

CONSOLIDATED REPORT OF EXPENDITURE OF FOREIGN CURRENCIES AND APPROPRIATED FUNDS FOR FOREIGN TRAVEL BY MEMBERS AND EMPLOYEES OF THE U.S. SENATE, UNDER AUTHORITY OF SEC. 22, P.L. 95-384—22 U.S.C. 1754(b), FOR TRAVEL AUTHORIZED BY THE MAJORITY LEADER FROM JUNE 29 TO JULY 8, 1996—Continued

Name and country	Name of currency	Per diem		Transportation		Miscellaneous		Total	
		Foreign currency	U.S. dollar equivalent or U.S. currency	Foreign currency	U.S. dollar equivalent or U.S. currency	Foreign currency	U.S. dollar equivalent or U.S. currency	Foreign currency	U.S. dollar equivalent or U.S. currency
Vietnam	Dollar		592.00						592.00
Hong Kong	Dollar		712.00						712.00
Delegation expenses: ¹									
Indonesia							429.00		429.00
Vietnam							554.15		554.15
Hong Kong							1,291.58		1,291.58
Total			6,116.00				2,274.73		8,390.73

¹ Delegation expenses include direct payments and reimbursements to the Department of State under authority of Section 502(b) of the Mutual Security Act of 1954, as amended by Section 22 of Public Law 95-384.

TRENT LOTT,
Majority Leader, Oct. 23, 1996.

UNANIMOUS-CONSENT AGREEMENT

Mr. LOTT. Madam President, as in executive session, I ask unanimous consent that at 12 noon on Wednesday, January 22, the Senate proceed into executive session to consider the nomination of Madeleine Albright to be Secretary of State; further, that there be 2 hours of debate equally divided in the usual form on the nomination with an additional 10 minutes under the control of Senator SPECTER; that immediately following the expiration or yielding back of time, the Senate proceed to a vote on the confirmation of the nomination; and, finally, that following the conclusion of the vote, the President be notified of the Senate's action and the Senate then return to legislative session.

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

ORDER TO PRINT CERTAIN MEASURES

Mr. LOTT. Madam President, I ask unanimous consent that the following bills or resolutions that were introduced today be printed in the CONGRESSIONAL RECORD: Senate Joint Resolution 1, S. 1 through S. 20, Senate Resolution 15, S. 26, and S. 71.

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

APPOINTMENTS BY THE MINORITY LEADER

The PRESIDING OFFICER. The Chair, on behalf of the minority leader, pursuant to Senate Resolution 105, adopted April 13, 1989, as amended by Senate Resolution 280, adopted October 8, 1994, announces the appointment of the following Senators as members of the Senate Arms Control Observer Group:

The Senator from Delaware [Mr. BIDEN];

The Senator from West Virginia [Mr. BYRD], designated to serve as minority administrative cochairman;

The Senator from Arkansas [Mr. BUMPERS];

The Senator from South Dakota [Mr. DASCHLE];

The Senator from Ohio [Mr. GLENN];

The Senator from Massachusetts [Mr. KENNEDY];

The Senator from Nebraska [Mr. KERREY];

The Senator from Michigan [Mr. LEVIN], designated to serve as cochairman for the minority;

The Senator from New York [Mr. MOYNIHAN]; and

The Senator from Maryland [Mr. SARBANES].

Mr. LOTT. Madam President, I yield the floor at this time.

The PRESIDING OFFICER (Mr. ENZI). The Senator from Michigan.

(The remarks of Mr. LEVIN pertaining to the introduction of S. 11 are located in today's RECORD under "Statements on Introduced Bills and Joint Resolutions.")

MAKING TECHNICAL CORRECTIONS TO THE OMNIBUS CONSOLIDATED APPROPRIATIONS ACT, 1997

Mr. GRAMS. Mr. President, I ask unanimous consent that the Senate now proceed to the consideration of House Joint Resolution 25, which was received from the House.

The PRESIDING OFFICER. The clerk will report.

The legislative clerk read as follows:

A joint resolution (H.J. Res. 25) making technical corrections to the Omnibus Consolidated Appropriations Act, 1997, and for other purposes.

The PRESIDING OFFICER. Is there objection to the immediate consideration of the joint resolution?

There being no objection, the Senate proceeded to consider the joint resolution.

Mr. GRAMS. Mr. President, I ask unanimous consent the joint resolution be deemed read a third time and passed, the motion to reconsider be laid upon the table.

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

The joint resolution (H.J. Res. 25) was deemed read the third time and passed.

ORDERS FOR WEDNESDAY, JANUARY 22, 1997

Mr. GRAMS. Mr. President, I ask unanimous consent that when the Senate completes its business today it stand in adjournment until the hour of 10 a.m. on Wednesday, January 22; fur-

ther, immediately following the prayer, the Journal of proceedings be deemed approved to date, the morning hour be deemed to have expired, the time for the two leaders be reserved for their use later in the day, and there be a period for morning business until the hour of 12 noon, with Senators to speak for up to 5 minutes each, except for the following: Senator GRASSLEY, 60 minutes; Senator FEINSTEIN, 30 minutes; Senator DASCHLE, for 30 minutes.

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

PROGRAM

Mr. GRAMS. Tomorrow morning there will be a period of morning business to accommodate several Senators who have requested time. Under a previous order, at 12 noon, the Senate will enter executive session in order to consider the nomination of Madeleine Albright to be Secretary of State. A rollcall vote is expected on that nomination at the conclusion or yielding back of the debate time, with that vote expected at approximately 2 p.m. tomorrow, if most of that time is used.

ORDER FOR ADJOURNMENT

Mr. GRAMS. Mr. President, if there is no further business to come before the Senate, I now ask the Senate stand in adjournment under the previous order, following the remarks of Senator MURRAY of Washington.

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

Mr. GRAMS. Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

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

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

THE EDUCATION FOR THE 21ST CENTURY ACT

Mrs. MURRAY. Mr. President, I rise today to thank Senator DASCHLE and all of my colleagues for the opportunity to discuss a topic frequently in

the thoughts of most Americans, and that is education. There have been other opportunities in the past, and they will come again I know, but on this day, at the beginning of the 105th Congress of the United States, I want the Members of the Senate to recognize that education is one of those topics that is a day-to-day concern of most Americans.

We spend a lot of our time here talking about many things that are far less important to the American people than education. When Americans vote, education is important to them. When they answer polls, education is always a top concern. When they face obstacles in their lives, they see education as a way around those obstacles. And when they search for ways to make life for their children better than they have had it themselves, education is often the single best answer they will find.

Before us today a bill was introduced, the Education for the 21st Century Act. For much of my career in education and policymaking, I have seen bills and acts and programs with "21st century" in the title. Well, President Clinton was inaugurated this week, and 4 years from now there will be another inaugural ceremony and a new President will be sworn in, and he or she will become the first President who has a term in the 21st century. I trust that he or she will be gazing into a new millennium of American progress.

The bill that was introduced today makes several concrete investments in the new American century beginning some 4 years from now. The first investment is in helping people pay for their education, and the bill does it in three ways. The Hope scholarship allows people a \$1,500-per-year refundable tax credit for the first 2 years of college, and allows half-time students a \$750-per-year tax credit.

Students can instead choose to take advantage of the tax deduction for school expenses, which allows them to deduct up to \$10,000 a year for higher education expenses. No matter which option students choose, they can also take advantage of the restored deduction for interest paid on their student loans.

These three opportunities aim to help good students of modest means attend that first day of class in their local community college. Based on everything we know about our economy, and with a look at where employment trends are heading, investing and getting people started in school is a prudent move on the part of our Nation. These incentives will help Americans take advantage of the connection between level of education and their employability in the next century.

The second part of the investment found in this bill is designed to jumpstart efforts to repair some of our Nation's worst crumbling schools. For an investment of \$5 billion in school construction incentive funds, we expect to drive about \$20 billion in renovation and construction across this Nation.

This is important because of the actual bricks and roofing and wiring that it will provide, but it is also an important symbol. It says to all of us that American children deserve to go to school in buildings that are safe, healthy, well-lighted places where learning happens and community spirit abounds.

I especially thank Senator CAROL MOSELEY-BRAUN for her tireless efforts on this issue. People talk all the time about the role of Federal Government in local school policy. By championing this issue, Senator MOSELEY-BRAUN has pointed out that the Federal Government does have a role in K-12 education in this country. That role is not passing down curriculum or trying to tell teachers how to teach. The role is guaranteeing certain minimum standards for health and safety and equality, and that is what this proposal is all about.

I also want to remind all of my colleagues that it is important to retain flexibility in this proposal so it helps both urban and rural schools. There are schools in places like the small town of Raymond, WA, which the General Accounting Office has previously identified as needing help with school construction funding due to local economic factors. We should not rule out rural schools as we fine-tune this proposal.

The third investment in this bill is the reading ability of young children. America Reads will fund 30,000 reading specialists and volunteer coordinators, with the goal of getting children reading on their own by the third grade. It will establish a parents as first teachers challenge grant fund and will work with existing programs like AmeriCorps to maximize efforts.

Efforts to build literacy, whether aimed at helping young children read or helping adults read to their children or find a job, acts like yeast in bread dough. They allow people's aspirations to rise, and they will pull this country up to meet the challenges we face. It does not matter what adversity our children face or what they are presented with in life. If they can read, they have a chance to overcome it. The ability to read, write, communicate, and function in the work world—these things are a precious gift all children and all adults should have.

But literacy problems are complicated, so we must make sure our solutions are designed to reflect the most effective techniques we can find. As we move ahead with America Reads, we must allow local flexibility. We must honor the knowledge of those Americans who have been teaching literacy in our communities—in colleges, in schools, in social agencies and in local community-based organizations. We have to recognize that the best indicator of success in reading for a child is the education level of the child's primary caregiver. We must allow the tutor programs under America Reads to work with families to get the best results for children.

The act of reading is complicated, and I can tell you that as a former teacher. Reading is a multistep process. A reader has to recognize and decode parts of words, whole words and sentences of words, both through sight and sound, and figure out how the assembled parts relate to meaning.

Dynamic research is underway right now by Dr. Reid Lyon at the National Institute of Child Health and Human Development and by other researchers around the country in places like the University of Washington in Seattle. This research is unveiling just how complicated learning disabilities are. It is showing how the brain processes certain kinds of information in the reading process, and it is pointing to effective techniques for mitigating disabilities.

America Reads has to capitalize on the current research and build as many connections as possible between reading tutors, a student's primary reading teacher and the work of literacy researchers.

America Reads must also be seen as an unprecedented lens through which we can see literacy and education in general as seamless. Your age, your geographic location, your socio-economic status cannot be barriers to your ability to learn.

We have to get K-12 education, higher education, community education, employment training, local family literacy projects and other organizations all working together. We have to look at education, and at literacy specifically, as the tools Americans need to help themselves and to help this country achieve progress.

The fourth investment in this bill is technological literacy. This investment is ongoing, and it has already achieved some success. The bill will continue our efforts to improve learning across the country by increasing funds for the technology literacy challenge grants.

Over the next 5 years, this bill puts \$1.8 billion into these grants to our local school districts so that they can help train teachers to integrate technology into their methods and curriculum to create new resources and to work with leaders in their communities to get students access to computers, the Internet and other high technology resources.

I want to especially thank Senator BINGAMAN for his vision on education technology and thank all who have supported this important issue.

One key component of the technology section of this bill picks up on the work that I started last Congress, taking advantage of surplus technology where it is appropriate in schools' technology plans.

In the last Congress, if you will remember, we passed the Murray amendment to the fiscal year 1997 Treasury Postal appropriations bill, which said that all Government agencies have to inventory their excess computer equipment and peripherals and then make

them available to educational institutions through the GSA.

We also passed the Murray amendment to the fiscal year 1997 legislative branch appropriations bill which set up the same process for the Congress itself.

I want you to know that progress so far is very good. The letters I sent to heads of Federal agencies have brought in some very good responses, and Government computers are now going to schools.

The bill before us does, in a systemic fashion, what I have been setting up at the grassroots level in my State—education technology clearinghouses—a place where people can donate equipment and software, a place where schools can get this technology, and a place where a third party can reject technology that does not meet minimum requirements so it does not enter into our schools or libraries.

Several issues have come up in recent months regarding surplus technology. Many are addressed in this bill. If we are using surplus equipment side by side with new equipment, we have to assure that the surplus equipment meets the needs of the school or library that is receiving it. To send them our castoffs with no value sends the wrong message, and we should not be doing it.

Schools in my State are using surplus computers as file servers for networks of new computers, and they are using them for word processing and data processing. They have students doing the upgrades in some of our schools, and when the technology is still current generation, these uses are appropriate. When the technology is too old to be useful, we must recycle the components in other ways and not burden our schools and libraries with a gift that is going to cost much more than it is worth. Equity is another concern, and this bill addresses it. It requires clearinghouses to ensure equitable distribution of surplus technology.

Technology, a concentrated effort to build reading skills, school construction funding, and tuition assistance—our investments are prudent. The goals are very clear. People from both parties will support these kinds of efforts. With this sort of plan in place, Americans can feel proud of their Government's efforts to help them improve education across the Nation.

Let's look out ahead. In just 4 short years, people will be finishing up in the community college programs that they just picked up a brochure for today. They will be finishing the 4-year degree programs they started this fall. They will be graduating from high schools they are just entering this fall or next, depending on their grade, and they will be third graders in the elementary schools that they started on the first day of kindergarten this September.

How will their lives be better off thanks to this bill? What will their parents say, hope or dream? What will they think to tell us, if they still re-

member our names 4 years from now? Will they hail this bill as a success, like the Pell grant or GI bill? Will they thank us for working together across party lines to show support for teaching and learning in this country? We simply have to do the work ahead of us, and we will deserve any praise for our efforts, and we will all be thankful that we took steps today to assure a brighter future for our country.

UNIVERSAL CHILDREN'S HEALTH COVERAGE ACT

Mrs. MURRAY. Mr. President, I also would like to address a bill introduced today called the Universal Children's Health Coverage Act, and I commend the Democratic leader for his commitment to this critical issue. I also thank Senators KENNEDY, KERRY, and DODD for their work on behalf of millions of children who lack access to basic health care coverage.

As one of the newest members of the Labor and Human Resources Committee, I have been proud to work with them on the Children's Health Coverage Act, and I look forward to working with all of my colleagues, both Democrat and Republican, in the upcoming months on this very important legislation.

Since first being elected to the U.S. Senate in 1992, I have heard time and time again the phrase, "children are our most valuable resource." Sometimes, however, the actions of this body are not always as loud as the words we hear on the floor. If we all truly believe as strongly as I do that children are our most precious and valuable resource, why have we allowed so many children to go without basic health care coverage and why have we not worked harder to help families provide necessary health coverage for their children? We now have the opportunity to go beyond our rhetoric and work toward solutions.

The United States has one of the highest rates of uninsured children in the industrial world. Currently, one out of seven children lack health insurance in this country. And if that trend continues, only half of our children will have health insurance by the year 2000. Today, 10 million children lack health insurance coverage, which means that 10 million children have little or no access to affordable quality health care coverage. One child loses private coverage approximately every minute. Children are the fastest-growing segment of society with no health insurance.

It is easy to look at this problem solely in terms of numbers. But we also have to look at the faces of those children and their parents. We need to think of what it must be like to know that your child is suffering from an ear infection or strep throat and what it is like not to be able to afford to take them to a doctor or pay for the necessary antibiotic to treat the infection. There is no greater fear for a parent

than not being able to take care of their sick child.

These are parents who work 40 or more hours a week, sometimes working two and three jobs to meet the basic needs of their family, like food and shelter and utility costs. They are not asking for a handout. They are asking for relief. They work hard and they pay their taxes, but they simply have little or no discretionary income.

Many do not have access to employer-sponsored health plans or cannot afford the premium costs for a family, which can be as high as \$200 or \$300 a month.

As I travel around my home State of Washington, I have talked to many of these parents who feel vulnerable, and they are deeply concerned about the lack of health insurance for their children. They know that they are only one major illness away from financial disaster. They also know that their child is not receiving the kind of preventive health care so important to their development.

We can all talk about the cost of the Children's Health Insurance Coverage Act or the financial mechanism, but we have to go beyond the simple calculations and look at the cost of not acting on this issue. Who pays for emergency room visits when a child is brought in with rheumatic fever? What is the cost of treating rheumatic fever as opposed to strep throat? What is the cost to the public health threat posed by a child that has not been vaccinated? What is the impact in the classroom of a child who is severely ill? What impact does this have on my child, the teacher, and the community? What is the cost to society for raising 10 million unhealthy children?

We all agree that nutritional assistance programs like WIC save \$4 for every \$1 spent. It is no different when examining health care costs. It is far less expensive to provide a child with a measles vaccine than treat a communitywide outbreak of measles.

Ten million children without health insurance is a problem that impacts every single one of us, and we can pay for it now or we can pay for it later. It is just that simple. I believe that it is much easier and much more cost-effective to act now.

According to the General Accounting Office, children without health insurance are less likely to receive timely preventive care and less likely to grow up to be healthy, productive adults. According to the Children's Defense Fund, uninsured children are more likely to need emergency room care at later stages of their illness and are more likely to require hospital admission. It does not take a health care expert to know that emergency room visits are, on average, twice as expensive as a doctor's office visit.

On average, hospital costs for low-birthweight babies are 10 times the cost of prenatal care. Again, according to the Children's Defense Fund, every \$1 invested in basic immunization of