

NOT VOTING—

Thompson

So the resolution (S. Res. 253) was agreed to.

The preamble was agreed to.

The resolution, with its preamble, reads as follows:

S. RES. 253

Whereas, Mohammed Abbas, alias Abu Abbas, was convicted by a Genoan Court in June 1986 and sentenced to life in prison, in absentia, for "kidnaping for terrorist ends that caused the killing of a person" for his role in the death of an American citizen, Leon Klinghoffer;

Whereas, a report from the Italian magistrate who tried the case against Abbas stated that the evidence was "multiple, unequivocal, and overwhelming" and that his actions in training and financing for this operation, and in choosing the target, as well as in planning the escape, made Abbas guilty of the murder;

Whereas, a warrant Abbas' arrest was unsealed in October 1985 charging him with hijacking, and a bounty of \$250,000 was offered for his arrest;

Whereas, the Justice Department felt that it did not have the evidence to convict him, and citing the conviction, albeit in absentia by the Italian authorities, cancelled the warrant for his arrest in January 1988;

Whereas, at an April 1996 meeting of the Palestine National Council in Gaza, Abbas described the killing as "a mistake" and that Mr. Klinghoffer was killed because he "had started to incite the passengers against [the kidnappers]";

Now, Therefore, be it *Resolved*, That it is the sense of the Senate that the Attorney General should seek, from the appropriate foreign government, the detention and extradition to the United States of Mohammed Abbas (also known as Abu Abbas) for the murder of Leon Klinghoffer in October 1985 during the hijacking of the vessel *Achille Lauro*.

Mr. SIMPSON. Mr. President, I move to reconsider the vote.

Mr. KENNEDY. Mr. President, I move to lay that motion on the table.

The motion to lay on the table was agreed to.

IMMIGRATION CONTROL AND FINANCIAL RESPONSIBILITY ACT OF 1996

The Senate continued with the consideration of the bill.

Mr. SIMPSON. Mr. President, Senator HATFIELD would like to speak for, I believe, 7 minutes on his own hour with regard to any matter that he might address. Then we will try to do this procedure. We have two Senator KENNEDY amendments. I do not think there will be any extensive—there will be debate, 30 minutes, 40 minutes, with regard to those amendments. Then those two amendments will be considered and taken up back to back.

Then we will lay down and proceed to the amendment, which is already in the mix, with regard to birth certificates and driver's licenses. I cannot describe when that might come to a vote, but that will be the matter of business.

So I urge all who wish to be involved in that debate to please review the complete changed amendment. That is

a very different procedure from what was passed out of the Judiciary Committee with regard to driver's licenses, birth certificates, the breeder document that causes the most concern.

So that is the agenda. Then, of course, the time is running, under the constraints after cloture. We will simply proceed. There are many amendments and no time for many persons to do anything but speak very briefly. Some are listed with no particular topic or subject. Some 20 are by one Senator. I hope that the breath of reality will enter the scene with regard to some of those.

Mr. HATFIELD addressed the Chair.

The PRESIDING OFFICER. The Senator from Oregon is recognized.

THE CONSTITUTIONAL LEGACY OF LINCOLN HIGH SCHOOL

Mr. HATFIELD. Mr. President, I want to give recognition to a very outstanding group of young people from my State of Oregon, who represent the Lincoln High School of Portland, OR.

Mr. President, as you know, during the bicentennial of the Constitution, there was a commission formed of which Chief Justice Burger of the Supreme Court was chair. I was privileged to serve on that commission. In part of that commission's proceedings, we decided to develop an ongoing project, bringing a focus to the Constitution of the United States amongst the high school students of our country. That started in 1987.

I want to say that that has been a program that I think has certainly been worthy of the investment the Federal Government has made sustaining that program over the years. I suppose you might call it boasting, but I do not really think so. I am merely making a recognition of an extraordinary accomplishment. One high school out of the State of Oregon has not only won the State championship each year of the 9 years of this program, it has finished in the top 10 contestants from high schools from every State in the Union here in Washington, except for 1 year. It had won the national championship 2 years, until last night when it won it for the third time—one high school.

I want to say that this is a high school that is in an urban setting, and it is a high school that draws students from many diverse and social economic backgrounds. The students who compete have varied academic backgrounds, and the team consists of sophomores, juniors, and seniors, and they work together as a team.

The competition these student participated in was rigorous and very meaningful. Students demonstrated their knowledge of the Constitution before simulated congressional committees made up of constitutional scholars, lawyers, journalists, and government leaders. The panel of judges tested the expertise of the classroom teams on a number of significant questions—questions such as, "How did the values

and principles embodied in the Constitution shape American institutions, and what are the roles of the citizens in an American democracy?"

Mr. President, these are questions I still contemplate and struggle with. There is something exciting about a room full of high school students excited themselves about the Constitution, and excited about the Nation's heritage.

Senator PELL and I had the privilege of being with this group from all over the country last night. The students have worked very hard for this honor, and there are a number of people who have helped them make this achievement a reality. Special recognition must go to Marilyn Cover, the State coordinator, and Dan James, the district coordinator for the We the People Program.

I must also recognize the teachers and volunteers who gave up their time to prepare the students. Dave Bailey and Gailen Norsworthy are both teachers at Lincoln High School and coaches for the constitutional team. Also, Chris Hardman and Chuck Sparks, who are attorneys from the local community who volunteered to prepare the students for the legal rigors of the competition. Also, I must single out the principal of Lincoln High School, Velma Johnson. She is proud of these students, and she has been extremely supportive of the We the People Program.

Mr. President, while it takes a number of outstanding individuals to achieve the winning record of Lincoln High School, one individual stands out as the catalyst and mentor for this stellar group of young scholars—Hal Hart. Hal Hart is an attorney by profession. He has a private law practice in Portland, but he takes time out of his busy practice to teach at Lincoln High School. For Hal, this is a labor of love and an opportunity to give back to the community. He teaches the students about the intricacies of the Constitution, and based on the school's record of success, he is obviously a master teacher.

I also want to individually commend the students by placing a list of the participants from all over this country in the RECORD.

I ask unanimous consent that the list be printed at this point in the RECORD.

There being no objection, the list was ordered to be printed in the Record, as follows:

CLASS ROSTER FOR THE 1995-96 LINCOLN HIGH SCHOOL BICENTENNIAL CLASS ON THE UNITED STATES' CONSTITUTION AND BILL OF RIGHTS

Vasiliki Despina Ariston, age 15; Parents: Dino and Demetra Ariston.

Jerome Rain Axelrod, age 15; Parents: Marilyn Couch and David Axelrod.

Rebekah Rose Cook, age 16; Parents: Jim and Anne Cook.

Tawan Wyndelle Thomas Davis, age 16; Parents: Sylvia Anne Davis.

Amanda Hope Emmerson, age 16; Parents: Ron and Ann Emmerson.

Tiffany Ann Grosvenor, age 16; Parents: John and Jennifer Grosvenor.

William John Hawkins IV, age 17; Parents: Bill and Kit Hawkins.

Soren Anders Heitmann, age 17; Parents: Steve Heitmann and Natasha Kern.

Stacy Elizabeth Humes-Schultz, age 15; Parents: Kathryn Humes and Duane Schulz.

Marissa Tamar Isaak, age 15; Parents: Rabbi Daniel and Carol Isaak.

Heather Brooke Johnson, age 17; Parents: Tony and K.C. Johnson.

Katherine Mace Kasameyer, age 15; Parents: Kace and Jan Kasameyer.

Christopher Michael Knutson, age 18; Parents: Michael and Carol Knutson.

Jeanne Marie Layman, age 18; Parents: Charles and Debbie Layman.

Daniel Hart Lerner, age 17; Parents: Cheryl Tonkin and Glenn Lerner.

Casey James McMahon, age 18; Parents: Patty O'Connor and Jack McMahon.

Lindsay Katrine Nesbit, age 17; Parents: Lee and Deborah Nesbit.

Gerald William Palmrose, age 16; Parents: David and Sonu Palmrose.

Mary Ruth Pursifull, age 19; Parents: Rajiam and Meidana Pursifull.

Catherine Clare Rockwood, age 16; Parents: Theresa Rockwood and David Rockwood.

Daniel Boss Rubin, age 15; Parents: Susie Boss.

Elizabeth (Liz) Leslie Rutzick, age 16.

Mark Richard Samco, age 16; Parents: Rick and Martha Samco.

Kathryn Denelle Stevens, age 15; Parents: Steve and Janet Stevens.

Simon Brendan Thomas, age 17; Parents: Susan Rosenthal and Bill Thomas.

Miles Mark Von Bergen, age 18; Parents: Paul and Jan Von Bergen.

Lauren Elizabeth Wiener, age 17; Parents: Julie Grandfield and Jon Wiener.

Farleigh Aiken Wolfe, age 17; Parents: Stephen and Jill Wolfe.

Mr. HATFIELD. I must also recognize the program that generates the enthusiasm of the Constitution in these students, the We the People * * * The Citizen and the Constitution features an intensive curriculum, which provides students with a fundamental understanding of the Constitution and the Bill of Rights and the principles and values they embody. The program is designed to promote an understanding of the rights and responsibilities of citizens of our constitutional democracy, and gathered around this particular focus have been more than 22 million students in this country who have participated in the program, at all levels, during the last 9 years—22 million. Developed and administered by the Los Angeles-based Center for Civic Education, the program is funded by the U.S. Department of Education.

In discussing the We the People Program, I want to pay special tribute to my good friend, Senator CLAIBORNE PELL of Rhode Island. Senator PELL's commitment to education is unparalleled in this institution. He is the father of the We the People Program, and he has been actively involved in its activities since its inception. Senator PELL has been a mentor to me and to all of us over the years on the issue of education, as well as other issues. The Senate is going to miss his intellect and pragmatic approach to governing. I want to also thank a gifted member of Senator PELL's staff, David Evans, for all of his hard work in conjunction with the We the People Program and his many years of faithful service.

Mr. President, Lincoln High School has built a dynasty in the We the People Program. This is a dynasty of success, but, most importantly, a dynasty of knowledge—knowledge that will enable them to understand our country's origins and foundations and knowledge that will help them to be better citizens.

Mr. President, I shout from the housetops, congratulations, Lincoln High School. You have made many people, myself included, very, very proud.

Mr. President, I ask unanimous consent to have a list of all the winners of the 1996 competition—the national winner at the top, Lincoln High School; second place, Amador Valley High School, Pleasanton, CA; third place, East High School, Denver, CO; and the following honorable mentions, regional awards, and unit awards—printed in the RECORD.

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

WE THE PEOPLE . . . THE CITIZEN AND THE CONSTITUTION—LIST OF 1996 WINNERS

National winner: Lincoln High School, Portland, OR. Second place: Amador Valley High School, Pleasanton, CA. Third place: East High School, Denver, CO.

Honorable mention: Other Top Ten Finalists Team—Alphabetically by State)—Chamblee High School, Chamblee, GA; Maine South High School, Park Ridge, IL; Lawrence Central High School, Indianapolis, IN; St. Dominic Regional High School, Lewiston, ME; East Brunswick High School, East Brunswick, NJ; Half Hollow Hills High School, Dix Hills, NY; and McAllen Memorial High School, McAllen, TX.

Winners of Regional Awards: Best Non-Finalist Team from each Region—Western States: Boulder City High School, Boulder City, NV; Mountain/Plain States: Lincoln Southeast High School, Lincoln, NE; Central States: East Kentwood High School, Kentwood, MI; Southeastern States: Hillsboro Comprehensive High School, Nashville, TN; and Northeastern States: Hampton High School, Allison Park, PA.

Winners of Unit Awards: Best Non-Finalist Team for Expertise in each Unit of Competition—Unit 1 (*Foundations of Democracy*): Johnston High School, Johnston, IA; Unit 2 (*Creation of the Constitution*): Moriarty High School, Moriarty, NM; Unit 3 (*Constitution Shapes Institutions*): Hutchinson High School, Hutchinson, MN; Unit 4 (*Extension of Bill of Rights*): Heritage Christian High School, Milwaukee, WI; Unit 5 (*Protection of Rights*): Shades Valley Resource Learning Center, Birmingham, AL; and Unit 6 (*Role of Citizen*): Joplin High School, Joplin, MO.

Mr. PELL. Mr. President, I merely wanted to rise to express my gratitude to the Senator from Oregon [Mr. HATFIELD] for his kind words. Having worked with him for thirty years, I have great admiration and respect for the gentleman from Oregon. I have come to know and revere him as a man of courage, conscience, and conviction. It is an honor to be a recipient of the We The People award, it makes it doubly an honor to share it with my friend and colleague.

I yield the floor.

IMMIGRATION CONTROL AND FINANCIAL RESPONSIBILITY ACT OF 1996

The Senate continued with the consideration of the bill.

Mr. SIMPSON. Mr. President, let me go forward with the debate on the Kennedy proposals, so that we might press forward toward the dual votes within the shortest possible period of time. I will simply go to the root of the matter.

Mr. President, with regard to the Kennedy amendment, the American people believe strongly in the principle that immigrants to this country should be self-sufficient. We continue to emphasize this principle, as I said several times today. It has been part of U.S. immigration law since the beginning, and the beginning in this instance is 1882.

There is a continuing controversy on whether immigrants as a whole or illegal aliens as a whole pay more in taxes than they receive in welfare, noncash plus cash support. Or whether that is the case with public education and other Government services, there are experts, if you will, on both sides who say that they are a tremendous drain, and others say they are no drain at all. I have been, frankly, disenchanted by both sides in some respects, especially on the side that says bring everybody in you possibly can because it enriches our country regardless of the fact that some may not have any skills, some may not have any jobs, and without jobs there is poverty, and with poverty the environment suffers in so many ways. But that is another aspect of the debate.

I believe that, at least with respect to immigrant households—this is an important distinction; that means a household consisting of immigrant parents, plus their U.S. citizen children who are in this country because of the immigration of their parents—there is a considerable body of evidence that there is a net cost to taxpayers in that situation. George J. Borjas testified convincingly on this issue at a recent Judiciary Committee hearing.

Mr. President, an even more relevant question, however, may be whether any particular immigrant is a burden rather than immigrants as a whole. I respectfully remind my colleagues that an immigrant may be admitted to the United States only if the immigrant provides adequate assurance to the consular office, the consular officer, and the immigration inspector that he or she is "not likely at any time to become a public charge."

Similar provisions have been part of our law since the 19th century, and part of the law of some of the Thirteen Colonies even before independence. In effect, immigrants make a promise to the American people that they will not become a financial burden, period.

Mr. President, I believe there is a compelling Federal interest in enacting new rules on alien welfare eligibility and on the financial liability of