

nations in the gulf to encourage these nations to make subsidized sales of oil to Jordan.

Mr. President, recognizing the concern that we all share over developments in Iraq since the Persian Gulf war, we are faced with the necessity to take a hard look at our options. One option is the strategic bombing of the sites where we believe we have enough information to satisfy ourselves that a strike will have a meaningful impact. On the other hand, strategic bombing is likely to result in television shots of injured children and women that undoubtedly will be placed as human shields around strategic sites in Iraq.

Another option is the use of ground forces to back up an air campaign to try and take out Saddam Hussein himself. Although the United States has significant resources, there is a recognition that a ground strike under current circumstances is unlikely given the increasing likelihood that American soldiers would lose their lives. Of course there is also the unanswered question of what we would do if Saddam survived such an attack?

With either of these options we must address the reality that we do not have the multilateral coalition which included our Arab neighbors that we had when the Bush administration initiated Desert Storm. I think it is unfortunate that this administration has not maintained that coalition. So now we are pretty much alone. Great Britain, Canada and Australia are with us, and for that we are grateful, but from there on it gets pretty lonesome.

Going it alone or going it with others, we still must talk about the end game. If Saddam Hussein survives, do we continue these same efforts in another few years? Are we going to give Saddam Hussein *carte blanche* in his ability to recover? Because he will recover by selling oil. That is what he has.

Saddam Hussein has been able to generate roughly \$1 billion per quarter from the sale of oil. There is information—and unfortunately I can't reveal some of the information because it is classified—concerning the large amount of illegal oil that is flowing out of Iraq. And we are not able to stop this flow both because there are not enough multilateral intervention force (MIF) vessels in the area and because the rules of engagement under which the MIF forces operate don't allow them to stop such illegal movement.

It is these illegal sales that are primarily fueling Iraq's economy. Mr. President, it simply makes sense to this Senator to recognize that oil is the lifeblood of Iraq. We need to shut off this lifeblood, maybe through a combination of increased enforcement of the embargo and jawboning some of our allies who are purchasing Iraq's oil. Perhaps we need to go further, and consider the merits of a maritime blockade of some sort. A blockade certainly is not an unreasonable alternative when you consider that we might ini-

tiate a military action against Saddam. Stop Saddam Hussein's oil and you shut down his ability to funnel resources into his war machine and the economy, and ultimately, I think his regime will collapse.

As a Congress, we must address the issue of oil sales and we must do it in a prompt manner. I believe we must terminate these illegal sales of oil and we must be more vigilant in our oversight to ensure that the oil that is allowed to be sold under the sanctions and the dollars generated are really going for the benefit of the people and their social needs. That is the basis of my resolution. We must stop Saddam Hussein's ability to fund his war machine by cutting off his ability to supply the markets with Iraqi oil. That is an action that we should have taken some time ago.

I urge my colleagues to consider the merits of my concurrent resolution. It is certainly appropriate to consider this action as we address the merits of any further military action that might be contemplated to stop Saddam from whatever his ultimate objective is. Cut off his oil and you are going to get his attention.

#### SENATE CONCURRENT RESOLUTION 77—RELATIVE TO THE FEDERAL GOVERNMENT

Mr. SESSIONS submitted the following concurrent resolution; which was referred to the Committee on Labor and Human Resources:

S. CON. RES. 77

Whereas studies have found that quality child care, particularly for infants and young children, requires a sensitive, interactive, loving, and consistent caregiver;

Whereas most parents meet and exceed the aforementioned criteria, circumstances allowing, parental care marks the best form of child care;

Whereas the recent National Institute for Child Health and Development study found that the greatest factor in the development of a young child is "what is happening at home and in families";

Whereas a child's interaction with his or her parents has the most significant impact on their development, any Federal child care policy should enable and encourage parents to spend more time with their children;

Whereas 48 percent of mothers with preschool children under the age of 5 are full-time at-home parents and another 34 percent of mothers work part-time in order to spend more time with their preschool children;

Whereas a large number of low- and middle-income families sacrifice a second full-time income so that the mother may be at home with her child;

Whereas the average income of 2-parent families with a single income is \$20,000 less than the average income of 2-parent families with two incomes;

Whereas only 30 percent of preschool children are in paid child care and the remaining 70 percent of preschool children are in families that do not pay for child care, many of which are low- to middle-income families struggling to provide child care at home;

Whereas child care proposals should not provide financial assistance solely to the 30 percent of families that pay for child care and should not discriminate against families

in which children are cared for by an at-home parent; and

Whereas any congressional proposal that increases child care funding should provide financial relief to families that sacrifice an entire income in order that a mother or father may be at home for their young child: Now, therefore, be it

*Resolved by the Senate (the House of Representatives concurring), That the Congress recognizes that—*

(1) many American families make enormous sacrifices to forgo a second income in order to have a parent care for their child at home;

(2) there should be no bias against at-home parents;

(3) parents choose many legitimate forms of child care to meet their individual needs—an at-home parent, grandparent, aunt, uncle, neighbor, nanny, preschool, or child care center;

(4) child care needs of at-home parents and working parents should be given careful consideration by the Congress;

(5) any quality child care proposal should reflect careful consideration of providing financial relief for those families where there is an at-home parent; and

\* \* \* \* \*

#### SENATE RESOLUTION 176—PROCLAIMING "NATIONAL CHARACTER COUNTS WEEK"

Mr. DOMENICI (for himself, Mr. DODD, Mr. COCHRAN, Ms. MIKULSKI, Mr. BENNETT, Mr. LIEBERMAN, Mr. KEMPTHORNE, Mr. DORGAN, Mr. FRIST, and Mr. CLELAND) submitted the following resolution; which was referred to the Committee on the Judiciary:

S. RES. 176

Whereas young people will be the stewards of our communities, Nation, and world in critical times, and the present and future well-being of our society requires an involved, caring citizenry with good character;

Whereas concerns about the character training of children have taken on a new sense of urgency as violence by and against youth threatens the physical and psychological well-being of the Nation;

Whereas more than ever, children need strong and constructive guidance from their families and their communities, including schools, youth organizations, religious institutions, and civic groups;

Whereas the character of a nation is only as strong as the character of its individual citizens;

Whereas the public good is advanced when young people are taught the importance of good character and that character counts in personal relationships, in school, and in the workplace;

Whereas scholars and educators agree that people do not automatically develop good character and, therefore, conscientious efforts must be made by institutions and individuals that influence youth to help young people develop the essential traits and characteristics that comprise good character;

Whereas although character development is, first and foremost, an obligation of families, the efforts of faith communities, schools, and youth, civic, and human service organizations also play a very important role in supporting family efforts by fostering and promoting good character;

Whereas the Senate encourages students, teachers, parents, youth, and community leaders to recognize the valuable role our youth play in the present and future of our

Nation and to recognize that character is an important part of that future;

Whereas in July 1992, the Aspen Declaration was written by an eminent group of educators, youth leaders, and ethics scholars for the purpose of articulating a coherent framework for character education appropriate to a diverse and pluralistic society;

Whereas the Aspen Declaration states, "Effective character education is based on core ethical values which form the foundation of democratic society.";

Whereas the core ethical values identified by the Aspen Declaration constitute the 6 core elements of character;

Whereas the 6 core elements of character are trustworthiness, respect, responsibility, fairness, caring, and citizenship;

Whereas the 6 core elements of character transcend cultural, religious, and socioeconomic differences;

Whereas the Aspen Declaration states, "The character and conduct of our youth reflect the character and conduct of society; therefore, every adult has the responsibility to teach and model the core ethical values and every social institution has the responsibility to promote the development of good character.";

Whereas the Senate encourages individuals and organizations, especially those who have an interest in the education and training of our youth, to adopt the 6 core elements of character as intrinsic to the well-being of individuals, communities, and society as a whole; and

Whereas the Senate encourages communities, especially schools and youth organizations, to integrate the 6 core elements of character into programs serving students and children: Now, therefore, be it

*Resolved*, That the Senate—

(1) proclaims the week of October 18 through October 24, 1998, as "National Character Counts Week"; and

(2) requests that the President issue a proclamation calling upon the people of the United States and interested groups to embrace the 6 core elements of character and to observe the week with appropriate ceremonies and activities.

#### NATIONAL CHARACTER COUNTS WEEK

Mr. DOMENICI. Mr. President, fellow Senators, today, for the fifth consecutive year I am going to submit a resolution on behalf of myself, Senators DODD, COCHRAN, BENNETT, LIEBERMAN, MIKULSKI, KEMPTHORNE, DORGAN, FRIST, and CLELAND. This resolution that we have introduced 5 consecutive years sets aside the week of October 18–24 of this year for what we call National Character Counts Week.

About 6½ years ago, a very distinguished group of Americans from all walks of life met for 3 or 4 days to talk about the character of America and the character of American people and decided after 3 days of debate that there were, in fact, six pillars of character. If these pillars could permeate our society and our children, we would all be better for it, America would be better for it and, most of all, our lives would be better for it.

These six pillars were determined at that point in time and they have remained ever since as trustworthiness, respect, responsibility, fairness, caring, and citizenship. They are referred to as the six pillars of character.

Mr. President and fellow Senators, when one looks at what has developed

in these years, to help our teachers—they in private or public schools—talk to students and teach them about these six pillars, it is obvious that these are basic concepts, basic ideas that hardly anyone in America would disagree with. That is not to say that anybody is preaching, but would we not like our children to learn the value of honesty? That is what trustworthiness is. Would we not like our young children and even our business community to be cognizant of and practice respect? And would we not want, as our children grow and as people begin to understand what holds a country together, would we not want responsibility to become part of the vocabulary of every child, every young person?

I can go through all six, and I can find different words to express each of the six. It is obvious, however, if you move throughout the State of New Mexico or the State of Georgia—I note my good friend, Senator CLELAND is here—if you ask a group of people from all walks of life, various religions, various degrees of faith, even agnostics: "Do you object to our young people learning trustworthiness, respect, responsibility, fairness, caring, citizenship?" you rarely get a negative response.

Now, this six pillars-character approach is spreading throughout our country, and those who came up with the idea and the foundation which has the right to use these pillars of character do not intend to impose from on high; rather they ask that individuals, schools, leaders, organizations such as the Boy Scouts, NFL player groups, adopt these six pillars and then do something about them.

I would be less than honest if I did not tell you the place these six pillars are spreading most rapidly is the right place—in the schools. Teachers are excited, believe it or not. Some have expressed to me they are now permitted to do what they always thought they should do but because we got all mixed up in terms of what you couldn't do in a classroom, these kind of lessons were left out. It now seems that without much objection, many school boards have said let's do it. Teachers are trying to permeate the halls, the classrooms, the meeting rooms and the minds of young people with these six pillars.

I will in my prepared remarks talk just a little bit about my State, the State of New Mexico. We organized partnerships with a number of mayors, the Governor joined, and we have now about 90 percent of all the school-children in the State of New Mexico, parochial and private, that are exposed and taught and work with these six pillars—not some other words that describe it—these six words.

So there is a commonality now of usage of words. A commonality of examples that are used. Mr. President, you might have been thrilled to go to a grade school in New Mexico with me on a given day when the pillar called "re-

sponsibility" had been the subject matter in that school for one month. The way a significant number of schools do it is take one pillar a month. Teach everything else you teach, but also include the word of the month in these classes. You would have walked into that grade school and seen the walls plastered with signs and pictures the students had drawn about the word of the month, such as the word responsibility. You could then go to an assembly where all the little children with their teachers talked about responsibility for about an hour and gave awards where young people said that is the most responsible student in the class and this is what he or she did. It is rather exciting.

Now, frankly, it is not the business of any State Department of Education, if character education is going to be done, each school has to desire to do it along with the principal, teachers, and parents.

Needless to say, people ask, is it working? Frankly, I can't stand here and tell you I am absolutely certain of all the positive aspects, but I can tell you that we are beginning to get more than anecdotal information from schools that have been doing it for 2 or 3 years. They note that there is a noticeable change in behavior and relationship of children to children and, indeed, of teachers to children. Many would claim, indeed, that this does more for changing the character of our country in the right direction than almost anything that is going on out there except the organized activity of the faith people of the country as they proceed with their faith-filled lessons.

In our State we are now experimenting with the very first group of businessmen who are trying to inculcate the six pillars of character, in an institutional way, into their businesses. They are going to try to see if they can incorporate these values as a part of the life of a business, the life of the employees, and all of their relationships to the public. They hope that these values will then be passed on to others, if indeed, it has a measure of success.

Now, we are not unique. I happened to put the resolution in the Senate 5 years ago and asked ten Senators to join me. Former Senator Sam Nunn was one of the original ten. His successor, Senator MAX CLELAND, has joined us now as an original sponsor. He is here now in the chamber, and I will yield to him in a few minutes.

I in no way stand here suggesting that there are not many better examples than my State of New Mexico. There probably are. I just feel very good every now and then, once a year, to tell the Senate a few exciting stories about what is going on in our State in this regard. In the prepared remarks I cite many other examples of how the six pillars are working and how the public is responding and how televisions and radio stations help promote

these pillars. They are now kind of common, ordinary language among the people in the State of New Mexico. I think that is all a very good start.

This resolution will designate the week of October 18-24, 1998, as National Character Counts Week, when individuals and organizations may observe specifically their programs and activities supporting character development.

All of us who have been involved with character education programs know about the extraordinary growth of these efforts across the country. Regardless of our support here in Washington, the development of character programs the grassroots level has been the most exciting. Good character can be endorsed and supported by Government, but it is families, schools, and communities that make the real difference.

Over the past 4 years since we initiated community-based Character Counts programs in New Mexico, the public and private schools in the State have incorporated the Character Counts message in most of the State's schools. Almost 200,000 students are receiving instruction and are involved in activities that promote the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Whether the Six Pillars appear on billboards, on town waterbills, or are incorporated into a school's curriculum, the message of good character permeates the community.

The six simple words are not just words in a vocabulary. They are concepts that have meaning to children and adults alike, resulting in tangible actions that change for the better how they relate to and interact with one another. Today, I would like mention just a couple of examples of how the Character Counts efforts in New Mexico are changing the daily lives of its citizens for the better.

I would like to recount one of the most inspiring Character Counts initiatives I have seen in New Mexico. It is about Emerson Elementary School in Albuquerque. The school has 800 students speaking more than 11 languages. The school is located in a densely populated, culturally diverse and highly mobile area, with a 98.5 percent poverty rating. Many refer to this area of the city as a "war zone" because of its high crime rate. The challenges facing the school administration, teachers, and its Principal Linda Torres far exceed those of most schools; its academic challenges are as great as the community's social challenges.

The Character Counts program at Emerson Elementary was initiated as a total Social Skills Curriculum, with the Six Pillars integrated into all its daily classes and reinforced with various activities to reward the students for good behavior. At the same time, the school utilizes a human services collaborative support program for the 500 families associated with the school. It works with social service organiza-

tions to ensure the entire family is assisted, whether it is providing nutritional advice or clothing to needy families. In an effort to maximize community involvement of adults and children, the school children adopted the Veterans Memorial Park across the street from the school as one of their civic projects. They help maintain and patrol the park, and since the project began there have been no problems with graffiti.

Emerson Elementary has become a virtual community center in this area of the city and a true haven for the children and their parents. Principal Linda Torres believes that among all the conflicts that need addressing or resolving within the school and in the community, it is clear that the values that reside "inside a person" are as critical as anything the school attempts to provide. In summarizing the success of Character Counts, Principal Torres says, "the community gives back to the school and the school gives back to the community—it's not just a situation of taking, it's the concept of giving that makes a difference."

In another New Mexico community far to the south of Albuquerque near the Texas border is a medium-sized town, Las Cruces, that has embraced Character Counts in both its private and public schools, and within the community itself.

As an example, the Las Cruces University Hills Elementary School sends parents regularly scheduled communications and newsletters explaining new Character Counts initiatives. Each month the school focuses on one of the six pillars with a school-wide assembly to kick off each new pillar. Teachers include the words in lessons throughout the school day, each day of the month. The students are urged to discuss their experiences and how the concepts relate to their daily lives. The school's monthly newsletters report how students identify with the various pillars.

I believe the children's own words best express how they apply the Character Counts concepts to their daily lives:

"Citizenship is caring about our country and other people \* \* \* Make the community a better place by cleaning the environment and taking care of it. Take care of nature, animals, plants, and land. Be a nice neighbor."

Jammal: "In our group respect means treating one another equally, even if they are not good looking, handicapped, or if they're slow. Showing respect means not being bossy and treating people fairly. I respect people for what they are, and all their different abilities. When I show respect, I am kind and polite to people. My way of showing respect is by manners and helping others."

Brenna, Karina, Christopher, Spencer and Shoji: "If you want to be a respectful person, then it's a good time to start knowing about respect and be one to the end. Be polite and the world will

be safe once again. If you respect others, respect is what you will get back."

Tyrel: Sometimes we forget that each and every day there are ways of practicing good character traits. Parents, teachers, civic and business organizations, and community leaders are responding with enthusiasm to this fairly simple program of teaching and practicing the tenets of good character.

Creative community programs are developed so the messages are not confined to the classrooms but are shared by all citizens. In Albuquerque, a new program Character Counts in the Workplace is designed to apply the Six Pillars to workplace ethics. In Lea County, the Character Counts Board of Directors meets monthly to coordinate activities, with each community independently expanding its Character Counts message through its local festivities, service clubs, and schools. In Roswell, the Future Homemakers of America of Sierra Middle School, using the lessons learned about caring, assisted students at Valley View Elementary School with holiday crafts projects.

In April, the State of New Mexico will host the National Character Counts Conference, followed by 2 days of its own State Conference. Just a quick review of a few of the planned meetings at the New Mexico Conference tells us of the variety of programs being developed throughout the State: the Police Role in Community Character Counts Programs; Join-A-School Projects—What to Do; Character Counts in the Workplace; At-Risk Youth and Character Counts; School and Community Youth Athletics; and Parenting for Character Development. These sessions clearly show how broadly-based the Character Counts activities have become throughout the State.

When we first introduced the National Character Counts Week resolution in 1994, I doubt we could have envisioned how quickly parents, teachers, schools, towns, cities, and civic organizations would develop programs to address the issue of character building. It has universal appeal, and it has touched the lives of millions of our citizens. The "crisis in character" is being addressed by America's citizens, at the local level, where it matters most. I am very proud to be a part of this effort. Practicing the principles of good character pays enormous dividends not only to each of us personally but to countless generations in the future.

Mr. CLELAND. Mr. President, I thank the distinguished Senator from New Mexico, Senator DOMENICI, my personal friend and dear colleague, for his character and especially his courage in putting forward this resolution and in taking the leadership in making sure that this resolution is enacted. I am honored to be a cosponsor of the National Character Council Week resolution.

Mr. President, the stories and statistics are painfully familiar; we have all

heard them—children having children, young boys joining gangs out of a need to belong, children as young as 9 years old smoking marijuana or shooting up heroin or inhaling freon from the living room air conditioner just to find a high.

Now the latest figures are in from the Department of Justice: 25,000 juveniles murdered between 1985 and 1995. Half of all high school students who carry a weapon take that weapon to school. Juvenile arrestees are now more likely, according to the Department of Justice, than adult arrestees to have used a gun in committing a crime.

James Agee once said, "In every child who is born, under no matter what circumstances \* \* \* the potentiality of the human race is born again."

Mr. President, how many times have we heard that our children are the future of our country? I believe that our highest obligation is, and our biggest challenge is, with the children of America. We can work together to help ensure that all children will start school ready to learn. We can pool our efforts—parents, teachers, community leaders, and elected officials—to enable our students to be first in the world of scientific and academic achievement. But I believe the greatest gift and most effective tool we can give to our children is to instill in them, from the beginning, the values and beliefs which mold their character. Character is the essential building block in each youngster's journey to become a responsible, moral adult.

George Matthew Adams once said:

There is no such thing as a "self-made" man. We are made up of thousands of others. Everyone who has ever done a kind deed for us, or spoken one word of encouragement to us, has entered into the makeup of our character, and of our thoughts, as well as our success.

Robert Kennedy credited his father with shaping his beliefs about what the definition of true character is. He said:

He has called on the best that was in us. There was no such thing as half-trying. Whether it was running a race or catching a football, or competing in school, we were to try. We might not be the best, and none of us were, but we were to make the best effort to be the best.

For Ronald Reagan, it was his mother, Nelle, who was his source of inspiration. He said about his mother:

My mother, God rest her soul, had an unshakable faith in God's goodness. And while I may not have realized it in my youth, I know now that she planted that faith very deeply in me.

Mr. President, I urge my colleagues to support this resolution. It calls on our citizens and communities to teach and promote the core elements of character: trustworthiness, respect, responsibility, fairness, caring and citizenship.

Decades ago, during the war in Korea, one of our generals was captured by the Communists. He was taken to an isolated prison camp and

told that he had but a few minutes to write a letter to his family. The implication was that he was to be executed shortly. The general's letter was brief and to the point: "Tell Bill," he wrote, "the word is integrity."

The word is indeed integrity, Mr. President. As our resolution states, "the character of a nation is only as strong as the character of its individual citizens." If this is so, Mr. President—and I hope it is and I think it will be—the future of this country will be in very good hands.

Mr. DODD. Mr. President, I am pleased this morning to join with the distinguished Senator from New Mexico and a group of my colleagues in cosponsoring this Senate Resolution designating October 18th through 24th as National Character Counts Week.

Nothing that we do in this country will have a more direct impact on our collective future than how we educate our children. And as the face of our society changes, and children are faced with modern problems like illegal drug use and violence, we should look at ways to expand our traditional definition of education. We must recognize that education should be more than the transmission of facts. It ought to be more than the relaying of concepts. Education should also seek to develop the moral character of our children. Schools need to reinforce the lessons that children are taught at home. Education must help teach young people what they need to know to be good citizens in our society. Strengthening the mind is not enough. We must also nurture the character.

That is why so many of us in the Senate come to the Floor each year to speak in support of character education in our schools. We believe that it is entirely appropriate for schools to instruct students on the importance of qualities like trustworthiness, respect, responsibility, fairness, caring, and citizenship. This is not a substitute for disciplined instruction in reading, math, composition, and other subjects. This is simply an effort to instill in our young people the values that we cherish in a civil society.

I have been working on character education issues for about 5 years now, and all of my experiences with this initiative have reinforced my belief that this is a good idea that can have a positive impact in the lives of our children. In 1994, I introduced a character education amendment to the elementary and secondary education bill when it was being considered by the Labor Committee. This amendment was adopted, and it provided funding for schools to start character education curriculums.

Over the past few years, I have had the pleasure of visiting schools in Connecticut that have received some of these funds and begun teaching character education. In each and every classroom, I have seen the positive impact that these programs are having in our children's lives. Children, as well

as teachers and parents, are responding enthusiastically to these lessons, and the result has been better attendance, higher academic performance, and improved behavior among our students. Character education may be a relatively new initiative, but these programs are already reaching 100,000 students in the State of Connecticut alone. And character education is not only making a difference in my home State, but all over the country as many of my colleagues can confirm.

Theodore Roosevelt once said, "To educate a person's mind and not his character is to educate a menace." It is imperative that we build a society whose institutions will help support a strong ethical upbringing for our children, and character education should be a critical component of our efforts to reach that goal.

Again, I commend my friend and colleague from New Mexico for all of his work in this area. And I invite all my colleagues from both sides of the aisle to join us in supporting National Character Counts week and embracing character education as a vital means of molding better individual, strengthening families and creating a responsible American citizenry.

Mr. COCHRAN. Mr. President, I am proud to join Senator DOMENICI in sponsoring the 1998 Character Counts Week resolution. As an original member of the Character Counts Coalition here in the United States Senate, it has been my honor to cosponsor Character Counts Week every year since 1994.

In the past we learned the Golden Rule and were taught how to act by our parents and teachers or at Sunday School, and the community helped reinforce acceptable conduct. Today, because there are so many who don't have a chance to grow up in that kind of environment, we must develop alternative ways of teaching and learning how to behave in a free society.

Former United States Deputy Under Secretary of Education, Dr. Peter R. Greer, wrote an article, called "Teaching Virtue," published in Education Week, February 4, 1998. In his article, he describes his experiences in developing effective curriculum for teaching ethics and character in kindergarten through grade twelve. He found that one of the most troublesome aspects for teachers to overcome was their reluctance to identify right and wrong. He also found that teaching virtues had to be a school-wide and a community-wide commitment.

The Character Counts! Coalition began as an effort to put values education at the top of the national agenda. The values are called "Pillars of Character," and they are: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

The core elements of good character reflect a consensus that was reached by eminent and diverse educators and youth leaders who thought the pillars would be widely understood, accepted and effective.

The Coalition is made up of over 180-member organizations who collectively pursue the goal of teaching that character does count and is essential for our nation's survival and success. Included in this group are the American Association of School Administrators, American Red Cross, Boys and Girls Clubs of America, Little League Baseball, 4-H, National Honor Society and many regional and community-based organizations. They are all working to build awareness of the pillars of character and to encourage their teaching "from the family room to the school room to the locker room."

In my state of Mississippi, Ocean Springs is a Character Counts Community. The Chamber of Commerce sponsors programs that stress the importance of making good character traits an intrinsic part of the lives of students, teachers, administrators, and citizens.

The Ocean Springs Character Counts Business Club members display Character Counts stickers in their windows and help raise funds for the Chamber of Commerce. Each year, those funds are used for programs and materials to train teachers in the Ocean Springs public schools on better ways to incorporate character education into their regular curriculum.

The programs are designed for repetition and emphasize action and behavior. Youngsters are encouraged to express their thoughts about character through essays, poems, songs, artwork, posters or videos.

I am very proud of the people of Ocean Springs, Mississippi. They understand that teaching good character begins at home, but it must be reinforced at school and by the entire community.

Character Counts! Week is October 18-24 this year. I hope that communities will use this as a time for new and renewed commitments to character education.

If we all practiced what Character Counts teaches, America would be better indeed.

Ms. MIKULSKY. Mr. President, I rise today in support of the resolution submitted by my colleague Senator DOMENICI to designate October 18 through October 24, 1998 as "National Character Counts Week."

I have cosponsored this resolution for the past four years and I am honored to do so again this year.

Character is an increasingly important issue in our society. I believe character counts. It counts in our homes, our schools, and our neighborhoods.

I believe character is the foundation of our society and will continue to be into the next century. I have been concerned that we have gone from being a progressive society to being a permissive society.

Character shapes how we behave in our families, in our own communities, and in our own workplaces.

Character education helps our children grow into responsible and caring

adults. But character must be taught. It is our responsibility to teach character to children.

In this day and age of juvenile crime, particularly crime in schools, a renewed commitment to character education is even more important for our society.

Character development should be taught along with other core academic subjects. The state of Maryland has encouraged the inclusion of character education in schools. I support this approach.

There are six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. These are values that last a lifetime.

Our country was built on the foundation of virtue and value. These are the ties that bind and the habits of the heart. Character encourages self-respect and the respect of others.

I believe in supporting character education as much as possible. In making sure that character counts, we will create the habits of the mind and the habits of the heart that will be the social glue that will hold our society together.

I urge my colleagues to support this bipartisan resolution. I believe in support for character education. It is even more crucial as we enter the next century.

Mr. KEMPTHORNE. Mr. President, I rise today to express my strong support for the National Character Counts week resolutions submitted by my esteemed colleague, Senator DOMENICI. I have cosponsored similar resolutions for the past 4 years and am honored to have the opportunity to do so again this year.

I stand before you today, because children and adults alike are constantly being bombarded by violence, profanity, and immorality, both through the media and in every day life. This onslaught of negative images and expressions has expanded the issue of character from a casual concern to a matter of considerable social importance. During my tenure in the Senate it has been my goal, and the goal of many of my colleagues, to raise awareness of the importance of raising our younger generations in an atmosphere of strong principles. I can think of few things we could do to better achieve this goal than to bring the attributes of good character to a level that will be admired by our children. If, through our own actions, we demonstrate the value, and indeed the necessity, of good character, we may help turn future generations away from the all too often glamorized visions of unscrupulous activities.

As a father, I am concerned that the role models our nation's children seek for leadership and guidance do not exemplify the integrity and character that most parents would condone. As an elected leader, I believe it is my job, and the obligation of my colleagues, to take an initial step to reinvigorate the attributes of character—trust-

worthiness, respect, responsibility, justice and fairness, caring, civic virtue, and citizenship—which National Character Counts Week highlights. We need to regain these qualities in our communities, in our families, and in the development of our own lives.

Mr. President, as we watch our children blossom into the leaders of the future it is my hope that each and every one of them will be able to look up to individuals who epitomize the values and attributes that are represented by National Character Counts Week. I am proud to stand with my fellow colleagues today, to discuss the importance of having genuine character. The simple step of raising awareness of the value of good character can have a powerful and long lasting impact. In the words of President Ronald Reagan, "They say the world has become far too complex for simple answers. They are wrong. There are no easy answers, but there are simple answers. We must have the courage to do what we know is morally right."

Mr. President, I believe by standing before you today, the supporters of National Character Counts Week are taking the initial step in accomplishing what is morally right. We are, however, only a single piece in the puzzle. My colleagues and I, along with civic organizations around the Nation, are only emissaries of a message. The true fundamental values that will instill character in our children must begin at home. No amount of moral instruction from outside the home can replace the guidance of a loving and supportive family.

Recognizing a national week to stress the importance of character is but a small step in addressing the crisis of ethics the Nation faces. At the same time, it is an important step which I believe all of us should support. I would like to thank Senator DOMENICI for his continued leadership on National Character Counts Week, and urge my colleagues to cosponsor the resolution.

#### SENATE RESOLUTION 177— RELATIVE TO PRISONERS OF WAR

Mr. COVERDELL (for himself, Mr. CLELAND, Mr. SMITH of New Hampshire, Mr. LOTT, Mr. HAGEL, and Ms. MOSELEY-BRAUN) submitted the following resolution; which was considered:

#### S. RES. 177

Whereas participation by the United States Armed Forces in combat operations in Southeast Asia during the period from 1964 through 1972 resulted in several hundreds of members of the United States Armed Forces being taken prisoner by North Vietnamese, Pathet Lao, and Viet Cong enemy forces;

Whereas the first such United States serviceman taken as a prisoner of war, Navy Lt. Commander Everett Alvarez, was captured on August 5, 1964;

Whereas following the Paris Peace Accords of January 1973, 591 United States prisoners of war were released from captivity by North Vietnam;