

an original bill to consolidate the foreign affairs agencies of the United States, to authorize appropriations for the Department of State for fiscal years 1998 and 1999, and to provide for reform of the United Nations, and for other purposes.

SENATE CONCURRENT RESOLUTION 33—RELATING THE USE OF THE CAPITOL GROUNDS FOR THE NATIONAL SAFE KIDS CAMPAIGN

Mr. DODD (for himself and Mr. ABRAHAM) submitted the following resolution; which was referred to the Committee on Rules and Administration.

S. CON. RES. 33

Resolved by the Senate (the House of Representatives concurring),

SECTION 1. USE OF CAPITOL GROUNDS FOR NATIONAL SAFE KIDS CAMPAIGN SAFE KIDS BUCKLE UP SAFETY CHECK.

The National SAFE KIDS Campaign and its auxiliary may sponsor a public event on the Capitol Grounds on August 27 and August 28, 1997, or on such other date as the Speaker of the House of Representatives and the President pro tempore of the Senate may jointly designate.

SEC. 2. TERMS AND CONDITIONS.

(a) IN GENERAL.—The event authorized under section 1 shall be free of admission charge to the public and arranged not to interfere with the needs of Congress, under conditions to be prescribed by the Architect of the Capitol and the Capitol Police.

(b) EXPENSES AND LIABILITIES.—The National SAFE KIDS Campaign and its auxiliary shall assume full responsibility for all expenses and liabilities incident to all activities associated with the event.

SEC. 3. EVENT PREPARATIONS.

(a) STRUCTURES AND EQUIPMENT.—Subject to the approval of the Architect of the Capitol, the National SAFE KIDS Campaign and its agents are authorized to erect upon the Capitol Grounds any stage, sound amplification devices, and other related structures and equipment required for the event authorized under section 1.

(b) ADDITIONAL ARRANGEMENTS.—The Architect of the Capitol and the Capitol Police Board are authorized to make any other reasonable arrangements as may be required to plan for or administer the event.

Mr. DODD. Mr. President, I rise today along with Senator ABRAHAM to introduce a resolution that will allow the National Safe Kids Campaign to use a small portion of the Capitol Hill grounds to provide a very important community service, a Car Seat Check-Up event. This initiative, called Safe Kids Buckle-Up, is a joint project of the National Safe Kids Campaign and the General Motors Corporation. Its purpose is to educate families about the importance of buckling up on every ride. Child passenger safety has received significant attention in the past year, and this program will provide parents and care givers with the essential information they need to ensure that their children are safely restrained in an automobile.

Motor vehicle crashes are the leading cause of unintentional injury-related death to children ages 14 and under, yet 40 percent of kids are still riding unrestrained! More disturbing is the

fact that, of the children who are buckled up, eight out of ten are restrained incorrectly. Each year more than 1400 children die in automobile accidents, and an additional 280,000 are injured. Tragically, most of these injuries could have been prevented. Child safety seats are proven life savers, reducing the risk of death by 69 percent for infants and 47 percent for toddlers.

It will take a nationwide effort to combat this problem. Safe Kids Buckle-Up will be part of such effort. It is a national grassroots effort that will disseminate key safety messages through the more than 200 Safe Kids Coalitions, health and education outlets—such as hospitals and community health centers—and GM dealerships in all 50 states. Additionally, educational workshops and Car Seat Check Up events will be available at participating GM dealerships.

On August 28, 1997, this program will be launched here at the Capitol, highlighted by a Car Seat Check Up for Federal employees, Congressional members and staff, and others from the metropolitan area. This event will kick off Labor Day weekend—one of the biggest travel weekends of the year. I am honored to be supporting this event and the overall program with my friend and colleague Senator ABRAHAM. We urge our colleagues to support this Congressional Resolution allowing this event to take place. Protecting our children is a critical national priority that deserves national attention.

SENATE RESOLUTION 100—RELATIVE TO THE EDUCATION OF AMERICAN INDIANS AND ALASKA NATIVES

Mr. DOMENICI (for himself, Mr. CAMPBELL, Mr. INOUE, Mr. JOHNSON, Mr. DORGAN, and Mr. WELLSTONE) submitted the following resolution; which was referred to the Committee on Indian Affairs:

S. RES. 100

Whereas, there exists a unique legal and political relationship between the United States and tribal governments and a unique Federal responsibility to American Indians and Alaska Natives; and

Whereas, under law and practice, the United States has undertaken a trust responsibility to protect and preserve Indian tribes, Indians, and tribal assets and resources; and

Whereas, the federal government's commitment to Indian education has been recognized, reinforced and carried out through most treaties with Indian tribes, Congressional legislation, numerous court decisions and presidential executive orders; and

Whereas, this Federal responsibility includes working with tribal governments and their members to improve the education of tribal members; and

Whereas, the 1990 Census shows the poverty rate for American Indians and Alaska Natives was nearly twice the national average—31 percent of Indians live below the poverty level, compared to 13 percent of the total population. Nearly 38 percent of Indian children above the age of 5 were living below the poverty level in 1990, compared with 11 percent of non-minority children; and

Whereas, the development of tribal economies is dependent on physical infrastructure,

capital investment, and highly developed human capital and an educated labor force; and

Whereas, excellence in educational facilities and services is a key to building the skills necessary for Indian people to develop vibrant tribal economies; and

Whereas, ever-increasing regional, national, and international economic competition demands that Indians have every competitive advantage accruing from achieving excellence in education; and

Whereas, there are approximately 600,000 American Indian and Alaska Native children attending schools in this country. An estimated 87% of these children attend public schools located on or near reservations and in urban areas; another 10% attend schools funded by the Bureau of Indian Affairs (BIA) and an estimated 3 percent attend private schools; and

Whereas, these schools have experienced an increase in student population of 3-4 percent in the past five years, however, annual funding for the education of Indian children has not increased proportionately; and

Whereas, U.S. Census data shows that the Indian and Alaska Native population has increased significantly in the past three decades. Primary growth concentrations are at ages 5 through 19; and

Whereas, the 1994 National Assessment of Education Progress (NAEP) showed over 50 percent of American Indian fourth graders scored below the basic level in reading proficiency, compared with 42 percent of all students; and

Whereas, American Indian students have the highest dropout rate of any racial ethnic group (36 percent) and the lowest high school completion and college attendance rates of any minority group. As of 1990, only 66 percent of American Indians aged 25 years or older were high school graduates, compared to 78 percent of the general population; and

Whereas, the demonstrated need for improvements to Indian schools and colleges is acute as reflected in the great disparity between average annual college funding per student of \$2,900 for Indian students, and \$6,200 for non-Indians in America, and the Federal Government should assist in bringing the Indian schools and colleges up to parity with the rest of America; and

Whereas, tribal scholarship programs nationally are only able to serve an estimated 40 percent of the eligible college student population and funding for graduate scholarships has been cut in half in the past two years; and

Whereas, there is a major backlog of \$680 million in funding need for facilities construction, maintenance and repair for the 185 BIA-funded schools as well as for public schools located on and near Indian reservations; and

Whereas, there exists an alarming decline in the use of Native languages indigenous to the United States. A 1969 Senate Committee report stated that in 1969 there were 300 separate languages still being spoken. In 1996, the number had dropped to 206 still being spoken. These languages are spoken nowhere else in the world; and

Whereas, despite these alarming statistics, funding for the education of Indian and Alaska Native students has been reduced substantially in the past three years. The U.S. Congress in FY 1996 eliminated discretionary education programs in the Office of Indian Education budget which had funded adult education, research and demonstration programs, the Indian Fellowship Program and teacher training and professional development projects. At the same time, funding for reservation-based education programs in the BIA budget was reduced by more than \$100 million in the FY 1996 budget. Now, therefore, be it

Resolved, That it is the sense of the United States Senate:

(1) that the Senate recognizes and supports the federal government's legal and moral commitment to the education of American Indian and Alaska Native children, which is a part of treaties, Executive Orders, court decisions and public laws which have been enacted by the House and Senate of the United States government.

(2) that funding for all bills, including reauthorizing legislation in the 105th Congress with specific programs for American Indians and Alaska Natives be funded at levels sufficient to meet the ever-increasing educational and economic demands facing Indian people on reservations, urban communities and Alaska Native villages.

(3) that the Senate recognizes the adult literacy needs of American Indians and Alaska Natives through the inclusion of tribal provisions in the Administration's proposal to reauthorize the Adult Education Act.

(4) that the Administration's bill for reauthorization of the Higher Education Act of 1965, P.L. 102-325, preserve the original purpose and intent of the Tribally-Controlled Community Colleges Act and promote access to higher education opportunities for American Indians and Alaska Natives.

(5) that during the 105th Congress' reauthorization of agricultural research programs, the needs of Tribal Colleges as designated land-grant institutions must be given close attention, through amendments to the Educational Equity in Land-grant Status Act of 1994.

(6) that early childhood programs such as Head Start (P.L. 103-252) and Healthy Start contain resources needed to meet a growing number of American Indian and Alaska Native children whose rate of growth exceeds the national average.

(7) that the Senate recognizes the need for development and implementation of a government-wide policy on Indian education which addresses the needs of American Indian and Alaska Native people.

Mr. DOMENICI. Mr. President, today I am submitting a resolution that recognizes the large disparity between funding for Indian tribal colleges and mainstream colleges. Unfortunately, tribal colleges and technical vocational schools are barely able to keep up with growing enrollments. While many Indian colleges, like Crownpoint Institute of Technology, perform valiantly and have solid records of job placement, they are struggling to educate Indian students with roughly half the resources available to other colleges around the country. Indian colleges receive on average of \$2,972 per year per pupil, compared with \$6,200 per year for mainstream community colleges.

My statement analyzes this situation further and concludes that the 105th Congress should pay more attention to Indian education as we reauthorize important education legislation like the Carl D. Perkins Vocational Education and Applied Technology Act, the Higher Education Act, and the Tribally-Controlled Community Colleges Act. Hopefully, Senators will review this resolution and come to the conclusion that we are not doing right by Indian colleges and Indian junior colleges, and we could do a much a better job of educating Indians in America.

Mr. President, Indian education remains far behind standard education in

America. There are many reasons for this sad state of affairs. The problem is particularly acute among Indian colleges, where the average annual expenditure per student is \$2,972 per year compared to \$6,200 per year for mainstream community colleges.

It may surprise my colleagues, who may assume that the Bureau of Indian Affairs is primarily in charge of Indian education. The fact is that 87 percent of Indian students in America in grades K-12, are in public schools. Only 10 percent of all school age American Indians are in schools funded by the U.S. Department of the Interior's Bureau of Indian Affairs.

While younger Indians are among America's fastest growing population, funding for their schooling gets further behind every year. While most elementary school Indian students are clearly in public schools, their educational attainments remain far behind most non-Indian students. In the federally funded Indian colleges we are seeing much larger student bodies; they are fed by both the public and Federal school systems.

Federal funding for Indian schools simply has not kept pace with the population growth among Indians, and we are seeing this problem is particularly acute among Indian tribal colleges.

I thank my colleagues, Senator INOUE, vice chairman of the Senate Committee on Indian Affairs and Senator CAMPBELL, the committee's chairman, for joining me today to alert the Senate to this large disparity in education for American Indians.

Most Americans and many of my Senate colleagues know, that, despite recent income and job increases due to Indian gaming activities, American Indians remain at the bottom by most measures of social and economic well-being. Thirty-one percent live below the poverty line; almost four times as many Indian children over the age of 5 live in poverty compared to non-minority children; life expectancy is the lowest among all ethnic groups; and housing conditions remain substandard for the most part.

In terms of educational attainment, half of all American Indians in the fourth grade—in both BIA and public schools—read below the expected proficiency level, compared to 42 percent of all students who are below this level. American Indian students have the highest dropout level of any racial ethnic group at 36 percent. They also have the lowest high school completion rate and the lowest rate of college attendance. Only 66 percent of all American Indians are high school graduates compared to 78 percent in the general population.

Mr. President, our resolution is really quite simple. We are asking the U.S. Senate to take note of this large disparity in educating American Indians. We ask that the Senate reaffirm the Federal Government responsibility for the education of American Indian and Alaska Native children. This obligation

is spelled out in treaties, court decisions, Presidential Executive orders, and public laws. Our resolution delineates several key pieces of legislation that will be pending before the Senate in this Congress. Included in this list are the Higher Education Act of 1965, the Tribally-Controlled Community Colleges Act, the Educational Equity in Land-grant Status Act of 1994, and Head Start and Healthy Start.

In addition, when the Senate considers reauthorization of such national education acts as the Adult Education Act, the Carl D. Perkins Vocational Education and Applied Technology Act, and the Individuals With Disabilities Act, we simply ask that special attention be paid to the great needs of American Indian students.

We also need to consider the establishment of a governmentwide policy on Indian education that will better coordinate and address their educational needs, so that more of our citizens will be better prepared for life in the 21st century. It is our intention to work closely with the appropriate Senate committees to raise the level of educational attainment of American Indians for greater participation in our expanding economy. We hope to bring the funding disparity to a close within a few years. We can hardly expect Indian children to be well educated on less than half the resources we spend on the average American student.

I urge my colleagues to join in this effort to become aware of the educational needs of American Indians and to help us find ways to close the gap.

Mr. JOHNSON. Mr. President, I want to express my strong support for the Sense of the Senate Resolution on Indian Education submitted by Senator DOMENICI today. I am an original cosponsor of this resolution because of my strong commitment to prioritizing education for every American, and to bring attention to the ongoing inadequacies of education facilities and consistently feeble investment in student potential throughout Indian country.

I have witnessed first-hand the devastating effects of poverty and unemployment that too often result from stunted academic growth. There are nine federally recognized tribes in South Dakota, whose members collectively make up one of the largest Native American populations in any state. At the same time, South Dakota has three of the ten poorest counties in the nation, all of which are within reservation boundaries. Unemployment on these extremely rural reservations averages above 50%. Yet economic depression on rural Indian reservations is not unique to my state.

I encourage my colleagues to join me in supporting this Resolution because Native Americans across the nation have been, and continue to be, disproportionately affected by both poverty and low educational achievement. In 1990, over 36% of Indian children ages 5-17 were living below the poverty

level. The high school completion rate for Native Americans aged 20 to 24 was 12.5% below the national average. Indian students, on average, have scored far lower on the National Assessment for Education Progress indicators than all other students. In 1994, the combined average score for Indian students on the Scholastic Achievement Test was 65 points lower than the average for all students. These problems are compounded by the grave school facilities and construction backlog facing Indian Country. Currently, \$680 million is needed for facilities construction, maintenance, and repair for the 185 BIA-funded schools and for public schools located on and near Indian reservations. These statistics reflect the continued neglect of America's underserved Indian population and are unacceptable.

Congress must continue to promote the self-determination and self-sufficiency of Indian communities, in keeping with our special trust responsibility to sovereign Indian nations. Education at every level is absolutely vital to this effort. Education is the cornerstone of the success of great nations and is a basic right of all persons. At a time when education is at the top of the agenda both at the White House and in Congress, we must work together to focus national attention on education, on and off reservations. Our goal must be the creation of academic environments where every student will have the opportunity to reach their full potential and acquire the knowledge and skills necessary to create better opportunities for themselves and their children.

With this Resolution, Senator DOMENICI is calling on the Congress to bring equity to education for all students of every age nationwide. Mr. President, I am extremely pleased that my colleague has recognized the national need to improve education in Indian Country. Senator DOMENICI has developed this legislation in close consultation with Indian leaders, and I urge my colleagues to join in supporting this resolution.

SENATE RESOLUTION 101—AUTHORIZING THE SENATE LEGAL COUNSEL TO REPRESENT THE MEMBERS, OFFICERS, AND EMPLOYEES OF THE SENATE

Mr. LOTT (for himself and Mr. DASCHLE) submitted the following resolution; which was considered and agreed to.

S. RES. 101

Whereas, in the case of *Douglas R. Page v. Richard Shelby, et al.*, C.A. No. 97-0068, pending in the United States District Court for the District of Columbia, the plaintiff has named all Members of the Senate, and the Secretary, the Sergeant at Arms, and the Parliamentarian, of the Senate, as defendants;

Whereas, pursuant to sections 703(a) and 704(a)(1) of the Ethics in Government Act of 1978, 2 U.S.C §§ 288b(a) and 288c(a)(1), the Senate may direct its counsel to defend Mem-

bers, officers, and employees of the Senate in civil actions relating to their official responsibilities: Now, therefore, be it

Resolved, That the Senate Legal Counsel is directed to represent the Members, officers, and employee of the Senate who are defendants in the case of *Douglas R. Page v. Richard Shelby, et al.*

AMENDMENTS SUBMITTED

THE FOREIGN AFFAIRS REFORM AND RESTRUCTURING ACT OF 1997

BENNETT AMENDMENT NO. 392

Mr. BENNETT proposed an amendment to the bill (S. 903) to consolidate the foreign affairs agencies of the United States, to authorize appropriations for the Department of State for fiscal years 1998 and 1999, and to provide for reform of the United Nations, and for other purposes; as follows:

At the appropriate place in the bill, insert the following:

SEC. . SENSE OF THE SENATE ON ENFORCEMENT OF THE IRAN-IRAQ ARMS NON-PROLIFERATION ACT OF 1992 WITH RESPECT TO THE ACQUISITION BY IRAN OF C-802 CRUISE MISSILES.

(a) FINDINGS.—The Senate makes the following findings:

(1) The United States escort vessel U.S.S. Stark was struck by a cruise missile, causing the death of 37 United States sailors.

(2) The China National Precision Machinery Import Export Corporation is marketing the C-802 model cruise missile for use against escort vessels such as the U.S.S. Stark.

(3) The China National Precision Machinery Import Export Corporation has delivered 60 C-802 cruise missiles to Iran for use by vessels of the Iranian Revolutionary Guard Navy.

(4) Iran is acquiring land batteries to launch C-802 cruise missiles which will provide its armed forces with a weapon of greater range, reliability, accuracy, and mobility than before.

(5) Iran has acquired air launched C-802IC cruise missiles giving it a 360 degree attack capability.

(6) 15,000 members of the United States Armed Forces are stationed within range of the C-802 cruise missiles being acquired by Iran.

(7) The Department of State believes that "[t]hese cruise missiles pose new, direct threats to deployed United States forces".

(8) The delivery of cruise missiles to Iran is a violation of the Iran-Iraq Arms Non-Proliferation Act of 1992 (50 U.S.C. 1701 note).

(9) The Clinton Administration "has concluded at present that the known types [of C-802 cruise missiles] are not of a destabilizing number and type".

(b) SENSE OF SENATE.—It is the sense of the Senate to urge the Clinton Administration to enforce the provisions of the Iran-Iraq Arms Non-Proliferation Act of 1992 with respect to the acquisition by Iran of C-802 model cruise missiles.

SARBANES AMENDMENT NO. 393

Mr. SARBANES proposed an amendment to the bill, S. 903, supra; as follows:

On page 160, strike line 18 and all that follows through line 7 on page 162.

ENZI AMENDMENT NO. 394

Mr. ENZI proposed an amendment to the bill, S. 903, supra; as follows:

At an appropriate place in the bill, insert the new section as follows:

SEC. . LIMITATION ON THE USE OF UNITED STATES FUNDS FOR CERTAIN UNITED NATIONS ACTIVITIES.

(a) Notwithstanding any other provision of law, no United States funds shall be used by the United Nations, or any affiliated international organization, for the purpose of promulgating rules or recommendations, or negotiating or entering into treaties, that would require or recommend that the United States Congress, or any Federal Agency which is funded by the U.S. Congress, make changes to United States environmental laws, rules, or regulations that would impose additional costs on American consumers or businesses.

(b) Any violation of subsection (a) by the United Nations or any affiliated organization shall result in an immediate fifty percent reduction of all funds paid by the United States to the United Nations for the fiscal year in which the violation occurs and for all subsequent years until the United Nations or affiliated organizations revokes or repeals such rule, regulation, or treaty described in subsection (a).

FEINGOLD (AND OTHERS) AMENDMENT NO. 395

Mr. FEINGOLD (for himself, Mr. HARKIN, and Mr. WYDEN) proposed an amendment to the bill, S. 903, supra; as follows:

Strike sections 321 through 326 and insert the following:

"SEC. 321.—INTERNATIONAL BROADCASTING.—The Broadcasting Board of Governors and the Director of the International Broadcasting Bureau shall continue to have the responsibilities set forth in title III of the Foreign Relations Authorization Act, fiscal years 1994 and 1995 (22 U.S.C. 6201 et seq.), except that, as further set forth in chapter 3 of this title, references in that Act to the United States Information Agency shall be deemed to refer to the Department of State, and references in that Act to the Director of the United States Information Agency shall be deemed to refer to the Under Secretary of the State for Public Diplomacy."

SMITH OF OREGON (AND OTHERS) AMENDMENT NO. 396

Mr. SMITH of Oregon (for himself, Mr. THOMAS, and Mr. HELMS) proposed an amendment to the bill, S. 903, supra; as follows:

At the appropriate place in the bill, insert the following new section, and renumber the remaining sections accordingly:

SEC. . SENSE OF THE SENATE ON PERSECUTION OF CHRISTIAN MINORITIES IN THE PEOPLE'S REPUBLIC OF CHINA.

(a) The Senate finds that—

(1) Chinese law requires all religious congregations, including Christian congregations, to "register" with the Bureau of Religious Affairs, and Christian congregations, depending on denominational affiliation, to be monitored by either the "Three Self Patriotic Movement Committee of the Protestant Churches of China," the "Chinese Christian Council," the "Chinese Patriotic Catholic Association," or the "Chinese Catholic Bishops College;"

(2) the manner in which these registration requirements are implemented and enforced allows the government to exercise direct