

Mrs. Frank and her family moved to Yukon, OK, in 1935 where they weathered the Great Depression and watched as many fellow Oklahomans left the state, making the journey to the picking fields of California. Mrs. Frank, her husband and four children, however, stayed on in Yukon where she resides today.

Mrs. Frank has witnessed a century of our nation's history. Classroom and library textbooks can only provide so much historical detail for present and future generations. It is the oral history—the personal stories experienced and told by those who come before us—that truly makes our nation's history come to life. I thank Mrs. Frank for continuing to share her stories with us, and I extend my sincerest birthday wishes to her today on her 100th birthday. I hope that the years to come only add to an already impressive treasure chest of experiences and stories. Happy Birthday.

AMERICAN INDIAN EDUCATION FOUNDATION

HON. DALE E. KILDEE

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, October 14, 1999

Mr. KILDEE. Mr. Speaker, as Co-chairman of the House Congressional Native American Caucus, it is an 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 KOLBEE.

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 per-

sonal 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 nine 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 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

Thursday, October 14, 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 dis-

tinct 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 programs, 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 1900, 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 doing 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 want to 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.

THE GOVERNMENT OF SUDAN'S
ANNOUNCED INTENTION TO CONFISCATE THE PROPERTY OF THE
EPISCOPAL DIOCESE OF KHARTOUM

HON. TONY P. HALL

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, October 14, 1999

Mr. HALL of Ohio. Mr. Speaker, religious freedom and the lives of many faithful Christians are in grave danger in Sudan. The latest threat arise from the Sudanese government's planned seizure on October 16 of the headquarters of the Episcopal Church in Omdurman, part of greater Khartoum. These buildings, home to the Episcopal Church of Sudan since 1925, are occupied by clergy and lay people who will not leave until the matter is resolved. Christians in Sudan and their friends elsewhere have been called to several days of fasting and prayer, beginning October 15.

These buildings are being seized on a pretext, just as the government, which also refuses to grant permission to build any new churches in Khartoum, has illegally seized many other pieces of church property. Local Christians had taken to the streets to protest the planned seizure last month, and the government announced that it would give title to the property to the church. The government has since reversed itself and announced plans to go forward with the seizure. I fear the seizure will trigger violence or bloodshed. Unarmed clergy and lay persons holding vigil within the compound could be in harm's way.

The action by the government in Khartoum makes a mockery of its claims to respect religious freedom and human rights, and demonstrates, yet again, its intentions to continue to persecute Christians and Muslims who do not agree with the regime's particular brand of Islam.

The United States government has been active in opposing this kind of human rights abuse in Sudan, and I ask our State Department to continue to shine a spotlight on this kind of human rights violation. In addition, I call upon our allies and friends in the world community to intervene with the government of Sudan to stop these human rights abuses.

In particular, I challenge the governments of Canada and France, whose companies are helping to develop Sudan's oil reserves, to speak up boldly in defense of religious freedom and against these unjustified actions by the government of Sudan. Concrete actions by these governments to denounce these human rights violations may make the difference between freedom and oppression for these people, and possibly between life and death. The United States and the entire international community must not stand by in the face of persecution.

HATE CRIMES

SPEECH OF

HON. ROSA L. DeLAURO

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 13, 1999

Ms. DeLAURO. Mr. Speaker, I'm proud to rise this evening to join my colleagues in calling on the Republican Leadership to bring hate crimes legislation to the floor of this House.

For too long, this House has failed to act in the face of the growing list of victims who have fallen to the culture of hatred that seems to be on the rise in this country. We have seen synagogues burned to the ground. We have seen James Byrd dragged to his death down a dusty road in Texas. And one year ago yesterday, we lost Matthew Shepard after he was beaten and left for dead on a cold night in Laramie, WY. And there have been too many stories, some that the Nation has not yet heard, of young men and women visited by untimely and violent deaths.

In Texas City, TX, Aaron Morris and Kevin Tryals were shot to death, one of their bodies left in a burning car, simply because they were gay.

In Ft. Lauderdale, CA, Jody-Gaye Bailey was shot in the head by a self-proclaimed

skinhead. Minutes before the shooting, her assailant ranted about his desire to kill her just because she was black.

In Sylacauga, AL, Billy Jack Gaither was beaten to death with an ax handle, his body set afire on a pile of burning tires, because he was gay.

In Kenosha, WI, two African-American teens were intentionally run down while walking on the sidewalk. Eight years earlier, their assailant had deliberately rammed a van carrying five African-American men.

In northern California, three synagogues were burned to the ground by two brothers who are also suspected of gunning down two gay men in Redding, CA.

Even as violent crime continues to decline in America, the awful list of hate crime victims continues to grow. According to the FBI, there were nearly 8,000 hate crimes committed in 1995 alone. From attacks on synagogues in northern California early this summer to the tear gassing of a gay pride parade in San Diego this past August, we have seen assault after assault on individuals because of their religion, their race, or their sexual orientation.

We are all appalled by these violent, hateful crimes. But how many more of our citizens have to fall to the epidemic of hate crime in this country before this House is compelled to act? We passed resolutions condemning hatred and racism. We came to the floor of this House and sent out thoughts and prayers to the families of the victims. We spoke of the loss of values in America. But a Nation's values must also be reflected in its laws. We should not just speak of our outrage. We should pass this legislation and help put a stop to acts of hatred.

Currently, the law only allows the prosecution of a hate crime if it is committed while the victim is exercising a federally protected right, such as voting or attending school. This law was written to address the challenge of segregationists attempting to prevent minorities from voting or going to school, it does not meet the challenge of today's hate groups that seek to terrorize entire communities with their violent acts. By passing the Hate Crimes Prevention Act, we empower federal prosecutors to assist local law enforcement in finding and punishing those who commit hate crimes based on a person's race, religion, gender, or sexual orientation.

Hate crimes are not just assaults on individual victims, they are an assault on entire communities. The murder of one gay man is about attacking the entire gay community. Burning down a synagogue is about striking fear into the hearts of Jews everywhere. Let's call hate crimes what they really are—terrorism. When the supporters of hatred and division turn their thoughts into hateful acts, they need to know that we will come after them with full force of law and that they will pay for their crimes.

I want to thank my colleagues who came to the floor this evening to keep this issue on the national agenda. We will continue to fight for passage of the Hate Crimes Prevention Act and we will not stop until it is the law of the land. Let us do this in memory of the victims of hate crimes. And let's do it to ensure that we are not here this time next year, remembering the life of Matthew Shepard and mourning the loss of another 8,000 victims of hate crimes.