

Whereas, the 2nd roadblock the government pension offset of the federal Social Security Act, reduces the survivor benefit under Social Security by 2/3 of an individual's retirement benefit. This means the death of a spouse of a retiree is a double tragedy because the offset will reduce the family income by 1/3 or more and then freeze it at that level. Any future increase in the retiree's retirement will result in the loss of Social Security benefits; now, therefore, be it

Resolved, That We, your Memorialists, support the repeal of the government pension offset and the windfall elimination provision from the federal Social Security Act; and be it further

Resolved, That suitable copies of this resolution, duly authenticated by the Secretary of State, be transmitted to the President of the United States Senate, to the Speaker of the United States House of Representatives and to each member of the Maine Congressional Delegation.

REPORTS OF COMMITTEES

The following reports of committees were submitted:

By Mr. LEAHY, from the Committee on the Judiciary:

Report to accompany S. 1974, a bill to make needed reforms in the Federal Bureau of Investigation, and for other purposes. (Rept. No. 107-148).

INTRODUCTION OF BILLS AND JOINT RESOLUTIONS

The following bills and joint resolutions were introduced, read the first and second times by unanimous consent, and referred as indicated:

By Mr. CAMPBELL:

S. 2503. A bill to amend title 49, United States Code, to permit an individual to operate a commercial motor vehicle solely within the borders of a State if the individual meets certain minimum standards prescribed by the State, and for other purposes; to the Committee on Commerce, Science, and Transportation.

By Mr. HATCH:

S. 2504. A bill to extend eligibility for refugee status of unmarried sons and daughters of certain Vietnamese refugees; to the Committee on the Judiciary.

By Mr. KENNEDY (for himself, Mr. LUGAR, Mr. CHAFEE, Mr. LEAHY, Mr. DODD, Mr. HAGEL, Mr. SMITH of Oregon, Mr. COCHRAN, Mr. BROWNBAC, Mr. JEFFORDS, Mr. DURBIN, and Mr. FEINGOLD):

S. 2505. A bill to promote the national security of the United States through international educational and cultural exchange programs between the United States and the Islamic world, and for other purposes; to the Committee on Foreign Relations.

ADDITIONAL COSPONSORS

S. 145

At the request of Mr. THURMOND, the name of the Senator from Kansas (Mr. BROWNBAC) was added as a cosponsor of S. 145, a bill to amend title 10, United States Code, to increase to parity with other surviving spouses the basic annuity that is provided under the uniformed services Survivor Benefit Plan for surviving spouses who are at least 62 years of age, and for other purposes.

S. 630

At the request of Mr. BURNS, the name of the Senator from Alaska (Mr. STEVENS) was added as a cosponsor of S. 630, a bill to prohibit senders of unsolicited commercial electronic mail from disguising the source of their messages, to give consumers the choice to cease receiving a sender's unsolicited commercial electronic mail messages, and for other purposes.

S. 776

At the request of Mr. BINGAMAN, the names of the Senator from Iowa (Mr. HARKIN) and the Senator from Iowa (Mr. GRASSLEY) were added as cosponsors of S. 776, a bill to amend title XIX of the Social Security Act to increase the floor for treatment as an extremely low DSH State to 3 percent in fiscal year 2002.

S. 782

At the request of Mr. BUNNING, his name was added as a cosponsor of S. 782, a bill to amend title III of the Americans with Disabilities Act of 1990 to require, as a precondition to commencing a civil action with respect to a place of public accommodation or a commercial facility, that an opportunity be provided to correct alleged violations, and for other purposes.

S. 885

At the request of Mr. HUTCHINSON, the name of the Senator from Virginia (Mr. ALLEN) was added as a cosponsor of S. 885, a bill to amend title XVIII of the Social Security Act to provide for national standardized payment amounts for inpatient hospital services furnished under the medicare program.

S. 999

At the request of Mr. BINGAMAN, the name of the Senator from Wyoming (Mr. ENZI) was added as a cosponsor of S. 999, a bill to amend title 10, United States Code, to provide for a Korea Defense Service Medal to be issued to members of the Armed Forces who participated in operations in Korea after the end of the Korean War.

S. 1022

At the request of Mr. WARNER, the names of the Senator from Illinois (Mr. DURBIN) and the Senator from Vermont (Mr. JEFFORDS) were added as cosponsors of S. 1022, a bill to amend the Internal Revenue Code of 1986 to allow Federal civilian and military retirees to pay health insurance premiums on a pretax basis and to allow a deduction for TRICARE supplemental premiums.

S. 1471

At the request of Mr. TORRICELLI, the name of the Senator from New Jersey (Mr. CORZINE) was added as a cosponsor of S. 1471, a bill to amend titles XIX and XXI of the Social Security Act to ensure that children enrolled in the medicaid and State children's health insurance program are identified and treated for lead poisoning.

S. 1626

At the request of Mr. BINGAMAN, the names of the Senator from Iowa (Mr. GRASSLEY) and the Senator from Wash-

ington (Ms. CANTWELL) were added as cosponsors of S. 1626, a bill to provide disadvantaged children with access to dental services.

S. 1679

At the request of Mr. CONRAD, the name of the Senator from Michigan (Mr. LEVIN) was added as a cosponsor of S. 1679, a bill to amend title XVIII of the Social Security Act to accelerate the reduction on the amount of beneficiary copayment liability for medicare outpatient services.

S. 2067

At the request of Mr. BINGAMAN, the name of the Senator from South Carolina (Mr. HOLLINGS) was added as a cosponsor of S. 2067, a bill to amend title XVIII of the Social Security Act to enhance the access of medicare beneficiaries who live in medically underserved areas to critical primary and preventive health care benefits, to improve the Medicare+Choice program, and for other purposes.

S. 2200

At the request of Mr. GRASSLEY, the name of the Senator from Alabama (Mr. SESSIONS) was added as a cosponsor of S. 2200, a bill to amend the Internal Revenue Code of 1986 to clarify that the parsonage allowance exclusion is limited to the fair rental value of the property.

S. 2454

At the request of Mr. ENSIGN, the name of the Senator from Oregon (Mr. WYDEN) was added as a cosponsor of S. 2454, a bill to eliminate the deadlines for spectrum auctions of spectrum previously allocated to television broadcasting.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. CAMPBELL:

S. 2503. A bill to amend title 49, United States Code, to permit an individual to operate a commercial motor vehicle solely within the borders of a State if the individual meets certain minimum standards prescribed by the State, and for other purposes; to the Committee on Commerce, Science, and Transportation.

Mr. CAMPBELL. Mr. President, today I am introducing companion legislation to H.R. 2466, the Commercial Driver's License Devolution Act of 2001, which was originally brought to the floor of the House of Representatives last July by my friend from North Carolina, Representative HOWARD COBLE.

I believe it is no secret to my colleagues here in the Senate, that I support small business and returning power to the States. The traditional, one-size-fits-all approach to governing has done more harm than good, and this bill is an attempt to remedy some of that.

This legislation will give States the option to establish their own commercial driver's license, CDL, requirements for intrastate drivers. It will return power to the States by giving

them the option to license intrastate drivers of commercial motor vehicles based upon testing standards determined by the individual States. And I stress, it will be an "option."

I want to emphasize that this legislation is not a Federal mandate imposed on States. States that choose not to participate would remain under Federal guidelines. A State that chooses to exercise this option would in no way diminish the role of the CDL in the long-haul trucking industry. Additionally, this legislation effectively precludes two or more States from using this option as the basis for an interstate compact.

As I am sure my colleagues are aware, the Commercial Motor Vehicle Safety Act of 1986, CMVSA, required States to establish a new and uniform program of testing and licensure for all operators of commercial vehicles both intra and interstate. The principal objectives of the Act have been met, and would not be harmed by this legislation I'm introducing here today.

I have no issue with the CMVSA. It is a good law, and at the time the provisions it contained were necessary and timely for improving the standards of performance for long-haul truck drivers in this country. However, I, like my counterpart in the House, believe the CMVSA was imposed upon intrastate commerce where the operation of trucks may be a small but necessary part of an individual's job. Therefore, the reality was that Washington imposed its will on thousands of small businesses across this country who aren't involved in long-haul trucking and we expected them to adjust to any circumstance that might arise. That's unfair and not what government is supposed to be about.

When you have conditions such as these, I believe it should be within a State's discretion to determine what kind of commercial vehicle licensure and testing is required for commerce taking place solely within its borders.

This legislation is important to our Nation's small businesses, especially those dependent upon commercial truck travel, which means it's important to the consumers. I urge my colleagues in the Senate to support it.

By Mr. HATCH:

S. 2504. A bill to extend eligibility for refugees status of unmarried sons and daughters of certain Vietnamese refugees; to the Committee on the Judiciary.

Mr. HATCH. Mr. President, I rise today to introduce a Senate companion to H.R. 1840, a bill to extend the eligibility for refugee status of immigrants who are the unmarried children of qualified Vietnamese nationals. This bill would extend the authority to process such individuals through fiscal year 2003, as it was set to expire earlier this year. The House and Senate have been in communication regarding this bill for some time, and given that the Senate Judiciary Committee approved

the House version of this bill by unanimous consent this morning, I have little doubt that the entire Senate will extend their support.

This is a very important piece of legislation and one that will provide crucial relief to a small, yet deserving group of people, the children of those Vietnamese nationals who were placed in internment camps by the Socialist Republic of Vietnam and are now in the United States as refugees. We simply cannot expect the sons and daughters of these Vietnamese nationals to be forgotten. It is our duty to support the sacrifices that these families made for freedom and democracy and I find it most appropriate that we prevent further persecution by welcoming their children.

I want to commend Congressman TOM DAVIS on his introduction of this legislation in the House. I urge my Senate colleagues' support.

By Mr. KENNEDY (for himself, Mr. LUGAR, Mr. CHAFEE, Mr. LEAHY, Mr. DODD, Mr. HAGEL, Mr. SMITH of Oregon, Mr. COCHRAN, Mr. BROWNBACK, Mr. JEFFORDS, Mr. DURBIN, and Mr. FEINGOLD):

S. 2505. A bill to promote the national security of the United States through international educational and cultural exchange programs between the United States and the Islamic world, and for other purposes; to the Committee on Foreign Relations.

Mr. KENNEDY. Mr. President, today, Senators LUGAR, LEAHY, CHAFEE, DODD, HAGEL, GORDON SMITH, COCHRAN, BROWNBACK, JEFFORDS, DURBIN, FEINGOLD and I are introducing legislation to increase the level of student and other exchanges between Americans and visitors from the Islamic world.

Our legislation, the Cultural Bridges Act, would authorize \$75 million above current appropriations in fiscal years 2003 through 2007 to expand the activities of the State Department's existing educational and cultural programs in the Islamic world. It would also authorize \$20 million in fiscal years 2003 through 2007 for the Department of State to establish a new high school student exchange program to enable a small number of competitively selected students from the Islamic world to study in the United States at a public high school for an academic year.

There are no better ambassadors for American values than Americans themselves, and student exchange programs have proven to be an effective tool in reaching out to the next generation of leaders. As Secretary Powell said in his August 2001 Statement on International Education Week, "I can think of no more valuable asset to our country than the friendship of future world leaders who have been educated here."

One of the clear lessons of September 11 is that our government needs to do more to ensure that future generations in the Islamic world understand more

about American values and culture. A recent Gallup poll in nine predominantly Muslim countries revealed strong anti-American attitudes. Nearly 1.5 billion people live in the Islamic world, and if we ignore these sentiments, we do so at our own peril. If we try to address the problem directly, by teaching American values to students from the Islamic world, we have a chance, in the long run, of changing negative attitudes. It's a long process, which September 11 has taught us we must begin now.

The State Department currently manages outstanding international student educational and cultural exchange programs that have helped foster mutual respect and understanding in many countries worldwide. These programs, which enable approximately 5,000 Americans to travel abroad and 20,000 foreign visitors to travel to the United States annually to study, teach, engage in people-to-people programs, have been enormously successful in promoting American values and cultural tolerance.

Unfortunately, visitors and students from the Islamic world are significantly underrepresented in many of these programs. Individuals in the Islamic world represent approximately 25 percent of the world's 6.2 billion people. However, in fiscal year 2000, less than 10 percent of the participants in State Department cultural and educational exchange programs were from the Islamic countries covered under our legislation, and less than 12 percent of the budget was spent on these countries. Additionally, according to the State Department's Bureau of Educational and Cultural Affairs, direct appropriated funding for exchanges has fallen by almost a third since 1993 which adjusted for inflation.

The additional \$75 million our legislation authorizes for existing programs to be expanded in the Islamic world is essential to our nation's objective of promoting greater understanding of American values and ideals. Existing programs provide the essential building blocks our nation needs for an expanded and sustained effort to reach more broadly into these societies, to foster mutual respect, and to counter the ignorance and hatred that can lead to acts of terrorism.

In October of last year, President Bush spoke eloquently about the need to reach out in friendship to children and the Islamic world. In a speech to students at Thurgood Marshall Extended Elementary School, the President said that America is "determined to build ties of trust and friendship with people all around the world, particularly with children and people in the Islamic world."

To facilitate the President's goal of reaching children, our legislation would create a new program for high school students from the United States. No Federal program currently exists to facilitate such student exchanges with ever-increasing numbers of youth in the Islamic world.

There are many benefits to reaching out to students while they are young and open-minded to enhance mutual cultural understanding and tolerance. Today's high school students are tomorrow's leaders, and we need to begin working with them now to inform their attitudes about our country.

In a January 20, 2002 op-ed in the Washington Post, a former Fulbright scholarship recipient from Egypt expressed concern that his university in Egypt was and continues to be fertile ground for recruiters from terrorist or extremist organizations. Our challenge is to provide young students with the opportunity to learn about America, participate in all aspects of American family life, and understand our values before they reach that stage.

The high school student exchange program authorized in our legislation is modeled on the State Department's highly successful Future Leaders Exchange Program, FLEX, which brings approximately 1,000 students ages 15-17 from the Newly Independent States to the United States each year to attend an American high school for a year and live with an American family.

The FLEX program has been extremely effective in shaping attitudes among the students selected to participate from the Newly Independent States. A 1998 U.S. government study, which compared Russian FLEX alumni with other Russian youth of the same age, indicated that the FLEX alumni are more open to and accepting of Western values and democratic ideals. They are more likely to want to become leaders in and to make a contribution to their society. They tend to be more optimistic about the future of their country, especially its evolution to a more democratic, rule-of-law society, than other Russian youths.

Importantly, the FLEX program has been successful in the six predominantly Islamic countries from the Newly Independent States, Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. More than 1,500 students from those Muslim countries have studied and lived in the United States since the program began. FLEX alumni in Azerbaijan and Turkmenistan are teaching English in their home countries, and alumni in Kyrgyzstan and Tajikistan have been involved in activities to develop democratic practices. Given the track record in these countries, there is every reason to believe that a high school student exchange program would succeed throughout the Islamic world.

Like the existing student exchange program for the Newly Independent States, our legislation requires participating students in high school exchanges form the Islamic world to be selected competitively and in a manner that ensures geographic, gender, and socio-economic diversity. To quality, students must be tested extensively and interviewed under State Department guidelines. As with the FLEX program, the State Department will

work with experienced American non-governmental organizations to recruit, select, and place students and will remain in close contact with the public high school, American host family, and American non-governmental organizations while the students are in the United States.

Importantly, all students and visitors participating in programs authorized in this legislation must be admissible under all immigration laws and procedures. Furthermore, legislation recently passed by the Senate would improve our ability to screen foreign students by requiring increased communication among the State Department, the INS, and the schools enrolling foreign students and closing gaps in the existing foreign student monitoring program.

Our legislation has been endorsed by the Alliance for International Education and Cultural Exchange, AMIDEAST, AFS, the Academy for Educational Development, the American Councils for International Education, the American Institute for Foreign Study, the Institute of International Education, the National Council for International Visitors, Sister Cities International, World Learning, and World Study Group.

About the Cultural Bridges Act, the Director of the Alliance for International Educational and Cultural Exchange, a coalition of 65 organizations with chapters in all 50 states, former Ambassador Kenton Keith, wrote: "Winning the war on terrorism will demand more than just our military prowess. It will require us to engage the peoples of the Islamic world about our society and values if we are to forge the mutual understanding and respect that will be the basis of peaceful productive relationships. The exchanges authorized in your bill are the most cost-effective way to encourage the positive personal and institutional relationships that will enhance our long-term national security." I ask unanimous consent that copies of this and other endorsement letters be included in the CONGRESSIONAL RECORD at the end of my statement along with the text of the legislation.

America must respond to the terrorist threat on many levels. We need to ensure that our defenses are strong, our borders are secure, and our relationships with allies are vibrant. We also need to do more in the area of public diplomacy.

It is clearly in America's national security interest to promote more people-to-people contacts throughout the Muslim world. Indeed, in a May 3rd speech to the World Affairs Council in California, Deputy Secretary of Defense Paul Wolfowitz spoke about the need to reach out and strengthen voices of moderation in the Islamic world and to bridge the "dangerous gap" between the West and the Muslim world. He said America must "begin now . . . the gap is wide and there is no time for delay."

After September 11, many of the Muslim countries condemned those acts and pledged to help the United States fight terrorism. As we have seen in Afghanistan, Pakistan, and elsewhere in the Muslim world, some individuals and factions within a country can support terrorists and terrorist organizations, while others seek to resolve issues peacefully. America must reach out in friendship to all individuals in the Islamic world who share our worldview.

The Koran says, "O Mankind! We created you from a single pair of a male and a female, and made you into nations and tribes, that ye may know each other." These words speak eloquently of the need for this legislation. Building bridges of understanding and tolerance across cultures will help ensure that Americans and people of the Islamic world will truly understand and know each other. I urge my colleagues to support this legislation.

I ask unanimous consent that the text of the bill be printed in the RECORD.

There being no objection, the bill was ordered to be printed in the RECORD, as follows:

S. 2505

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Cultural Bridges Act of 2002".

SEC. 2. FINDINGS.

Congress makes the following findings:

(1) Educating international students is an important way to impart cross-cultural understanding and create goodwill for the United States throughout the world.

(2) Students from the Islamic world are significantly underrepresented among the approximately 500,000 international students who study in the United States annually.

(3) The volume of professional and cultural exchanges between the United States and the Islamic world is extremely low compared to other regions, and these exchanges have proven extremely effective worldwide in building productive people-to-people ties.

(4) The Federally-funded Future Leaders Exchange Program for high school students from the former Soviet Union, administered by the Department of State, has demonstrated the positive impact of reaching out to international students at the secondary school level, introducing them to American culture, and strengthening their commitment to democratic values and ideals.

(5) A critical element in the war against terrorism will be increasing mutual understanding and respect between the peoples of the United States and peoples around the world, particularly those of the Islamic faith.

SEC. 3. DEFINITIONS.

In this Act:

(1) APPROPRIATE CONGRESSIONAL COMMITTEES.—The term "appropriate congressional committees" means the Committee on Foreign Relations and the Committee on Appropriations of the Senate and the Committee on International Relations and the Committee on Appropriations of the House of Representatives.

(2) FROM THE ISLAMIC WORLD.—The term "from the Islamic world", when used with respect to a person, means that the person is

a national of a country in the Islamic world or has as the person's residence or place of birth the West Bank or Gaza.

(3) **ISLAMIC WORLD.**—The term "Islamic world" means—

(A) the member countries of the Organization of the Islamic Conference and does not include any country having observer status in the Organization; and

(B) the areas consisting of the West Bank and Gaza.

(4) **SECONDARY SCHOOL.**—The term "secondary school" means a school that serves students in any of the grades 9 through 12 or equivalent grades in a foreign education system, as determined by the Secretary, in consultation with the Secretary of Education.

(5) **SECRETARY.**—Except as otherwise provided, the term "Secretary" means the Secretary of State.

(6) **UNITED STATES SPONSORING ORGANIZATION.**—The term "United States sponsoring organization" means a nongovernmental organization having United States citizenship that is designated by the Secretary to carry out the program authorized under section 5(a).

SEC. 4. PURPOSE.

The purpose of this Act is to promote the national security of the United States through international educational and cultural exchange programs between the United States and the Islamic world that would—

(1) afford additional opportunities for eligible participants from the Islamic world to study in the United States;

(2) foster mutual respect for American and Islamic values and culture through people-to-people contacts; and

(3) build bridges to a more peaceful world through programs aimed at enhancing mutual understanding.

SEC. 5. NEW EXCHANGE VISITOR PROGRAM FOR SECONDARY SCHOOL STUDENTS FROM THE ISLAMIC WORLD.

(a) **IN GENERAL.**—To carry out the purpose of section 4, and to redress the underrepresentation in United States international exchange visitor programs of persons from the Islamic world, the Secretary, acting under the authority, direction, and control of the President, is authorized to establish an international exchange visitor program under which eligible secondary school students from the Islamic world would—

(1) attend a public secondary school in the United States;

(2) live with an American host family and experience life in a United States host community; and

(3) participate in activities designed to promote a greater understanding of American and Islamic values and culture.

(b) **IMPLEMENTATION.**—The Secretary shall utilize the authorities of the Mutual Educational and Cultural Exchange Act of 1961 to carry out the program authorized by subsection (a) by grant, contract, or otherwise with United States sponsoring organizations.

(c) **ELIGIBILITY CRITERIA.**—

(1) **IN GENERAL.**—Except as provided in paragraph (2) and section 7, a foreign student is eligible for participation in the program authorized by subsection (a), if the student—

(A) is from the Islamic world;

(B) is at least 15 years of age but not more than 18 and 6 months years of age at the time of initial school enrollment;

(C) is enrolled in secondary school in the student's country of nationality or in the West Bank or Gaza;

(D) has completed not more than 11 years of primary and secondary education, exclusive of kindergarten;

(E) demonstrates maturity, good character, and scholastic aptitude; and

(F) has not previously participated in an academic year or semester secondary school

student exchange program in the United States.

(2) **EXCEPTION.**—An alien is not eligible for participation in the program authorized by subsection (a) if the alien is otherwise inadmissible to the United States under section 212(a) of the Immigration and Nationality Act (8 U.S.C. 1182(a)).

(d) **PROGRAM REQUIREMENTS.**—The program authorized by subsection (a) shall satisfy the following requirements:

(1) **RECRUITMENT AND SELECTION.**—Each United States sponsoring organization shall recruit and select eligible secondary school students on a competitive basis under guidelines developed by the Secretary and in a manner that ensures geographic, gender, and socio-economic diversity.

(2) **ENGLISH LANGUAGE PROFICIENCY.**—The Secretary or the United States sponsoring organization shall establish the English language proficiency of eligible secondary school students through standardized testing. For selected secondary school students found in need of additional English language training, the Secretary shall provide for not to exceed three months of such training, depending on the need of the student, prior to the commencement of the student's course of academic study in the United States.

(3) **PREFERENCE FOR FULL ACADEMIC YEAR OF STUDY.**—The program shall emphasize educational exchanges consisting of a full academic year of study.

(4) **COMPLIANCE WITH "J" VISA REQUIREMENTS.**—Participants in the program shall satisfy all requirements applicable to the admission of nonimmigrant aliens described in section 101(a)(15)(J) of the Immigration and Nationality Act (8 U.S.C. 1101(a)(15)(J)). The program shall be considered a designated exchange visitor program for purposes of the application of section 641 of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996.

(5) **REGULAR REPORTING TO THE SECRETARY.**—Each United States sponsoring organization shall report regularly to the Secretary the information that the organization has obtained during regular contacts with the sponsored student, the host family, and the host secondary school.

SEC. 6. AUTHORITY TO ESTABLISH NEW EDUCATIONAL AND CULTURAL EXCHANGE PROGRAMS AND EXPAND EXISTING PROGRAMS.

Under the authority, direction, and control of the President, the Secretary is authorized to use the authorities of the Mutual Educational and Cultural Exchange Act of 1961 to establish new programs under that Act, and expand the coverage of existing programs under that Act, to increase the number of educational and cultural exchange activities involving persons from the Islamic world, except as provided in section 7.

SEC. 7. EXCEPTION FOR ISLAMIC WORLD COUNTRIES COVERED BY THE FREEDOM SUPPORT ACT.

An individual who is a national of any of the following countries shall not be eligible for participation in any new program authorized under section 5 or 6 or for participation in an existing program expanded under the authority of section 6: Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan.

SEC. 8. REPORTING REQUIREMENTS.

(a) **INITIAL REPORT.**—Not later than 3 months after the date of enactment of this Act, the Secretary shall submit to the appropriate congressional committees a report setting forth the plans to implement this Act. The report shall include—

(1) with respect to the program authorized by section 5(a)—

(A) a plan indicating priority countries and areas in the Islamic world for participation in the program;

(B) an estimate of the number of participating students from each country or area;

(C) an identification of United States sponsoring organizations; and

(D) a schedule for implementation of the program; and

(2) with respect to fiscal year 2003, an allocation of funds by country or area in the Islamic world for the program authorized by section 5(a), and by program and country or area in the Islamic world for the exercise of authority under section 6.

(b) **ANNUAL REPORT.**—Not later than January 31 of each year, the President shall submit to the appropriate congressional committees a report on the progress and effectiveness of activities carried out under this Act.

SEC. 9. AUTHORIZATIONS OF APPROPRIATIONS.

(a) **NEW PROGRAM FUNDING.**—

(1) **IN GENERAL.**—In addition to funds otherwise available for such purpose, there is authorized to be appropriated for the Department of State \$20,000,000 for each of the fiscal years 2003 through 2007 to carry out the program authorized by section 5(a).

(2) **AVAILABILITY OF APPROPRIATIONS.**—Amounts appropriated pursuant to paragraph (1) are authorized to remain available until expended.

(b) **FUNDING OF EXPANSION OF EXISTING PROGRAMS.**—

(1) **IN GENERAL.**—In addition to funds otherwise available for such purpose, there is authorized to be appropriated for the Department of State \$75,000,000 for each of the fiscal years 2003 through 2007 to carry out any new international educational or cultural exchange programs under section 6 or the expansion under section 6 of any existing such programs.

(2) **AVAILABILITY OF APPROPRIATIONS.**—Amounts appropriated pursuant to paragraph (1) are authorized to remain available until expended.

(c) **LIMITATIONS.**—

(1) **SINGLE COUNTRY LIMITATION.**—Of the amount authorized to be appropriated by subsection (a), and of the amount authorized to be appropriated by subsection (b), not more than 10 percent of each such amount is authorized to be available for any single country.

(2) **SINGLE PROGRAM LIMITATION.**—Of the amount authorized to be appropriated by subsection (b), not more than 25 percent is authorized to be available to carry out, or expand, any single international educational or cultural exchange program.

Mr. LUGAR. Mr. President, I am pleased to join Senators KENNEDY, CHAFEE, LEAHY, HAGEL, GORDON SMITH, COCHRAN, BROWNBACK, and JEFFORDS in introducing the Cultural Bridges Act of 2002. Put simply, our bill authorizes funding for international student exchange programs between the United States and countries of the Islamic world.

The bill authorizes \$20 million to establish a secondary school level student exchange program that would bring students from the Islamic world to America in order to foster greater understanding and tolerance. It also authorizes an additional \$75 million to existing student and foreign-exchange programs such as the Congress-Bundestag Program, Fulbright Scholarships, etc. The purpose is to foster mutual respect between our peoples and a greater understanding of the differences and similarities between the cultures.

One of the lessons learned in recent months is that the United States needs

to create more effective tools of public diplomacy. The most striking example of this was a December 2000–January 2001 Gallup Poll in nine predominantly Muslim states that revealed very strong anti-American attitudes in a majority of the countries. There are no more effective means to spread American values and influence and to create goodwill than international student exchanges. As a result, I have concluded it is in U.S. national security interests to create an exchange program focused on Asia, the Middle East, and North Africa.

Last year only 10 percent of participants in various State Department student and cultural exchange programs came from Islamic countries outside the former Soviet Union. Our new program will bring students aged 15 to 17 to attend high school and live with an American family for a year. Recruitment and selection of participants will be conducted on a competitive basis designed to ensure geographic, gender, and socio-economic diversity.

The legislation is based on the successful Future Leaders Exchange Program, FLEX, for high school students in the former Soviet Union. The new exchange program with Islamic states would be administered by the Department of State and will utilize similar guidelines and regulations established for the FLEX Program and utilize organizations experienced in such exchanges. A study of Russian FLEX alumni concluded that they are more open to and accepting of Western values, democratic ideals and foreign interaction than other students of the same age.

In addition to the importance of increasing understanding between the United States and Islamic countries, we must also appreciate and address the continuing threat of terrorism. Our bill requires all students and visitors participating in programs authorized in this legislation to comply with the immigration procedures in the USA PATRIOT Act. Students will travel to the United States under J-visas.

I am pleased our legislation has garnered the support of so many non-governmental organizations involved in the implementation and management of student and cultural exchanges. As the Alliance for International Educational and Cultural Exchange wrote in their letter of April 2: "Winning the war on terrorism will demand more than just military prowess. It will require us to engage the peoples of the Islamic world about our society and values if we are to forge the mutual understanding and respect that will be the basis of peaceful, productive relationships. As September 11 and its aftermath makes clear, our public diplomacy has fallen short." The Alliance concludes by saying that the "... legislation is the right bill at the right time."

In addition to the Alliance, we have also received letters of support from: the AFS Intercultural Programs USA,

the Academy for Educational Development, the American Councils for International Education, the American Institute for Foreign Study, the Institute of International Education, the National Council for International Visitors, Sister Cities International, World Learning, the World Study Group, and the America-Mideast Educational and Training Services.

I understand the administration has reviewed our legislation and indicated that they would support its passage, pending the allocation of necessary resources. I am hopeful that my colleagues will join Senator KENNEDY, our cosponsors and I in ensuring swift passage of this timely and important bill.

I ask unanimous consent that letters of support be printed in the RECORD.

There being no objection, the letters were ordered to be printed in the RECORD, as follows:

AMERICA-MIDEAST EDUCATIONAL
AND TRAINING SERVICES, INC.,
Washington, DC, April 4, 2002.

Hon. EDWARD M. KENNEDY, RICHARD LUGAR,
AND LINCOLN CHAFEE.

DEAR SENATORS KENNEDY, LUGAR, AND CHAFEE: AMIDEAST is the largest American NGO promoting educational and cultural exchanges between the United States and the Arab world, where we have worked for over 50 years to strengthen mutual understanding and cooperation between Arabs and Americans. I am writing today to thank you for introducing the Cultural Bridges Act of 2002.

The Middle East is experiencing its most severe crisis since 1948. The chasm of misunderstanding between Arabs and Americans has never been wider. As I write to you today, demonstrations are taking place on high school and university campuses throughout the Middle East and North Africa denouncing what they perceive to be America's unfair support for Israeli's actions in the Occupied Territories. To win the war on terrorism, we need to find new ways to reach the youth of the Arab world, to quell their hostility towards us, and to engage them in constructive dialogue.

The Cultural Bridges Act of 2002 will afford us that opportunity. It will promote educational exchanges between the United States and the Islamic world, enabling Muslim youth to learn about our society and values first-hand and then serving as ambassadors of peace upon their return home, while affording American students first-hand experience abroad providing them with valuable insight and understanding about the Arab and Islamic worlds.

Your legislation is important and timely. We thank you for championing this bold initiative.

Sincerely,

WILLIAM A. RUGH,
U.S. Ambassador (retired),
President and CEO.

ALLIANCE FOR INTERNATIONAL
EDUCATIONAL AND CULTURAL EXCHANGE,
Washington, DC, April 2, 2002.

Hon. EDWARD M. KENNEDY, RICHARD LUGAR,
AND LINCOLN CHAFEE,
U.S. Senate.

DEAR SENATORS KENNEDY, LUGAR, AND CHAFEE: On behalf of the 65 member NGOs of the Alliance for International Educational and Cultural Exchange, I write to thank you for your leadership in introducing the Cultural Bridges Act of 2002.

Winning the war on terrorism will demand more than just our military prowess. It will require us to engage the peoples of the Is-

lamic world about our society and values if we are to forge the mutual understanding and respect that will be the basis of peaceful, productive relationships. As September 11 and its aftermath make clear, our public diplomacy has fallen short.

Building productive ties will require a sustained and serious commitment that reaches well beyond our current efforts. The exchanges authorized in your bill are the most cost-effective way to encourage the positive personal and institutional relationships that will enhance our long-term national security.

Congressional leadership will be crucial to this endeavor. Student and exchange flows from the Muslim world are among the lowest of any region, and significant new resources will be required to jump-start this effort. Moreover, a clear federal commitment will leverage private sector support from universities, schools, businesses, and communities across the U.S. This initiative will engage the American people directly in the conduct of the highest priority foreign policy.

Your legislation is the right bill at the right time. You have the gratitude and support of members of the exchange community throughout the United States.

Sincerely,

KENTON W. KEITH,
U.S. Ambassador (retired),
Chair, Board of Directors.

Enclosure: List of Alliance member organizations.

The Alliance for International Educational and Cultural Exchange is a coalition of 65 organizations with chapters and grassroots networks in all 50 states. Alliance member organizations administer or facilitate exchange programs that put a human face on American foreign policy, transmit America's democratic values, foster economic ties with overseas markets, engage millions of Americans in our foreign affairs, and develop foreign language, cross-cultural, and area studies expertise of American citizens.

MEMBER ORGANIZATIONS

Academy for Educational Development.
Africa-America Institute.
AFS Intercultural Programs.
AIESEC, Inc.
*Alliances Abroad [corporate associate member].
American Association of Community Colleges.
American Association of Intensive English Programs.
American Council of Young Political Leaders.
American Council on Education.
American Councils for International Education: ACTR/ACCELS.
American Institute for Foreign Study Foundation.
American Intercultural Student Exchange.
American-Scandinavian Foundation.
American Secondary Schools for International Students and Teachers.
AMIDEAST.
Amity Institute.
Association of International Education Administrators.
Association for International Practical Training.
Association of Professional Schools of International Affairs.
AYUSA International.
BUNAC.
CDS International.
Children's International Summer Villages, Inc.
CEC International Partners.
The College Board.
Communicating for Agriculture.
Concordia Language Villages.
Council of Graduate Schools.

Council of International Programs USA.
 Council on International Educational Exchange.
 Council on Standards for International Educational Travel.
 Educational Testing Service.
 EF Foundation for Foreign Study.
 French-American Chamber of Commerce.
 The Fulbright Association.
 The German Marshall Fund of the United States.
 Girl Scouts of the USA.
 Institute of International Education.
 International Cultural Exchange Services.
 InterExchange.
 International Internship Programs.
 International Research and Exchanges Board.
 Japan-America Student Conference.
 LASPAU: Academic and Professional Programs for the Americas.
 The Laurusian Institution.
 Minnesota Agriculture Student Trainee/Practical Agricultural Reciprocal Training.
 Meridian International Center.
 NAFSA: Association of International Educators.
 National 4-H/Japanese Exchange Program.
 National Association of State Universities and Land-Grant Colleges.
 National Council for Eurasian and East European Research.
 National Council for International Visitors.
 North Carolina Center for International Understanding.
 Ohio Agricultural Intern Program.
 Pacific Intercultural Exchange.
 People to People International.
 Program of Academic Exchange.
 Sister Cities International.
 University and College Intensive English Program.
 World Education Services.
 World Exchange, Ltd.
 World Heritage.
 World Learning.
 YMCA International Program Services.
 Youth Exchange Services.
 Yourth For Understanding.

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 AFS—USA, Inc.,
 New York, NY, April 1, 2002.

Hon. EDWARD M. KENNEDY, RICHARD LUGAR,
 and LINCOLN CHAFEE,
U.S. Senate.

DEAR SENATORS KENNEDY, LUGAR, AND CHAFEE: I am writing on behalf of our staff, volunteers, and board members located in all 50 States to express our pleasure and thanks for initiating the cultural Bridges Act of 2002.

AFS is the oldest, largest, and most diverse high school exchange program in the United States and in the world. We understand and appreciate the leadership you have demonstrated in sponsoring this bill. Public diplomacy in the Islamic world requires the focus and funding contained in your bill. Our 54 years of experience in the field of exchange tells us that a serious commitment, sustained over a number of years, will be needed to defeat terrorism at its roots by increasing understanding and tolerance among people of different countries, beliefs and values. AFS exchanged students from Germany and Japan with the U.S. almost immediately after World War II. Today those countries are our allies. Democratic principles, respect for others, and individual freedom are our values, and they can be powerful when seen through daily interaction with our families and students.

You are doing the right thing. We stand ready to support you in any way we can.

Thank you for your pursuit of peace and freedom.

Sincerely,

ALEX J. PLINIO,
President.

ACADEMY FOR
 EDUCATIONAL DEVELOPMENT,
 Washington, DC, April 2, 2002.

Hon. EDWARD M. KENNEDY, RICHARD LUGAR,
 and LINCOLN CHAFEE,
U.S. Senate, Washington, DC.

DEAR SENATORS KENNEDY, LUGAR AND CHAFEE: On behalf of the Academy for Educational Development, a non-profit organization serving people in more than 160 countries, I want to thank you for your leadership in introducing the Cultural Bridges Act of 2002.

International exchange programs are a critical component of the war on terrorism. Exchange programs enhance mutual understanding and build long-term bridges with individuals in other countries. Expanding the flow of people, ideas and information will promote greater understanding of the United States and will advance our foreign policy objectives.

The International Visitor Program has been particularly effective at reaching future foreign leaders and at advancing key foreign policy objectives. For example, a recent leadership development program brought student leaders from the Middle East and North Africa for exchanges with student leaders across the United States. Another program on the role of religion in the United States brought administrators from religious educational institutions, or "madrasahs," in Pakistan to meet with civic and religious leaders in several cities. Programs such as these that target key issues and leaders should be significantly expanded in the Islamic world.

Although the world's attention has been focused on the Muslim world, exchange programs from countries with large Islamic populations are underrepresented in U.S. government-sponsored exchange programs. Your bill will significantly enhance the capacity to reach out to individuals in these countries through people-to-people exchanges that are among our best tools of diplomacy.

We thank you for your leadership, vision and commitment in introducing this critical piece of legislation.

Sincerely,

STEPHEN F. MOSELEY,
President and Chief Executive Officer.

AMERICAN COUNCILS
 FOR INTERNATIONAL EDUCATION,
 Washington, DC, April 2, 2002.

Hon. EDWARD M. KENNEDY, RICHARD LUGAR,
 and LINCOLN CHAFEE,
U.S. Senate, Washington, DC.

DEAR SENATORS KENNEDY, LUGAR, and CHAFEE: I write to commend you for your leadership in introducing the Cultural Bridges Act of 2002, a legislative initiative designed to engage the diverse Islamic populations around the world through international exchange programs. I particular want to thank you for focusing on high school exchanges as a highly effective mechanism for introducing the United States to this audience, and them to our fellow Americans.

While our country's public diplomacy efforts—which include exchange programs—have earned us many friends in parts of the world, the dramatic events of September 11th and our examination of our standing with key populations in the Islamic world since those terrorist attacks have revealed that we have neglected a critical world population stretching from West Africa to Southeast Asia. This arc crosses the Arab Middle East, through Southeastern Europe and Central Asia to Indochina; approximately 1.4 billion people populate the countries along this arc. Your initiative would make it our national policy to reach out to the peoples of these countries to build mutual understanding.

The Cultural Bridges Act of 2002 would capitalize on our nation's capacity to educate and inform by bringing individuals to the United States to learn about our culture, language, and aspirations—all while studying in school, mastering their chosen profession, or doing research. It provides a highly effective (and low cost) way to positively influence foreign populations through citizen diplomacy, something we've done well with post-war Europe and Japan, Latin America, and most recently with the countries of the former Warsaw Pact.

My own organization has utilized academic and youth exchanges for more than 25 years with the former Soviet Union. Among our many successes in fostering understanding of the United States in that region, some of the most impressive results result from exchange programs involving youth, like the Future Leaders Exchange Program, and secondary school teachers, like the Excellence in Teaching Awards Exchange Program—both funded through an earlier congressional initiative, the FREEDOM Support Act. The Cultural Bridges Act that you are introducing in the Senate would facilitate similar successes in the Islamic World.

The American Councils has experience with working in the Muslim communities of the NIS—communities that exist throughout the 12 countries of the old Soviet Union. Some of the most dynamic needs for expanded exchange opportunities in the NIS are apparent in the predominately Islamic countries of Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan—countries that are critical to addressing our urgent security concerns in Central Asia and all of which would be eligible to benefit from your legislation.

Your exchanges initiative is both an effective bulwark against ignorance of the United States and a proactive measure for securing the peace we hope to achieve through our current military campaign. I applaud your leadership in introducing this bill, and look forward to its enactment.

Sincerely,

DAN E. DAVIDSON,
President.

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 AMERICAN INSTITUTE
 FOR FOREIGN STUDY,
 Stamford, CT, April 2, 2002.

Hon. EDWARD M. KENNEDY, RICHARD LUGAR,
 and LINCOLN CHAFEE,
U.S. Senate.

DEAR SENATORS: As a member of the Alliance for International Educational and Cultural Exchange, I write to thank you for your leadership in introducing the Cultural Bridges Act of 2002.

Winning the war on terrorism will demand more than just our military prowess. It will require us to engage the peoples of the Islamic world about our society and values if we are to forge the mutual understanding and respect that will be the basic of peaceful, productive relationships. As September 11 and its aftermath make clear, our public diplomacy has fallen short.

Building productive ties will require a sustained and serious commitment that reaches well beyond our current efforts. The exchanges authorized in your bill are the most cost-effective way to encourage the positive personal and institutional relationships that will enhance our long-term national security.

Congressional leadership will be crucial to this endeavor. Student and exchange flows from the Muslim world are among the lowest of any region, and significant new resources

will be required to jump-start this effort. Moreover, a clear federal commitment will leverage private sector support from universities, schools, businesses, and communities across the U.S. This initiative will engage the American people directly in the conduct of the highest priority foreign policy.

Your legislation is the right bill at the right time. You have the gratitude and support of members of the exchange community throughout the United States.

Sincerely,

ROBERT J. BRENNAN,
President.

INSTITUTE OF
INTERNATIONAL EDUCATION,
New York, NY April 2, 2002.

Hon. EDWARD M. KENNEDY, RICHARD G. LUGAR, and LINCOLN D. CHAFEE,
U.S. Senate, Washington, DC.

DEAR SENATORS: On behalf of the Institute of International Education, including our Trustees and volunteers across the country, please accept IIE's thanks and appreciation for the leadership you are showing by introducing the Cultural Bridges Act of 2002. Your initiative could not be more relevant and timely.

As always, the leadership of Congress in international educational exchange is critical. Now, in vulnerable areas of the world where peace, understanding and progress through education are vitally needed to insure that terrorism and intolerance are eliminated, your legislation addresses key areas where we can work to build shared values.

Exchanges of high school and college students, graduate students and young professionals, as well as others, who can help create the climate we need where progressive democratic developments flourish are sorely needed in Africa, the Near East, Central and South Asia, and Southeast Asia. The focus of your Cultural Bridges Act of 2002 on members of the Organization of Islamic Conference includes virtually every nation we need to reach if we are serious about making people to people diplomacy work for youth. As you know, the Institute has always regarded the Mutual Educational and Cultural Exchanges Act of 1961 as one of the most important of all this nation's foreign policy documents. By directing the Department of State to establish new initiatives through the authority of the 1961 Act you will assure that the philanthropic and higher education sectors not only support your efforts but help you leverage government resources for important common purposes.

Please let me know if there is anything the Institute can do to assist you in this critically important endeavor at a time of great national need.

Sincerely yours,

NATIONAL COUNCIL FOR
INTERNATIONAL VISITORS,
Washington, DC, April 2, 2002.

Hon. EDWARD M. KENNEDY, RICHARD LUGAR, and LINCOLN CHAFEE,
U.S. Senate.

DEAR SENATORS KENNEDY, LUGAR, AND CHAFEE: On behalf of the Board and members of the National Council for International Visitors (NCIV), we thank you for your initiative in introducing the Cultural Bridges Act of 2002. NCIV members—nonprofit program agencies and 95 community organizations across the United States—organize professional programs, home visits, and cultural activities for participants in the State Department's International Visitor Program and other exchanges. More than 80,000 volun-

teers are involved in NCIV member activities each year, including WorldBoston, International Center of Indianapolis, and the World Affairs Council of Rhode Island.

NCIV members promote citizen diplomacy—the idea that the individual citizen has the right, even the responsibility, to help shape U.S. foreign relations “one handshake at a time” through exchanges. We are grateful for your leadership in introducing this legislation that will make more of these handshakes possible with participants from underserved areas of the world.

Sincerely,

ALAN KUMAMOTO,
Chair, Board of Directors.

SHERRY L. MUELLER,
President.

SISTER CITIES INTERNATIONAL,
Washington, DC, April 1, 2002.

Hon. EDWARD M. KENNEDY, RICHARD LUGAR, and LINCOLN CHAFEE,
U.S. Senate.

DEAR SENATORS KENNEDY, LUGAR, AND CHAFEE: On behalf of Sister Cities International and the 700 U.S. cities joined in cooperative sister city partnerships with 1,500 international cities in 121 countries, I applaud your leadership in introducing the Cultural Bridges Act of 2002. The Cultural Bridges Act of 2002 will be a vital tool in the conduct of U.S. foreign policy and public diplomacy in response to new challenges facing the United States.

The need for increased international understanding and cooperation has never been more imperative than in the aftermath of September 11. International education and exchange programs are critical elements in advancing U.S. foreign policy and national security, as they build understanding and cooperation between Americans and future foreign leaders. Nearly 150 present and past foreign heads of state made their first visits to the United States on exchange programs. This powerful tool for building productive, positive relationships has served the United States extraordinarily well over the years, and has included visits from world leaders such as Anwar Sadat and Indira Gandhi, French Premier Lionel Jospin and British Prime Minister Tony Blair.

Perhaps most importantly, the Cultural Bridges Act boldly leads the way for the federal government to encourage sustainable, cooperative relationships between the United States and the Islamic world. In the fight against terrorism and efforts to improve our national security, there can be no doubt that fostering international exchanges will help diminish negative stereotypes and build an environment of mutual understanding and respect for differences. Furthermore, the Cultural Bridges Act will help foster citizen diplomacy initiatives that will promote the involvement of local citizens in international engagement. Now more than ever, the federal government must invest in capacity building at the community level to promote citizen diplomacy, particularly with regard to the Islamic world. As we know, resources allotted for these activities are drastically insufficient in the current climate, and we hope the introduction of the Cultural Bridges Act will move our nation in the right direction of enhanced cooperation.

Thank you for your leadership on this pressing issue.

Sincerely,

TIM HONEY,
Executive Director.

WORLD LEARNING,

Washington, DC, April 1, 2002.

Hon. EDWARD M. KENNEDY, RICHARD LUGAR, and LINCOLN CHAFEE,
U.S. Senate, Washington, DC.

DEAR SENATORS KENNEDY, LUGAR, AND CHAFEE: Thank you for your leadership in introducing the Cultural Bridges Act of 2002. Enactment of this legislation will make possible increase opportunities to bring current and future leaders from the Islamic world to the United States and to send Americans to Muslim countries to teach and study.

Expanded opportunities for citizen exchange between the United States and the Islamic world will help to engender increased respect, understanding and trust between our peoples, building this mutual understanding will enhance our national security by broadening the range of productive interactions between the United States and Muslim countries.

Currently, student and other exchange flows with Muslim countries are lower than with regions of the world. The programs which the Cultural Bridges Act authorizes would provide for significant increases at this crucial time for our nation. Thank you again for your leadership in working to strengthen these important programs.

Sincerely yours,

ROBERT CHASE,
Vice President.

WORLD STUDY GROUP,
San Francisco, CA, April 2, 2002.

Hon. EDWARD M. KENNEDY, RICHARD LUGAR, and LINCOLN CHAFEE,
U.S. Senate.

DEAR SENATORS KENNEDY, LUGAR, AND CHAFEE: On behalf of the World Study Group, I write to thank you for your leadership in introducing the Cultural Bridges Act of 2002. The World Study Group and its affiliated J-1 visa programs are dedicated to increasing understanding and trust between people through international cultural exchange.

Building productive ties with Muslim world will require a sustained and serious commitment that reaches well beyond our current efforts. The exchanges authorized in your bill are the most cost-effective way to encourage the positive personal and institutional relationships that will enhance our long-term national security goals. Breaking down misunderstanding requires that our peoples know each other better.

Congressional leadership will be crucial to this endeavor. Student exchanges from the Muslim world are among the lowest of any region, and significant new resources will be required to jump start this effort. Moreover, a clear federal commitment will leverage private sector support and will immediately engage the American people directly in the conduct of this high priority foreign policy initiative.

Your legislation is the right bill at the right time. On behalf of AYUSA, AuPairCare, and Intrax Inc., we thank you. You have the gratitude and support of our staff and field representatives throughout the United States.

Sincerely,

JOHN WILHELM,
President.

AMENDMENTS SUBMITTED AND PROPOSED

SA 3401. Mr. BAUCUS (for himself and Mr. GRASSLEY) proposed an amendment to the bill H.R. 3009, to extend the Andean Trade Preference Act, to grant additional trade benefits under that Act, and for other purposes.