

only serves on the Education Committee, but is the leader on that committee on the issues pertaining to educational opportunity for our young people. I thank him for his kind, complimentary remarks.

I also thank him for pointing out how these issues link together. We just finished doing a television program about rebuilding our Nation's crumbling schools. The Senator is right. Fully a third of the schools across this country are in dilapidated condition and need extensive repair or replacement. The previous GAO study found this was a condition that expresses itself in all regions of the country and in all communities. In inner-city communities, 38 percent of the schools are crumbling; in suburban communities, 29 percent are crumbling; in rural communities, it is 30 percent. This is something that happens in cities, suburbs, and rural communities. That is a real challenge for us, because our children cannot learn if their schools are falling down. The report makes it clear that we are failing to live up to our responsibility as a generation to provide the generation of Americans coming into the school systems now with an environment in which learning can take place, and with the support that they will need to be competitive in the global economy.

So looking at these issues, the General Accounting Office has been just wonderfully helpful because their studies give us the kind of intellectual and demographic base, if you will, because they have gone and actually counted and done the research and the surveys to find out what the true facts are in this area. So it is not just a matter of looking at what do we see when we drive past a school, but rather having actual documentation of what is going on with regard to crumbling schools all over the Nation.

This last report on college tuition is really fascinating. I, again, encourage my colleagues to look at it, or anyone else who would like to. It is available from the General Accounting Office. A 234-percent increase in college tuition is stunning. Even medical care costs, which we have been talking about, rose about 182 percent. So this is outpacing even the increase in medical care costs. So it is very clear that families are having a difficult time coping with this. State support for higher education is declining at the same time costs to colleges are going up. The result is that young people are having a harder and harder time accessing higher educational opportunities.

We have asked the Department of Education, as of yesterday, to make available information on scholarships and information on tuition on the World Wide Web, so that people can access that information through the Internet. It can be more accessible, and they can do the kind of shopping that may be particularly necessary given the escalating cost of higher education. Certainly, we have to get to the bot-

tom of this and to the heart of this problem to find out what the reasons are. Why is the tuition going up so high and so quickly? What can we do to ameliorate the impact on working and middle-class families?

I commend all of my colleagues who share a concern for education and these issues. I think nothing short of our Nation's national defense is at stake here. We will not be able to be competitive in this 21st century global economy, in an information age, unless we provide our young people with an opportunity to have the highest level of skills in the world. It is that challenge that compels us today.

Again, I thank my colleague.

Mr. KENNEDY. If the Senator will yield for one other point. Would she not agree that unless we are able to get a handle on escalating education costs, it is going to be very difficult to convince taxpayers to provide more support for education, if providing more will not lead to greater opportunity for the young people? For those of us that are strongly committed to expanding opportunities, if we see that what we do here does not work, it makes the task much harder.

There are those who might say, "If we provide more resources, they will just get swallowed up in tuition increases." That charge must be answered, and answered effectively. I think the work done on this committee and the report by the GAO should be helpful.

Finally, I think the report that the Senator commissioned on the dilapidation of elementary and secondary schools creatively points out ways of obtaining scarce resources at the State and local level.

Rehabilitating schools is a complex and difficult challenge. We at the Federal level are not going to be able to resolve all of these problems, but commitment at all levels is required, and I hope we will be able to deal with these issues in much greater detail in the next Congress.

As I say, I am grateful to the Senator for her continued interest and very constructive work in this area.

Ms. MOSELEY-BRAUN. Madam President, I thank the Senator, my friend and colleague, from Massachusetts.

Again, the first report, "Profiles of School Condition by State" is available. Similarly, the new one on college affordability "Tuition Increasing Faster Than Household Income and Public Colleges' Costs" is available.

Again, I couldn't agree more with my colleague when he talks about the qualities because certainly it is going to require the cooperation of educators, of parents, of the kids themselves, and all of us in the National Government—and State and local governments—all are going to have to cooperate and carve out our respective responsibilities, our respective niche, if you will, in addressing these issues. The educators are going to have to ad-

dress the equality issues and whether or not youngsters are getting the kind of quality education and skills they will need for this 21st century.

We at the national level have to address the Federal support for education all the way through. The State and local governments may want to take a look at better ways to fund our schools so that they are not scaling down so that the opportunity is available.

I look very much forward to working with my colleague from Massachusetts and the committee with as much compassion as it takes. Hopefully we can come up with, again, some cogent policy responses guided by the facts as produced by the General Accounting Office.

I thank the Chair. I thank the Senator from Alaska.

I yield the floor.

Mr. DOMENICI addressed the Chair.

The PRESIDING OFFICER. The Senator from New Mexico.

Mr. DOMENICI. Madam President, I ask unanimous consent that I be permitted to speak for 5 minutes as if in morning business.

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

The Senator from New Mexico is recognized.

Mr. DOMENICI. I thank the Chair.

(The remarks of Mr. DOMENICI pertaining to the introduction of S. 2098 are located in today's RECORD under "Statements on Introduced Bills and Joint Resolutions.")

THE LEGACY OF BITA LEE

Mr. DOMENICI. Madam President, I rise today to congratulate a woman from my home State of New Mexico who will be honored on November 1, 1996, by being inducted into the National Cowgirl Hall of Fame.

Harriet Frances Lee, better known as Bita, hails from the small town of San Mateo, NM. Raised on a sheep and cattle ranch, Bita embodied the spirit of the West. Sheep, cattle, and hard work were all a part of Bita's daily life. She, her twin brother Harry, and her mother and father, Floyd and Frances, all worked side-by-side creating and maintaining the American dream.

Most people only know the old West through Hollywood movies, Louis L'Amour books, and history lessons. Many times, however, Hollywood, books, and history lessons forget to mention the cowgirls. Women like Bita have always been a part of the rich fabric of my State and other States in the West. The National Cowgirl Hall of Fame and Western Heritage Center's mission is to ensure that the West, its women, and their heritage are remembered.

The women of the West did not just take care of home and hearth. These women rode horses, sheared sheep, roped steers, managed books, and worked day-to-day with the earth. The National Cowgirl Hall of Fame and Heritage Center holds the memories of

these women, and honors those who don't live in the past but remain a part of our living heritage.

Bitá died in early 1991, but her legacy lives on. Although her life has ended, Bitá left behind her two nephews, Floyd and Harry, and sister-in-law Iona, to run the ranch she loved. She was the last of the Lees that ran the ranch during the Depression and the drastic fall of sheep prices, and kept the ranch operating in the days before paved roads, cellular phones, and four-wheel drives.

Bitá was an avid horse woman; she could ride the most surly of beasts and rope the most wily of steers. Often known for her breed of Palominos and her ability to rope, Bitá was an avid worker with the 4-H of New Mexico and the New Mexico State Fair. She maintained a love for agriculture by living it and passing it on to others.

Although Bitá was not world-famous like some of her counterparts in the National Cowgirl Hall of Fame, she was famous in her corner of the world. Her neighbors knew her well and delighted in her wood-working ability, her keen and subtle sense of humor, and her composure. She was a tiny woman in stature, but she earned the respect of all her ranch employees, whom she managed with a firm hand and kind heart.

Last year, my colleague JOE SKEEN and I each sent letters of support to the Cowgirl Hall of Fame regarding Bitá's nomination. Over 600 women are nominated each year to fill four open spots. I am pleased that the National Cowgirl Hall of Fame has recognized Bitá's significant contribution to the heritage of the West by accepting her nomination. My sincere congratulations and best wishes to Bitá's family and many friends.

I yield the floor.

I suggest the absence of a quorum, Madam President.

The PRESIDING OFFICER. The clerk will call the roll.

The bill clerk proceeded to call the roll.

Mr. GRASSLEY. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER (Mr. COVERDELL). Without objection, it is so ordered.

Mr. GRASSLEY. Mr. President, I ask unanimous consent to speak as in morning business.

Mr. STEVENS. For how long?

Mr. GRASSLEY. For 11 minutes.

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

The Chair recognizes the Senator from Iowa.

MILITARY HISTORY AT THE NATIONAL MUSEUM OF AMERICAN HISTORY

Mr. GRASSLEY. Mr. President, particularly since there are on the floor people who are very interested in the military of the United States, I want

to speak to an issue that should have been discussed 2 days ago during the Interior Department appropriations bill. But the Interior Department will still be up next week when it is put back up on the calendar, or in parts of the continuing resolution, and so I alert my friends to a trend in military history that is very disturbing to me as it relates to the Smithsonian Institution.

Upon debating the Interior Department's funding, this is as good time as any to voice concern over the interpretations of American history at the Smithsonian Institution's National Museum of American History. Apparently, military history has assumed a minor role in the museum's depiction of this Nation's history. The exhibit space allocated to the display of military items has slowly decreased. A large percentage of that which is currently on display remains in the cases in which they were installed for the opening of the museum over 30 years ago. Further inquiry has led me to believe that what remains of the Armed Forces' history hall is in jeopardy.

The administrators of this museum appear to be swayed by the ideology of revisionist/liberal historians. They desire to decrease even further the exhibit space devoted to U.S. military history. This is reflective of their adherence to the concept of new history as opposed to the traditional approach, which emphasizes important people, events, and movements.

History has typically been organized into areas of concentration, such as military, diplomatic, political, and economic history. But a museum devoted to a new history would, instead, reflect cultural, social, gender, ethnic, and community concentrations. Obviously, a conventional exhibit depicting our Nation's military history would not fit into this theme. This approach, in itself, is not inherently bad. But dominance of this new history to the detriment of a conventional representative display of military history is disturbing.

This overemphasis on common people and the infrastructure of their community tends to then decrease the importance of meaningful events and significant people, which have played pivotal roles throughout the history of our Nation.

Military history is, therefore, overlooked because it is a conglomeration of momentous events and distinguished soldiers. What is neglected by these historians is the detail that, throughout the history of the Armed Forces, we witnessed common people leaving the security of their communities and performing extraordinary, consequential feats in the scheme of military affairs.

This ideology is reflective of that which is popular in many liberal and academic circles. Military history is deemed evil in that it involves death and weaponry. As a result, the great impact the military has had on every American is disregarded.

Since the habitation of this country by Europeans in the 16th century, the militia and its leaders have played a prominent role. This is true not only in the defense of their people but in society as well. Weapons were an important tool of the early settlers in the defending of their families from hostile native Americans. They were important also in the task of putting food on the table. Not only has the military continually defended the Nation, but it has assisted in the exploration and opening of the frontiers to settlers.

Military contractors and arsenals played an important role in developing interchangeable parts, standardization, and mass production. In more recent years, it has played important roles in developing new technologies that we use every day, such as computers, new communication techniques, et cetera. The military has touched many facets of our lives, and this history is not exhibited in any museum.

There are various Naval, Army, Marine Corps and Air Force museums scattered across the country. But they only concentrate on the history of their particular service, not on the entirety of the U.S. Armed Forces. The National Museum of American History holds the best collection of American military artifacts, and it has the capability to recount the whole story of the armed services. What better place to develop a comprehensive exhibit of our Nation's military service and its history than on The Mall at Washington, DC.

Our Nation's military history is special. It is unique from other modes of history, such as social, cultural, political, or economic. It involves the ultimate sacrifice of one's life for his or her country. These sacrifices were incurred in the hope of a better future for generations of Americans to come.

In this sense, an exhibit devoted to our Armed Forces is not only an educational tool. More important, it is a memorial to those who risked their lives, and those who ultimately gave their lives for our freedom. The military has also touched many American families throughout our history. Millions of men and women have answered the Nation's call to duty, both as soldiers and citizens in support of war efforts. Having such a great impact on our society, a museum of American history should not slight exhibit space devoted to the Armed Forces.

In decreasing the importance of military history at the museum, we are losing a significant segment of our proud history. Storage rooms are stocked with artifacts belonging to American military heroes, many of them used during important military engagements. These artifacts bring to our Nation's Capital a little excitement and drama from the battlefields of Saratoga, the naval battles on Lake Champlain, the many fields of our Nation's Civil War, distant fields of Verdun, Normandy, Korea, Vietnam, and the gulf war. Many artifacts link us to