado. For the past two years, Donna has been the Chairman of Interfaith Help Services, which is a seven-member church collaborative effort that provides financial assistance to underprivileged residents in the form of medical assistance, dental assistance, monthly expense assistance, and a food pantry.

I recently nominated Donna for the Mitsubishi Motors Unsung Heroine Award, which honors women who have

gone beyond the call of duty to serve those in need. Mitsubishi has donated \$5,000 to Interfaith Help Services, and PBS will produce a documentary about Donna this spring. I am so proud and grateful for Donna's incredible efforts. Under her leadership, Interfaith Help Services has helped over 6,900 single parents, children, and families since 1991.

As we recognize the great accomplishments women have made over the centuries, it is with great respect and admiration that I pay personal tribute to the women of Arkansas today. Their achievements in the areas of government, education, and community service have made them outstanding local role models for young women and girls who aspire to make positive differences in their communities.

As the youngest woman to ever serve in the U.S. Senate, I share their desire to make our nation a better place for our children. I am humbled by and thankful for their work and am glad to have the opportunity to recognize them today.

BILL RADIGAN OF VERMILLION, SOUTH DAKOTA

Mr. DASCHLE. Mr. President, I was deeply saddened today to learn of the passing of a dedicated public servant and a dear friend to South Dakota and to me. Bill Radigan spent his entire life serving those around him, and he will certainly be missed.

As a young man, Bill joined the Army Air Corps, so that he could serve his country during World War II. After the war, he returned to his hometown of Vermillion, SD to continue what would become a lifelong commitment to public service. He served Clay County with the U.S. Postal Service for 35 years and coordinated Vermillion's school bus system. Thousands across the State benefitted from Bill's work with the American Legion and the VFW, where he served as secretary of the South Dakota Teener Baseball program for more than 30 years, and as State Quartermaster/Adjunct for nearly 50 years. For 55 years he was a member of the Vermillion Volunteer Fire Department, where he served as secretary-treasurer. Bill was a dedicated husband to his wife Susie, the loving father of 11, and a grandfather to many.

In 1988, Bill ran for, and was elected to, the Vermillion City Council. Six years later he was elected mayor. Vermillion has been well served by its mayor, and, under his leadership, the city has embarked on a number of exciting projects that will sustain the community's prosperity well into the future.

Bill Radigan's list of accomplishments is certainly impressive. But those activities only began to scratch the surface of who Bill was and why he will be missed. Bill didn't engage in public service because he wanted to add to a list of accomplishments. He simply

saw something that needed to be done, and he stepped forward to answer the call. From serving in the military, to agreeing to help drive busloads of children to school, no job was too daunting, or too insignificant, for Bill Radigan.

As a mayor, Bill was universally recognized as someone who was fair, who truly valued citizen involvement in the governing process, and who cared deeply about his community. From the business community to college students, Bill Radigan truly valued every Vermillion citizen's thoughts on the issues confronting the city. I have never heard of anyone who thought they were treated unfairly by Bill Radigan, and even those with whom he disagreed found him sincere and honest. Bill Radigan was effective because he based every decision he made as mayor on what he thought was best for the community. We could all learn a lot from Bill Radigan's commitment to his community and his approach to government.

I wish to express my sincere condolences to Bill Radigan's family and to the people of Vermillion. Mayor Radigan was a dedicated father, a model public servant, and a wonderful person. We will miss him.

BUDGET SCOREKEEPING REPORT

Mr. DOMENICI. Mr. President, I hereby submit to the Senate the budget scorekeeping report prepared by the Congressional Budget Office under section 308(b) and in aid of section 311 of the Congressional Budget Act of 1974, as amended. This report meets the requirements for Senate scorekeeping of section 5 of S. Con. Res. 32, the First Concurrent Resolution on the Budget for 1986.

This report shows the effects of congressional action on the 2001 budget through March 26, 2001. The estimates of budget authority, outlays, and revenues are consistent with the technical and economic assumptions of the 2001 Concurrent Resolution on the Budget (H. Con. Res. 290).

The estimates show that current level spending is above the budget resolution by \$33.9 billion in budget authority and by \$21.8 billion in outlays. Current level is \$14.1 billion above the revenue floor in 2001.

Since my last report, dated January 30, 2001, the Congress has taken no action that has changed budget authority, outlays, or revenues.

Mr. President, I ask unanimous consent to print a letter and enclosures from the Congressional Budget Office in the RECORD.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

U.S. CONGRESS,
CONGRESSIONAL BUDGET OFFICE,
Washington, DC, March 27, 2001.

Hon. PETE V. DOMENICI,
Chairman, Committee on the Budget,
U.S. Senate, Washington, DC.

DEAR MR. CHAIRMAN: The enclosed tables show the effects of Congressional action on

the 2001 budget and are current through March 26, 2001. This report is submitted under section 308(b) and in aid of section 311 of the Congressional Budget Act, as amended.

The estimates of budget authority, outlays, and revenues are consistent with the technical and economic assumptions of H. Con. Res. 290, the Concurrent Resolution on the Budget for Fiscal Year 2001.

Since my last report, dated January 25, 2001, the Congress has taken no action that has changed budget authority, outlays, or revenues.

Sincerely,

STEVEN LIEBERMAN
(For Dan L. Crippen, Director).

Enclosures.

TABLE 1.—FISCAL YEAR 2001 SENATE CURRENT LEVEL REPORT, AS OF MARCH 23, 2001
(In billions of dollars)

	Budget resolution	Current level ¹	Current level over/under resolution
ON-BUDGET			
Budget Authority	1,534.5	1,568.4	33.9
Outlays	1,495.9	1,517.7	21.8
Revenues:			
2001	1,498.2	1,512.3	14.1
2001–2005	8,022.4	8,155.9	133.5
Debt Subject to Limit	5,663.5	5,654.3	–9.2
OFF-BUDGET			
Social Security Outlays:			
2001	336.5	337.2	0.7
2001–2005	1,765.0	1,767.3	2.3
Social Security Revenues:			
2001	501.5	501.5	(?)
2001–2005	2,740.8	2,740.8	(?)

¹ Current level is the estimated revenue and direct spending effects of all legislation that the Congress has enacted or sent to the President for his approval. In addition, full-year funding estimates under current law are included for entitlement and mandatory programs requiring annual appropriations even if the appropriations have not been made. The current level of debt subject to limit reflects the latest information from the U.S. Treasury.

² Less than \$50 million.

Source: Congressional Budget Office.

TABLE 2.—SUPPORTING DETAIL FOR THE FISCAL YEAR 2001 SENATE CURRENT LEVEL REPORT FOR ON-BUDGET SPENDING AND REVENUES, AS OF MARCH 26, 2001
(In millions of dollars)

	Budget authority	Outlays	Revenues
ENACTED PREVIOUS SESSIONS			
Revenues	n.a.	n.a.	1,514,820
Permanents and other spending legislation	972,555	923,811	n.a.
Appropriation legislation	911,231	892,084	n.a.
Offsetting receipts	–298,597	–928,677	n.a.
Total, enacted in previous sessions	1,585,189	1,517,218	1,514,820
ENTITLEMENTS AND MANDATORIES			
Adjustments to appropriated mandatories to reflect base-line estimates	–16,743	519	n.a.
Total Current Level	1,568,446	1,517,737	1,514,820
Total Budget Resolution	1,534,546	1,495,924	1,498,200
Current Level Over Budget Resolution	33,900	21,813	16,620
Current Level Under Budget Resolution	n.a.	n.a.	n.a.
MEMORANDUM			
Emergency designations for bills enacted this session ...	8,744	11,225	0

Note.—n.a. = not applicable.

Source: Congressional Budget Office.

SURVIVING SCHOOL VIOLENCE

Mr. LEVIN. Mr. President, earlier this week, a Today Show reporter interviewed Mr. Bob Stuber, a former police officer from California, who maintains a website called Escapeschool.com. Mr. Stuber's website gives advice to students who

may one day find themselves caught in the crossfire of a shooting at school. The former police officer offers practical information in this day and age, such as what gunfire sounds like, what to do when a student hears gunfire, and what a student should look for in a hiding place.

It is simply heart breaking that this type of advice is even necessary. Yet, students in school are increasingly worried for their safety. Escapeschool.com is a valuable resource because in addition to giving advice to students, it also gives advice to schools and communities to try to prevent such shootings, and information for parents who want to communicate with their children about these events.

I encourage students and parents to look at this website and talk to each other about some of the dangers associated with guns. I also encourage my colleagues to look at the website with the hope that we in Congress can restart a dialogue about how to limit youth access to guns and reduce such shootings in American schools.

I ask consent to print in the RECORD excerpts from the transcript of the interview with Mr. Bob Stuber.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

BOB STUBER DISCUSSES HIS ESCAPESCHOOL.COM PROGRAM TO TEACH CHILDREN WHAT TO DO DURING A SCHOOL SHOOTING

(Soledad O'Brien, co-host)

O'BRIEN. You give very specific advice. I want to get into some of it. If there is a shooting at a school, what should a student do?

Mr. STUBER. One of the very first things a student needs to know is that it's very hard to tell the difference between firecrackers and gunfire. Lots of times when you hear about these reports, you hear people say, 'I thought it was firecrackers. I went to see, and then I saw a shooter.' If you hear a sound, and you're not sure what it is, assume it could be gunfire and begin to take that defensive posture. It doesn't mean you have to jump under a table, just start thinking that way. That's the very first thing they need to know.

O'BRIEN. If it becomes clear that it is gunfire, should a student run?

Mr. STUBER. Absolutely! There are certain policies in place in some of the schools where under the best case scenario, they want them to go to a certain room and hide, and if you can do that, that's fine. But most of the time, you can't. Then we start talking about running. You want to keep this thing logical. Kids need to know how to run. For instance...

O'BRIEN. Where to run.

Mr. STUBER. Right. Where you—you don't want to run in a straight line. You want to either run in a zigzag fashion or you want to turn a corner because bullets don't turn corners. If you're going to hide and you pick a car, you want to hide at the front of the car where the engine block is, because that can stop a bullet. The middle of the car, the back of the car can't. Those little tips, and they're not frightening, those little tips are the things that make a difference.

O'BRIEN. Do you think a student should hide in a—in a shooting?

Mr. STUBER. Yeah, absolutely. What we think students should do first of all is—is,

know the difference between cover and concealment. What they want to find is cover. For instance, a big tree with a giant trunk, that's cover. That will hide you and protect you. A hedge is concealment. It will hide you, but it won't protect you. Students have to find a place to hide where they can be safe. So the very first thing you begin to teach them, what to look for in a hiding spot.

O'BRIEN. If students are inside the classroom, is the best advice to stay inside the classroom? Or is the best advice to leave that classroom as soon as possible?

Mr. STUBER. It really—it really depends. There is no absolutes. If you can stay in that classroom, the teacher can lock the door. You can line up against the—the opposite wall, and—and you're going to be safe, that's fine. But if this action is coming down the hall, and it's coming to your classroom, you have to get out of there. So then you have to know, how should I get out? Should I go down the hall or should I go to the window, try to escape through the window? You know, we work with kids all the time. We—we set scenarios up. In one case I remember, we had kids go to the window to make an exit and because the windows wouldn't open, they naturally said, 'Well, we have to go down the hall.' They didn't think they could break the window and make an exit. You have to tell them that.

O'BRIEN. In one recent school shooting, there was an armed officer inside the school which managed to bring the shooting to a close pretty quickly.

Mr. STUBER. Right.

O'BRIEN. Do you think then that that's an indication that that's the way to go? Schools should have armed officers in the hallways?

Mr. STUBER. Well, you know, in the last two shootings, it kind of helped out, but there is no strong evidence that says it's a preventive tool. It was good that they were there. I'm not so sure schools have to go in that direction. There's so little data right now, you can't make a conclusive observation. So right now what we're trying to center on is the techniques that the students themselves can practice while all the data is being collected to make definitive prevention prognosis.

O'BRIEN. It seems critical that students report any threats that they hear. And yet time and time again, we hear that they don't. Oh, there were threats. They didn't think it was important.

Mr. STUBER. Right.

O'BRIEN. They didn't believe them. How do you make the threats actually get to the notice of the teachers?

Mr. STUBER. That is a big deal. You know, in almost every one of these shootings there has been threats, rumors or jokes. And some students haven't reported them. One of the reasons some students give is that there was no system for reporting anonymously. Schools have to provide a system where the student can report anonymously. It—because if the person finds out that you're the one that reported him, you're—you may end up getting in more trouble. So students are reluctant to report. They're also thinking, 'Well, I'm going to get my friend in trouble.' Look, it's like being at the airport. No jokes allowed in this area. Parents and schools have to tell them, report. Even a joke, you have to report.

O'BRIEN. Some good advice.

RADIATION EXPOSURE COMPENSATION ACT

Mr. DOMENICI. Mr. President, I ask my colleagues to imagine the following nightmare: