

The United States of America where I am proud to be a citizen and who I proudly fought for in the Korean War, is a major global power that is called upon daily by nations around the world for leadership and guidance. As a global power, historically we have been outspoken on important matters concerning human rights abuses and civil rights offenses around the world. Our legacy is freedom for all human beings.

We as a nation must once again exhibit the strong leadership that is our heritage and do the right thing by fully participating in the upcoming World Conference Against Racism. It is unconscionable that the Administration would even consider not attending such an important conference or provide the leadership needed to address this very important issue of world racism. Our full attendance is the only way we can ensure that the conference fulfills its primary purpose of addressing the issue of racism around the world.

Mrs. CHRISTENSEN. Mr. Speaker, the world conference against racism is an important meeting to people of African descent, and indigenous people all over the world. It is critical that this country fully participate and demonstrate its commitment to ending racism, racial intolerance, xenophobia and other forms of intolerance in this country and all over the world. A full discussion and a strong resolution decrying racism and the support of agreed to means of addressing its impact are important to the health of our nation and the well-being of the entire global community. Having a substantive declaration decrying racism, colonialism, and the forceful subjugation of people will not in and of itself make us whole, but it will foster a long overdue healing process.

Mr. Speaker, I want my country to fully participate, to be involved in all discussions and work with the other countries of the world to develop such a resolution and programs. It neither serves this country or the world well for it to be gagged on this important issue.

While I support this resolution in its supporting the United States participation, I feel that the resolution introduced by Congresswoman EDDIE BERNICE JOHNSON which calls on the highest level of participation, for funding, and which urges the adoption and advancing of policy positions that indicate clearly that our country understands the link between racism in its current day forms and is firm in its commitment to ending its impact on indigenous communities an communities of color all over the world.

Ms. LEE. Mr. Speaker, I rise to support H. Res. 212, expressing the Sense of Congress on the UN World Conference Against Racism.

I want to thank and express my appreciation to my colleague, Congressman LANTOS, for authorizing this legislation.

I believe this bill is a step in the right direction. In addition, I firmly believe that the United States must not boycott this conference.

The World Conference Against Racism will provide an important and credible platform to discuss slavery, xenophobia, sexism, religious intolerance, hate crimes and other forms of racism.

In addition, it is long past due for the United States to formerly acknowledge its role in the institution of Trans-Atlantic Slavery and to begin the healing process for more than 30 million African Americans—many of whom are descendants of slaves.

Representatives from the Bush administration have stated that the United States will not

send an official delegation to the World Conference Against Racism in Durban, South Africa if language regarding slavery and reparations, is included in the WCAR agenda.

However, I strongly believe that the Bush Administration's position on excluding the discussion on slavery and reparations is wrong and must be reconsidered. The United States' unwillingness to address this issue sends the wrong message.

The United States Government sanctioned slavery in this country for hundreds of years, completely devastating the lives of generations and generations of Africans in America. It is imperative that this government, which played such a massive role in slavery, be at the table in discussions about slavery, its lasting impact, and on reparations.

On the International Relations Committee, we regularly question the human rights practices in other countries. I believe it is equally important that we apply this same scrutiny to our own society and examine the very visible vestiges of slavery manifested by the current racial and economic divides we experience today.

When we do, we realize that as a country, we have not yet conquered the twin problems of racism and economic inequality.

Ours is a country where people of color are regularly pulled over by our police force because they are simply the wrong color, or in the wrong neighborhood, or driving the wrong kind of car. It's happened to me, it's happened to millions of African Americans and other minorities.

Ours is a country where millions of young men of color are behind bars. Our justice system claims to be blind, yet look at the skin color of those in prison, of those sitting on death row. Those are black and brown faces staring out from behind those bars.

Ours is a country where the votes of African Americans and other minorities are less likely to be counted than those of white Americans.

Ours is a country where blacks earn less than whites, are less likely to own homes than whites, and are still subject to the economic marginalization that has marked this nation for centuries.

Ours is also a nation that is struggling to overcome many of these deep-rooted problems. It is time for America to also recognize that many of these problems are rooted in slavery.

We can do more and we must.

Racism is a fundamental question of human rights.

Racial prejudice underlies much of the conflict and injustice in the modern world. It fuels wars, drives ethnic cleansing, and exacerbates economic inequities.

Racial barriers compound health problems: HIV/AIDS disproportionately affects communities of color. This terrible disease is sweeping across Africa where millions are dying. We may not know how to cure AIDS yet, but we know how to prevent it and we know how to treat it. We know how, but every day six thousand Africans die from AIDS. Six thousand a day.

In the United States the AIDS crisis is having a devastating effect in the African American community. Although African Americans make up only 12 percent of the population, they make up more than 34 percent of reported AIDS cases, and African American children and women comprise two-thirds, respec-

tively, of all pediatric and female AIDS cases in the United States.

The World Conference against Racism, Racial Discrimination, Xenophobia, and Related Intolerance will represent a historic opportunity to find real solutions and provide real assistance to the victims of racial discrimination.

We must send a strong message to the Bush Administration that we will no longer bury our heads in the sand.

Minimally, the United States Government should apologize for the horrific institution of slavery and explore methods to address the current economic, health, and social inequalities experienced in daily life by the descendants of slaves: African Americans.

Ms. MCKINNEY. Mr. Speaker, I yield back the balance of my time.

Mr. BALLENGER. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from North Carolina (Mr. BALLENGER) that the House suspend the rules and agree to the resolution, H. Res. 212, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds of those present have voted in the affirmative.

Mr. LANTOS. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

SENSE OF HOUSE THAT U.N. SHOULD TRANSFER UNCENSORED VIDEOTAPE TO ISRAELI GOVERNMENT REGARDING HEZBOLLAH ABDUCTION OF THREE ISRAELI DEFENSE SOLDIERS

Mr. BALLENGER. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 191) expressing the sense of the House of Representatives that the United Nations should immediately transfer to the Israeli Government an unedited and uncensored videotape that contains images which could provide material evidence for the investigation into the incident on October 7, 2000, when Hezbollah forces abducted 3 Israeli Defense Force soldiers, Adi Avitan, Binyamin Avraham, and Omar Souad.

The Clerk read as follows:

H. RES. 191

Whereas on October 7, 2000, Hezbollah forces illegally crossed the Israeli border with Lebanon and kidnapped 3 Israeli Defense Force soldiers, Adi Avitan, Binyamin Avraham, and Omar Souad;

Whereas 9 months after the kidnapping, Hezbollah released no information as to the whereabouts and conditions of these soldiers;

Whereas the events leading up to, surrounding, and immediately following the kidnapping remain unknown;

Whereas after long denial the United Nations admitted to possession of a videotape that contains images which could provide material evidence for the investigation into the incident on October 7, 2000;

Whereas this videotape would help to assess the conditions of the soldiers and assist in the investigation to determine the identities of the kidnappers and their methods; and

Whereas to date the United Nations is reluctant to transfer an uncensored form of the videotape to Israeli Government authorities investigating this incident: Now, therefore, be it

Resolved, That it is the sense of the House of Representatives that the United Nations should immediately transfer an unedited and uncensored form of the videotape that contains images which could provide material evidence for the investigation into the incident on October 7, 2000, when Hezbollah forces abducted 3 Israeli Defense Force soldiers, Adi Avitan, Binyamin Avraham, and Omar Souad, as well as any other material evidence the United Nations may possess, to the Israeli Government to assist its investigation of this incident.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from North Carolina (Mr. BALLENGER) and the gentleman from California (Mr. LANTOS) each will control 20 minutes.

The Chair recognizes the gentleman from North Carolina (Mr. BALLENGER).

GENERAL LEAVE

Mr. BALLENGER. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days to revise and extend their remarks and include extraneous material on the resolution under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from North Carolina?

There was no objection.

Mr. BALLENGER. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in support of H. Res. 191, sponsored by my friend, the gentleman from Illinois (Mr. KIRK).

The United Nations has done important work in Lebanon over the years, keeping the peace as best it could in an area where stability has been threatened by the presence of various Lebanese and Palestinian factions and by Israeli responses to them.

Recently, it seems to have failed in part of its mission. Lebanese-based Hezbollah fighters were able to cross into Israeli territory and kidnap three Israeli soldiers. It turns out that a videotape that may well provide information to help resolve the kidnapping, although not the kidnapping itself, was made by the U.N. forces.

After denying the existence of the tape for some time, it now appears that the tape does exist. The U.N. should do all it can to help resolve the disappearance of the men, including the provision of relevant evidence.

The case has attracted widespread attention, not least in northern Illinois. I appreciate the diligent efforts of the gentleman from Illinois (Mr. KIRK) and his constituents, as well as the efforts of his cosponsors, in keeping this humanitarian nightmare from fading from our memories pending its final, and I hope its peaceful and successful resolution.

Mr. Speaker, I reserve the balance of my time.

Mr. LANTOS. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, first, I want to congratulate my friend and colleague, the gentleman from Illinois (Mr. KIRK) for bringing this important resolution to the body. I also want to thank my friend, the gentleman from North Carolina (Mr. BALLENGER), and the gentleman from Illinois (Mr. HYDE) for his support.

Mr. Speaker, I rise in strong support of this resolution.

Mr. Speaker, this resolution concerns a matter that unfortunately illustrates the singularly biased attitude and behavior that the United Nations and its constituent bodies and some of its personnel traditionally have shown towards our ally, the Democratic State of Israel.

Mr. Speaker, on October 7 of last year, Hezbollah terrorists illegally crossed from Lebanon into Israel and kidnapped three Israeli soldiers. Nearly 10 months later, Hezbollah has neither released information about the soldiers' conditions and whereabouts, nor has it allowed any third parties, even the International Red Cross to meet with them. Shortly after the kidnapping, Israel sources learned that U.N. peacekeepers in Lebanon had shot a videotape that likely reveals the terrorists' identities.

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Mr. LANTOS. Mr. Speaker, I am delighted to yield 2 minutes to the gentleman from New York (Mr. CROWLEY).

(Mr. CROWLEY asked and was given permission to revise and extend his remarks.)

Mr. CROWLEY. I thank the gentleman from California for yielding me this time.

Mr. Speaker, I rise today in support of H. Res. 191. I want to thank the gentleman from Illinois (Mr. KIRK) for authoring this important resolution before us today.

In October of 2000, Adi Avitan, Binyamin Avraham, and Omar Souad were abducted while on routine patrol of Israel's northern border. At the present time these men are believed to be held by Hezbollah on Lebanese soil.

I am extremely troubled by the fact that the United Nations has the ability to assist in discovering the whereabouts of these men and has failed to turn over what may be pertinent information to the Israeli Government. For an organization that is a champion for human rights around the world to obstruct the recovery of these men is inconceivable.

I join my colleagues in calling on Secretary-General Kofi Annan to act expeditiously in seeing that any and all information leading to the rescue of these Israeli soldiers be handed over without further delay. Since these men were captured last year, I have been in constant contact with their families. I had the opportunity to meet their families in January of this year. The fact that the United Nations has evidence

that could ultimately bring their sons, fathers and brothers back to them is the last shred of hope that any of these families have. I cannot stand by and allow that to be taken away from them as well.

Therefore, Mr. Speaker, I strongly urge my colleagues to support this resolution.

Mr. LANTOS. Mr. Speaker, I commend my friend from New York for his eloquent statement.

Mr. GILMAN. Mr. Speaker, I rise in support of H. Res. 191, sponsored by the distinguished gentleman from Illinois (Mr. KIRK).

295 days ago, three Israeli soldiers were kidnapped from Israeli territory near the Lebanese border.

It developed months later that the United Nations had made a videotape that contains significant information that could lead to a solution to this case.

The UN, however, first concealed the existence of the tape and subsequently has refused to release an uncensored version of it to Israel.

This resolution simply calls on the UN to do what it should do—to help resolve a case that tugs at our heartstrings.

I appreciate the tireless efforts of the gentleman from Illinois (Mr. KIRK) to keep this case alive. I hope, together with him and his constituents, and my own constituents, for a safe return for these men.

Ms. SCHAKOWSKY. Mr. Speaker, I rise in strong support of a House Resolution 191. House Resolution 191 is of importance to my constituents and to the state of Israel and, as a cosponsor of this legislation, I urge its immediate passage.

House Resolution 191 expresses the sense of the Congress that the United Nations should immediately transfer to the Israeli Government an unedited and uncensored videotape. That videotape contains images which could assist those investigating the October 7, 2000, kidnapping of 3 Israeli Defense Force soldiers, Adi Avitan, Binyamin Avraham, and Omar Souad.

Nine months after the kidnapping, Hezbollah has released no information as to the whereabouts and conditions of these soldiers. While events leading up to the kidnapping remain unknown, the United Nations has admitted to possession of a videotape that contains images which could provide evidence for the investigation into the incident.

It is hard to imagine the level of concern that must be felt by the family members of the three kidnapped soldiers. The fact that the United Nations may have information that could help resolve this situation is also troubling. The United Nations should not be making it more difficult for Israeli authorities and the family members of Adi Avitan, Binyamin Avraham, and Omar Souad. Instead, it should be actively assisting Israeli authorities to secure information about these three individuals. I join my colleagues in strong support of this resolution.

Mr. LANTOS. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

Mr. BALLENGER. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. MILLER of Florida). The question is on the motion offered by the gentleman from

North Carolina (Mr. BALLENGER) that the House suspend the rules and agree to the resolution, House Resolution 191.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds of those present have voted in the affirmative.

Mr. LANTOS. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

NATIONAL MATHEMATICS AND SCIENCE PARTNERSHIPS ACT

Mr. BOEHLERT. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 1858) to make improvements in mathematics and science education, and for other purposes, as amended.

The Clerk read as follows:

H.R. 1858

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "National Mathematics and Science Partnerships Act".

SEC. 2. FINDINGS.

The Congress finds the following:

(1) 12 years ago the President of the United States convened the Nation's Governors to establish common goals for the improvement of elementary and secondary education.

(2) Among the National Education Goals established was the goal that by the year 2000 United States students would be first in the world in mathematics and science achievement.

(3) Despite these goals, 8th graders in the United States showed just average performance in mathematics and science in the Third International Mathematics and Science Study-Repeat and demonstrated lower relative performance than the cohort of 4th graders 4 years earlier.

(4) The United States must redouble its efforts to provide all of its students with a world-class education in mathematics, science, engineering, and technology.

(5) The American economy has become the most robust in the world, not through state planning and government intervention, but through the hard work and innovation of its citizens. This success is founded in our constitutional tradition of respect for individual liberty to pursue personal career objectives.

SEC. 3. DEFINITIONS.

In this Act—

(1) the term "Director" means the Director of the National Science Foundation;

(2) the term "institution of higher education" has the meaning given such term by section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001);

(3) the term "eligible nonprofit organization" means a nonprofit research institute or a nonprofit professional association with demonstrated experience delivering mathematics or science education as determined by the Director;

(4) the term "local educational agency" has the meaning given such term by section 14101(19) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801(19));

(5) the term "State educational agency" has the meaning given such term by section

14101(29) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801(29));

(6) the term "elementary school" has the meaning given that term by section 14101(14) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801(14)); and

(7) the term "secondary school" has the meaning given that term by section 14101(26) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801(26)).

SEC. 4. DUPLICATION OF PROGRAMS.

(a) IN GENERAL.—The Director of the National Science Foundation shall review the education programs of the National Science Foundation that are in operation as of the date of enactment of this Act to determine whether any of such programs duplicate the programs authorized in this Act.

(b) IMPLEMENTATION.—(1) As programs authorized in this Act are implemented, the Director shall terminate any existing duplicative program or merge the duplicative program into a program authorized in this Act.

(2) The Director shall not establish any new program that duplicates a program that has been implemented pursuant to this Act.

(c) REPORT.—(1) The Director of the Office of Science and Technology Policy shall review the education programs of the National Science Foundation to ensure compliance with the provisions of this section.

(2) Not later than one year after the date of the enactment of this Act, the Director of the Office of Science and Technology Policy shall complete a report on the review carried out under this subsection and shall submit the report to the Committee on Science, the Committee on Education and the Workforce, and the Committee on Appropriations of the House of Representatives.

(3) Beginning one year after the date of enactment of this Act, the Director of the Office of Science and Technology Policy, shall, as part of the annual budget submission to Congress, submit an updated version of the report required by paragraph (2).

SEC. 5. MATCHING REQUIREMENTS.

The Director may establish matching fund requirements for any programs authorized by this Act except those established in title IV.

SEC. 6. COORDINATION.

In carrying out the activities authorized by this Act, the Director of the National Science Foundation shall consult and coordinate with the Secretary of Education to ensure close cooperation with programs authorized under the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

TITLE I—MATHEMATICS AND SCIENCE EDUCATION PARTNERSHIPS

Subtitle A—Mathematics and Science Education Partnerships

SEC. 101. PROGRAM AUTHORIZED.

(a) IN GENERAL.—(1) The Director shall establish a program to award grants to institutions of higher education or eligible nonprofit organizations (or consortia thereof) to establish mathematics and science education partnership programs to improve the instruction of elementary and secondary science education.

(2) Grants shall be awarded under this section on a merit-reviewed competitive basis.

(b) PARTNERSHIPS.—(1) In order to be eligible to receive a grant under this section, an institution of higher education or eligible nonprofit organization (or consortium thereof) shall enter into a partnership with one or more local educational agencies that may also include a State educational agency or one or more businesses, or both.

(2) A participating institution of higher education shall include mathematics, science, or engineering departments in the

programs carried out through a partnership under this subsection.

(c) USES OF FUNDS.—Grants awarded under this section shall be used for activities that draw upon the expertise of the partners to improve elementary or secondary education, or both, in mathematics or science, or both. Such activities may include—

(1) recruiting and preparing students for careers in elementary or secondary mathematics or science education;

(2) offering professional development programs, including summer or academic year institutes or workshops, designed to strengthen the capabilities of existing mathematics and science teachers;

(3) offering innovative programs that instruct teachers on using technology more effectively in teaching mathematics and science, including programs that recruit and train undergraduate and graduate students to provide technical support to teachers;

(4) developing distance learning programs for teachers or students, including developing courses, curricular materials and other resources for the in-service professional development of teachers that are made available to teachers through the Internet;

(5) offering teacher preparation and certification programs for professional mathematicians, scientists, and engineers who wish to begin a career in teaching;

(6) developing assessment tools to measure student mastery of content and cognitive skills;

(7) developing or adapting elementary and secondary school curricular materials, aligned to State standards, that incorporate contemporary research on the science of learning;

(8) developing undergraduate mathematics and science courses for education majors;

(9) using mathematicians, scientists, and engineers employed by private businesses to help recruit and train mathematics and science teachers;

(10) developing a cadre of master teachers who will promote reform and improvement in schools;

(11) developing and offering mathematics or science enrichment programs for students, including after-school and summer programs;

(12) providing research opportunities in business or academia for students and teachers;

(13) bringing mathematicians, scientists, and engineers from business and academia into elementary and secondary school classrooms; and

(14) any other activities the Director determines will accomplish the goals of this section.

(d) SCIENCE ENRICHMENT PROGRAMS FOR GIRLS.—Activities carried out in accordance with subsections (c)(11) and (12) shall include elementary and secondary school programs to encourage the ongoing interest of girls in science, mathematics, engineering, and technology and to prepare girls to pursue undergraduate and graduate degrees and careers in science, mathematics, engineering, or technology. Funds made available through awards to partnerships for the purposes of this subsection may support programs for—

(1) encouraging girls to pursue studies in science, mathematics, engineering, and technology and to major in such fields in postsecondary education;

(2) tutoring girls in science, mathematics, engineering, and technology;

(3) providing mentors for girls in person and through the Internet to support such girls in pursuing studies in science, mathematics, engineering, and technology;