

deserve. Let's hope Chairman Arafat fully appreciates the precarious nature of his current position and how the choices he makes in the immediate future will determine what role he will play in future peace negotiations.

I want to conclude, by expressing my profound sadness for the tragic loss of life that has befallen both Israelis and Palestinians in this conflict. As a person of faith, I value the inherent dignity of every human being and believe all interested parties have a responsibility to actively pursue the benefits of peace and freedom. It is my sincere hope that through strong leadership and determination, the next generation of Israeli and Palestinian children will be able to focus on building a prosperous future instead of on the carnage and destruction of the past.●

EVERY DAY IS EARTH DAY IN OREGON

● Mr. SMITH of Oregon. Mr. President, I come to the floor today on the occasion of Earth Day, which was first officially recognized 32 years ago. I can assure you, however, that the spirit of Earth Day has been in bold practice for generations in my home State of Oregon, where the words of John Jay ring true: "this land and these people were made for each other."

What is unique about Oregon is that, for so many, there is a profound connection between the products and comforts of our daily lives and where those products ultimately came from. In Oregon, it is difficult to forget that the wood our homes are built of came first from a forest, a forest that was harvested and has since been regenerated. We know that the food we buy for our families at grocery stores came first from a farm, a farm most likely owned and operated by another family not unlike our own. Oregonians can easily remember these things because the forests and the farms are not in some distant region, they are right down the road.

Down those countryside and mountain roads, you will find Oregon's first and finest environmentalists: generations of fishers, farmers and foresters who learned long ago that Oregon's rich natural resources could be perpetually sustained through careful stewardship and innovation.

Down one of those roads, near The Dalles, you will find the Baileys, who were recently given the American Farmland Trust's Steward of the Land Award. The Bailey's orchard was established in 1923, and successive members of the Bailey family have continued to use the latest research and technology to minimize the farm's impact on the land and water. The Baileys initiated an Integrated Fruit Production program for their trees, which includes efficient and responsible pest management, irrigation practices and control of weeds without residual herbicides.

They have also been strong advocates of preserving farmland and agricultural

communities. For the Baileys and so many others, the values of the farm go far beyond the safe and affordable food they provide, but also extends to the scenic open space, wildlife habitat and filters for clean air and water that the farm provides.

The growing awareness of those values has finally reached the policy-makers in this country. I am eager and hopeful that a balanced agreement on this year's Farm Bill will include a landmark commitment to cost-share and incentive payments for farm stewardship practices, as outlined in the Harkin-Smith Conservation Security Act. When that investment is made, we will have taken a bold step toward recognizing and rewarding all the Baileys of this country, and ensuring that there are many more to come.●

FOREIGN LANGUAGE ASSISTANCE PROGRAM AND THE NATIONAL SECURITY EDUCATION PROGRAM'S NATIONAL FLAGSHIP LANGUAGE INITIATIVE

● Mr. AKAKA. Mr. President, I rise today to request full funding for the Foreign Language Assistance Program, FLAP, which has been cut from the President's fiscal year 2003 budget and for the National Security Education Program's, NSEP, National Flagship Language Initiative. These two programs would enhance the foreign language capabilities of this Nation at a time when foreign language proficiency plays a critical role in maintaining our national security. The security, stability, and economic vitality of the United States depend on American citizens knowledgeable about the world. To become so, we need to encourage knowledge of foreign languages and cultures.

Unfortunately, the United States faces a critical shortage of language proficient professionals throughout Federal agencies. The inability of law enforcement officers, intelligence officers, scientists, military personnel, and other federal employees to decipher and interpret information from foreign sources, as well as interact with foreign nationals, presents a threat to their mission and to the well being of the Nation. It is crucial that we invest in programs like the Flagship Initiative and FLAP in order to strengthen the security of the United States.

While the General Accounting Office has highlighted the Federal Government's deficiency in personnel with foreign language proficiency, the entire country became aware of this problem after the events of September 11th, when FBI Director Robert Mueller called on English-speaking Americans with professional level proficiency in Arabic and Farsi to help with the translation of documents for the ensuing investigation. To address this need, Senators DURBIN, THOMPSON, and I introduced S. 1799, the Homeland Security Education Act, and S. 1800, the Homeland Security Federal Workforce

Act. These proposals are designed to improve educational programs in science, mathematics, and foreign languages and then attract graduates possessing these critical skills to the Federal Government.

However, these legislative initiatives cannot succeed if the foundations on which they are based are not supported. Moreover, while these initiatives go a long way to help agencies recruit those possessing these critical skills, we need programs like FLAP and the Flagship Initiative to create a larger talented and proficient applicant pool to address the growing foreign language needs in the national security community.

NSEP was created in 1991 by the David L. Boren National Security Education Act, P.L. 102-183, and administers three programs to enhance foreign language education: undergraduate scholarships for study abroad, graduate fellowships, and grants to U.S. institutions of higher education. As part of its grant program, NSEP intends to implement a National Flagship Language Initiative. The Flagship Initiative would establish national and regional language programs in universities throughout the Nation. These institutions would in turn educate significant numbers of graduates, across disciplines, with advanced proficiency levels in those languages critical to our national security.

The Flagship Initiative is designed to address the urgent and growing need for higher levels of language competency among a broader cross-section of professionals, particularly for those who will join the federal workforce. The goal is to produce students with professional proficiency in critical foreign languages. Professional proficiency is considered to be at least a level 3 proficiency in listening, reading, and speaking where an individual is capable of speaking with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

However, current foreign language programs in the United State, both Federal and academic, at best, aim toward 'limited working proficiency' which is defined as level 2. This skill level includes the ability to satisfy routine social demands and limited work requirements and handle routine work-related interactions that are limited in scope. Level 2 proficiency is generally insufficient for more complex and sophisticated work-related national security tasks.

While programs like the Flagship Initiative would make significant improvements in the country's language capabilities, university-level training alone will not meet the challenge currently before us. We must also take steps to address what foreign language experts have recommended for years—start early. The Foreign Language Assistance Program, FLAP, initiates, through competitive grants, foreign

language study at the elementary and secondary level—when students have the best chances of developing the strongest language proficiencies as adults. Eliminating funding for FLAP would be a disservice to the nation. We would have contributed to the lack of foreign language proficiencies at a time when the government needs people with those skills the most.

Both FLAP and NSEP have suffered from inadequate funding over the past few years. Funding for FLAP was \$14 million in FY 2002, but the program has never received funding resembling that which was anticipated at its inception \$35 million.

NSEP receives funding from the National Security Education Trust Fund. Under the Department of Defense Appropriations Act for FY 1992, the NSEP trust fund received \$150 million. Since then, more than \$80 million from the trust fund has been transferred to other federal projects and only \$8 million has been appropriated for NSEP projects each year. The trust fund is now valued at \$43 million. This amount alone cannot support both NSEP's current programs and the innovative Flagship Initiative.

NSEP has conducted a survey of universities and has found a number of them willing and qualified to participate in this program. I am pleased to say that the University of Hawaii has been designated a likely flagship school due to the strength of its faculty and curriculum. However, in order to implement this program, approximately 10 national flagship programs and three regional flagship programs will be required. It is estimated that full implementation across a wide array of languages will require an investment of at least \$20 million per year.

I urge my colleagues to support full funding of FLAP and the Flagship Initiative.●

IN RECOGNITION OF RUDOLFO ANAYA

● Mr. DOMENICI. Mr. President, I rise today to honor the accomplishments of Chicano writer Rudolfo Anaya. Often considered "the godfather of Chicano literature," Mr. Anaya writes of Hispanic culture and his experiences in the American Southwest, and especially of life in New Mexico.

Born in the small village of Pastura, NM, Mr. Anaya is the fifth child of seven in a devout Catholic family. Growing up, Rudolfo's family spoke Spanish at home sharing stories about their culture and history. His upbringing in the American Southwest taught him to be proud of his Hispanic heritage which is often reflected in his writing. Rudolfo's technique of "cuento" stems from this important Hispanic tradition of oral storytelling.

Mr. Anaya can be proud of his many accomplishments. It would be hard to find a Chicano studies or literature course that did not include one of

Rudolfo's works, such as "Bless Me, Ultima," which won the Premio Quinto Sol national award for Chicano literature. In addition, New Mexicans and readers around the world have enjoyed his novel "Albuquerque," his children's book, "The Farolitos of Christmas," and his other essays and plays.

In addition, Rudolfo has worked diligently to inspire and promote other Hispanic writers. He has encouraged publishers to recruit more Hispanic writers and share their stories with the American public. His efforts have also helped Hispanic children find an interest in reading, stimulating a new generation to become more involved in their history and improving their literacy skills.

President Bush has chosen to honor Rudolfo Anaya's accomplishments by bestowing on him a National Medal of Arts for 2001. Originally created by Congress in 1984, the National Medal of Arts allows the President to select exceptional individuals for "their outstanding contributions to the excellence, growth, support, and availability of the arts in the United States." Clearly, Rudolfo is one such individual deserving of recognition for his contributions not only to the arts but to Hispanic culture as well.

Rudolfo is a living New Mexico treasure, giving voice to the heritage and culture of a proud people. Through his writings we get a chance to enter the heart of the Chicano and Hispanic culture that is part and parcel of who we are, as a whole, as New Mexicans. On behalf of the Senate, I want to thank this fellow New Mexican for the fine work he has done. I am proud of him and commend him on receiving a National Medal of Arts award.●

TRIBUTE TO SHARON DARLING

● Mr. MCCONNELL. Mr. President, I rise today to honor Sharon Darling, the founder and president of the National Center for Family Literacy, in Louisville, KY. Sharon is a recipient of the 2001 National Humanities Medal and I want to offer my congratulations to her on this tremendous honor.

Sharon Darling is a devoted civic leader and a longtime advocate of family literacy. Through hands on experience as an elementary school teacher and an adult reading mentor, Sharon developed an education program that stresses the importance of early childhood education, adult literacy education, and parental involvement in the learning process. In 1989, she used her revolutionary program as a foundation for establishing the National Center for Family Literacy. Under Sharon's leadership the NCFL has grown into a widely respected national organization that promotes family literacy. Today the NCFL has more than 3,000 literacy programs throughout America.

The National Humanities Medal honors individuals whose work has contributed to their community by broad-

ening citizens' access to the humanities. Given the years of service Sharon has dedicated to helping families read, I cannot think of anyone more deserving of this honor. Whether helping them to enjoy classic literature or simply understand written instructions, Sharon's work has improved the lives of countless Americans.

Sharon's commitment to public service does not end with the National Center for Family Literacy. She also actively serves with a number of important national and international organizations such as the International Women's Forum, Barbara Bush Foundation for Family Literacy, National Coalition for Literacy, the American Indian Education Foundation, and the Heart of America Foundation.

Sharon, my colleagues, and I, join in congratulating you on your fine achievements. We also thank you for the time and effort you have put into the lives of others. I know the people of Kentucky and this great nation will continue to benefit from your contributions for many years to come.●

LOCAL LAW ENFORCEMENT ACT OF 2001

● Mr. SMITH of Oregon. Mr. President, I rise today to speak about hate crimes legislation I introduced with Senator KENNEDY in March of last year. The Local Law Enforcement Act of 2001 would add new categories to current hate crimes legislation sending a signal that violence of any kind is unacceptable in our society.

I would like to describe a terrible crime that occurred July 29, 2001 in Nashville, Tennessee. Willie Houston, 38, was fatally shot in the chest. The alleged gunman, Lewis Maynard Davidson III, 25, taunted the victim with anti-gay epithets, and shot him outside a restaurant. While the victim was reportedly not gay, Tennessee hate crime laws cover violence based on real or perceived sexual orientation.

I believe that government's first duty is to defend its citizens, to defend them against the harms that come out of hate. The Local Law Enforcement Enhancement Act of 2001 is now a symbol that can become substance. I believe that by passing this legislation and changing current law, we can change hearts and minds as well.●

MESSAGES FROM THE PRESIDENT

Messages from the President of the United States were communicated to the Senate by Mr. Evans, one of his secretaries.

EXECUTIVE MESSAGES REFERRED

As in executive session the Presiding Officer laid before the Senate messages from the President of the United States submitting sundry nominations which were referred to the appropriate committees.