

the RECORD my statement on the nomination of Thomas Griffith.

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

NOMINATION OF THOMAS GRIFFITH

Mr. BIDEN. Mr. President, I rise today to discuss the nomination of Thomas Griffith to the U.S. Court of Appeals for the District of Columbia. I intend to vote for Mr. Griffith's nomination today. When the Judiciary Committee reported Mr. Griffith's nomination to the floor on April 14, I opposed his nomination because of my concern over the nexus between his public views on title IX and his views on stare decisis. More specifically, I expressed concern that Mr. Griffith had not clearly indicated that he would respect 27 years of the accepted legal interpretation espoused by successive administrations and other Federal appellate courts regarding the "substantial proportionality" test of title IX. In my view, failure to accept this consensus as "applicable precedent" would mark a monumental, and unacceptable, shift in the ability to enforce title IX.

When I voted against Mr. Griffith in the Judiciary Committee, however, I stated that I would reconsider my vote on the floor if I received assurances that he would respect the unanimous consensus of the Federal appellate courts and prior and current administration interpretations on title IX. When I was unable to reach Mr. Griffith, I had my staff director speak to him to ask a series of followup questions. Mr. Griffith assured my staff that he would consider the consensus views of the appellate courts and administration views as "applicable precedent" with respect to any challenge to title IX he might face as a sitting judge on the DC Circuit. He also reiterated the point, made in his earlier written responses, that he would recuse himself in any case where the DC Circuit's recusal rules required it. Mr. Griffith also noted that he has five daughters who are all active in sports and who had been direct beneficiaries of title IX. He stated that, having seen first-hand the tangible effects of increased participation for women in sports, he would never do anything to curtail the continued success of title IX.

By all accounts, Mr. Griffith is an honorable man and I take him at his word. It is my hope and expectation that he will apply the consensus precedent on title IX matters should he consider them on the bench. I am fortified in my views by the strong endorsement of Mr. Griffith's nomination by three individuals for whom I have great respect—Judge Abner Mikva, Gregory Craig, and Lanny Breuer. I served in Congress with Judge Mikva, helped shepherd his nomination to the Federal bench, and worked closely with him when he was White Counsel and I was chairman, then ranking member, of the Judiciary Committee. I have worked with all three of these individuals, and their personal assurances to me that Mr. Griffith is both a man of his word and possessed of the requisite judgment and temperament to sit on the Federal bench is a significant factor in my decision to support his nomination. Finally, I am hopeful that Mr. Griffith will also remain true to his word for the sake of his five daughters who have been direct beneficiaries of title IX.

For these reasons, I have decided to support Mr. Griffith's nomination on the floor.

ADDITIONAL STATEMENTS

RECOGNITION OF ECONOMIC EDUCATION ACHIEVEMENTS

• Mr. AKAKA. Mr. President, I want to recognize the achievements of several individuals from Hawaii who have excelled in an area of great interest to me, the area of economic education.

First is Lance Suzuki, a teacher at Maryknoll High School in Hawaii. For his AP Economics class he developed a new and very innovative piece of curriculum, a novel approach to involve the students in learning economics. This lesson is called "What Does 2 Trillion Dollars Buy?" where students participate in learning the political side of the economy as well as how the federal budget is developed and approved by the Congress. For this lesson, he was recognized by the NASDAQ Stock Market Educational Foundation, Inc. and the National Council on Economic Education as the Grand Winner of their 2005 National Teaching Award.

Economic education is very important to our nation. Commercial marketing continues to target younger audiences—not just teenagers, but young children—to become consumers and in some cases provides them with easy access to lines of credit. We must ensure that our students have the necessary tools for sound financial decision making. Lance Suzuki's curriculum achieves this important goal. Not only will his students and school benefit, but all of us will gain from the innovative efforts of Lance Suzuki. I am proud that a teacher in my home State of Hawaii has been recognized with this prestigious award for expanding economic education.

I also wish to congratulate a group from Iolani School. They are students Justin Van Etten, Lara Malins, Tyler Mizumoto and Reed Ayabe, and their coach, Col. Richard Rankin. These four students along with team member Steve Schowalter, who was unable to attend the competition, comprise the top Iolani School Economics Team. On May 23, 2005, they won the 2005 National Economics Challenge, a competition that started out with 34,000 teams nationwide. The future of our country depends on our students, and I am pleased to know that Hawaii is turning out such successful young people. I earnestly congratulate them for their achievement.

I have been very active in working to address economic and financial illiteracy in the United States. I have introduced legislation including the Mutual Fund Transparency Act, the College Literacy in Financial Education Act and the enacted Excellence in Economic Education Act. We must strive for better economic and financial literacy, which, in turn, will result in stronger families, better-functioning markets, and a more secure future for our nation.

It is a critical time for citizens to be literate in economic issues. More than

ever, the need for leadership in the classroom is foremost and the involvement of students is paramount. Lance Suzuki and the Iolani Economics Team are role models for our country and I am proud to extend my sincere congratulations and appreciation for their hard work.●

RECOGNIZING JULIA DYER

• Mr. ALLEN. Mr. President, today I am pleased to recognize Julia Dyer, a teacher at Albemarle High School in Charlottesville, VA, who is one of eight finalists for the Richard T. Farrell Teacher of Merit Award for outstanding success in teaching history.

The Richard T. Farrell Award is presented each year to a teacher who employs innovative and creative teaching methods in and out of the classroom. The teacher must participate in the National History Day program, develop and use creative teaching methods to pique students' interest in history, help them make exciting discoveries about the past, show exemplary commitment to helping students develop their awareness of history and recognize their achievements.

Ms. Dyer is being recognized for her dedication to the National History Day program and her success with improving history education. She has been involved in helping students participate in National History Day for over 20 years. Ms. Dyer has a unique ability to take a classroom curriculum and personalize it for each student. And, most impressively, she continues to have an impact on students even after they have left her classroom.

As a former Governor who implemented academic standards for Virginia's students in a broad range of subjects, including history, I am especially pleased that we have outstanding women like Julia teaching in our schools. I commend Julia on her selection for this award and applaud her dedication to her students, the improvement of the educational process and the teaching of our common history. With dedicated teachers like Julia Dyer, I know the students in Virginia, and indeed across America, have a bright future.●

COLLEGE WORLD SERIES IN OMAHA—JUNE 2005

• Mr. NELSON of Nebraska. Mr. President, on June 17, 2005, more than a half-century baseball tradition continues in Omaha, NE. This is the 56th year in a row that Omaha plays host to what is officially named the NCAA Men's College World Series. Of course, baseball fans nationwide know it by its unofficial name—"The Road to Omaha."

The Men's College World Series features the best teams that college baseball has to offer. Many of the players are the professional superstars of tomorrow. One has even gone on to become President of the United States.

As a student at Yale University, President George H.W. Bush played in the College World Series in Kalamazoo, MI, in 1948, 2 years before the games found their permanent home in Omaha.

In 2001, President George W. Bush came to Omaha to throw out the first ball at Johnny Rosenblatt Stadium. The stadium, named in honor of a former Omaha mayor and avid baseball fan, serves as the home ballpark for the Omaha Royals, which is the Pacific Coast League AAA farm team of the Kansas City Royals.

Since the College World Series came to Omaha in 1950, there have been 799 games played at Rosenblatt Stadium with 5,692,950 fans in attendance. The attendance shows remarkable growth from that first year when fewer than 18,000 fans showed up for the entire series. Today, the average attendance for the entire 10-day event approaches 230,000 with an average per-session attendance of nearly 23,000.

Credit for this phenomenal success story goes to College World Series of Omaha, Inc., a nonprofit organization which has captured the imagination of the people of Omaha, its business leaders, city officials and volunteers.

We are often asked by fans that follow their teams here and are attending their first College World Series, "Why Omaha?" The answer is easy. The entire city rolls out the red carpet for visiting teams and their supporters. Baseball fans, most from the Omaha area, fill the stadium for each game. They cheer all participating teams equally, making players, families and fans from other parts of the country feel welcome. Even when hometown favorites, the Nebraska Cornhuskers or Creighton Bluejays make it to the series, fans continue to cheer for teams coming from other States.

Many Omaha supporters take time off from work during the 10-day event, tailgating on the stadium grounds and attending games each day. They will often wait in line all night to buy tickets which remain low in price despite sellouts and the fact that games are telecast nationwide on ESPN and ESPN2. A book of 50 general admission tickets sells for \$50. Even box seats for the championship games sell for only \$30.

The College World Series in Omaha has become as much of a tradition as baseball itself. Even the name, Omaha, has become synonymous with championship baseball. Instead of referring to it as the College World Series or the NCAA Division I Baseball Championship, teams competing to play here all refer to Regional and Super Regional tournaments as the "Road to Omaha."

In the same year that baseball returned to Washington, DC, I am proud that the College World Series returns to Omaha for its 56th consecutive year with contractual assurances that it will remain here at least through 2010.

I'd like to extend a warm Nebraska invitation to all of my colleagues and baseball fans everywhere to come to

Omaha from June 17 through 27 to enjoy college baseball's finest tradition. You are certain to enjoy yourselves, and like many of the players who earn the right to participate in the College World Series, you, too, will find yourself part of the "Road to Omaha" experience.●

SOL M. LINOWITZ

● Mr. SARBANES. Mr. President, when Sol M. Linowitz died recently, at the age of 91, this country lost a distinguished citizen and his family lost a loving, wise and generous husband, father, brother and grandfather. Those who had the privilege of working with him—and there are many of us—lost a colleague and wise counselor and, above all, a dear friend.

It says much about Sol Linowitz that he opened his 1985 memoir, *The Making of a Public Man*, with a citation from Justice Oliver Wendell Holmes, Jr.: "It is required of a man that he should share the passion and action of his time at peril of being judged not to have lived." That is precisely what Sol did over the course of what his brother, Bob Linowes, described—too modestly—as Sol's "exemplary and productive life." Indeed, it can be said of Sol Linowitz that almost from his birth in 1913 until his death earlier this year, he reflected in his own life the highest ideals, aspirations and achievements of 20th-century America.

Sol Linowitz was the eldest of Joseph and Rose Linowitz's four sons. Both his parents had come to this country as adolescents from what was then the Russian empire. They met and married in this country, settling in Trenton, NJ, and raising their family there. Of his parents Sol has written simply but eloquently: they "were not highly educated people; they had come across the ocean . . . bringing their hopes and little more . . . their life was a struggle." From his parents he received the priceless gift of principles by which to live his own life: the fundamental importance of education; values taught by example, not rhetoric; people helping others in need. He grew up in a neighborhood of families similar to his own, except that they had come from Ireland, and Italy and in an earlier time and under different conditions, from Africa. He could see that his parents "most of all loved and trusted this country."

On the strength of advice from a high school teacher and a modest scholarship, Sol Linowitz went to Hamilton College, where he went on to become the Class of 1935 Salutatorian. Advice from a distinguished Hamilton alumnus, Elihu Root, led him to law school; when he told Root that he was thinking of becoming a rabbi or studying law, Root replied: "Become a lawyer. I have found that a lawyer needs twice as much religion as a minister or rabbi." Once again, this time at Cornell Law School, he rose to the top of his class, finishing first and serving as

editor-in-chief of the Cornell Law Quarterly. A number of his law-school friends, like Senator Edmund Muskie and Secretary of State William Rogers, went on to become eminent public servants and practitioners of the law. But Sol wrote with typical understatement in his memoir that "the most significant social contact" of his years at Cornell was Toni Zimmerman, a Cornell student. All who know Toni Zimmerman Linowitz would certainly agree. Sol and Toni were married for 65 years.

Sol chose to practice law in Rochester with the small family firm of Sutherland and Sutherland. Following government and military service during World War II, he and Toni returned to Rochester. Sol resumed his law practice. At the same time, he entered into the sustained engagement in community and national affairs that was to illuminate his entire life.

Sol Linowitz's commitment to public service extended far beyond his government service, which began with his OAS ambassadorship, in 1969. He found an extraordinary range of opportunities to serve. For many years he was a trustee of Hamilton College and of Cornell University, which had both served him so well—and also of Johns Hopkins University, in Baltimore, and the University of Rochester and the Eastman School of Music, in Rochester. He was chairman of the Jewish Theological Seminary of America. He served as president of the National Urban League. He was a co-founder of the International Executive Service Committee, in 1964, and the founder of the InterAmerican Dialogue, in 1982. He was an advisor to three U.S. Presidents, and was President Carter's representative in the Israel-Egypt negotiations following the Camp David Accord.

With Ambassador Ellsworth Bunker, Sol Linowitz led the U.S. team that negotiated the Panama Canal Treaties. It has been reported that years later Sol said of this daunting challenge, "In retrospect, I'd have to say that assignment was probably the most difficult and the most challenging of my life. It is also the accomplishment of which I am most proud." Sol had reason to take pride in his achievement. The treaties were brilliantly drafted and negotiated. They put an end to a growing source of friction in U.S. relations not just with Panama but with all of Latin America, and assured the continuing, smooth operation of the Canal.

It was in my capacity as a manager of the floor debate over the Senate's advice and consent to the treaties that I worked closely with Sol Linowitz over many months and got to know him well. He was an extraordinarily skillful diplomat, an honorable and dedicated public servant. He was also a person of singular intelligence, integrity, and human compassion. It was my privilege to consider him a friend.

Sol opened his memoir with the quotation cited above from Justice Oliver Wendell Holmes, Jr. In closing, he