

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