

and the URI Feinstein Center for a Hunger Free America. I look forward to continuing our partnership on this and other measures to improve care for our veterans, and I hope our colleagues will join us in this endeavor.

By Mr. REED:

S. 1954. A bill to reauthorize the John H. Chafee Blackstone River Valley National Heritage Corridor, and for other purposes; to the Committee on Energy and Natural Resources.

Mr. REED. Mr. President, today I am introducing legislation to reauthorize the John H. Chafee Blackstone River Valley National Heritage Corridor for the next fifteen years. This legislation will continue to preserve the industrial, natural, and cultural heritage of the Blackstone River Valley for generations to come.

In 1986, Congress designated the Blackstone River Valley as a National Heritage Corridor, recognizing the region's critical contributions to the American Industrial Revolution. Indeed, in 1793, Samuel Slater initiated the American Industrial Revolution in Rhode Island when he built his historic mill along the Blackstone River. Today, the mills and villages throughout the Corridor reflect the legacy of this key chapter in American history.

Encompassing both Rhode Island and Massachusetts, the John H. Chafee Blackstone River Valley National Heritage Corridor links twenty-four communities along the Blackstone River from Providence to Worcester. The Corridor has also served as a critical partner to the Blackstone River Valley National Historical Park, resulting in the recovery of dozens of historic villages, waterways, and rural landscapes throughout the Blackstone River Valley, which includes thousands of acres of beautiful lands and waters that are home to diverse wildlife.

I urge my colleagues to join me in supporting this legislation to ensure the continued preservation of the Blackstone River Valley for the benefit of our natural resources and our country's history.

#### SUBMITTED RESOLUTIONS

SENATE RESOLUTION 246—EXPRESSING THE SENSE OF THE SENATE THAT CRITICAL RACE THEORY SERVES AS A PREJUDICIAL IDEOLOGICAL TOOL, RATHER THAN AN EDUCATIONAL TOOL, AND SHOULD NOT BE TAUGHT IN K-12 CLASSROOMS AS A WAY TO TEACH STUDENTS TO JUDGE INDIVIDUALS BASED ON SEX, RACE, ETHNICITY, OR NATIONAL ORIGIN

Mr. SCOTT of Florida (for himself, Mr. BRAUN, and Mrs. BLACKBURN) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 246

Whereas Critical Race Theory seeks to portray the United States not as a united Nation of people, families, and communities striving for a common purpose, but rather a Nation of many victimized groups based on sex, race, ethnicity, or national origin;

Whereas Critical Race Theory's teachings stand in contrast to the overarching goal of the Civil Rights Act of 1964 to prevent discrimination on the basis of race, color, or national origin in the United States;

Whereas William Jacobson, a Cornell University professor, created [criticalrace.org](http://criticalrace.org) to highlight the over 200 universities across the Nation with Critical Race Theory programming;

Whereas, while present on college and university campuses for decades, Critical Race Theory has increasingly infiltrated our Nation's elementary and secondary school classrooms in recent years;

Whereas Critical Race Theory serves to re-segregate institutions of education and balkanize students into groups by race and ethnicity;

Whereas efforts to indoctrinate Critical Race Theory into United States school children are designed to eventually transform the United States by stigmatizing its economic system and creating a hatred of all its institutions;

Whereas Critical Race Theory founder Derrick Bell has stated that "most critical race theorists are committed to a program of scholarly resistance, and most hope scholarly resistance will lay the groundwork for wide-scale resistance";

Whereas Critical Race Theory serves to reinforce the soft bigotry of low expectations by substituting systemic racism as the determining factor in academic achievement gaps rather than the ongoing failure of policymakers and the education system to provide students of color necessary educational opportunities;

Whereas Critical Race Theory has manifested itself in various damaging ways in United States elementary and secondary schools;

Whereas the 1619 Project, which puts slavery, not the ideal of equality, at the center of our Nation's storyline and has been widely debunked by historians across the ideological spectrum, is nevertheless being taught in 4,500 classrooms across the country;

Whereas the California Department of Education (CDE) Foundation, in partnership with over 30 education organizations and the Bill and Melinda Gates Foundation, developed "A Pathway to Equitable Math Instruction" toolkit that promotes the concept that White supremacy manifests itself through the focus on finding the right answers, thereby discouraging teachers from requiring students to show their work or consider ways there could be 2 answers to a problem;

Whereas, in 2017, the Seattle Public School Board directed the Ethnic Studies Task Force to develop an ethnic studies curriculum, which defined ethnic studies as a way to counteract systems of oppression, such as patriarchy and capitalism;

Whereas the Madison Metropolitan School District is requiring staff to participate in a mandatory 21 hours of professional development that claim practices such as teachers leading a classroom, keeping a class on schedule, and the term "student" are a part of White, Western thought and are racist;

Whereas students at a Las Vegas charter school were required to take a year-long virtual "Sociology of Change" course where assignments required students to reveal their race, gender, sexual orientation, and disabilities and then determine if oppression or privilege were a part of those identities, al-

legedly without any accommodations if a student had a conscientious objection to the course;

Whereas, in October 2020, the San Diego Unified School District Board of Education voted to change "discriminatory grading practices" and no longer requires students to turn in their homework on time in order to "be an anti-racist school district";

Whereas, while students should learn how to actively engage in civil society, Critical Race Theory often advocates for "action civics", which in some school districts has resulted in students being taught how to engage in disruptive protests without as much concern for teaching the fundamentals of how government works and why;

Whereas, according to the Annenberg Public Policy Center at the University of Pennsylvania, just over half of all individuals in the United States cannot name all 3 branches of Government, and 76 percent of eighth grade students scored at or below proficient in civics on the most recent National Assessment of Educational Progress (NAEP) assessment;

Whereas State legislators across the country have introduced bills to prevent schools from teaching that—

(1) the United States is fundamentally racist or sexist; and

(2) on account of an individual's race or gender, they may be responsible for actions committed in the past;

Whereas, on January 19, 2021, the Department of Education's Office for Civil Rights posted a webinar to provide an overview on how racially exclusive practices are prohibited under title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), but the Department of Education has since archived the webinar and labeled it as "not for reliance"; and

Whereas, on January 22, 2021, the Department of Education's Office for Civil Rights reportedly suspended a finding that an Illinois school district violated title VI of the Civil Rights Act when it segregated students and staff, directed teachers to treat students differently based on their race, and endorsed racially charged messages: Now, therefore, be it

*Resolved*, That the Senate—

(1) condemns racism in all forms and calls on the people of the United States to eliminate racism and defend the civil rights of all individuals, including within our Nation's education system;

(2) calls on the Department of Education's Office for Civil Rights and State attorneys general to assist schools in being compliant with existing civil rights laws and to investigate and enforce the law when appropriate;

(3) supports the actions taken by States and communities to implement policies and practices to protect the rights of parents and guardians to know what their children are being taught;

(4) calls on States and communities to support curriculum transparency policies that make elementary and secondary education curriculum materials accessible, including online, to parents, guardians, and the public for review before the use of such materials;

(5) recognizes that open enrollment and school choice policies allow students to access the school, and thereby the curriculum, which the parent or guardian believes is best positioned to educate the student;

(6) condemns State and local educational agencies that facilitate or expend resources on education and professional development exercises that focus on ostracizing 1 individual or group from another;

(7) condemns the practice of requiring teachers to receive Critical Race Theory education in order to be certified as a teacher; and

(8) urges State and local educational agencies to ensure that students are taught civics education to learn—

(A) the core tenants of the United States Government, the Constitution of the United States, and the rule of law; and

(B) that the Civil Rights Act of 1964 prohibits discrimination by race, color, or national origin.

**SENATE RESOLUTION 247—RECOGNIZING THE SIGNIFICANCE OF ASIAN/PACIFIC AMERICAN HERITAGE MONTH AS AN IMPORTANT TIME TO CELEBRATE THE SIGNIFICANT CONTRIBUTIONS OF ASIAN AMERICANS AND PACIFIC ISLANDERS TO THE HISTORY OF THE UNITED STATES**

Ms. HIRONO (for herself, Ms. BALDWIN, Mr. BENNET, Mr. BLUMENTHAL, Mr. BOOKER, Mr. BROWN, Ms. CANTWELL, Mr. CARDIN, Mr. CARPER, Mr. CASEY, Mr. COONS, Ms. CORTEZ MASTO, Ms. DUCKWORTH, Mr. DURBIN, Mrs. FEINSTEIN, Ms. HASSAN, Mr. KAINE, Ms. KLOBUCHAR, Mr. MARKEY, Mr. MENENDEZ, Mr. MERKLEY, Mr. PADILLA, Ms. ROSEN, Mr. SCHATZ, Mrs. SHAHEEN, Ms. SMITH, Mr. VAN HOLLEN, Mr. WARNER, Ms. WARREN, Mr. WYDEN, and Mr. KELLY) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 247

Whereas the people of the United States join together each May to pay tribute to the contributions of generations of Asian Americans and Pacific Islanders who have enriched the history of the United States;

Whereas the history of Asian Americans and Pacific Islanders in the United States is inextricably tied to the story of the United States;

Whereas the Asian-American and Pacific Islander community is an inherently diverse population, composed of more than 45 distinct ethnicities and more than 100 language dialects;

Whereas, according to the Bureau of the Census, the Asian-American population grew faster than any other racial or ethnic group over the last decade, surging nearly 72 percent between 2000 and 2015;

Whereas there are approximately 22,000,000 residents of the United States who identify as Asian and approximately 1,600,000 residents of the United States who identify as Native Hawaiian or other Pacific Islander, making up nearly 7 percent of the total population of the United States;

Whereas the month of May was selected for Asian/Pacific American Heritage Month because the first Japanese immigrants arrived in the United States on May 7, 1843, and the first transcontinental railroad was completed on May 10, 1869, with substantial contributions from Chinese immigrants;

Whereas section 102 of title 36, United States Code, officially designates May as Asian/Pacific American Heritage Month and requests the President to issue an annual proclamation calling on the people of the United States to observe the month with appropriate programs, ceremonies, and activities;

Whereas on April 30, 2021, President Biden issued a proclamation on Asian American and Native Hawaiian/Pacific Islander Heritage Month, recognizing the history, achievements, and diversity of Asian Americans and Native Hawaiians/Pacific Islanders, and the systemic barriers to economic justice, health

equity, educational attainment, and personal safety experienced by many in the Asian-American and Native Hawaiian/Pacific Islander community;

Whereas 2021 marks several important milestones for the Asian-American and Pacific Islander community, including—

(1) the 45th anniversary of Presidential Proclamation 4417, dated February 19, 1976 (41 Fed. Reg. 7741), in which President Gerald Ford formally rescinded Executive Order 9066 (7 Fed. Reg. 1407; relating to authorizing the Secretary of War to prescribe military areas) and condemned the incarceration of United States citizens and lawful permanent residents of Japanese ancestry during World War II;

(2) the 65th anniversary of the election to the House of Representatives of Dalip Singh Saund, the first Asian American, first Indian American, and first Sikh American elected to Congress;

(3) the 75th anniversary of the passage of the amendments made by the Act of July 2, 1946 (commonly known as the “Luce-Cellar Act of 1946”) (60 Stat. 416, chapter 534), which allowed Filipinos and Indians to immigrate to the United States and become naturalized United States citizens;

(4) the 75th anniversary of the passage of the First Supplemental Surplus Appropriation Rescission Act, 1946 (Public Law 79-301; 60 Stat. 6), and the Second Supplemental Surplus Appropriation Rescission Act, 1946 (Public Law 79-391; 60 Stat. 221), which stripped military benefits from Filipino World War II veterans in the service of the United States Armed Forces;

(5) the 100th anniversary of the first premier in a United States film of an Asian-American woman, Anna May Wong, in “Bits of Life”; and

(6) the 120th anniversary of the arrival of Peter Ryu, the first Korean immigrant in the United States;

Whereas Asian Americans and Pacific Islanders have made significant contributions to the United States at all levels of the Federal Government and in the United States Armed Forces, including—

(1) Daniel K. Inouye, a Medal of Honor and Presidential Medal of Freedom recipient who, as President pro tempore of the Senate, was the highest-ranking Asian-American government official in the history of the United States;

(2) Dalip Singh Saund, the first Asian-American Congressman;

(3) Patsy T. Mink, the first woman of color and Asian-American woman to be elected to Congress;

(4) Hiram L. Fong, the first Asian-American Senator;

(5) Daniel K. Akaka, the first Senator of Native Hawaiian ancestry;

(6) Norman Y. Mineta, the first Asian-American member of a Presidential cabinet;

(7) Elaine L. Chao, the first Asian-American woman member of a Presidential cabinet; and

(8) Kamala D. Harris, the first woman and the first Asian American to hold the Office of the Vice President;

Whereas, in 2021, the Congressional Asian Pacific American Caucus, a bicameral caucus of Members of Congress advocating on behalf of Asian Americans and Pacific Islanders, is composed of 75 Members, including 18 Members of Asian or Pacific Islander descent;

Whereas, in 2021, Asian Americans and Pacific Islanders are serving in State and Territorial legislatures across the United States in record numbers, including in—

(1) the States of Alaska, Arizona, California, Connecticut, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Min-

nesota, Missouri, Nevada, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, and Wyoming; and

(2) the Territories of American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands;

Whereas, in 2021, Asian Americans and Pacific Islanders honorably serve throughout the Federal judiciary;

Whereas, since January 2020, the increased use of anti-Asian terminology and rhetoric related to the 2019 novel coronavirus (“COVID-19”) has perpetuated an anti-Asian stigma and has resulted in a dramatic increase in reports of hate crimes and incidents against individuals of Asian descent;

Whereas there remains much to be done to ensure that Asian Americans and Pacific Islanders have access to resources and a voice in the Government of the United States and continue to advance in the political landscape of the United States; and

Whereas celebrating Asian/Pacific American Heritage Month provides the people of the United States with an opportunity to recognize the achievements, contributions, and history of, and to understand the challenges faced by, Asian Americans and Pacific Islanders: Now, therefore, be it

*Resolved*, That the Senate—

(1) recognizes the significance of Asian/Pacific American Heritage Month as an important time to celebrate the significant contributions of Asian Americans and Pacific Islanders to the history of the United States; and

(2) recognizes that Asian-American and Pacific Islander communities enhance the rich diversity of and strengthen the United States.

**SENATE RESOLUTION 248—RECOGNIZING AND CELEBRATING THE 225TH ANNIVERSARY OF THE ENTRY OF THE STATE OF TENNESSEE INTO THE UNITED STATES AS THE 16TH STATE**

Mr. HAGERTY (for himself and Mrs. BLACKBURN) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 248

Whereas, on June 1, 1796, Congress created the State of Tennessee from the “Territory of the United States South of the River Ohio”, or more commonly known as the Southwest Territory;

Whereas the State of Tennessee earned the nickname “The Volunteer State” after the involvement of the State in the War of 1812, when many Tennesseans volunteered for the war effort and General Andrew Jackson led troops from the State to victory in the Battle of New Orleans;

Whereas the motto of the State of Tennessee, officially adopted by the State in 1987, is “Agriculture and Commerce”, which is taken from the wording used on the State seal;

Whereas the State of Tennessee is naturally divided into 3 grand divisions, which include—

(1) the Blue Ridge Mountains of east Tennessee;

(2) the Cumberland Plateau and the foothills and basin of middle Tennessee; and

(3) the low plains of west Tennessee;

Whereas the official flag of the State of Tennessee, which was adopted by the General Assembly on April 17, 1905, contains 3 pure white stars representing the 3 grand divisions of the State bound together by a circle of blue symbolizing the “indissoluble trinity”;