

State of Hawaii, and the unconstitutional Native Hawaiian governing entity to fix the powers and immunities of the latter. Nothing is excluded. For example, the Native Hawaiian entity might exercise criminal and civil jurisdiction over non-Native Hawaiians. It might be exempt from all federal, state, and local taxes. It might be shielded from all federal, state, and local regulatory, health, welfare, labor, zoning, and environmental laws. It might be free of restraints imposed by the United States Constitution, and violate freedom of speech, press, religion, or association with impunity. It might be empowered to exercise eminent domain over land both within and without its geographical boundaries. It might be authorized to exempt Native Hawaiians from military service and to evict the United States Navy and Army from their current Hawaiian bases. Proponents of the Akaka Bill adamantly refuse to exclude these horrors by explicit language.

CHARLES TAYLOR AND NIGERIAN
DEBT RELIEF

Mr. LEAHY. Mr. President, I want to call attention to an important, yet often overlooked, provision of law that governs the relationship of the United States with nations that harbor individuals who have been indicted by the Special Court for Sierra Leone or the International Criminal Tribunal for Rwanda. This provision, section 585 of the Foreign Operations Appropriations Act, which was signed into law by President Bush in January 2004 and re-authorized about a year later, makes it clear that the United States stands for the rule of law in Africa. This is not a partisan issue. Democrats and Republicans understand the importance of the rule of law, which is a cornerstone for peace, democracy, justice and development in Africa—and around the world. In fact, Senator JUDD GREGG, a Republican from New Hampshire, co-authored this provision with me.

I see my friend from Illinois, Senator OBAMA, on the floor and am wondering if he agrees.

Mr. OBAMA. I agree with the senior Senator from Vermont about the importance of upholding the rule of law in Africa and around the world. I would also like to add my support for the efforts of the Special Court for Sierra Leone to bring to justice some of the worst war criminals of the 20th century. While the Special Court has not been perfect, there is no question that the Court is doing vitally important work of promoting peace and reconciliation, increasing accountability, and strengthening the rule of law throughout West Africa. I also want to discuss a related issue—the case of Charles Taylor. I know the Senator from Vermont has been working for years on this issue.

I will simply say that Charles Taylor is an indicted war criminal, and he needs to be transferred to the Special Court to stand trial as soon as possible. The Government of Nigeria has allowed Charles Taylor to live in exile, within its borders, with the support of the international community, including

the United States, since August 2003. While we owe Nigeria a debt of gratitude for helping prevent further bloodshed in Liberia, it is time for Mr. Taylor to be transferred to the Special Court.

No nation should be permitted to willfully ignore an indictment issued by this tribunal. Moreover, there are credible reports that Mr. Taylor has broken the terms of his exile, is a threat to the Liberian peace process, and continues to meddle in the internal affairs of Liberia—just a few months before the Liberian elections.

I wonder if the Senator from Vermont shares my views?

Mr. LEAHY. I absolutely share the Senator's views of the situation. Charles Taylor's actions are a breach of his promises to Nigerian President Obasanjo. And, I believe that if Nigeria does not hand over Charles Taylor for trial, it could constitute a threat to Liberian peace, justice in Sierra Leone, and the rule of law throughout West Africa. This is why the provision of law that I mentioned earlier is so important. It is the law of the United States that there shall be no assistance to the central government—including debt relief—for countries harboring fugitives from the Special Court for Sierra Leone. There is strong bipartisan support in the U.S. Congress to reauthorize this provision in fiscal year 2006, which means that unless President Bush issues a waiver, Nigeria will not be eligible for U.S. debt relief or military assistance, or any other assistance to the central government, until it sends Charles Taylor to the Special Court for trial.

I would point out that President Bush can exercise the waiver authority in the law by simply submitting a plan in writing on how the Administration will get Mr. Taylor to the Special Court to stand trial.

Mr. President, it is not in the interests of the people of West Africa, including Nigeria, or the United States, to continue to shelter Charles Taylor from justice. As a strong supporter of debt relief, I believe there is a strong case to be made that Nigeria's debt should be forgiven—but not until President Obasanjo again demonstrates leadership and hands over Charles Taylor for trial. At that point, I will strongly support debt relief for Nigeria and actively lobby the administration and Congress to make it a reality.

Mr. OBAMA. I thank the Senator from Vermont, the ranking member of the Appropriations Subcommittee on State, Foreign Operations, because he makes a crucial point. Debt relief from the United States is not automatic. In the past, debt relief has come with conditions, including making progress in fighting corruption and on economic reform, to ensure that this relief achieves the maximum results.

For Nigeria, this means turning over Charles Taylor—an indicted war criminal who has the blood of thousands on his hands and threatens, once again, to

destabilize the region—to the Special Court. Like the Senator from Vermont, I strongly believe that Nigeria is a worthy candidate for debt relief and a key U.S. partner in West Africa. When Charles Taylor is turned over, there is no doubt in my mind that I will be a forceful advocate for debt relief for Nigeria. I would also like to praise the Government of Nigeria for its leadership on other issues, especially their efforts to lead the African Union force in Darfur. I want nothing more than to see the Taylor issue successfully resolved so we can focus our attention on other important issues with the Nigerians.

I would also reiterate what the Senator said about the waiver authority contained in section 585. The President can waive these restrictions, including those pertaining to Nigerian debt relief, by formulating a plan to get Mr. Taylor to the Court.

Mr. LEAHY. I thank the Senator from Illinois and refer all Senators to section 585, entitled "War Crimes in Africa," of Public Law 108-447, the Foreign Operations Appropriations Act, 2005. I yield the floor.

NATIONAL HISTORY DAY

• Mr. BOND. Mr. President, I rise to recognize June 15, 2005 as National History Day. The National History Day Program is an annual celebration to recognize the importance of a strong history curriculum in schools in Missouri and across the country. This celebration is also a showcase for students across the Nation to present their knowledge and interest in particular events in history through performances, documentaries, and exhibits.

This year, Missouri has 5 exemplary students selected from a group 2,000 finalists to perform and present their projects at the Smithsonian American Art Museum. Katie LaRose, a student at Jefferson Junior High School in Columbia, MO, was recognized for her project "Martha Graham: The Power of Communication through Dance." Robert Adams, Raeed Chowdhury, Rui Du, and Yun-Han Huang, all students at Rolla High School in Rolla, MO, were also recognized for their exhibit titled "Controversial Art: Thomas Hart Benton's Communication Tool."

I congratulate Katie, Robert, Raeed, Rui, and Yun-Han for this honor and commended them for their dedication, commitment, and hard work. •

Mr. LIEBERMAN. Mr. President, I rise to take note of the 25th annual National History Day and express my strong support for the goals of the National History Day program. A basic knowledge of history is essential for our Nation's children to become informed participants in our democracy. National History Day promotes history education in Connecticut and throughout the Nation.

The National History Day Program encourages students to think critically

and create dramatic performances, exhibits, documentaries, and research papers by exploring a variety of resources beyond classroom textbooks. Students in grades 6–12 engage in this challenging year-long program in order to gain a better understanding of the importance of studying history. I believe that a fundamental understanding of history is imperative in order to appreciate the present world situation. Fifty students from Connecticut have demonstrated their proficiency in the subject area by having been selected as National History Day finalists from our State.

As a Senator from the State of Connecticut, I am pleased to congratulate the students from Connecticut who have been selected to represent our State at this year's National History Day competition. It also gives me great pleasure to pay special tribute to Sadie Hartell and Elizabeth Kelly. Sadie Hartell and Elizabeth Kelly, both students at Hall Memorial School in Willington, CT, were among the 19 students chosen out of more than half a million across America to display and present their history projects at the Smithsonian American Art Museum. Sadie's project is titled "The Beatles: Communicating to their Generation." Elizabeth's project is titled "The Second American Revolution: Elizabeth Cady Stanton and her Fight."

I applaud all 50 delegates from the State of Connecticut for having been selected to represent our State as finalists in the National History Day competition and commend these students for their diligence and creativity. I join with the citizens of the State of Connecticut in wishing them well in all their future endeavors.

Mrs. DOLE. Mr. President, I am delighted to come to the floor today to congratulate Nathan Przestrzelski of Swannanoa, NC and Stephen Gordon of Fletcher, NC on being selected to present their award-winning history projects at the Smithsonian National Museum of American History and the Smithsonian American Art Museum in celebration of National History Day.

For 25 years the National History Day Program has brought history to life for students across our country. By combining creativity with scholarship, students are finding a new appreciation for the past while developing valuable skills in writing and analytical reasoning. Most importantly, this program focuses on inspiring each child to reach his or her full potential, and in doing so provides a great service by increasing their confidence and ability to succeed.

This year the National History Day Program asked students to present projects on the theme "Communication in History: the Key to Understanding." Students were asked to explore the role communication plays in history and its significance in helping shape how historical changes have been understood.

Let me share with you the two wonderful projects Nathan and Stephen presented.

Nathan presented his exhibit entitled, "The History of Spring Training: Communication is the Key to Understanding the Merger of Athletic Preparation with Market Magic." His project explores how baseball's spring training has grown from traditionally being a means for athletic preparation to today becoming a multi-million dollar industry expressed through business marketing. Nathan was able to incorporate his love of sports, his interest in business, and his appreciation of history to better understand how this tradition evolved over time.

Stephen also presented his project, a documentary entitled, "Telling Tales: The Appalachian Oral Tradition." His work depicts how the people of Appalachia have communicated ideas, history, heritage, and values through the use of nothing more than oral tradition. Stephen was able to trace stories from the mountains of North Carolina back over hundreds of years and show how fundamental concepts were passed from generation to generation.

Through their hard work and dedication, these young historians show that discovering, understanding, and interpreting history is not only important, but exciting.

Today is a proud day for Nathan, Stephen, and their families. We are proud of these student's hard work, dedication, and tremendous achievements. I believe passionately that education is the foundation for success, and I am encouraged to see students so active in the learning process. I hope Nathan and Stephen have enjoyed this experience and I wish them continued success in the years ahead.

Mr. DEWINE. Mr. President, the importance of learning and appreciating history cannot be understated. Men and women—young and old—benefit from learning about the past as a way to shape the future. Today, the National History Day Program is honoring students from around our Nation who have displayed excellence in the study of history, and I am pleased to recognize five students from my home State of Ohio who are participating in this important program.

The National History Day Program actually originated in Ohio at Case Western Reserve University in Cleveland. The National History Day Program allows students to create exhibits, documentaries, and performances by using their critical thinking and research skills in the subject of history. This year is a special year, as the National History Day organization is celebrating its 25th Anniversary of training students and teachers to incorporate libraries, museums, and archives into their learning plans.

I would like to take a moment to recognize the Ohioans who are participating this year. Megan Daines, a student at Hannan Trace Elementary in Crown City, OH, presented her project, titled "The Underground Railroad: Communication between Two Worlds," at the Smithsonian National Museum

of American History. Holly Anderson, a student at Canton County Day School in Massillon, OH, was one of 19 students chosen from over 2,000 finalists to perform her original work, "All of a Flutter: The Secret Language of the Fan," in the Grand Salon in the Renwick Gallery of the Smithsonian American Art Museum.

Ian Shaw of Sylvania, Michael Kreuz of Swanton, and Ben Spang of Toledo are three Ohio home-schooled students, who have been selected to present their project at the National Museum of Health and Medicine. Ian, Michael, and Ben joined Isaac Skaggs of Michigan to complete a documentary titled, "A Voice in the Darkness: Dr. Jonathan Mann, Uniting the World Against AIDS."

I congratulate all of these students for their presentations and performances. Their dedication to the pursuit of excellence in the study of history sets a great example for our Nation's youth. I join all Ohioans in wishing them all the best in their future endeavors.

Mr. HAGEL. Mr. President, I rise to congratulate Michael Walsh of Omaha, NE, an outstanding student and young history scholar whose National History Day project has been chosen out of half a million in America to be presented today at the White House Visitor Center. Michael's documentary, "Let the Word Go Forth: JFK's New Frontier," highlights President Kennedy's unique ability to communicate effectively with both Americans and leaders throughout the world, especially during the Cuban missile crisis, a critical time in America's history. His project shows that young Americans can take important historical events and share them with us in an interesting and educational way. Michael is a student at Lewis and Clark Middle School in Omaha.

National History Day is a unique approach to teaching and learning history in our Nation's classrooms. It allows students to create exhibits, documentaries and performances by using their critical thinking and research skills in the subject of history. This year marks the 25th anniversary of the National History Day organization.

All of Nebraska is proud of Michael's commitment to scholarship. This young Nebraskan understands that history shapes our future and influences the world we live in today. I ask my colleagues to join me and all Americans in honoring Michael Walsh and all students who participated in National History Day.

LOCAL LAW ENFORCEMENT ENHANCEMENT ACT OF 2005

• **Mr. SMITH.** Mr. President, I rise today to speak about the need for hate crimes legislation. Each Congress, Senator KENNEDY and I introduce hate crimes legislation that would add new categories to current hate crimes law, sending a signal that violence of any