

**Message to the Congress
Transmitting a Report on the
National Emergency With Respect to
the Lapse of the Export
Administration Act of 1979**

June 25, 2002

To the Congress of the United States:

As required by section 204(c) of the International Emergency Economic Powers Act (50 U.S.C. 1703(c)) and section 401(c) of the National Emergencies Act (50 U.S.C. 1641(c)), I transmit herewith a 6-month report prepared by my Administration, on the national emergency declared by Executive Order 13222 of August 17, 2001, to deal with the threat to the national security, foreign policy, and economy of the United States caused by the lapse of the Export Administration Act of 1979.

George W. Bush

The White House,
June 25, 2002.

NOTE: This message was released by the Office of the Press Secretary on July 3.

**Message to the Congress
Transmitting a Report on the
National Emergency With Respect to
Iran**

June 25, 2002

To the Congress of the United States:

As required by section 401(c) of the National Emergencies Act, 50 U.S.C. 1641(c), and section 204(c) of the International Emergency Economic Powers Act, 50 U.S.C. 1703(c), I transmit herewith a 6-month periodic report prepared by my Administration on the national emergency with respect to Iran that was declared in Executive Order 12170 of November 14, 1979.

George W. Bush

The White House,
June 25, 2002.

NOTE: This message was released by the Office of the Press Secretary on July 3.

**Memorandum on Delegation of
Authority Under Section 124 of the
National Defense Authorization Act
for Fiscal Year 2001**

July 2, 2002

Memorandum for the Secretary of Defense

Subject: Delegation of Authority Under Section 124 of the National Defense Authorization Act for Fiscal Year 2001

By the authority vested in me by the Constitution and laws of the United States of America, you are delegated the authority and assigned the responsibility of the President under section 124(b) of the Floyd D. Spence National Defense Authorization Act for Fiscal Year 2001 (Public Law 106–398).

The authority delegated by this memorandum may be redelegated, in writing, not lower than the Under Secretary of Defense level.

You are authorized and directed to publish this memorandum in the *Federal Register*.

George W. Bush

NOTE: This memorandum was released by the Office of the Press Secretary on July 3.

**Remarks Celebrating the
Bicentennial of Lewis and Clark's
Voyage of Discovery**

July 3, 2002

Welcome. Please be seated. You read it just like I wrote it. [*Laughter*]

Thank you all for coming. It's great to see so many of my fellow Americans here on the eve of Independence Day, the day we celebrate the fantastic freedoms we love in America. And I hope every American goes out tomorrow and gives thanks for the many blessings of our Nation.

I want to thank members of my Cabinet who are here. Thank you all for coming, Gale and Ann.

I want to thank Members of the Congress—Senator and Congressman from the great Commonwealth of Virginia are here. I want to thank many members of the administration who are here. I see Fran, who is head of the National Parks. I want to thank

the tribal leaders who have come. I want to thank my fellow Americans. Welcome to the people's house. And it's a beautiful house, as you can see.

I want to thank Laura for serving as the host while I was doing some work. I particularly want to thank the Missouri Historical Society for lending this splendid portrait of the man Stephen Ambrose called the greatest of all American explorers, Captain Meriwether Lewis.

You know, it's amazing—it's fitting and amazing, when you think about it, that we're holding this event here in the East Room, because this is where Lewis lived when he was Jefferson's private secretary. Not a bad room. [*Laughter*] They tell me, though, that back then the room was damp and depressing. The second First Lady who lived here, Abigail Adams, actually used to hang the washing here. [*Laughter*] And I want to thank Laura for getting my underwear out before the event started. [*Laughter*]

Nearly 200 years ago, President Jefferson sent an expedition to explore what was then the uncharted West. Jefferson was a curious man, as we've learned, and I bet you he wanted to lead the expedition himself. But he was occupied, and so he chose a trusted aide and friend, Meriwether Lewis, to lead what was called the Voyage of Discovery.

The Lewis and Clark expedition lasted just a couple of years, but it changed the face of our country forever. It opened up the American West for future development. It increased our knowledge of our natural resources. It helped us gain a better understanding of America's native cultures. Most importantly, the Lewis and Clark Expedition will stand forever as a monument to the American spirit, a spirit of optimism and courage and persistence in the face of adversity.

Earlier this week, I signed a proclamation designating 2003 through 2006 as the Lewis and Clark Bicentennial Commemoration. I urge all Americans to learn more about Lewis and Clark and how the expedition changed our Nation and, at the same time, to learn more about our native culture, to learn more about courage and the values that continue to shape our Nation today.

American history is filled with remarkable examples of heroism and adventure, and the voyage of Lewis and Clark is one of the most remarkable of them all. And that's why we're here in the White House today. Their expedition became an epic of endurance and discovery, and that epic became an American legend which all Americans should know about, and they should teach their children about it as well.

The achievement would not have been possible without the tremendous contribution of a remarkable Shoshone Indian woman, Sacagawea, who helped the explorers on their long and perilous journey. And I say remarkable because she had a 2-month-old baby when the trip began. And she was just as committed to discovery and success as Lewis and Clark and the other young members of the Corps of Discovery.

Her courage and her strength reminds us that American Indians have played a central role in our history, and their unique culture must never be lost. Tribal colleges and universities help preserve irreplaceable languages and cultural traditions. At the same time, of course, they offer a high-quality college education to thousands of students and provide much-needed job training and other means of economic development in Indian country.

I bring that up today because I had the honor of signing an Executive order affirming the Federal Government's commitment to these unique institutions. Many of the board members that I named are here today, and they were in the Oval Office earlier, and I want to thank them for coming. All Americans—all Americans—deserve an excellent education, including those who attend tribal colleges and universities.

I want to thank you all for coming today. I want to thank you for being here to honor the courage of great explorers. I want to thank you for being here to honor the richness of native cultures. And I want to thank you for being here to honor the grand history of the American West.

May God bless you and your families, and may God continue to bless America. Thank you.

NOTE: The President spoke at 2:50 p.m. in the East Room at the White House. In his remarks, he referred to historian Stephen E. Ambrose.

Executive Order 13270—Tribal Colleges and Universities

July 3, 2002

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

Section 1. Policy. There is a unique relationship between the United States and Indian tribes, and a special relationship between the United States and Alaska Native entities. It is the policy of the Federal Government that this Nation's commitment to educational excellence and opportunity must extend as well to the tribal colleges and universities (tribal colleges) that serve Indian tribes and Alaska Native entities. The President's Board of Advisors on Tribal Colleges and Universities (the "Board") and the White House Initiative on Tribal Colleges and Universities (WHITCU) established by this order shall ensure that this national policy regarding tribal colleges is carried out with direct accountability at the highest levels of the Federal Government.

Tribal colleges are both integral and essential to their communities. Often they are the only postsecondary institutions within some of our Nation's poorest rural areas. They fulfill a vital role: in maintaining and preserving irreplaceable languages and cultural traditions; in offering a high-quality college education to younger students; and in providing job training and other career-building programs to adults and senior citizens. Tribal colleges provide crucial services in communities that continue to suffer high rates of unemployment and the resulting social and economic distress.

The Federal Government's commitment to tribal colleges is reaffirmed and the private sector can and should contribute to the colleges' educational and cultural missions.

Finally, postsecondary institutions can play a vital role in promoting excellence in early childhood, elementary, and secondary education. The Federal Government will therefore work to implement the innovations and

reforms of the No Child Left Behind Act of 2001 (Public Law 107-110) in partnership with tribal colleges and their American Indian and Alaska Native communities.

Sec. 2. Definition of Tribal Colleges and Universities. Tribal colleges are those institutions cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note), any other institution that qualifies for funding under the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1801 *et seq.*), and Diné College, authorized in the Navajo Community College Assistance Act of 1978, Public Law 95-471, title II (25 U.S.C. 640a note).

Sec. 3. Board of Advisors. (a) *Establishment.* There shall be established in the Department of Education a Presidential advisory committee entitled the President's Board of Advisors on Tribal Colleges and Universities (the "Board").

(b) *Membership.* The Board shall consist of not more than 15 members who shall be appointed by the President, one of whom shall be designated by the President as Chair. The Board shall include representatives of tribal colleges and may also include representatives of the higher, early childhood, elementary, and secondary education communities; tribal officials; health, business, and financial institutions; private foundations; and such other persons as the President deems appropriate.

(c) *Functions.* The Board shall provide advice regarding the progress made by Federal agencies toward fulfilling the purposes and objectives of this order. The Board also shall provide recommendations to the President, through the Secretary of Education (Secretary), on ways the Federal Government can help tribal colleges:

- (1) use long-term development, endowment building, and planning to strengthen institutional viability;
- (2) improve financial management and security, obtain private-sector funding support, and expand and complement Federal education initiatives;
- (3) develop institutional capacity through the use of new and emerging technologies offered by both the Federal and private sectors;