

appropriations bills. It is my hope that we can address this daunting challenge in a spirit of cooperation, and work together to replace partisan rhetoric with responsible solutions.

And if OMB Director Daniels really wants to help his president change the climate in Washington, he can work to stop the blame game in its very tired tracks.

ACADEMIC ACHIEVEMENT IN PORTLAND PUBLIC SCHOOLS

Mr. SMITH of Oregon. Mr. President, I rise today to commend the exceptional achievement of 8 schools in Portland, OR: Humboldt, Marysville, Chief Joseph, Woodmere, Clark, Grout, Kenton and Vestal Elementary Schools.

We have spent 8 weeks in this Chamber talking about education. We have debated the best ways to educate America's children, to raise academic achievement of disadvantaged students, and change failing schools into successes. While we have been busy talking, schools in my home State have been working hard to educate our children.

I want to make special mention of eight schools in the Portland Public School District. Over the past 3 years, these remarkable schools—where more than half of the students come from low income families—made greater strides in raising student test scores than all others in the school district. Due to the hard work of students, parents, teachers, and principals, reading and math scores have significantly improved, the achievement gap between poor and minority students and white students narrowed, and parents, including those new to our country, became part of the fabric of the school community.

Today, I commend the principals and teachers of these great schools. These educators represent an ideal. They are dedicated; they are creative; and they transform children into scholars. They will do anything for their students, even work extra jobs to earn money to buy books for their students. Their hard work has helped their students achieve record academic improvement today and it has set the stage for these children's success for years to come. I thank them for their efforts.

I also thank the parents of these children. They have made a real difference in their children's education by volunteering at school, reading with their children, and encouraging their students to devote their best efforts to their studies.

Above all, I salute the students of these outstanding schools. The countless hours they have spent inside and outside the classroom practicing their reading and writing, working math problems, and conducting science experiments have not been in vain. They have paid off in a remarkable way. Many of these students don't speak English as their first language; many come from low income families; and all are from areas of the city which had

never expected to see such success. Yet these very students have realized this extraordinary accomplishment.

The improvements in the test scores of these children are incredible. The Oregonian newspaper reports the following: At Humboldt [Elementary], 71 percent of fifth graders in 2000 met or exceeded math benchmarks. Only 31 percent of those students met math standards as third graders in 1998. At Marysville Elementary in Southeast Portland, 78 percent of fifth-graders met math benchmarks in 2000. Thirty-two percent of those students passed the State math test as third graders.

But even more important than these significant gains in test scores, these dedicated students have cultivated a love of learning that will last the rest of their lives. This thirst for knowledge guarantees that this is just the first of many successes to come.

A study by the Portland Public Schools Foundation attributed the advances of these schools to the same principles we have been discussing here: strong principals, high parent involvement, and professional development opportunities for teachers.

I share the achievement of these students with my colleagues because it reminds every member of the U.S. Senate that better education is becoming a reality across America. Our work here is important, but the true source of academic achievement is the dedication, the dreams, and the hard work of students, teachers, and principals like these in Portland. The best we can do is to give them the tools they need to succeed.

In closing, allow me to commend, once again, the students, parents, and educators in these schools for this great accomplishment, for the hope they give us, and for the high standard they set for all of us.

REMEMBERING THE MIA'S OF SULTAN YAQUB

Mr. SCHUMER. Mr. President, I rise today to ask my colleagues to join me in remembering the Israeli soldiers captured by the Syrians during the 1982 Israeli war in Lebanon.

On June 11, 1982, an Israeli unit battled with a Syrian armored unit in the Bekaa Valley in northeastern Lebanon. Sergeant Zachary Baumel, First Sergeant Zvi Feldman, and Corporal Yehudah Katz were captured by the Syrians that day. They were identified as an Israeli tank crew, and reported missing in Damascus. The Israeli tank, flying the Syrian and Palestinian flag, was greeted with cheers from bystanders.

Since that terrible day in 1982, the governments of Israel and the United States have been doing their utmost by working with the office of the International Committee of the Red Cross, the United Nations, and other international bodies to obtain any possible information about the fate of the missing soldiers. According to the Geneva

Convention, Syria is responsible for the fates of the Israeli soldiers because the area in Lebanon where the soldiers disappeared was continually controlled by Syria. To this day, despite promises made by the government of Syria and by the Palestinians, very little information has been released about the condition of Zachary Baumel, Zvi Feldman, and Yehudah Katz.

Monday marked the anniversary of the day that these soldiers were reported missing in action. Nineteen pain-filled years have passed since their families have seen their sons, and still Syria has not revealed their whereabouts nor provided any information as to their condition.

One of these missing soldiers, Zachary Baumel is an American citizen, from my home of Brooklyn, NY. An ardent basketball fan, Zachary began his studies at the Hebrew School in Boro Park. In 1979, he moved to Israel with other family members and continued his education at Yeshivat Hesder, where religious studies are integrated with army service. When the war with Lebanon began, Zachary was completing his military service and was looking forward to attending Hebrew University, where he had been accepted to study psychology. But fate decreed otherwise and on June 11, 1982, he disappeared with Zvi Feldman and Yehudah Katz.

Zachary's parents Yonah and Miriam Baumel have been relentless in their pursuit of information about Zachary and his compatriots. I have worked closely with the Baumels, as well as the Union of Orthodox Jewish Congregations of America, the American Coalition for Missing Israeli Soldiers, and the MIA Task Force of the Conference of Presidents of Major American Jewish Organizations. These groups have been at the forefront of this pursuit of justice. I want to recognize their good work and ask my colleagues to join me in supporting their efforts. For nineteen years, these families have been without their children. Answers are long overdue.

I am not only saddened by the plight of Zachary Baumel, Zvi Feldman, and Yehudah Katz, but I am disheartened and angered by the fact that even as we continue to search for answers about their welfare, we must add more names to the list of those for whom we have no knowledge of their location, health, or safety.

In a clear-cut violation of international law, three Israeli soldiers were abducted by Hezbollah on October 7, 2000 while on operational duty along the border fence in the Dov Mountain range along Israel's border with Lebanon. The soldiers—Sergeant Adi Avitan of Tiberias, Staff Sergeant Binyamin Avraham of Bnei Brak, and Staff Sergeant Omar Souad of Salma—are believed to have been wounded during the incident.

According to an investigation by the IDF Northern Command, Hezbollah terrorists set two roadside bombs, then

crossed through a gate near the fence, pulled the three soldiers out of their jeep and fired anti-armor missiles at the empty vehicle. The soldiers were then taken by the terrorists to the Lebanese side of the border. Although the United States has called on Syria to assist in the timely release of these three soldiers, no information has been given as to their conditions or whereabouts. The International Red Cross has also been requested to intervene by attempting to arrange for a visit with the three kidnapped IDF soldiers in order to ascertain their status.

The agony of the families of these kidnapped Israeli soldiers is extreme. They have not heard a word regarding the fate of their sons who are being held captive for political ransom. We must pledge to do our utmost to bring these soldiers home, for the sake of peace, decency and humanity.

LOCAL LAW ENFORCEMENT ACT OF 2001

Mr. SMITH of Oregon. Mr. President, I rise today to speak about hate crimes legislation I introduced with Senator KENNEDY last month. The Local Law Enforcement Act of 2001 would add new categories to current hate crimes legislation sending a signal that violence of any kind is unacceptable in our society.

I want to describe a terrible crime that occurred June 20, 1993 in Everett, Washington. A gay man was stabbed to death by a hitchhiker who allegedly told friends he committed the crime because he hated homosexuals. Isaiah Clarence Enault, 24, was charged with murder and is a suspect in a stabbing assault of another gay man.

I believe that Government's first duty is to defend its citizens, to defend them against the harms that come out of hate. The Local Law Enforcement Enhancement Act of 2001 is now a symbol that can become substance. I believe that by passing this legislation, we can change hearts and minds as well.

HONORING CLAY COUNTY LEGACY MEMORIAL AND FOUNTAIN

Mrs. CARNAHAN. Mr. President, I would like to take this opportunity to honor the residents of Clay County, MO for their vision, harmony, and unity. At a time when some communities are engaged in divisive debates regarding our Nation's past, Clay County residents have chosen to dedicate a monument and water fountain on the county courthouse lawn honoring the unsung black heroes and heroines who survived slavery and helped make Clay County a successful and thriving community in the heartland.

Tomorrow, Friday, June 15, the Clay County Commission and the Clay County African-American Legacy Consortium will dedicate the Legacy Memorial and Fountain honoring Clay County African-American pioneers and

their contributions to this county, first in slavery, and then in freedom. The location of the memorial and fountain is especially significant since slaves were once sold from the courthouse steps and African-Americans were required to drink from separate water fountains in that very building.

The monument will list over 150 Clay County African-Americans and their contributions to this community dating back to 1800. Included in the monument's listing are Vennie and Lulu Fielder. Mr. and Mrs. Fielder both became entrepreneurs, opening Fielder Hardware and Box Company in Kansas City, Missouri, and Lulu Fielder's Sandwich Shoppe. Mrs. Lulu Fielder is now the oldest living African-American native resident of Clay County at the young age of 102. Mrs. Fielder will take the first ceremonial drink from the water fountain at tomorrow's celebration. And with that drink, Lulu Fielder will epitomize the words inscribed on the monument, "come, drink, all who thirst for freedom; the water fountain will no longer separate us as a people."

Congratulations to the Clay County Commission, the Clay County African-American Legacy Consortium, and all Clay County residents. Thank you for making me proud to be a Missourian.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Mr. MILLER. Mr. President, in education everyone claims to be for high standards. That's the good news. But a lot of folks only want to be measured by their own standards, and they don't have a very good way of knowing whether their standards are high or, more importantly, whether they are high enough.

That is why I am for measuring educational progress in America by having each State use its own standards and tests and then confirming progress by using a high-quality back-up examination. The National Assessment of Educational Progress is just such an instrument. It will help us get more information about achievement in our States and provide an independent second opinion that our student achievement progress is reaching all of our students and that we are not raising our scores just by getting a few more of our better students to do better.

In the past ten years 49 States have used the National Assessment in one form or another. This has not led to a national curriculum and it is not going to. On average, more than 40 States have participated in any one year. Last year the State school superintendent or commissioner in 48 States signed up to participate.

In the National Assessment's 30 years, never has a State or district expressed concern that it was being coerced to teach to the National Assessment tests. In fact, each test is developed through a national consensus process in which State standards and assessments are considered. Before de-

termining to participate, each State reviews the National Assessment content. State participation in the test development process ensures that the National Assessment is a fair representation of the material in math, reading and other subjects that states already believe is important to test.

MISSOURI BOYS STATE

Mrs. CARNAHAN. Mr. President, Saturday, June 16 starts the 62nd session of Missouri Boys State. Founded in 1938 by the Missouri American Legion, Missouri Boys State has educated over 33,000 young men on the basic principles of democracy. For more than 60 years, Missouri Boys State has lived up to its motto and has made an "investment in our State's greatest resource—the youth of Missouri."

Boys State was started in 1934 in Illinois by Dr. Hays Kennedy and Harold Card, and was designed to teach democratic ideals to America's youth. The four founding members of Missouri Boys State, Jerry F. Duggan, Harry M. Gambrel, Dr. Truman L. Ingle, and A.B. Weyer, did not realize that Missouri's program would develop into one of the most successful and prestigious programs in the country for youth involvement. The Missouri Boys State program has become one of the most revered honors bestowed upon high school boys in Missouri.

The first session occurred in Fulton, MO in 1938 with 129 young men. This year's session is expected to draw over 1,000 participants including over 100 counselors. From that very first session in 1938 to today, the same message rings true—"Democracy depends on me!" Boys State continues to stress the important aspects of serving the public and one's community.

The success of Missouri Boys State continues today. In July of 1999, a high school student from Columbia, Missouri, Ryan Rippel, was elected President of Boys Nation. Boys Nation, sponsored annually by the American Legion, is a program by which select students from across the nation gain first-hand experience in how our federal government works through mock Senate activities.

Missouri Boys State has had wide community and public support. Over 500 civic organizations and individuals contribute to the success of this program. A memorial trust was established in 1982 to ensure the continuation of Missouri Boys State. The Missouri Boys State Scholarship fund was established in 1993 to provide a renewable, 4-year college scholarship for the participant that earns the "Citizen of the Week" honor. And the Martin Luther King, Jr. Scholarship program was established in 1989 to ensure the continued participation of minority students.

Missouri Boys State plays an integral role in developing our youth in Missouri. Therefore, I ask that my colleagues recognize all that Boys State