

SLED, including undercover operations, crowd control, investigations, and forensics. As a trusted, competent, and reliable member of SLED, Carl Stokes caught the attention of that agency's chief, J.P. Strom, who tapped Stokes to undertake an innovative and important project—creating a computer system for law enforcement in South Carolina. He is also credited with implementing the first incident-based Uniform Crime Reporting System, which is used by all law enforcement agencies in the Palmetto State.

In addition to his work at SLED, Stokes made a number of important contributions to professionalizing law enforcement in South Carolina. He was involved in many organizations, associations, and committees that worked to make law enforcement at all levels more professional and efficient. Through his involvement with these groups, he became very well known throughout the state and region, and his expertise was respected by many. This varied and progressive experience made him an ideal candidate to head up law enforcement and security operations at the University of South Carolina, and in 1981, Carl Stokes returned to college, this time not as a student, but as a cop.

Law enforcement on college campuses has changed tremendously in the past twenty years. Colleges and universities have diverse populations that are essentially the size of small cities, and it is critical that such institutions have professional police forces that are trained in everything from community relations to resolving a hostage crisis. Such a responsibility is a tremendous task, but Carl Stokes was able to carry out his duties with seeming ease. Over the past seventeen years, he has helped to make certain that students, faculty, and staff are safe and secure in housing, classrooms, and university property. He and his department have worked closely with the Federal Bureau of Investigation, the United States Secret Service, the Department of State, the United Nations, and a host of other national and international law enforcement agencies in order to provide security to visiting dignitaries as well as to provide police services on the nine USC campuses. Impressively, Carl Stokes also worked to ensure that the University of South Carolina Division of Law Enforcement and Safety gained national accreditation from the Commission on Accreditation for Law Enforcement Agencies. This is an especially noteworthy achievement as this is one of only fifteen college and university police departments in the United States to earn such a professional recognition.

I am certain that after such a long and distinguished career, it must be difficult for Carl Stokes to take off his badge and hang-up his gun, but he can do so knowing that in his more than four decades as a law enforcement official, he made countless contributions to the safety and security of society. I

am pleased to note that all three of his children have followed in his footsteps in one way or another, his two sons are involved in law enforcement and his daughter works for the University of South Carolina. I wish Carl and his wife health and happiness in the years to come, I know that they will both enjoy being able to spend time with their children and grandchildren and reflecting on a full life.

#### U.S. FOREIGN OIL CONSUMPTION FOR WEEK ENDING JUNE 5TH

Mr. HELMS. Mr. President, the American Petroleum Institute reported for the week ending June 5 that the U.S. imported 9,532,000 barrels of oil each day, an increase of 1,103,000 barrels a day over the 8,429,000 imported during the same week a year ago.

Americans relied on foreign oil for 59.9 percent of their needs last week. There are no signs that the upward spiral will abate. Before the Persian Gulf War, the United States imported about 45 percent of its oil supply from foreign countries. During the Arab oil embargo in the 1970s, foreign oil accounted for only 35 percent of America's oil supply.

Politicians should give consideration to the economic calamity certain to occur in America if and when foreign producers shut off our supply—or double the already enormous cost of imported oil flowing into the U.S.—now 9,532,000 barrels a day.

#### THE VERY BAD DEBT BOXSCORE

Mr. HELMS. Mr. President, at the close of business Friday, June 12, 1998, the federal debt stood at \$5,499,026,995,472.09 (Five trillion, four hundred ninety-nine billion, twenty-six million, nine hundred ninety-five thousand, four hundred seventy-two dollars and nine cents).

One year ago, June 12, 1997, the federal debt stood at \$5,352,849,000,000 (Five trillion, three hundred fifty-two billion, eight hundred forty-nine million).

Twenty-five years ago, June 12, 1973, the federal debt stood at \$454,612,000,000 (Four hundred fifty-four billion, six hundred twelve million) which reflects a debt increase of more than \$5 trillion—\$5,044,414,995,472.09 (Five trillion, forty-four billion, four hundred fourteen million, nine hundred ninety-five thousand, four hundred seventy-two dollars and nine cents) during the past 25 years.

#### LEADERSHIP TRAINING INSTITUTE

Mr. ASHCROFT. Mr. President, it is with great pleasure that I rise today to recognize the Leadership Training Institute (LTI), a summer camp being held in Bolivar, Missouri this week. LTI is challenging America's youth to reach for personal excellence and to lead their generation to an ever higher standard of morality and achievement

than the generation before them. The United States has seen success because individuals have the opportunity to set standards that define their highest and best.

Leaders have the opportunity to be both "intensive" and "extensive." Intensive leadership is influencing towards excellence those that are closest to you—your family and friends. Extensive leadership is reaching beyond to your community, culture, and even the world. My hope for today's youth—and those participating in this week's leadership training—is that they will take the opportunity to be leaders close to home and beyond.

Programs that guide youth in setting the highest standards for their lives are essential to the continuity of morality in our culture and the setting of our sights on the noble. God has given principles which turn our eyes from the temporal, the physical, and the menial to the eternal, the spiritual, and the noble.

The Leadership Training Institute is headquartered in Arkansas and its staff and participants come from many communities across America, including from my home state of Missouri. LTI is committed to training youth in the virtues which leaders such as Thomas Jefferson considered to constitute the moral fabric of our society: "With a firm reliance on the protection of the Divine Providence; we mutually pledge to each other, our lives, our fortunes, and our sacred honor."

LTI educates youth in the lessons of our Nation's founders—their experiences, wisdom, and legacies. Youth learn that good leaders are people of faith as well as people of science. This training in American heritage and ingenuity prepares today's youth to set an excellent example in their homes, schools, communities, and government.

I am proud to see the staff and supporters of the Leadership Training Institute challenging America's youth to lead by personal standards of excellence. Hopefully, the participants of the program this week in Bolivar, Missouri, will set goals to become the leaders that remind us of all that is good in our country by advancing those values in their own lives.

#### CHILDREN'S SCHOLARSHIP FUND

Mr. ASHCROFT. Mr. President, on many occasions, I have come to the Senate floor to talk about the importance of parental control and involvement in a child's education. Study after study has confirmed that parental involvement is the single most important element in educational achievement.

One way to allow parents more control over and involvement in their children's education is to give them more choices of where to send their children to school. Choice empowers parents. It puts them in the driver's seat instead of the nickel seats. I believe we want parents in those front seats.

Education is an important tool that our children need in order to survive and be successful in our society. It is sad to realize that for too many children in too many families, a safe, structured and challenging education is out of reach. The public schools in many of our major cities simply cannot or do not provide adequate education, while a private or parochial education is too costly for most families of modest means.

On the other hand, it is encouraging when individuals in our society step forward to provide the means for better educational opportunities for our nation's underprivileged children. When those in the private sector, through their charitable giving, open the door for kids to receive a high quality education, those individuals are to be commended.

I am pleased to say that last week, two very generous and compassionate Americans gave new hope to thousands of families across the country who want the same thing all of us want—the best possible education for their children.

Ted Forstmann and John Walton are businessmen, entrepreneurs and philanthropists. On June 9, they launched the Children's Scholarship Fund, which will provide scholarships to bright and deserving children from low-income families across the nation to help their parents send them to any private or parochial school they're academically qualified to attend—from kindergarten right through high school. Thanks to these individuals, new educational opportunities will now be available to thousands of youngsters that were not available before.

These two civic-minded Americans have given the fund quite a start, with an initial contribution of \$100 million dollars. Over the summer, they will select cities to become partners with the fund, lining up donors in each city to match their initial generosity. That will allow this new and exciting program to distribute more than \$200 million in scholarships in more than a dozen cities, with each scholarship being an opportunity for a child to prepare for a better and brighter future.

This national program is modeled after—and really inspired by—an effort Mr. Forstmann and Mr. Walton launched here in the city of Washington, D.C. earlier this year. Together they donated \$6 million to the Washington Scholarship Fund, which recently awarded scholarships to more than 1,000 students from the troubled District of Columbia public schools. Washington is one of about thirty privately-funded scholarship programs in the country. The fact that there are so many of these programs speaks volumes, I think, about the state of the public schools in many of our cities.

I mention the Washington program because I think it's a good example of what the national effort is all about. First, the Washington Scholarship Fund is locally-based and locally-run.

Mr. Forstmann is right when he insists that each program must have strong involvement from local officials, community leaders, local businesses and anyone else who wants to help kids obtain the best education. I have always believed that local neighborhoods and communities are in the best position to create solutions to meet the specific needs of individuals in their communities.

The Children's Scholarship Fund is already in contact with more than 300 mayors from all around the country. This is the first step in selecting partners who know what's needed in their community and who will support this program financially and with their hard work.

But perhaps more important than the scholarships themselves is what they represent, it's important—and maybe even a bit sad—to note that more than seventy-five hundred families here in the Nation's Capitol applied for those 1,000 scholarships. It took a lottery to give them out. Mr. Forstmann has said he never dreamed the demand would be so overwhelming.

Who are these families? They're families whose children are trapped in public school systems that offer them no choices. If students only have one choice of where to attend school, they are locked into that school and don't have the capacity to say I am going to do better, I will go elsewhere.

On the other hand, when students have more choices of where to attend school, they will have the ability to receive a higher quality, more rigorous education. The Children's Scholarship Fund provides children and their families with more educational choice.

I believe that providing more educational choices for families can even help our nation's public schools, because they will understand they are no longer the exclusive provider of education in their community. They will have to start becoming the creative supplier of what it is that students need. When you have diversity and pluralism in a school system by providing more choices for students, this creates energy, creativity, and quality when institutions know that they have to do their best for to compete for students.

I commend Mr. Forstmann and Mr. Walton for providing the opportunity for our nation's children to have greater choices of where to receive their education, giving them the chance to learn as much as their minds and hard work will allow.

Education is an investment in future citizens, future leaders, the future work force of America. Ted Forstmann and John Walton have made a profound investment in the nation's future, one that is worthy of our admiration and gratitude.

CORRECTION OF THE RECORD—  
JEFFORDS AMENDMENT NO. 2704

The Jeffords amendment No. 2704 which appeared in the RECORD of Fri-

day, June 12, 1998, was missing some text. The correct version appears as follows:

AMENDMENT NO. 2704

Strike out all after the enacting clause and insert the following:

**SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

(a) **SHORT TITLE.**—This Act may be cited as the "Carl D. Perkins Vocational and Applied Technology Education Act of 1998".

(b) **TABLE OF CONTENTS.**—The table of contents is as follows:

- Sec. 1. Short title.
- Sec. 2. Findings and purpose.
- Sec. 3. Voluntary selection and participation.
- Sec. 4. Construction.

TITLE I—VOCATIONAL EDUCATION

SUBTITLE A—FEDERAL PROVISIONS

- Sec. 101. Reservations and State allotment.
- Sec. 102. Performance measures and expected levels of performance.
- Sec. 103. Assistance for the outlying areas.
- Sec. 104. Indian and Hawaiian Native programs.
- Sec. 105. Tribally controlled postsecondary vocational institutions.
- Sec. 106. Incentive grants.

SUBTITLE B—STATE PROVISIONS

- Sec. 111. State administration.
- Sec. 112. State use of funds.
- Sec. 113. State leadership activities.
- Sec. 114. State plan.

SUBTITLE C—LOCAL PROVISIONS

- Sec. 121. Distribution for secondary school vocational education.
- Sec. 122. Distribution for postsecondary vocational education.
- Sec. 123. Local activities.
- Sec. 124. Local application.
- Sec. 125. Consortia.

TITLE II—TECH-PREP EDUCATION

- Sec. 201. Short title.
- Sec. 202. Purposes.
- Sec. 203. Definitions.
- Sec. 204. Program authorized.
- Sec. 205. Tech-prep education programs.
- Sec. 206. Applications.
- Sec. 207. Authorization of appropriations.
- Sec. 208. Demonstration program.

TITLE III—GENERAL PROVISIONS

- Sec. 301. Administrative provisions.
- Sec. 302. Evaluation, improvement, and accountability.
- Sec. 303. National activities.
- Sec. 304. National assessment of vocational education programs.
- Sec. 305. National research center.
- Sec. 306. Data systems.
- Sec. 307. Promoting scholar-athlete competitions.
- Sec. 308. Definition.

TITLE IV—AUTHORIZATION OF  
APPROPRIATIONS

- Sec. 401. Authorization of appropriations.

TITLE V—REPEAL

- Sec. 501. Repeal.

**SEC. 2. FINDINGS AND PURPOSE.**

(a) **FINDINGS.**—Congress finds that—  
(1) in order to be successful workers, citizens, and learners in the 21st century, individuals will need—

(A) a combination of strong basic and advanced academic skills;

(B) computer and other technical skills;

(C) theoretical knowledge;

(D) communications, problem-solving, teamwork, and employability skills; and

(E) the ability to acquire additional knowledge and skills throughout a lifetime;

(2) students participating in vocational education can achieve challenging academic and technical skills, and may learn better