HUBZones. My proposal will allow any small business located in a HUBZone and employing people in the HUBZone to obtain a reasonable and meaningful preference in competing for Federal Government contracts against other businesses not located in a HUBZone.

My proposal begins to return the idea behind the 8(a) program to its roots, when it was targeted to inner city areas after the riots following the assassination of Martin Luther King. In this case, government contract set-asides were used to bring in new businesses to areas trying to recover from the dramatic damage and tension that accompanies a riot, such as those that occurred in 1968.

The HUBZone replacement for today's 8(a) program should not be limited, however, to inner cities. My program creates hope and opportunity for all cities, rural areas, and Native American communities that have not prospered while other more affluent areas of our country have flourished.

For too long, we have overlooked programs to bring jobs and wealth to economically distressed areas of our Nation. We now have an opportunity to take a positive step to provide long overdue help where help is needed in our country. The HUBZone proposal will create a powerful private-public partnership to give opportunity to small businesses who locate in economically distressed areas and to give hope to people who have not had much chance until now to pull themselves up the economic ladder.●

THE NATIONAL SECURITY EDUCATION PROGRAM

● Mr. SIMON. Mr. President, this Defense appropriations bill includes $7.5 million for the National Security Education Program. I want to congratulate my colleagues on the Appropriations Committee for ensuring funding for this important program.

The National Security Education Program has enjoyed bipartisan support. President Bush signed the National Security Education Act, which established the National Security Education Program, in December 1991. The chief Senate sponsor of the bill was Senator David Boren, who is now president of the University of Oklahoma. Senators NUNN and WARNER were cosponsors.

The National Security Education Program was designed to support study abroad by U.S. students. The program emphasizes the study of foreign languages and preparation for possible careers in national security. Funds go to U.S. institutions, undergraduate scholarships, and graduate fellowships.

The program guarantees a return on the Federal investment by requiring that recipients of fellowships and scholarships be obligated to serve in a Federal Government agency or an educational institution in the area of study for which the scholarship or fellowship was awarded.

According to CRS, this is the only major Federal program that supports study abroad by U.S. citizen undergraduate students.

The program operates from interest on a trust fund, based on a one-time 1992 appropriation of $150 million. In fiscal year 1995, the trust fund yielded $15 million.

Pressured to find savings in these tight budget times, the Appropriations Committee voted to cut funding for the program and eliminate the trust fund in the Defense supplemental bill we considered earlier this year. I offered an amendment on the Senate floor that restored funding for the program. The amendment was accepted on a voice vote.

A compromise was reached in conference whereby all 1995 funding was saved but the trust fund was reduced from $150 million to $75 million. This was a fair compromise given that the House also had originally voted to eliminate the program.

I am pleased that for fiscal year 1996, the Appropriations Committee decided to continue funding for the program, even though it is necessarily based on a smaller trust fund which yields less interest than it had previously. This is an effective program that addresses a serious national interest and I commend the committee for its wise action.

Foreign language proficiency is crucial to our national defense and security but there is much that needs to be done. Of the 500,000 American troops the United States sent to the Persian Gulf, only five could translate Iraqi intelligence documents. The United States has the only foreign service in the world you can get into without the knowledge of a foreign language.

Foreign language proficiency and knowledge of other cultures is also important for our economic competitiveness. There is a simple rule of business: ''You can buy in any language, but if you want to sell you have to speak the language of your customer.'' The fact is that four out of five new jobs in the United States are created through foreign trade.

An article that appeared on the front page of the business section of the Sunday Los Angeles Times on August 28, 1994 noted that: ''In a global economy, study and business experience abroad are critical. Yet Americans stay home while 400,000 foreign students come here to learn.''

Last year, the National Security Education Program supported 317 students from 150 U.S. institutions who studied in 48 countries with 34 different languages. The average award was $8,000 per student. Cutting the program would yield very small savings. But the dividends from such programs are very real.

I hope the Senate can maintain support for this program when the bill moves to conference.

I thank my colleagues.●

COMMEMORATION OF THE 50TH ANNIVERSARY OF THE FORMAL SURRENDER OF THE EMPIRE OF JAPAN

Mr. KYL. Mr. President, I rise to offer my thoughts on the occasion of the 50th anniversary of the formal surrender of the Empire of Japan and the end of World War II.

Mr. President, September 2, 1995, marked the day, 50 years ago, that the Empire of Japan signed documents of surrender aboard the U.S.S. *Missouri* in Tokyo Bay, formally ending World War II. It is fitting that America commemorated the anniversary of this most pivotal event in human history—the victory of the free world over three irredeemable regimes in which human evil was institutionalized and directed toward world conquest: Germany's naziism, Italy's fascism, and Japan's militaristic imperialism.

In the 2,194 days of World War II, more than 50 million human beings lost their lives. This horrific total includes nearly 300,000 Americans killed in combat, six million Jews murdered in Europe, and one million Chinese slain in the Japanese rape of Nanking.

Fifty years ago, a vicious war had finally ended, but ancient cities lay in ruins. Mighty armies had been vanquished. Proud cultures had been decimated. But today, one overriding truth has gradually become clear: Though much was lost, far more has since been gained.

In the European theater, World War II saw the indescribable bravery of American teenagers at Normandy and Pointe du Hoc, and the unfathomable butchery of the Third Reich. In the Pacific, the hallowed places of valor, suffering, and self-sacrifice continue to echo down the halls of American history: Bataan, Corregidor, Midway, Iwo Jima, Okinawa.

The vast scope of World War II encompassed the final cavalry charge and the first wartime use of the atomic bomb. It is fitting and proper that, 50 years after the end of this conflict, all Americans quietly reflect upon the meaning of the war, and, in particular, upon the awesome destructive power unleashed by these bombs dropped on Hiroshima and Nagasaki from a U.S. Air Force B–29, killing 200,000. This act of American servicemen, done in our name, does not make them—or us—warmongers. On the contrary, the soldier, sailor, and aviator above all yearn for peace—even while obeying all moral and reasonable orders of civilian leaders—because he or she endures the greatest fear and anguish from war.

Mr. President, our ongoing national debate over the propriety of America's use of these weapons reflects an active national moral conscience. It is an indication that Americans continue to care about what was done by their Government in their name. It signals our appreciation that national choices have moral consequences for which all Americans are responsible. In the case