

Whereas the achievements and goals of Asian American and Native American Pacific Islander-Serving Institutions deserve national recognition: Now, therefore, be it

Resolved, That the Senate—

(1) recognizes the achievements and goals of Asian American and Native American Pacific Islander-Serving Institutions in their work to provide quality educational opportunities to Asian American, Native Hawaiian, Pacific Islander, and other students who attend their institutions;

(2) encourages institutions of higher education that are eligible to receive Federal funding as Asian American and Native American Pacific Islander-Serving Institutions to obtain Federal funding and establish programs to serve the unique needs of Asian American, Native Hawaiian, and Pacific Islander students, families, and communities;

(3) recognizes the 15th anniversary of the establishment of the Asian American and Native American Pacific Islander-Serving Institutions Program;

(4) designates the week of September 26 through October 2, 2022, as Asian American and Native American Pacific Islander-Serving Institutions Week; and

(5) calls on the people of the United States, including the United States territories in the Pacific, and interested groups to observe Asian American and Native American Pacific Islander-Serving Institutions Week with appropriate activities, ceremonies, and programs to demonstrate support for Asian American and Native American Pacific Islander-Serving Institutions.

SENATE RESOLUTION 809—DESIGNATING SEPTEMBER 30, 2022, AS “MISSISSIPPI NATIONAL GUARD RECOGNITION DAY”

Mr. WICKER (for himself and Mrs. HYDE-SMITH) submitted the following resolution; which was considered and agreed to:

S. RES. 809

Whereas, since its inception in 1798, the Mississippi National Guard has served the Magnolia State and the United States;

Whereas the Mississippi National Guard has responded to national and State emergencies;

Whereas, on September 30, 1962, anticipating violence as a result of the admission of James Meredith, the first Black student in the history of the University of Mississippi, President John F. Kennedy and Secretary of Defense Robert S. McNamara activated the entire Mississippi National Guard to provide riot control during the desegregation of the University of Mississippi;

Whereas Major General William P. Wilson immediately ordered 14,400 officers and enlisted men of the Mississippi National Guard to report to their armories and await orders from their Commander, Brigadier General Charles Billingslea;

Whereas 2 battle groups and 1 armored cavalry regiment, comprised of 3,086 men, reported to Oxford, Mississippi, on September 30, 1962, under the command of General Billingslea;

Whereas the 1st Battle Group, 155th Infantry Regiment, headquartered in Laurel, Mississippi, and commanded by Colonel Marion D. Odell, was comprised of Guardsmen from Brookhaven, Tylertown, Natchez, Meadville, McComb, Magnolia, and Gloster, Mississippi;

Whereas the 2d Battle Group, 155th Infantry Regiment, headquartered in Amory, Mississippi, and commanded by Colonel Robert L. Gray, was comprised of Guardsmen from Corinth, Kosciusko, Louisville, Iuka, Aberdeen, and Starkville, Mississippi;

Whereas the 108th Armored Cavalry Regiment, headquartered in Tupelo, Mississippi, and commanded by Colonel James G. Martin, was comprised of Guardsmen from Belmont, Booneville, Fulton, Okolona, Baldwyn, Nettleton, Ripley, Oxford, New Albany, Pontotoc, Holly Springs, Water Valley, Senatobia, Marks, Sardis, Batesville, Hernando, and Tunica, Mississippi;

Whereas, on the night of September 30, 1962, a violent mob, including some individuals from out of State, formed on the campus of the University of Mississippi, forcing reporters and United States Marshals to shelter inside the Lyceum building on the campus of the University of Mississippi;

Whereas that same mob attacked General Billingslea, his deputy, General John Corley, and his aide, Captain Harold Lyon, while they were in their car, setting it ablaze and forcing the 3 men to escape by crawling 200 yards to the Lyceum building, all while under gunfire;

Whereas, at 10 o'clock in the evening of September 30, 1962, Troop G of Pontotoc, Mississippi, and Howitzer Battery 2nd Reconnaissance Squadron of Water Valley, Mississippi, 108th Armored Cavalry, were ordered to move immediately to the campus of the University of Mississippi to quell the rioters surrounding the Lyceum building;

Whereas, at approximately 3 o'clock in the morning of October 1, 1962, the 1st and 3rd Reconnaissance Squadrons, 108th Armored Cavalry, were ordered to the Lyceum building to clear the campus of rioters;

Whereas, by the morning of October 1, 1962, the rioters on the campus of the University of Mississippi had been subdued, but not before resulting in the death of Ray Gunter and Paul Guihard;

Whereas, because of the courage displayed by the members of the 155th Infantry Regiment and the 108th Armored Cavalry Regiment of the Mississippi National Guard, active-duty members of the Armed Forces, and law enforcement officers on that autumn day in Oxford, order was restored at the University of Mississippi;

Whereas, 60 years later, the Mississippi National Guard continues to provide protection of life and property, and upholds the preservation of peace, order, and public safety, for the citizens of Mississippi; and

Whereas thousands of students of all races, creeds, backgrounds, and beliefs today receive world-class education at the University of Mississippi because of the courage, discipline, and professionalism of the members of the 155th Infantry Regiment and the 108th Armored Cavalry Regiment of the Mississippi National Guard: Now, therefore, be it

Resolved, That the Senate—

(1) designates September 30, 2022, as “Mississippi National Guard Recognition Day”; and

(2) recognizes the heroic efforts of the Mississippi National Guard 60 years ago to maintain peace in Oxford, Mississippi, during the largest deployment of troops to a single disturbance in the history of the Mississippi National Guard.

SENATE RESOLUTION 810—DESIGNATING THE WEEK OF OCTOBER 2, 2022, THROUGH OCTOBER 8, 2022, AS “NATIONAL COMMUNITY POLICING WEEK”

Mrs. SHAHEEN (for herself, Mr. CORNYN, Ms. HASSAN, and Mr. PETERS) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 810

Whereas police officers are indispensable members of the community who put their lives on the line to protect others;

Whereas promoting strong relationships founded in trust and mutual respect between law enforcement officers and the communities they serve helps ensure the safe and effective execution of the law;

Whereas relationships developed through community policing help protect both law enforcement officers and civilians;

Whereas law enforcement officers and communities that work together to address public safety concerns can create lasting solutions to difficult challenges;

Whereas community policing has helped produce reductions in both violent and property crime;

Whereas events in recent years have sparked a nationwide call to improve the interactions between law enforcement officers and the communities they serve, particularly communities of color;

Whereas community policing facilitates peaceful dialogue, capable of fostering understanding and trust, between law enforcement officers and civilians;

Whereas community policing informs the public about the challenges that law enforcement officers face in executing their duties and provides law enforcement officers insight into the concerns of community members;

Whereas a long-term commitment to community policing is necessary to eliminate the underlying causes of crime;

Whereas the advancement of community policing should be supported to ensure that State and local law enforcement agencies have necessary resources; and

Whereas community policing has been recognized as an important tool for improving the relationship between law enforcement officers and the communities they serve: Now, therefore, be it

Resolved, That the Senate—

(1) designates the week of October 2, 2022, through October 8, 2022, as “National Community Policing Week”; and

(2) supports community policing and encourages the people of the United States, law enforcement agencies, and elected officials to identify ways in which communities can improve public safety, strengthen relationships, and build trust.

SENATE RESOLUTION 811—DESIGNATING THE WEEK OF OCTOBER 2, 2022, THROUGH OCTOBER 8, 2022, AS “RELIGIOUS EDUCATION WEEK” TO CELEBRATE RELIGIOUS EDUCATION IN THE UNITED STATES

Mr. GRAHAM (for himself, Mr. BARASSO, Mrs. BLACKBURN, Mrs. CAPITO, Mr. CASSIDY, Mr. CRAMER, Mr. DAINES, Mr. HAGERTY, Mr. HAWLEY, Mrs. HYDE-SMITH, Mr. INHOFE, Mr. LANKFORD, Mr. RUBIO, Mr. SCOTT of Florida, Mr. SCOTT of South Carolina, Mr. WICKER, and Mr. YOUNG) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES 811

Whereas the free exercise of religion is an inherent, fundamental, and inalienable right protected by the First Amendment to the Constitution of the United States;

Whereas the United States has long recognized that the free exercise of religion is important to the intellectual, ethical, moral, and civic development of individuals in the

United States, as evidenced by the Founders of the United States, such as—

(1) Benjamin Franklin, who believed religion to be “uniquely capable of educating a citizenry for democracy”; and

(2) George Washington, who said in his farewell address “Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports.”;

Whereas religious education is useful for self-development, because it asks students to consider and respond to questions concerning the meaning and purpose of life, engages students in questions about morality and justice, and enables students to identify their values;

Whereas studies like the one published by the International Journal of Mental Health Systems in 2019 have shown that religious education can be “instrumental to improving adolescent mental health” by helping children learn how to make decisions based on morals, promoting less risky choices, and encouraging connectedness within a community, which can enhance self-esteem and well-being;

Whereas religious education fosters respect for other religious groups and individuals generally by acknowledging a source for human dignity and worth;

Whereas the Supreme Court of the United States found in *Pierce v. Society of Sisters*, 268 U.S. 510 (1925), that the State does not have power “to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations.”;

Whereas religious instruction can come from a variety of sources, including sectarian schools and released time programs;

Whereas, according to the National Center for Education Statistics, in 2015, 4,350,000 children in the United States attended sectarian elementary and secondary schools where those children received religious education; and

Whereas the Supreme Court of the United States held in *Zorach v. Clauson*, 343 U.S. 306 (1952), that State statutes providing for the release of public school students from school to attend religious classes are constitutional, and, as a result, an estimated 540,000 public school students in the United States take advantage of released time programs each year: Now, therefore, be it

Resolved, That the Senate—

(1) affirms the importance of religious education in the civic and moral development of the people of the United States;

(2) celebrates the schools and organizations that are engaged in religious instruction of the children of the United States to aid those children in intellectual, ethical, moral, and civic development;

(3) calls on each of the 50 States, each territory, and the District of Columbia to accommodate individuals who wish to be released from public school attendance to attend religious classes; and

(4) designates the week of October 2, 2022, through October 8, 2022, as “Religious Education Week”.

SENATE RESOLUTION 812—CALLING ON CONGRESS, SCHOOLS, AND STATE AND LOCAL EDUCATIONAL AGENCIES TO RECOGNIZE THE SIGNIFICANT EDUCATIONAL IMPLICATIONS OF DYSLLEXIA THAT MUST BE ADDRESSED, AND DESIGNATING OCTOBER 2022 AS “NATIONAL DYSLLEXIA AWARENESS MONTH”

Mr. CASSIDY (for himself, Mr. KING, Ms. WARREN, Mr. GRAHAM, Mr. MURPHY, Mrs. CAPITO, Mr. BOOZMAN, and Mr. HICKENLOOPER) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 812

Whereas dyslexia is—

(1) defined as an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader; and

(2) most commonly caused by a difficulty in phonological processing (the appreciation of the individual sounds of spoken language), which affects the ability of an individual to speak, read, spell, and, often, the ability to learn a second language;

Whereas the First Step Act of 2018 (Public Law 115-391; 132 Stat. 5194 et seq.) included a definition of dyslexia as part of the requirement of the Act to screen inmates for dyslexia upon intake in Federal prisons;

Whereas the definition of dyslexia in section 3635 of title 18, United States Code, as added by section 101(a) of the First Step Act of 2018, is the first and only definition of dyslexia in a Federal statute;

Whereas dyslexia is the most common learning disability and affects 80 to 90 percent of all individuals with a learning disability;

Whereas dyslexia is persistent and highly prevalent, affecting as many as 1 out of every 5 individuals;

Whereas dyslexia is a paradox, in that an individual with dyslexia may have both—

(1) weaknesses in decoding that result in difficulties with accurate or fluent word recognition; and

(2) strengths in higher-level cognitive functions, such as reasoning, critical thinking, concept formation, and problem solving;

Whereas great progress has been made in understanding dyslexia on a scientific level, including the epidemiology and cognitive and neurobiological bases of dyslexia;

Whereas the achievement gap between typical readers and dyslexic readers occurs as early as first grade; and

Whereas early screening for, and early diagnosis of, dyslexia are critical for ensuring that individuals with dyslexia receive focused, evidence-based intervention that leads to fluent reading, the promotion of self-awareness and self-empowerment, and the provision of necessary accommodations that ensure success in school and in life: Now, therefore, be it

Resolved, That the Senate—

(1) calls on Congress, schools, and State and local educational agencies to recognize that dyslexia has significant educational implications that must be addressed; and

(2) designates October 2022 as “National Dyslexia Awareness Month”.

SENATE RESOLUTION 813—EXPRESSING THE SUPPORT OF THE SENATE FOR THE DESIGNATION OF “PUBLIC RADIO MUSIC DAY” AND DEEP APPRECIATION FOR THE ROLE OF PUBLIC RADIO MUSIC STATIONS IN SERVING LISTENERS, MUSICIANS, AND HUNDREDS OF COMMUNITIES IN THE UNITED STATES

Mr. COONS (for himself and Mr. BLUNT) submitted the following resolution; which was referred to the Committee on Commerce, Science, and Transportation:

S. RES. 813

Whereas more than 27,000,000 listeners in the United States tune in weekly to local noncommercial radio stations to discover, learn about, and enjoy music selections, artists, and genres that are, in many cases, available only on public radio;

Whereas approximately 697 public radio music stations serve rural and urban communities in all 50 States, the District of Columbia, Puerto Rico, and Guam;

Whereas local public radio music stations celebrate a broad collection of sounds and styles, including jazz, blues, classical, Americana, urban alternative, folk, roots, bluegrass, and other regional and eclectic genres;

Whereas 96 percent of over-the-air broadcasts of classical music in the United States comes from local public radio stations;

Whereas local, noncommercial, not-for-profit, public radio music stations are an essential and indispensable force in—

(1) developing local artists and audiences;

(2) sustaining music and performers; and

(3) educating and enriching their audiences and communities;

Whereas local public radio music stations are locally staffed and programmed, are connected to the unique culture of their community, and share core values of music discovery, curation, preservation, and performance with their audiences;

Whereas knowledgeable local hosts, live announcers, and expert curation on public radio music stations have a proven track record of—

(1) helping audiences discover new and emerging homegrown musicians; and

(2) providing deep explorations into the history and cultural impact of music;

Whereas public radio music stations—

(1) tailor their content and programming to reflect regional tastes and talent;

(2) make music more accessible through local performances, studio sessions, artist interviews, and music journalism; and

(3) broadcast news and information about the local music industry;

Whereas public radio music stations connect musicians and artists with local audiences through an expanding range of platforms, including over-the-air, on-stage, and digital and social media;

Whereas public radio’s emphasis on music presentation adds to the journey of lifelong music enjoyment;

Whereas public radio music stations serve as cultural hubs in their communities by providing a place for listeners of diverse backgrounds and ages to come together for the shared thrill of music and to support the local music economy;

Whereas local public radio stations partner with schools, hospitals, and other community organizations to provide instruments and musical experiences to underserved populations and to promote the public’s broad access to music;

Whereas public radio music’s values and collective commitment to community service, education, and cultural support separate