

foreign languages and knowledgeable of cultures of national security interest has been exposed. This shortage of federal employees fluent in foreign languages is a major obstacle towards our objective of winning the war against terrorism. FBI Director Robert Mueller has underscored this concern through a public plea for Americans who are proficient in Arabic and Farsi to offer their services to the federal government.

This legislation takes great strides toward addressing the federal government's foreign language deficiency concerns by expanding and strengthening the National Security Education Program (NSEP) at the Pentagon. A stronger commitment to the NSEP by Congress will serve to increase the quantity and proficiency level of federal employees with expertise in the languages and cultures of countries critical to U.S. national security.

Nearly 80 federal agencies require professionals proficient in 100 foreign languages to deal with a wide range of threats, as well as to advance our diplomatic, commercial and economic interests worldwide. As a recent GAO study reported, technology advances that result in the collection of growing amounts of information and greater U.S. involvement in global activities have made it difficult for government agencies to meet their language requirements. This failure has been damaging to our nation's security. In hearings before the Senate Government Affairs Subcommittee on International Security, Proliferation and Federal Services one year prior to the terrorist attacks on the World Trade Center and Pentagon, government officials testified that language deficiencies had compromised U.S. military, law enforcement, intelligence, counter-terrorism, and diplomatic efforts. Yet, despite this demand for language expertise, only eight percent of American college students study a foreign language—a statistic that has not changed in 25 years.

The funding increase incorporated in this proposed legislation for NSEP will be used to increase the number of scholarships and fellowships for language and area studies that the program makes available to U.S. college and university students who commit to federal employment in a national security position as a condition of their award. The funds will also allow NSEP to quickly establish programs at major U.S. universities designed to produce professionals proficient at the advanced level in languages, such as Arabic, Farsi, Hindi, Turkish, Russian, Japanese, Chinese and Korean—all critical to U.S. national security. These programs will not only be available to NSEP award recipients but to other students and government employees who want to enhance their language proficiency. The \$10 million increase in FY 2003 will supplement \$8 million in annual trust fund expenditures currently incurred by the program.

NSEP has been highly successful in encouraging American students to pursue language and cultural studies in world regions critical to U.S. interests and helping those students find national security positions in the federal government. Since its creation in 1991, NSEP has awarded nearly 2,300 scholarships and fellowships for study of more than 35 languages in nearly 100 countries. About one in three to four awards are made to students in the applied sciences, and nearly three-quarters of

NSEP award recipients fulfill their service requirement by working in positions at the Departments of Commerce, Defense, Justice, State, and Treasury, in the intelligence community, at NASA or USAID; and in the Congress. Given this impressive performance and the federal government's growing demand for language expertise and cultural knowledge, an expansion of the NSEP program is an essential, creative and cost-effective investment in our nation's future security.

Mr. Speaker, in conclusion, Congress must be proactive in this war on terrorism by resolutely addressing the federal government's foreign language deficiencies. Strengthening our commitment to proven foreign language education programs like the National Security Education Program is an excellent start. I strongly urge my colleagues to review and co-sponsor this important foreign language training legislation.

PERSONAL EXPLANATION

HON. CHRISTOPHER COX

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 24, 2002

Mr. COX. Mr. Speaker, on rollcall No. 331, the first of two amendments offered by Mr. Flake, I was recorded as "aye" but intended to vote "No." For the record, I oppose the amendment.

STOP THE VIOLENCE

HON. JOHN B. LARSON

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 24, 2002

Mr. LARSON of Connecticut. Mr. Speaker, I rise today to congratulate Olesya Koretska, a seventh grader at South Middle School in Hartford, Connecticut, for being named a finalist in the national Do the Write Thing Challenge, and to share her impressive essay with my colleagues. I commend Olesya for standing up to the constant pressures that she faces in her school, and for her courage in trying to combat the ever-growing problem of youth violence.

The Do the Write Thing Challenge is an initiative of the National Campaign to Stop Violence designed to give middle school students the opportunity to examine the impact of youth violence on their lives and to communicate in writing what they think should be done to change our culture and violence. The program encourages students to make personal commitments to do something about the problem with the ultimate goal of helping them break the cycles of violence in their homes, school, and neighborhoods.

I had the opportunity to meet with Olesya, and was amazed that she so ably articulated here concerns only after being in the United States for a few years. Not only has she overcome language and social barriers, Olesya has taken the initiative to remedy the problems that she and her classmates face every day. In the short amount of time she has been

in the United States, Olesya has immersed herself in her new environment and recognized what must be done to improve that environment for herself and her classmates.

Violence is one of the most important issues of our society because of its tremendous impact on the health and well being of our youth. Violence results in physical and mental injury of a person and sometimes even in death. It affects children, youth, and adults. It has affected (the) life of almost every person in the U.S.A. including me. There are the ways to get involved into violence, but there are the ways to avoid it too.

Having a good friend is one way to stay out of violence, but are you sure that you have a good friend? I was sure I did. However that "good" friend almost involved me in stealing. We were best friends and once she told me that she was a member of a gang I really wanted to join. I asked if I could be in the gang. She said yes, but I had to steal something for it. I was thinking about that all night long but I couldn't think of anything, so I asked my parents for advice. My parents explained to me that no friend would ask me to steal and if she did she was not worth to be my friend. So I left the gang and my friend. Now I'm glad that I took my parents' advice. It stopped me from doing something very bad.

The ideas about violence don't usually come to the youth by themselves. There are a lot of sources where teens can see or hear about it. For example, violent media. Sometimes the young fans of the famous actors can become thieves or even murderers after they've seen the movie with actor doing the same.

The other cause of the youth violence is the peer pressure. Often the youth is violent because of the bad friends. Once a girl I knew began to steal different things because she wanted her new friends to see how "cool" she was. And she did until she got caught. Then her friends who made her steal left her out. She was also punished at home and suspended from school. I think that choosing friends carefully is a better idea than this.

Another reason of the youth violence is domestic violence. On one hand, if a child grows up without parents, and nobody takes care of him he is not going to care about anybody else. He can take somebody's property or hurt somebody. On the other hand, if the parents love their child so much and give their child too much, give him and do for him whatever he wants then a child will get used to it. After that, he'll demand something from other people too. And that's what will later push him to violence. So it's very important that parents raise their children properly.

There are a lot of ways that we all can do to avoid violence. First, we can talk to our parents or teachers. Talking to somebody close to you helps a lot. For example, teachers can give you advice. Your parents can talk to you about their experience when they were young. They can also explain why violence is bad and unnecessary. All those may change our minds about violence.

Second, we should choose our friends carefully. For instance, if my new friend has violence problems then how do I know that she do something violent again? That's why we should avoid friends like that. Some teens can push you to violence, too.

Third, avoiding media makes your mind clear from violent thoughts. For example, my neighbor who watched too many violent movies hurt his sister while playing "Spy" games. After that his parents made him do something more interesting like reading, watching adventure movies and funny shows. After that the boy had changed. He stopped

playing "Spy" games and he became a better student. Now he is very thankful to his parents.

We have to stop the violence! Then our future will be safe and peaceful.

I admire Olesya for her bravery in speaking out about youth violence and her commitment

to stop it. Few students would be able to verbalize their frustrations, let alone identify causes and solutions for youth violence in their schools. Olesya Koretska is an extraordinary student and inspiration for other young Americans, and I would urge other students to follow in her remarkable footsteps.