

the International Partnership on Avian and Pandemic Influenza.

Additionally, the administration should identify particularly vulnerable regions or countries, and provide detailed plans for how the international community can support efforts in these regions or countries through both bilateral and multilateral mechanisms to help mitigate or alleviate the potential impact of avian flu.

Assisting the countries of Africa in preventing more widespread transmission of the deadly H5N1 virus should be a critical priority. It is in the interest of millions of the world most vulnerable populations in some of the poorest countries, and it is also in our interest that we help prepare regions like Africa to head off a humanitarian tragedy that could easily spread to our own backyards.

CHILDREN AND MEDIA RESEARCH ADVANCEMENT ACT

Mrs. CLINTON. Mr. President, I thank Chairman ENZI and Senator KENNEDY for placing S. 1902, the Children and Media Research Advancement Act CAMRA, on the calendar today. I appreciate their commitment to the health and welfare of children. I also want to thank the co-sponsors of this bill, Senators LIEBERMAN, BROWNBACK, SANTORUM, BAYH, and DURBIN for being such leaders on this issue, and my fellow Senators on the HELP Committee for their support for this legislation. In addition, I thank two groups, Common Sense Media and Children Now, for raising awareness of the effect media has on children's development. And finally, I express thanks to two researchers, Dr. Michael Rich of the Center for Media and Child Health at Harvard University Medical School, and Dr. Sandy Calvert of the Children's Digital Media Center at Georgetown University. Both Dr. Rich and Dr. Calvert have been great advocates for CAMRA. I thank them for sharing their expertise and support.

Last year the Kaiser Family Foundation released a report showing dramatic changes in the way young people consume media, and confirming that children use electronic media an extraordinary amount. On average, children are spending 45 hours a week—more than a full-time job—with media.

Young people today are not just watching television or playing video games, they are increasingly “media multi-tasking,” using more than one medium at a time and packing a growing volume of media content into each day. According to Kaiser, a full quarter of the time children are using media, they are using more than one type at once.

This new pattern of media consumption presents twin challenges. Parents face new obstacles to monitoring their children's media consumption. And children are exposed to a media environment with an unknown impact.

That is why the CAMRA Act—the Children and the Media Research Ad-

vancement Act—is so important. This bill will create a single, coordinated research program at the Center for Disease Control. It will study the impact of electronic media on children's—including very young children and infants—cognitive, social and physical development.

The CAMRA Act will help answer critical questions about the myriad effects media has on childhood development. One area we need to look at particularly is the effect of exposure to media on infants. Research tells us that the earliest years of a child's life are among the most significant for his or her brain development. But we need to know what forms of media—if any—contribute to healthy brain development for babies. Is it OK to put a baby down in front of the TV? Are videos helpful or harmful when it comes to children's cognitive and emotional development? Today we don't know.

In December the Kaiser Foundation published a report finding “no published studies on cognitive outcomes from any of the educational videos, computer software programs, or video game systems currently on the market for children ages 0-6.” These products are more and more popular. You can see them marketed to new parents everywhere. We should know what their effect is on young children and infants.

The CAMRA Act will also spur research on the effect of media on children's physical development. Since 1980, the proportion of overweight children has doubled and the rate for adolescents has tripled. During that same time period, the number of advertisements for unhealthy food that children see annually has exploded.

In the 1970s, children saw 20,000 commercials a year. Today, they see 40,000. Is this a coincidence or is there a direct link? We need answers to these questions. In December, the Institute of Medicine called for “sustained, multidisciplinary work on how marketing influences the food and beverage choices of children and youth.” CAMRA will help get us there.

The bill I introduced with Senators LIEBERMAN, BROWNBACK, SANTORUM, BAYH, and DURBIN included pilot projects to look at the effect of media on young children, and to look at food marketing and obesity. Although those projects were not included in this manager's package, I continue to be very pleased with the bill. It's a step forward for children. And I look forward to working with my colleagues in other venues to ensure that the pilot projects get done.

But CAMRA is just one step. We need to do more so children grow up in a safe media environment. In December Senators LIEBERMAN, BAYH, and I introduced S. 2126, the Family Entertainment Protection Act, which would prevent children from buying and renting ultra violent and pornographic video games.

There is enough research out there now to show conclusively that playing

violent video games has a negative effect on youth. We know that these games are damaging to children. We need to take the decision to buy them out of the hands of children and put that decision back in the hands of parents. That is what S. 2126 would do, and I look forward to working with my colleagues in the Senate to move that bill.

I am so pleased that we are taking this step forward today with CAMRA, and I am hopeful that it will be speedily approved by the full Senate. It is one step to ensure that children in America grow up safely.

INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDIES

Mr. SARBANES. Mr. President, I take this time to draw to the attention of my colleagues a significant report, released on February 9, 2006 in Washington, DC, by the Committee for Economic Development, CED, a group of some 200 business leaders and several university presidents.

The CED statement, “Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security”, asserts that the United States will be less competitive in the global economy because of a shortage of strong foreign language and international studies programs in our colleges and high schools and warns, too, that the lack of Americans educated in foreign languages and cultures is hampering efforts to counter terrorist threats.

The cochairs of the CED subcommittee that produced the report are Charles E.M. Kolb, President of CED; Alfred T. Mockett, CED trustee, former chairman and CEO, CGI-AMS, Inc.; and another CED trustee, Dr. John Brademas, president emeritus of New York University and former Member—1959–1981—of the U.S. House of Representatives from Indiana.

Dr. Brademas brought long and distinguished experience to his responsibilities as cochair of the CED subcommittee. A member of the House of Representatives from 1959 to 1981, he served throughout those years on the House Committee on Education and Labor and for 10 years chaired its Select Subcommittee on Education. He played a major role in writing the landmark education legislation of that period, including the Elementary and Secondary School Act and the Higher Education Act, and he was the author of the International Education Act of 1966.

The recommendations in the CED Report include teaching international content across the curriculum and at all levels of learning, to expand American students' knowledge of other countries and cultures; expanding the training pipeline at every level of education to address the paucity of Americans fluent in strategic languages, especially critical, less commonly taught languages; national leaders—political

leaders as well as the business and philanthropic communities and the media—should educate the public about the importance of improving education in languages other than English and in international studies.

Mr. President, I ask unanimous consent to have printed in the RECORD the remarks of Dr. Brademas on the CED report, "Education for Global Leadership."

There being no objection, the material was ordered to be printed in the RECORD, as follows:

EDUCATION FOR GLOBAL LEADERSHIP: THE IMPORTANCE OF INTERNATIONAL STUDIES AND FOREIGN LANGUAGE EDUCATION FOR U.S. ECONOMIC AND NATIONAL SECURITY; OF CED, THE COMMITTEE FOR ECONOMIC DEVELOPMENT

The opportunity to serve as a co-chair of the Subcommittee of the Committee for Economic Development (CED) that produced a report entitled, Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security, has enabled me to champion anew what has been a passion of mine from childhood.

Son of a Greek immigrant father and a Scots-English-Irish mother, I read a book in elementary school in Indiana about the Mayas, decided I wanted to become a Mayan archaeologist, started learning Spanish, as a highschooler hitchhiked to Mexico, as a Harvard undergraduate spent a summer working with Aztec Indians in rural Mexico, wrote my college honors essay on a Mexican peasant movement and, four years later, at Oxford University, my Ph.D. dissertation on the anarchist movement in Spain.

Although I studied anarchism, I did not practice it! In 1958 I was first elected to Congress, and then ten times reelected, serving, therefore, for twenty-two years.

In 1961, as a member of the House Committee on Education and Labor, I visited Argentina to study how colleges and universities in Latin America could contribute to President Kennedy's "Alliance for Progress".

I made other trips to Latin America—Cuba, Peru, Panama, Colombia, Venezuela—honing my Spanish and learning more about the Spanish-speaking Americas.

In 1981 I became president of New York University, where, two years later, I awarded an honorary degree to King Juan Carlos I of Spain, announced a professorship in his name and in 1997, in the presence of Their Majesties, the King and Queen Sofia, and of the then First Lady of the United States, now Senator Hillary Rodham Clinton, dedicated the King Juan Carlos I of Spain Center at NYU for the study of the economics, history and politics of modern Spain.

All this was the result of my having, in South Bend, Indiana, read a book about the Mayas when I was a schoolboy!

So I know what early exposure to another culture, another country, another language has meant in my own life.

INTERNATIONAL EDUCATION ACT OF 1966

Indeed, while in Congress, I wrote the International Education Act of 1966, to provide grants to colleges and universities in the United States for the study of other countries and cultures. President Lyndon Johnson signed the bill into law but Congress failed to appropriate the funds to implement it.

And I believe that among the reasons—I do not say the only one—the United States suffered such loss of lives and treasure in Vietnam and does now in Iraq is ignorance—ignorance of the cultures, histories and languages of those societies.

I add that the tragedies of 9/11, Madrid, London, Bali and Baghdad must bring home to us as Americans the imperative, as a matter of our national security, of learning more about the world of Islam.

Here I note that only one year ago, the US Department of Defense, recalling the launch by the Soviet Union of Sputnik in 1957, brought together leaders from government, the academy and language associations to produce a "call to action for national foreign language capabilities". There was then—and still is—particular concern about our lack of Arabic speakers.

But it is not only for reasons of national security that we must learn more about countries and cultures other than our own. Such knowledge is indispensable, too, to America's economic strength and competitive position in the world.

The marketplace has now become global. Modern technology—the Internet, for example—has made communication and travel possible on a worldwide basis. In the last few years, I myself have visited Spain, England, Greece, Jordan, Morocco, Cuba, Kazakhstan, Japan, Turkey and Vietnam.

New York Times columnist Tom Friedman has eloquently spelled out the impact of globalization on culture, politics, science and history in his book, *The World Is Flat*.

GLOBAL STUDIES AT NYU

Reflecting on my commitment to international education, during my presidency of NYU, my colleagues and I established a Center for Japan-U.S. Business & Economic Studies, a Casa Italiana Zerilli-Marimò, Onassis Center for Hellenic Studies, the Eric Maria Remarque Institute for European studies, Skirball Department of Hebrew and Judaic Studies, and King Juan Carlos I of Spain Center, and we are now planning a Center for Dialogue with the Islamic world.

I add that NYU also has campuses abroad—in London, Paris, Florence, Madrid, Prague and now, Ghana. The Institute of International Education reported a few weeks ago that in 2003-04, NYU sent more students to study abroad than any other American college or university. And next fall, NYU will offer a study abroad site in Shanghai, the first for a large American university there.

I call your attention in this respect to the report issued last year, *Global Competence and National Needs: One Million Americans Studying Abroad*. Produced by the Commission on the Abraham Lincoln Study Abroad Fellowship Program.

The report calls for sending one million students from the United States to study abroad annually in a decade.

I add that New York University ranks fifth on the list for hosting students from other countries.

I continue to be deeply dedicated to international education at the college and university level.

But I do not think we should wait until students go to college to begin learning about other countries and learning languages other than English.

We should start in grade school and, where possible, even at the pre-school level.

Now if as a Member of Congress and as president of New York University, I pressed for more study of other countries, cultures and languages, I continued—and continue—to do so wearing other hats.

Appointed, by President Clinton, chairman of the President's Committee on the Arts and the Humanities, which in 1997 produced a report, *Creative America*, with recommendations for generating more support, public and private, for these two fields in American life, I was pleased that our Committee recommended that our "schools and colleges . . . place greater emphasis on inter-

national studies and the history, languages and cultures of other nations."

President Clinton and then First Lady Hillary Rodham Clinton accepted our Committee's recommendation to hold a White House Conference on "Culture and Diplomacy".

NATIONAL ENDOWMENT FOR DEMOCRACY

As for seven years, chairman of the National Endowment for Democracy, the federally financed agency that makes grants to private groups struggling to build democracy in countries where it does not exist, I had another exposure to the imperative of knowing about other countries and cultures.

I continue that interest through service on the US-Japan Foundation, US-Spain Council, World Conference of Religions for Peace, Center for Democracy and Reconciliation in Southeast Europe, Council for a Community of Democracies as well as on the Advisory Councils of Transparency International, the organization that combats corruption in international business transactions, and by chairing the American Ditchley Foundation, which helps plan meetings on all manner of subjects at Ditchley Park, a conference center outside Oxford, England.

I'm also vice chair of the Advisory Council of Americans for UNESCO, an organization that shares our concerns today, led by its president, Richard T. Arndt, veteran of the United States Information Agency and author of a recent book, *The First Resort of Kings: American Cultural Diplomacy in the Twentieth Century*.

Last Fall I spoke in Ottawa on the fifteen anniversary of the Canada-U.S. Fulbright program, and I have been asked to take part this year in conferences in the Czech Republic, Guatemala, Greece, Japan, Turkey and Rwanda.

So you will, with these words of personal background, understand my enthusiasm for this CED report, and I want to congratulate the other co-chairs of the Subcommittee, Charlie Kolb and Alfred Mockett, as well as the CED staff who did such outstanding work in preparing it—Daniel Schecter, Donna Desrochers and Rachel Dunsmoor.

MAJOR RECOMMENDATIONS OF THE CED REPORT

Here I want only to reiterate the major recommendations of our CED report:

1. That "international content be taught across the curriculum and at all levels of learning, to expand American students' knowledge of other countries and cultures."
2. That we expand "the training pipeline at every level of education to address the paucity of Americans fluent in foreign languages, especially critical, less commonly taught ones such as Arabic, Chinese, Japanese, Korean, Persian/Farsi, Russian and Turkish."
3. That "national leaders—political leaders, as well as the business and philanthropic communities and the media—educate the public about the importance of improving education in foreign languages and international studies."

The report we release today contains concrete proposals for action, especially for programs financed by the Federal Government, with specific recommendations for appropriations to implement our proposals.

Here I want to make a crucial point. We must put our money where our recommendations are!

I reiterate that the failure of Congress forty years ago to vote the funds to carry out the provisions of the International Education Act, a measure to achieve many of the purposes articulated in this CED report, meant a loss to the nation we should not repeat.

FUNDS FOR INTERNATIONAL EDUCATION, FOREIGN LANGUAGE STUDIES

Accordingly, we should examine with care the budget recommendations of President

Bush for Fiscal 2007 for programs to strengthen international education and foreign language studies even as we must follow tenaciously the response of Congress.

I was very pleased in this respect that last month President Bush told a group of U.S. university presidents of his proposal to strengthen foreign language study, particularly Arabic and other critical languages.

The President spoke of a "National Security Language Initiative" and asked for \$114 million in Fiscal 2007 as "seed money" to establish critical language instruction in grade schools, support college-level language courses and create a national corps of "reserve" linguists who could serve in times of need.

Although an encouraging sign, as The New Republic said last month (January 23, 2006), "[I]t remains to be seen whether the lightly funded initiative will be anything more than symbolic."

Now we must be sure that Congress votes even this modest amount of money to carry out this promise and, indeed, do much better!

For as the final sentence of our CED report declares, "Our national security and our economic prosperity ultimately depend on how well we educate today's students to become tomorrow's global leaders."

Amen!

ADDITIONAL STATEMENTS

TRIBUTE TO ELIZABETH AMERICO

• Mr. LIEBERMAN. Mr. President, I rise today to honor a truly extraordinary young student from Connecticut. Elizabeth Americo of Guilford has recently been selected as one of Connecticut's two honorees in the 2006 Prudential Spirit of Community Awards. This honor, is given to only one high school student and one junior high school student in each state as well as the District of Columbia. A quick look at Elizabeth's record of community service shows her to be truly deserving of such recognition.

Elizabeth, who is 17 years old and a junior at Guilford High School, is the founder and president of Students for Health and Social Justice, a club at her school that is dedicated to raising awareness and funds to assist needy people both in the United States and abroad.

Elizabeth was first inspired to become involved in volunteer work by her older brother's work with impoverished Haitians. Upon arriving at Guilford High School her freshman year, Elizabeth decided she wanted to share her passion for helping others with her fellow students. The result was Students for Health and Social Justice, which now boasts 21 members who meet regularly to discuss poverty and community health issues around the world and plan both awareness, and fundraising, events to address these issues. With hard work, creativity, and a deep commitment to helping others, the club has sponsored dances and other events to help raise money for health care programs in Haiti, relief aid for tsunami victims, UNICEF, and other causes. Elizabeth and her fellow club members have also not forgotten about the needy in their local community, organizing an impressive four-

school-strong food drive for a local soup kitchen.

Elizabeth's extensive record of volunteer service, done at such a young age, serves as an inspiring example to all of us about the difference we can make in our communities if we are willing to put in the time and energy. It is young people such as Elizabeth that give me great hope for the future of our country.

In recognition of her achievements, Elizabeth will be invited to Washington in early May with the 101 other 2006 Spirit of Community honorees from across the country who were selected from a pool of several thousand nominees. While in Washington, 10 of the honorees will be selected as America's top youth volunteers of the year by a distinguished national selection committee cochaired by 2 of my distinguished colleagues, Senator TIM JOHNSON of South Dakota and Senator SAXBY CHAMBLISS of Georgia.

I wish Elizabeth the best of luck, both with this award and in all her future endeavors. I would like to end my remarks, Mr. President, by taking the time to thank Elizabeth Americo for the good work she has done and the work I am sure she will continue to do in the future.●

HONORING ELEANOR L. RICHARDSON

• Mr. ISAKSON. Mr. President, today I mourn the passing and pay tribute to a wonderful Georgian, a great leader, and a personal friend of mine. The Honorable Eleanor Richardson passed away on February 21, 2006, leaving a tremendous void in the hearts of all who knew and loved this extraordinary woman.

A long-time resident of Decatur, GA, she was involved in Civic Organizations such as the League of Women Voters, serving as the president of the Dekalb League and then the Georgia League. It was during this time that a friend urged her to run for a vacant seat in the Georgia General Assembly, thus beginning her memorable political career.

From 1975 until 1991, she served with great distinction as one of the first female members in the Georgia House of Representatives, and I was privileged to serve with her for many of those years. She gained an impeccable reputation as a faithful advocate for her district and a determined voice of the voiceless. Eleanor's legislative priorities included issues related to the welfare of children, women, the elderly and the homeless. She had an unwavering commitment to justice and equality.

Eleanor was respected by her colleagues on both sides of the aisle for her determined leadership. She served on several key House committees, including the Appropriations Committee, the Health and Ecology Committee and the State Planning and Community Affairs Committee, where she served as chair of the local legislation subcommittee.

After retiring from public office, Eleanor was appointed to the newly

founded Georgia Commission on Women in 1992 and served as its first vice chair. She remained a tireless servant to her community and to the State through her work on countless other boards and advocacy organizations. For over 45 years, she was a faithful and beloved member of Glenn Memorial United Methodist Church, highly active both in the local church and in her denomination.

Eleanor leaves behind a loving and devoted family, including her husband, Merlyn Eldon Richardson; her daughter, Merlyn Richardson Nolan; her two grandsons, Gaillard Ravenel Nolan, Jr., and Merlyn Richardson Nolan; and her two great-grandchildren, Hadley Jane Nolan and Parker Richardson Nolan.

This strong-willed and generous woman devoted her entire life to serving others, and she will always be remembered for her compassion, integrity, fairness and unshakable commitment to creating a fair and just society. She touched the lives of many Georgians, including this Senator, through her efforts on behalf of our community.

It was an honor to know and to serve in the Georgia House with Eleanor Richardson, and it is a privilege to be in this Senate and pay tribute to her great life.●

TRIBUTE TO JACK APPLEBAUM

• Mr. LIEBERMAN. Mr. President, I rise today to honor a truly extraordinary young student from Connecticut. Jack Applebaum of Greenwich has recently been selected as one of Connecticut's two honorees in the 2006 Prudential Spirit of Community Awards. This honor is given to only one high school student and one junior high school student from each state as well as the District of Columbia. A quick look at Jack's record of community service shows him to be truly deserving of such recognition.

Jack, who is 13 and an eighth-grader at Central Middle School in Greenwich, is a founding member of his school's chapter of Building with Books, a national organization that raises money to build schools in developing countries. Jack learned about the organization and its mission in class and, in his own words, "I was hooked right away." After learning that four-fifths of the world is illiterate, Jack decided "I wanted to make this number smaller."

Instead of just talking about the problem, Jack decided to do something about it. He played a leading role in forming the Building with Books chapter at Central Middle School, helping to attract members to the club, setting goals, and putting together fundraisers. During its first year, the club hosted school parties and ran an after-school snack cart that helped to raise over \$4,000 to help build a school in Mali. The club also performed other good works, such as making blankets