

That position was again reaffirmed in United Nations Security Council Resolution 1250, which was passed just about a month ago on June 29.

So on the one hand, we have the international community taking steps to reaffirm its commitment to a peaceful and just settlement to the Cyprus problem, and on the other, the Turks are only hardening their position and thumbing their nose at whatever the international community suggests. And as I said this is truly tragic; this most recent refusal promises to be another chapter in a historical record that clearly documents a systematic campaign by the Turkish side to undermine proposals for peace no matter where they come from.

Last year, for example, the Cypriot government again offered to demilitarize the island after it decided to cancel the deployment of a defensive air-to-surface missile system. The Turks rejected the offer. In a separate gesture, the Cypriot government invited the Turkish-Cypriot community to participate in the Cyprus-EU negotiating team. That offer was also rejected. When the United States made an attempt last year to restart talks, the Turkish side undermined them before they had a chance to begin. In that instance, they insisted on two irrational preconditions to negotiations, prompting Ambassador Richard Holbrooke, who was leading the United States effort, to publicly rebuke the Turkish side for not being seriously interested in resolving the problem. And just last month, as I mentioned earlier, the Turkish side dismissed the U.N. invitation to start a new round of comprehensive talks later this year as nonsense.

For 25 years now, the Cypriot people have had to endure this unconscionable behavior from the Turkish side. It is long, long past time to bring this nightmare to an end. In my view, the United States needs to stop looking the other way and do more to bring the Turkish side to the negotiating table. Twenty-five years of Turkish intransigence is more than enough evidence to prove that the strategies we have employed to bring Turkey to the table have been, and still are, totally ineffective.

The United States is the most powerful nation in the world. The full weight of that power should be employed to move the peace process forward. I have said many times before on this floor that we can achieve that goal by focusing American efforts to move the peace process forward on the Turkish military, which has real and substantial influence on decision-making in the Turkish government. The United States government must convey to Ankara in forceful and unequivocal terms that there will be direct consequences in United States-Turkish relations if Ankara does not prevail upon the Turks to come to the negotiating table in good faith.

I urge all of my colleagues to join me in communicating this message to the Turks, and to the key decision-makers in the United States Government, on this historic day. On the Black Anniversary of the Turkish invasion of Cyprus, the Cypriot people deserve to know that the United States has the utmost respect for their suffering and struggle, and will do whatever it takes to help them secure their freedom and independence.

A TRIBUTE TO CAPTAIN BRYAN L. ROLLINS

HON. RANDY "DUKE" CUNNINGHAM

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Friday, July 30, 1999

Mr. CUNNINGHAM. Mr. Speaker, I would like to take this opportunity to express my gratitude for the exceptional services which Captain Bryan L. Rollins, U.S. Navy, has performed for the United States and for the County of San Diego. Captain Rollins' selfless devotion and patriotic performance make him a truly admirable American and one deserved of recognition by this body. It is for his outstanding service to our Nation and its citizens that I wish to congratulate and thank Captain Rollins.

Captain Rollins has had an impressive Naval career with each assignment more demanding and more impressive than the last. He served aboard the U.S.S. *Constellation* as Chief Staff Officer in the Western Pacific and Indian Ocean through 1987. In November of 1990 Captain Rollins assumed duties as Commanding Officer of the Sun Downers. He amassed over 3000 hours and more than 800 carrier landings aboard the U.S.S. *Carl Vinson* and the U.S.S. *Kitty Hawk*. While serving as Navigator aboard the U.S.S. *Kitty Hawk*, Captain Rollins performed honorably and exceptionally in Somalia, the Persian Gulf and Korea. The Navy recognized his outstanding performance by awarding him four Meritorious Service Medals, the Navy Commendation Medal, and the Navy Achievement Medal.

In April of 1996, he was selected as Deputy Chief of Staff for Commander, Navy Region Southwest. It was there that he was instrumental in the formulation and implementation of a regionalization plan which involved over 65,000 personnel and four full-scale Naval bases. In addition to consolidating and incorporating commands throughout San Diego, he established the Navy's first regional business office and developed business strategies which have become standard throughout the Navy-wide regionalization plan. His effective and efficient tactics have saved the Navy countless millions of dollars as it undergoes drastic changes nationwide. His management skills, foresight, and exceptional communication skills allowed him to gain widespread support for Navy operations throughout the community.

Captain Rollins' remarkable contributions to San Diego County, the United States Navy, and our Country speak to his intellect, his professional drive, and his relentless pursuit of excellence. I wish him the very best success as he starts a new chapter in his life. Congratulations and, as always, "fair winds and following seas."

AMERICAN INDIAN EDUCATION
FOUNDATION

HON. DALE E. KILDEE

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Friday, July 30, 1999

Mr. KILDEE. Mr. Speaker, as Co-Chairman of the House Congressional Native American

Caucus, it is a honor for me to introduce a bill creating an American Indian Education Foundation. I especially want to thank the original cosponsors of this bill, they include: Representatives PATRICK KENNEDY, GEORGE MILLER, TOM UDALL, J.D. HAYWORTH, EARL POMEROY and JIM KOLBE.

As a senior member of the House Education and the Workforce Committee, I have enjoyed the opportunity of developing proposals designed to support Indian education. Up for reauthorization this Congress is the Elementary and Secondary Education Assistance Act that includes a section devoted to Indian education. This Act supports the educational, cultural and academic needs of American Indian, Alaska Native and Native Hawaiian children.

It is estimated that the BIA educates approximately 12 percent of the Native American K-12 population. This means that 88 percent of our American Indian and Alaska Native youth rely on supplemental educational programs like Johnson O'Malley. This program provides services to more than 200,000 Indian students. However, these programs are drastically underfunded.

A critical need for an increase in funding for school construction exists in Indian country. When I came to Congress 23 years ago, I was appointed Chairman of the Indian Education Task Force. I will never forget visiting schools that were in such poor condition that the children of these schools could barely keep warm let alone have a chance at getting a decent education. I know that the judges in my hometown in Michigan shutdown prisons that were in better condition than many schools I visited.

Our Native American students deserve a decent education. It is our responsibility to ensure that our children are studying in environments conducive to learning. I support the creation of an American Indian Education Foundation because I believe Congress must find a new way to supplement current funding for BIA Indian education programs. The Foundation would encourage gifts of real and personal property and income for support of the education goals of the BIA's Office of Indian Education Programs and to further the educational opportunities of American Indian and Alaska Native students.

The governing body of the Foundation would consist of 9 board of directors who are appointed by the Secretary of Interior for an initial period. The Secretary of Interior and the Assistant Secretary of Interior for Indian Affairs would serve as ex officio nonvoting members. Members of the board would have to be "knowledgeable or experienced in American Indian education and . . . represent diverse points of view relating to the education of American Indians." Election, terms of office, and duties of members would be provided in the constitution and bylaws of the Foundation. Administering the funds would be the responsibility of the Foundation.

This bill would allow the Secretary of Interior to transfer certain funds to the Foundation. It is my understanding that the initial funding for the Foundation would come from existing donations or bequests made to the BIA. Funds prohibited by the terms of the donations would not be used for the Foundation.

The Foundation is not a new idea to Congress. Congress has, from time to time, created federally chartered corporations. In 1967, Congress established the National Park Foundation. The purpose of the Foundation is to

raise funds for the benefit of the National Park Service. Funds received from individuals, corporations, and foundations are distributed to individual parks through competitive grants. My bill is modeled after the 1967 Act.

I believe that an American Indian Education Foundation could be just as successful as the National Park Foundation. I want to emphasize that I believe that Congress has a federal trust responsibility to ensure that every Native American receives a decent education. This Foundation would not replace that responsibility, but would supplement it through grants designed to support educational, cultural and academic programs.

Mr. Speaker, this concludes my remarks on creating an American Indian Education Foundation.

THE AMERICAN INDIAN
EDUCATION FOUNDATION ACT

HON. PATRICK J. KENNEDY

OF RHODE ISLAND

IN THE HOUSE OF REPRESENTATIVES

Friday, July 30, 1999

Mr. KENNEDY of Rhode Island. Mr. Speaker, it is an honor to be able to join my friend and cofounder of the Native American Caucus, Congressman DALE KILDEE, for the introduction of this legislation.

Over the past several years it seems to me that Indian Country has continually been on the defensive. Often tribes have had to struggle to simply keep the status quo against legislative proposals that would serve to undermine Tribal sovereignty and weaken the Trust relationship.

Today can be different. Today we have a chance to do something positive for Indian Country. Right now we can begin a process where the hallmarks of treaty and trust are celebrated. We can offer Indian Country a distinct opportunity to improve the quality of life for future generations of Native children.

As I am sure the Committee is well aware, the state of education in Indian Country is far below that of non-Native communities.

The Per Pupil Expenditure for public elementary and secondary schools during the 1994-95 school year was over \$7,000. The Indian Student Equalization Program funding for BIA students was about \$2,900.

Unlike public schools which have state and local resources for educations, Indian schools in the BIA are totally reliant upon the Federal Government to meet their educational needs.

According to the 1990 Census, the American Indian poverty rate is more than twice the national average as 31 percent of American Indians live below the poverty level.

The 1994 National Assessment of Education Progress showed that over 50 percent of American Indian 4th graders scored below the basic level in reading proficiency. Another NAEP Assessment showed that 55 percent of 4th grade American Indian students scored below the basic level in mathematics.

American Indian students have the highest dropout rate of any racial or 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 Natives aged 25 years or older were high school graduates, compared to 78 percent of the general population.

Approximately one-half of BIA/tribal schools (54 percent) and public schools with high Indian student enrollment (55 percent) offer college preparatory programs, compared to 76 percent of public schools with few (less than 25 percent) Indian students.

Sixty-one percent of students in public schools with Indian enrollment of 25 percent or more are eligible for free or reduced-price lunch, compared to the national average of 35 percent.

And finally, many of the 185 BIA-funded schools are in desperate need of replacement or repair.

Members of the Committee, it is clear from these statistics that there is a pressing need in elementary and secondary Indian education. My colleagues, this is a situation which must be met with fierce determination. We need to support an aggressive agenda for Indian education because the current landscape is not meeting the challenge.

Right now, the BIA and Office of Indian Education is not authorized to distribute privately donated monetary gifts or resources to supplement the missions of these agencies. Yet every year numerous inquiries from the public are made as to where they can donate funds that will be spent wisely on behalf of Indian education. Simply put, we are missing out on a unique opportunity to help funnel non-governmental resources into Indian education. Ultimately, I believe this legislation is the appropriate answer to this situation. We can give the public a high profile mechanism to reach out to Indian Nations in a way that is apolitical and noncontroversial.

Simply put, the establishment of an American Indian Education Foundation is good government. It speaks to a modern way of going things in which successful private-public partnerships are created. It is also an efficient way to get at the heart of a very pressing problem without placing an undue additional burden on taxpayers.

Within 2 to 3 years after enactment of this bill the Foundation should be completely self-sufficient and will not use more than 10 percent of its generated funds to pay for operating expenses. My colleagues, let's be clear at the outset—the purpose of this legislation is not to create a new level of bureaucracy or make some staffer rich. In my opinion such a situation would be one more example of where this government has failed in its trust duty to Indian Country. In brief, it is my intention to hold the bureaucracy to the letter of the law that we are now beginning to draft.

As for the role of Congress, I do want to make one thing perfectly clear. It should not be the intent of this legislation to use the funds raised to take the place of existing Indian education programs. Rather, these funds should be considered entirely separate and supplemental to the efforts of the Federal and tribal governments.

My colleagues, we all understand the budget shell game and I do not want to see the success of this program leveraged against governmental funding for teacher training, school modernization, and education technology initiatives.

In short, I do not want to hear one voice out there saying that we do not need to fund the Office of Indian Education because the Foundation has X amount of dollars in its account. To do so would again be another slight against our trust and treaty obligations to the First people of this nation.

In the end, I will not reiterate the obvious. Indian Country is lacking in the resources needed to train its children for the demands of the global economy.

The 106th Congress has a chance to help rectify this problem. While we should continue to allocate more federal resources towards the growing population of children within Indian Country we can also make it easier for private interests to become involved. Helping Indian children achieve is not only a public trust but a private one as well.

Mr. Speaker, I hope the House will move this legislation in an expeditious manner.

COMMEMORATING THE RECENT
SPACE SHUTTLE COLUMBIA MIS-
SION

HON. STEVEN T. KUYKENDALL

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Friday, July 30, 1999

Mr. KUYKENDALL. Mr. Speaker, I rise to congratulate and commemorate the recent Space Shuttle Columbia mission. This is a historic event on many levels.

As many of you know, the Space Shuttle Columbia is the first shuttle mission being commanded by a woman. Eileen Collins, a U.S. Air Force colonel who became an astronaut in 1990, is leading this important mission. One of the mission objectives is to deploy one of the largest payloads ever, the Chandra Observatory. Ms. Collins is an experienced astronaut who has previously flown on two shuttle missions to the Russian space station Mir. Her experience and professionalism was a great asset to his mission.

The mission that the crew of Columbia undertook was a sizable task. At more than 45 feet in length and weighing more than 5 tons, the Chandra Observatory is one of the largest objects ever placed in Earth orbit by a space shuttle. Originally called the Advanced X-ray Astrophysics Facility, the satellite was renamed the Chandra X-Ray Observatory in honor of the late Indian-American Nobel Laureate Subrahmanyan Chandrasekhar Chandrasekhar, one of the foremost astrophysicists of the 20th century.

Chandra is designed to give scientists images of violent, high-energy activity in the universe where temperatures can reach millions of degrees and objects are accelerated to nearly the speed of light. The observatory will provide information on the nature of objects ranging from comets in our solar system to quasars at the edge of the observable universe. The goal is to understand the structure and evolution of the universe, such as the composition and location of so-called dark matter and the source of power driving explosions in distant galaxies. I also want to recognize TRW, the primary contractor of Chandra which is based in my district, which did a first-rate job on its construction of the observatory and seeing the project through with care.

Mr. Speaker, I also take this opportunity to send my best wishes to the students from the Steven White Middle School of Los Angeles. These students, who have an avid interest in space and science issues, were on hand to witness this historic launch. Working in conjunction with TRW, the students had a first-hand experience by getting a tour of the facility where Chandra was build and speaking to