

Anyway, she added, Secretary O'Leary only read a few of the reports: "She found it too complicated."

Mr. BRYAN. I thank the Chair and yield the floor.

If there is no Senator seeking recognition, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

Mr. HATCH. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. HATCH. Mr. President, I ask unanimous consent that I permitted to speak as if in morning business.

The PRESIDING OFFICER. Without objection, it is so ordered.

REMEMBERING KRISTALLNACHT

Mr. HATCH. Mr. President, tonight is the 57th anniversary of a horrible event. In Germany, 57 years ago this evening, it was "the night of broken glass"—Kristallnacht—when throughout Nazi Germany, Jews were killed and Jewish cultural and business sites were destroyed in an organized campaign by the Nazi state.

In a little under 2 days, many Jews were murdered, and 30,000 were arrested by the Nazi authorities, sent to swell the growing populations of Dachau, Buchenwald, and the other camps already built. On the night of Kristallnacht, over 1,000 synagogues were destroyed, and their sacred texts were burned and defiled. Jewish businesses around the country were sacked. Cemeteries were desecrated. Homes were burned. The police and fire departments were instructed not to intervene.

Kristallnacht marked an escalation in kind of the Nazi persecution. It came barely 6 weeks after the infamous Munich conference, which produced the chilling declaration of peace in our time. After Kristallnacht, the world could no longer ignore the behavior of this evil regime. President Franklin D. Roosevelt said, 5 days later:

The news of the past few days in Germany has deeply shocked public opinion in the United States * * * I, myself, could scarcely believe that such things could occur in 20th century civilization.

But within a week of Kristallnacht, Jews were banned from the German school system. Within a month, Jews were being banned from public places.

The Holocaust, as it would come to be known, was fully underway. Within less than a decade, this conflagration of historic proportions would result in the systematic murders of 6 million European Jews.

While it represented the nadir of anti-Semitism in our modern age, the destruction spawned by the Nazis' racial hatred consumed many more millions of others, including Poles, Gypsies, Jehovah's Witnesses, homo-

sexuals, and persons with physical and mental disabilities.

Mr. President, 57 years after Kristallnacht, we are fortunate to still have survivors of the Holocaust among us. There are still some neighborhoods in this country where, tonight, survivors and their families commemorate the night of broken glass by burning candles in the windows. These flames are in memory of those who suffered the Holocaust. These flickers in the windows are the testaments of the survivors.

Mr. President, I worry about the memory of the Holocaust when the survivors will no longer be here. With each passing year, we have fewer survivors among us.

Mr. President, as the decades have passed from the dark era of the Holocaust, I have been greatly troubled by the increase in pronouncements by those who willfully disbelieve the existence of the Holocaust. These "Holocaust deniers," as they have come to be known, present us with a troubling specter. They threaten our collective memory with lies, distortions, and half-truths to challenge the reality of the Holocaust.

One of America's preeminent scholars of this phenomenon, Dr. Deborah Lipstadt of Emory University, has written:

While Holocaust denial is not a new phenomenon, it has increased in scope and intensity since the mid-1970's. It is important to understand that deniers do not work in a vacuum. Part of their success can be traced to an intellectual climate that has made its mark in the scholarly world during the past two decades. The deniers are plying their trade at a time when much of history seems up for grabs and attacks on the Western rationalist tradition have become commonplace.

Sadly, this erosion in the intellectual climate has infected our popular culture. Today, in addition to the pseudo-scholarly venues the Holocaust deniers have created, they have managed to present their injurious views on high school campuses, in the media, and, in a few cases, in the political process.

Mr. President, we are fortunate, for many reasons, that we live in a free and democratic society, and one of those reasons is that freedom preserves the ability of the scholar to study historical truth. An open society such as ours allows the student of history to apply methods of historical scrutiny and verification without bias or distortion, and thus to openly determine historical fact.

I must stress, Mr. President, that the same principles of an open and democratic society also allow for the holding of unpopular opinions, however factually incorrect or hurtful to others. A free society must protect the opinions of all, Mr. President, and that includes the contrarians and solipsists. If you choose to believe the Earth is flat, that is your right in this society.

Our freedom of expression is wide, but falsehoods must be answered with the truth. Denying the Holocaust is absurd.

Holocaust denial may be animated by ignorance and solipsism, but we cannot avoid the fact that it is often motivated by anti-Semitism and hatred. We must recognize that many of those who promote Holocaust denial do so not out of an innocent but willful ignorance, but do so to promote political agendas, anti-Semitism and hatred.

We must deplore, in the words of the scholar Kenneth Stern "anti-Semitism masquerading as objective scholarly inquiry."

That is why I am introducing this resolution today, along with several of my colleagues, which "deplores persistent, ongoing and malicious efforts by some persons of this country and abroad to deny the historical reality of the Holocaust." This resolution also praises the U.S. Holocaust Memorial Museum for its essential work in honoring the memory of all the victims of the Holocaust, and teaching "all who are willing to learn profoundly compelling and universally resonant moral lessons."

Mr. President, as the last generation of Holocaust survivors fades from our midst, we are left with a chasm, a generational divide between the primary witnesses and the rest of us, who must carry their witness. Into that chasm the Holocaust deniers may throw their malicious lies.

It is our responsibility that we close that chasm with a dedication to promoting scholarship about the Holocaust. We must cultivate the history of the Holocaust in order to preserve our memory and to reinforce the lessons we learn from such horrors. We must strengthen our younger generation's weakening grasp on history.

A free and democratic society must be supported by an informed populace. And an informed populace requires a knowledge of history. As individuals with amnesia suffer degrees of disorientation, a society separated from history is bereft of its shared experience with the world.

Mr. President, we must recognize the crucial role played by education in preserving the memory of the Holocaust. In 1980, the U.S. Congress assumed this responsibility when we chartered the U.S. Holocaust Memorial Museum. Since its opening in 1993, the Museum has played a signal role in teaching the history of the Holocaust.

So powerful has the museum's message been that in it has been operating beyond capacity since its opening. Of the more than 2 million visitors each year, 80 percent have traveled more than 100 miles to visit this awesome place. As of today, 5.3 million have visited this remarkable institution, a number four times greater than expected.

People come to witness and to learn. More than 11,000 scholars and university students, more than 700 members of the media and museum community, and more than 14,500 survivors have used the museum's research institute. Through its connections to the information superhighway, 50,000 inquiries

come every week. Requests for teaching materials have come from every State in our Nation. Over 400,000 students from around the country came in school groups this year.

Mr. President, the success of the Museum demonstrates our country's interest in studying the Holocaust. It is most reassuring to note, indeed, that the desire to learn the moral lessons of the Holocaust dwarf the messages of hate perpetuated by the Holocaust deniers.

Mr. President, I wish to close with two more quotes. Again from Professor Lipstadt:

Holocaust denial . . . is not an assault on the history of one particular group. Though denial of the Holocaust may be an attack on the history of the annihilation of the Jews, at its core it poses a threat to all who believe that knowledge and memory are among the keystones of our civilization. Just as the Holocaust was not a tragedy of the Jews but a tragedy of civilization in which the victims were Jews, so too denial of the Holocaust is not a threat just to Jewish history but a threat to all who believe in the ultimate power of reason. It repudiates reasoned discussion the way the Holocaust repudiated civilized values. It is undeniably a form of anti-Semitism, and such it constitutes an attack on the most basic values of a reasoned society. Like any form of prejudice, it is irrational animus that cannot be countered with normal forces of investigation, argument, and debate.

And now, from an article by the current executive director of the Holocaust Memorial Museum, Dr. Walter Reich, who wrote a few years ago:

The devastating truth about the Holocaust is that it was a fact, not a dream. And the devastating truth about the Holocaust deniers is that they will go on using whatever falsehoods they can muster, and taking advantage of whatever vulnerabilities in an audience they can find, to argue, with skill and evil intent, that the Holocaust never happened. By being vigilant to these arguments we can all fight this second murder of the Jews—fight it, and weep not only for the victims' mortality but also for the fragility, and mortality, of memory.

Mr. President, we are nearing the end of a bloody century, littered with so many man-made catastrophes that it invites a numbing relativism. Today, on "the night of broken glass," let the legacy of the victims strengthen our memories and sharpen our consciences to remain ever vigilant to the profoundly compelling and universally resonant moral lessons of the Holocaust.

Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

Mr. DOLE. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

ORDER OF PROCEDURE

Mr. DOLE. Mr. President, we have been trying to reach an agreement the

last couple of hours on the continuing resolution. We have not been able to do that, so I think since it may take some time and some debate—if we could get consent to go to the so-called CR—we should start as quickly as we can, because in addition to disposal of this legislation today we need to dispose of the debt ceiling extension, which will not arrive from the House until 5 o'clock.

It is my hope we could complete action on both of those. There will probably be, hopefully, not many amendments, but an amendment or two, and we have to get it back to the House yet this evening or be here tomorrow, notwithstanding the fact that it is a Federal holiday.

I hope we could have everyone's cooperation and that we can move very quickly on the continuing resolution, and then be in a position when the debt ceiling extension arrives to move quickly on that.

The President has indicated he will veto both the continuing resolution and the debt extension, which I hope is not the case because we would have very little time to act on Monday to prevent a shutdown of the Government. I hope the President would understand that and accept these very modest proposals.

MAKING FURTHER CONTINUING APPROPRIATIONS FOR THE FISCAL YEAR 1996

Mr. DOLE. Mr. President, I ask unanimous consent that the Senate now turn to the consideration of the continuing resolution, House Joint Resolution 115, just received from the House.

The PRESIDING OFFICER (Mr. INHOFE). Without objection, it is so ordered.

The clerk will report.

The bill clerk read as follows:

A Joint Resolution (H.J. Res. 115) making further continuing appropriations for the fiscal year 1996, and for other purposes.

There being no objection, the Senate proceeded to consider the joint resolution.

Mr. DOLE. Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The bill clerk proceeded to call the roll.

Mr. BINGAMAN. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. BINGAMAN. Mr. President, I ask unanimous consent I be allowed to proceed for up to 10 minutes as in morning business.

The PRESIDING OFFICER. Without objection, it is so ordered.

NATIONAL EDUCATION GOALS REPORT

Mr. BINGAMAN. Mr. President, I wanted to call to the attention of the

Senate today the release of the fifth annual national education goals report, which was released earlier this morning by a group, a bipartisan group of Governors, myself, and several State legislators who are members of this national education goals panel.

The panel is presently chaired by Governor Bayh of Indiana, and soon it will be chaired by Governor Engler of Michigan. Governor Engler was there this morning, as were Gov. Christine Todd Whitman from New Jersey and Governor Romer from Colorado, who was the first chairman of this panel, and various others of us.

I wanted to just briefly summarize what was found in that national education goals panel report, because I do think it is important. This is the midpoint between 1990 and the turn of the century. As people will recall, in 1989, President Bush met with 50 Governors in Charlottesville, VA, to set out national education goals for the country to pursue between the year 1989 and the year 2000. Those goals were agreed upon. I think they are good goals for the country. And we began the process.

Part of what was agreed to there was that we not only had to have goals, but also had to have some standards, and we had to have a way of assessing progress, to determine whether or not the country was moving in the right direction or moving in the wrong direction. The report today says that we are moving in the right direction but at a very, very slow pace. In some States the pace is very much slower than in others. It also makes the point, strongly, that we do not have enough data to understand what is happening to the extent we would like to.

There is good news in the report. There is also bad news in the report. Let me just summarize a little bit of the good news first.

The report shows that during the period 1990 through 1992, and unfortunately we only have statistics now through 1992, but during that period math achievement at grades 4 and 8 in the United States did improve. It went up fairly significantly, I would point out. It did not do near as well in some States as it did in others. Where the national average went from 20 to 25 percent, that is 25 percent of the students who were tested measured up as being proficient in math in the eighth grade in 1992, in my home State of New Mexico, unfortunately, the figure was 14 percent. So we have a ways to go, not just in my State but throughout the country.

The same basic questions and same basic testing and proficiency measurements were used internationally as well as in this country. Where we have set a goal, and the President and Governors set a goal of being first in the world in math and science achievement by the year 2000, this set of statistics we released today shows that in fact we are substantially behind Taiwan, which is at 41 percent on this same graph. So