

and give them to minority-owned businesses. I recommended a 10-year program, after which it would be terminated. It has just now been challenged by the Supreme Court 25 years later.

It was the second proposal, however, that got me fired: Take a tiny percentage of the federal subsidies given to white industry and apportion them to qualifying minority enterprises. The strategy paper containing this recommendation, when sent to the president, resulted in my termination.

No problem. I went back to private industry, happier and wiser than when I had left it. All my life I have been judged a conservative. But I must tell you that whenever big business pays tribute to its growth by mistily referring to itself as "private enterprise," I am impelled to raise the window sash for fresh air. As a government official, I learned too much.

Let's remember, when we wonder what happened to minority enterprise, that white-owned business has leaned heavily on government as on a crutch while its leaders pretend, in speeches to chambers of commerce, that they do not.

This has meant that, for the most part excluding my set-asides, only minority-owned businesses have been expected to practice what white pro-business executives so eagerly trumpet as "free market capitalism."•

PUBLIC BROADCASTING AND TELEVISION VIOLENCE

• Mr. SIMON. Mr. President, today, I would like to draw my colleagues' attention to two recent articles from Current magazine about public television.

One story details the positive contributions of public television in the important area of children's programming. Many have long argued that in addition to its entertainment value, television can be used as a powerful educational resource, particularly for children. Public television has consistently set the standard for putting television to use for this purpose.

"Sesame Street," one of public television's most successful shows, is a favorite for many American children, and indeed for children around the world. Its goals, however, are much loftier than merely entertaining, or marketing to, children. "Sesame Street" works to teach children and prepare them for school. And it is succeeding. In fact, a 4-year study of more than 250 low-income households conducted by the Center for Research on the Influence of Television on Children at the University of Kansas concluded that preschoolers who watch "Sesame Street" regularly score higher on school readiness tests as long as 3 years later.

I am also pleased to report that the American people recognize the value of public television as a public resource. The second Current article examines the high level of public support that public broadcasting enjoys across the country. According to the article, a Roper poll taken in March revealed that Americans ranked public television and radio among the services that provide the best value for the tax dollars. In fact, over 50 percent of those

polled rated public television and radio as either excellent or good value.

In this age of television's appeal to the lowest common denominator, public broadcasting generally succeeds in broadening, edifying, and challenging its viewers, and influencing the television medium for the good. Most importantly, public television reaches 99 percent of American households—for free.

I ask that these two articles be printed in the RECORD.

The articles follow:

[From Current, June 19, 1995]

PUBLIC RANKS PUBCASTING HIGH IN VALUE PER DOLLAR

In a Roper Poll taken in March, Americans ranked public TV and public radio among the services that provide the best value for the tax dollar.

Only military defense of the country and the police had higher percentages of the sample calling them an "excellent value" or a "good value." Highways, public schools, environmental protection and the court system ranked lower.

"Quite frankly, I was really surprised," said CPB researcher Janice Jones. "I know that people value public television, but there are a lot of core services on that list."

CPB received the poll results as a regular subscriber to the Roper Poll last month, but the survey firm had added pubcasting to the annual question without CPB asking it to do so, Jones said.

Other tax-supported services had been rated in the poll for many years. The biggest changes between 1986 and 1995 showed environmental protection up 14 points, public transportation up 12, roads and bridges up 11, the police up 9 and military defense up 8 points. Even social welfare programs rose 4 points during that period.

In the poll, public TV was scored an "excellent value" by 13 percent, "good" by 44 percent, "fair" by 24 percent and "poor" by just 10 percent. Eight percent said "don't know."

Public radio got similar scores: "excellent value," 10 percent; "good," 43 percent; "fair," 28 percent; "poor," 10 percent, and "don't know," 10 percent.

Public TV's "excellent value" rating (13 percent) was exceeded only by military defense (17 percent) and the space program (14 percent).

The percentage of respondents who rated public TV and radio as a "poor value" for the tax dollar, 10 percent, was lower than all other services except defense and international intelligence gathering.

VALUE FOR THE TAX DOLLAR

Here is a list of some different services that the government provides using tax dollars it collects from the public. Thinking of what you get for what you pay in taxes, would you read down that list and for each one tell me whether you feel you get excellent value for the dollar, or good value, or only fair value for the dollar, or poor value for the dollar?

Rank and services provided with tax dollars	Percent excellent or good value
1. Military defense of the country	60
2. Police and law enforcement agencies	59
3. Public TV broadcasting	57
4. Public radio broadcasting	53
5. Medical, technological and other research	52
6. Overseeing the safety of food products	50
7. The space program	49
8. Overseeing the safety of prescription drugs	49
9. Highways, roads and bridges	45
10. Public schools	41

Rank and services provided with tax dollars	Percent excellent or good value
11. Environmental protection	41
12. Public transportation	40
13. Sponsorship of the arts	39
14. Overseeing soundness of financial institutions	35
15. The courts	33
16. International intelligence gathering	31
17. Contributions to the United Nations	30
18. Social welfare programs	28

Source: Roper Poll, March 18-25, 1995, courtesy of CPB.

STUDY DETECTS "SESAME STREET" IMPACT ON KIDS

Sesame Street, probably the most-studied children's program on TV, has another accolade for its collection: A major study concludes preschoolers who watch the show regularly score higher on school readiness tests as long as three years later.

The four-year study of more than 250 low-income families was conducted by John C. Wright and Aletha C. Huston of the Center for Research on the Influence of Television on Children (CRITC) at the University of Kansas.

Wright and Huston's report, released May 31, was meant to provide the first overall evaluation of Sesame Street since the groundbreaking program's second season, in 1971.

The children studied were either two or four years old at the beginning and five or seven at the study's end. About 40 percent were African-American, 40 percent were European-American, and 20 percent were Hispanic.

Key findings from the report:

As early as age two, preschoolers who watched Sesame Street and other educational programming scored higher on standardized tests of verbal and math abilities. The more they watched the show, the better they did on the tests, even two to three years later.

The younger the child was when viewing, the stronger Sesame Street's positive influence on school readiness.

Children who watch Sesame Street spent more time reading and pursuing other educational activities than non-viewers.

Children who regularly watched adult and children's non-educational programming performed less well on school readiness tests and spent less time reading or pursuing other educational activities.

The findings held true even after researchers used statistical controls to account for effects of income level, parental education, English-speaking ability, and other factors on the scores.

"Television is a marvelous medium for education that is vastly untapped. . . . The more you watch good programming, the better you do when you get to school. That's news; that's important," said Wright.

Although the study looked at all educational children's programming—not just Sesame Street—the Children's Television Workshop production so dominated preschoolers' viewing it was analyzed separately in Wright and Huston's report.

Because the period studied was 1989-93, newer programs like Barney and Friends and Lamb Chop's Play-Along hadn't been around long enough to make the most-viewed list, and PBS had not yet initiated its PTV Ready to Learn service.

Wright and Huston's report reinforced the findings of a less detailed study with a much larger sample size (10,000 children) released in April.

The CPB—commissioned study, prepared by Westat Inc., found that four-year-old preschoolers who watched one or more PBS programs were more likely to be able to identify colors, count to 20, recognize letters of the

alphabet, and tell connected stories when pretending to read.●

ORDERS FOR WEDNESDAY, JULY
19, 1995

Mr. SPECTER. Mr. President, as the last Republican Senator on the floor, I have been asked to proceed with the closing of the body.

I ask unanimous consent that when the Senate completes its business today, it stand in recess until the hour of 9 a.m. on tomorrow, Wednesday, July 19; that, following the prayer, the Journal of proceedings be deemed approved to date, the time for the two leaders be reserved for their use later in the day, there then be a period for morning business until the hour of 9:30, with Senators permitted to speak for

up to 5 minutes each; and, further, that the Senate then immediately resume consideration of S. 21, the Bosnia legislation.

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

PROGRAM

Mr. SPECTER. Mr. President, for the information of all Senators, the Senate will resume consideration of the Bosnia legislation and the pending Dole substitute amendment.

All Members should, therefore, be aware that rollcall votes may occur throughout Wednesday's session of the Senate. Also, under the provisions of the prior consent agreement, the majority leader may return to the consid-

eration of the regulatory reform bill by a call for the regular order. Therefore, rollcall votes may occur on that legislation as well, including a third cloture vote on the Dole-Johnston substitute amendment.

RECESS UNTIL 9 A.M. TOMORROW

Mr. SPECTER. Mr. President, if there is no further business to come before the Senate—and I note the absence of any other Senator on the floor—I now ask unanimous consent that the Senate stand in recess under the previous order.

There being no objection, the Senate, at 8:23 p.m., recessed until tomorrow, Wednesday, July 19, 1995, at 9 a.m.