

United States authorizing Congress to prohibit the physical desecration of the flag of the United States; to the Committee on the Judiciary.

SUBMISSION OF CONCURRENT AND SENATE RESOLUTIONS

The following concurrent resolutions and Senate resolutions were read, and referred (or acted upon) as indicated:

By Mr. DURBIN (for himself, Mr. KENNEDY, Mr. BIDEN, Mr. MOYNIHAN, Mr. DODD, Mr. FITZGERALD, Mr. SCHUMER, Mr. LAUTENBERG, Mr. REID, Mr. STEVENS, Mrs. BOXER, Mr. LIEBERMAN, Mr. LEAHY, Mr. LEVIN, Mr. WELLSTONE, Mr. ROCKEFELLER, Mr. CLELAND, Mr. TORRICELLI, Mr. GRAMS, Mr. SANTORUM, Mr. DASCHLE, Ms. MIKULSKI, Mr. KERREY, Mr. COCHRAN, Mr. DORGAN, Mr. THURMOND, Ms. LANDRIEU, Ms. COLLINS, Mr. BURNS, Mr. MCCAIN, Mr. LOTT, Mr. BAYH, Mr. VOINOVICH, Mrs. LINCOLN, Mr. BINGAMAN, and Mr. WYDEN):

S. Res. 64. A resolution recognizing the historic significance of the first anniversary of the Good Friday Peace Agreement; considered and agreed to.

By Mr. LOTT (for himself and Mr. DASCHLE):

S. Res. 65. A resolution to authorize testimony, document production, and legal representation in *Dirk S. Dixon, et al. v. Bruce Pearson, et al.*; considered and agreed to.

S. Res. 66. A resolution to authorize testimony, documentary production, and representation of employees of the Senate in *United States v. Yah Lin "Charlie" Trie*; considered and agreed to.

S. Res. 67. A resolution to authorize representation of Secretary of the Senate in the case of *Bob Schafer, et al. v. William Jefferson Clinton, et al.*; considered and agreed to.

By Mrs. BOXER (for herself and Mr. BROWNBACK):

S. Res. 68. A resolution expressing the sense of the Senate regarding the treatment of women and girls by the Taliban in Afghanistan; to the Committee on Foreign Relations.

By Mr. ASHCROFT:

S. Con. Res. 18. A concurrent resolution expressing the sense of the Congress that the current Federal income tax deduction for interest paid on debt secured by a first or second home should not be further restricted; to the Committee on Finance.

By Mr. CAMPBELL (for himself, Mr. LAUTENBERG, Mr. SMITH of Oregon, Mr. ABRAHAM, Mr. BROWNBACK, Mr. REID, Mr. BURNS, Mr. TORRICELLI, Mr. CLELAND, and Mr. FEINGOLD):

S. Con. Res. 19. A concurrent resolution concerning anti-Semitic statements made by members of the Duma of the Russian Federation; to the Committee on Foreign Relations.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. BINGAMAN:

S. 638. A bill to provide for the establishment of a School Security Technology Center and to authorize grants for local school security programs, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

SAFE SCHOOL SECURITY ACT

By Mr. BINGAMAN:

S. 639. A bill to prevent truancy and reduce juvenile crime; to the Committee on Health, Education, Labor, and Pensions.

TRUANCY PREVENTION AND JUVENILE CRIME REDUCTION ACT

By Mr. BINGAMAN:

S. 640. A bill to establish a pilot program to promote the replication of recent successful juvenile crime reduction strategies; to the Committee on the Judiciary.

SAFER COMMUNITIES PARTNERSHIP ACT

Mr. BINGAMAN. Mr. President, I rise today to introduce three measures that are linked together by a common theme—the desire to create a safer environment for young people to grow up in.

Two of these bills are designed to help communities better combat juvenile crime and the related problem of truancy. The third proposal will help better protect students from violence in the school building through the use of technology.

It's clear that in order to create a safer environment for young people, we must not only reduce the number of children who commit crimes, but also the number of children who are victims of crime.

Before I outline these specific bills, I'd like to put them in a larger context. Mr. President, I'd like to spend just a minute discussing the broader question of what children need—in addition to safe surroundings—in order to grow into healthy, productive adults.

Let me start by describing my own childhood. I grew up in a small mining town in southwestern New Mexico called Silver City. Both my parents were teachers, so naturally a top concern was that I got a solid education. Fortunately, the local schools were good, and when I graduated with my classmates from what is now Silver High, we felt we could compete with just about any other student in the country.

Silver City was also relatively safe. People tended to know their neighbors and while no town is completely crime-free, we felt secure in our homes, around town, and in school.

Finally, Silver City was by no means a wealthy town. But I'm sure I'm not the only one who grew up optimistic that a person could work hard, achieve a decent standard of living, and support their family without fear that one turn of bad luck would put them out on the streets.

In short, Mr. President, Silver City was a pretty good place to grow up. In fact, we used to feel sorry for people in neighboring states where the quality of life was not so good.

Even today, New Mexico is blessed with rich cultural diversity, tremendous natural beauty, strong families and a sense of tradition. All of these things make New Mexico a wonderful place to live. Each time I go home I'm astonished at the number of new people who are moving there, no doubt for some of these very reasons.

And yet, Mr. President, some things seem to have changed since I was a kid in New Mexico. I seem to hear more and more frequently from parents who tell me how hard it is to raise a child in a state where crime and unemployment rates are high, yet family income and school graduation rates are low. Where alcohol and drug abuse are widespread, but health insurance and treatment options are scarce.

Those of us from New Mexico know that a Washington-based study ranking our state as the worst place to raise children can not be taken at face value. And yet, there is a troubling reality we must face. In many ways, our state is failing to provide what is needed to ensure all of our young people have the necessary foundation to grow into healthy, productive adults. In several key respects, New Mexico has fallen behind the other states we used to feel sorry for.

So, Mr. President, as we stand on the brink of a new century, I rise today to urge that we recommit ourselves—as elected officials, as community leaders, as parents, and as citizens—to better meeting the needs of people growing up in our state and to setting higher goals for New Mexico's future.

I began by saying that a child needs to grow up safe from harm. That means safe from family violence, safe from gang warfare, and safe in school. But a child has other needs that must be met as well. I'd like to mention three other areas that I believe are cornerstones to strong foundation for any child.

The first of these is economic security. If a child is living in poverty, or on the edge of poverty, it is very difficult for anything else to fall into place.

A child should grow up in a family whose economic circumstances are stable. This stability comes first and foremost from parents with decent job opportunities. It also comes from a family's ability to successfully juggle numerous economic demands—and to adapt to change, the only certainty in today's global economy. Our efforts in this area should center on creating more high-wage jobs and on giving families the tools to manage the unpredictable forces that can throw them into financial turmoil.

The second cornerstone is education. In America, a quality public education has long been the great leveler between the haves and the have-nots. Children need access to a quality education that will give them the skills to achieve a good standard of living.

A quality education system is one characterized by accountability and flexibility. Accountability means that clear goals are set for things like student achievement and teacher quality, information is readily available on student progress toward these goals, and schools are held accountable for this progress. Flexibility means that schools have the resources and the ability to adapt to meet the needs of students—particularly students at risk of dropping out.