

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 education, 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, lets 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 MISSION

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 built and speaking to

engineers who worked on the project. I am happy they had the opportunity to go to Florida to witness the launch. I know it was an event they will always remember.

CONGRATULATING THE CHANDRA TEAM AT MARSHALL SPACE FLIGHT CENTER

HON. ROBERT E. (BUD) CRAMER, JR.

OF ALABAMA

IN THE HOUSE OF REPRESENTATIVES

Friday, July 30, 1999

Mr. CRAMER. Mr. Speaker, today I rise to congratulate the Chandra team at Marshall Space Flight Center for their role in the successful launch of NASA's Chandra X-ray Observatory. When Chandra reaches its planned orbit in about three weeks, and first turns its instruments to the far reaches of space, NASA will have opened a new and exciting chapter in space exploration and space science. From this chapter, America will reap new and exciting educational, intellectual, and quality-of-life benefits that are critical to our Nation's future.

Chandra is 20 times more sensitive than any previous X-ray telescope, and together with NASA's other Great Observatories already in orbit—the Hubble Telescope for studying objects in space using visible light, and the Compton Gamma Ray Observatory for detecting mysterious gamma rays—this X-ray observatory will give us the most complete picture ever of our universe.

At the heart of Chandra are eight of the largest and smoothest mirrors of their kind ever created. Together, the assembled mirrors weigh more than a ton, and if the State of Colorado were polished to the same degree of smoothness that went into the manufacture of these mirrors, Pike's Peak would stand less than one inch tall. High-resolution cameras and other sensors complete the suite of hardware aboard the observatory, critical components of which have been exhaustively tested at Marshall Space Flight Center by the talented people of North Alabama. The technology and manufacturing expertise that went into constructing these instruments is no less riveting than the scientific observations that Chandra will make.

Just in building, launching, and operating the Chandra X-ray Observatory, we have added much to our store of knowledge about optics, engineering and design. What science will we learn when Chandra begins to open its X-ray eyes to space? Scientists stand to make fundamental advances in our understanding of many of the most puzzling features of the universe: black holes and quasars, the identity of "dark matter," and the very age of the universe itself. By looking deep into the hottest, most violent parts of the cosmos—providing us with a laboratory that could never be reproduced here on Earth—Chandra will reveal an entire new level of detail in the far reaches of space, and will take our minds where our feet may never have a chance to tread.

Mr. Speaker, I share pride in Chandra's launch and the excitement of discoveries yet to come with my friends and neighbors in North Alabama, with NASA, and with my colleagues in the House.

IN HONOR OF MR. JESSE LIM

HON. XAVIER BECERRA

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Friday, July 30, 1999

Mr. BECERRA. Mr. Speaker, it is with the utmost pleasure and privilege that I rise today to recognize a wonderful American, Mr. Jesse Lim, for his inspiration as a dedicated father and grandfather, hard-working businessman, and a model citizen of our great nation.

The third son in a family with seven children, he was born and raised in Toisan, China in 1921. He was fortunate to attend school in China. Jesse came to the United States in 1938, unable to speak a word of English. After being detained at Angel Island he joined his father and brother in Tucson, Arizona. Through hard work and determination and with the help of a wonderful teacher, Miss Marshall, Jesse was able to master the English language.

He met Mary Parker Lee in Tucson. They fell in love but delayed marriage because he was drafted into the United States Army during World War II. He rose to the rank of Sergeant. After the war, Jesse and Mary wed in 1946. They have three daughters: Jessica, Jennifer, and Janet.

Jesse and Mary so valued education that they made sure their children studied hard. They all did well in school, and all three attended Universities: Occidental College, the University of Arizona, and the University of California at Los Angeles.

Jesse and Mary had to work hard to provide for their family. Though Jesse was an educated man, he was also of Chinese heritage. Like so many in this country, he faced discrimination. There were few avenues a smart, handsome man could pursue, but with his beautiful and business-savvy wife, they built up a number of small businesses, most of them "mom and pop" grocery stores. Their first store was in Tucson, and they had several others after the family moved to Los Angeles, California.

As food is very important to Chinese families, Jesse and Mary made sure their family would never go hungry. By owning grocery stores, there would always be plenty to eat. To make ends meet, the Lim family at times live in the store. As the daughters grew older, they also worked in the store—cashiering, stocking shelves, and slicing bologna and cheese . . . learning the value of hard work.

But Jesse and Mary didn't just work all the time—although it was usually 364 days a year (the store was closed on Christmas). They made sure the family had some fun too. Every Sunday, they would go to Westlake Park, later re-named MacArthur Park or the Merry-Go-Round. They would eat homemade tuna sandwiches made with mayonnaise and sweet pickle relish. But they could never go to Griffith Park because the family car couldn't get up the hill. They would also get together with relatives where the adults would play mah jongh while the kids would watch TV. When the kids got old enough to drive, they would go bowling or do other recreational activities.

Jesse and Mary kept on working. In addition to grocery stores, they once owned a motel in Pasadena, California. They also owned a small restaurant/coffee shop in both Beverly Hills and the City of Orange.

Jesse and Mary were very loving parents. Jesse taught the kids how to swim and how to drive. But he couldn't teach Mary either one. She had to take private driving lessons before she could chauffeur the kids around.

Jesse and Mary were devoted grandparents as well. They were "Gung-Gung and Poh-Poh" to William, Ralph, Jesse, and Erin.

Jesse and Mary were also very conscious of helping the community. They loved the Lim Family Association. They made sure their kids, and later the grandkids, would go to the annual Chinese New Year banquet in Los Angeles, Chinatown and become part of the Association activities. Jesse led the campaign to raise funds which resulted in the Lim Family Association buying its own building in Los Angeles. Jesse served as the President of the Association while Mary served as English Secretary.

Jesse is admired by his friends and family, especially his fellow Lims. Jesse likes to talk, and he is fluent in Toisanese, Cantonese, and English. He is also a very funny guy. He has always been in high demand to serve as emcee on various occasions—birthdays, weddings, baby parties. At most Chinese banquets, everyone talks, and no one listens to the emcee, but Jesse could command the room. When Jesse talked, people listened. You could hear a pin drop. With a quick wit and a vibrant personality, he became known as the Chinese "Bob Hope." Unfortunately, his daughters couldn't always understand the intricacy of his jokes in Chinese, but the audiences always roared with laughter.

As Jesse and Mary grew older, they became active in senior citizens organizations, both in California and later in Tucson. Jesse, always the handyman, would buy things at the thrift store, fix them up, and give them to the senior centers.

One of the things Jesse is most well known for is his sense of duty and responsibility. When he married Mary, he became the man of the family, because Mary's brother Jimmy had died in service to our country during WW II. He became the father to Mary's sisters May, Ruth, Margaret, and Elsie. After his brother Roy passed away, and his sister Sophie's husband passed away, he became the patriarch of the family. He is "Uncle Jesse" to many, both blood relative or not.

After 49 years of marriage, Jesse had to say farewell to his beloved Mary on May 21, 1995. But with the support of his family and friends, he has survived.

On Saturday, July 31, 1999, there will be a dinner in Tucson, Arizona to pay tribute to Jesse and to celebrate his life. A large delegation from the Lim Family Association in Los Angeles will be among the crowd of 150.

It is with great pride that I ask my colleagues to join me today in saluting this exceptional human being.

RUSSIA'S LEADERS SHOULD EMBRACE AND ENCOURAGE FREEDOM OF THE PRESS

HON. PETER DEUTSCH

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Friday, July 30, 1999

Mr. DEUTSCH. Mr. Speaker, as Russia prepares for Parliamentary and Presidential elections, there are alarming signals that the