

table and talk.—Ed Fallon, *State representative*.

Mr. HARKIN. Mr. President, I yield the floor. I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

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 President, I ask unanimous consent that the order for the quorum call be rescinded.

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

Mr. GORTON. Mr. President, I ask unanimous consent that I be permitted to speak as in morning business.

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

A SIGNIFICANT COMMITTEE ASSIGNMENT

Mr. GORTON. Mr. President, as a result of committee assignments announced yesterday, I have the privilege and delight to be a member, for the next 2 years, of the Committee on Labor and Human Resources. I want to take this opportunity to discuss, in general, why I feel that assignment to be so significant and why I feel so privileged to be a member of a committee with the jurisdiction that it possesses. I also want to discuss one specific issue which has been discussed in that committee in the past, which I regard as being of peculiar and special importance.

First, however, I express my delight in being a member of the committee chaired by the distinguished junior Senator from Kansas [Mrs. KASSEBAUM] who has been, during the course of the last Congress, my seat mate in this part of the body and will continue to be so. I look forward to her leadership and to her wise advice and counsel. Issues which will come before the Labor Committee include many that are of vital concern to all Americans in today's world. These issues include those relating to aging, to disability policies, overwhelmingly to education, to families and children, to employment, and to productivity.

I see two profound tidal changes in American society today that are driving the concerns of millions upon millions of our people. As the United States is in the midst of an inevitable shift of its economic base from an industrial/manufacturing system to an information-based economy, millions of families find their justified expectations shattered and find themselves in a new and very difficult world. This shift gives every promise of being as cataclysmic as the shift from an agrarian-based economy to an industrial-based economy in the latter part of the last century and the beginning of this century.

Understandably, many people are deeply concerned and apprehensive about this change, about the direction in which our country is heading, and

wish that it were not so. It is so, however, and we need to meet that challenge.

The American people understand that the societal contract is changing and that we must change with it. Today, the receipt of a high school diploma, or for that matter a college diploma, lacks the meaning it once had. Some families, some people are stuck on welfare and have few, if any, alternatives which they see as being viable. Today, there is no such thing as guaranteed lifetime employment. Working families find it more and more difficult to get ahead. Sending both parents into the workplace used to be a matter of choice, sometimes as a fulfillment for the second spouse to be employed, sometimes as an option to help a family buy a new home or to take a special trip. Today, for far too many, it is not a choice but a necessity. It makes or breaks a family's budget. And without two paychecks, bills would not be paid and the children might not be fed. Women in the workplace still find themselves stuck in either clerical or middle management positions and their growth stopped dead short by a glass ceiling that has not yet disappeared. Families are still deeply concerned about health care; some cannot change jobs for fear of losing their insurance; others let illness drag on because there is no money to pay in an uninsured situation; and many worry about retirement security. No individual wants to spend his or her golden years being taken care of, being dependent upon their children. But it seems increasingly difficult to save money for retirement.

All of this I believe to be the most significant cause of the consistently found proposition that the majority of the American people feel that the country is moving in the wrong direction, that the programs of this Government do not help, but actually hinder, the ability of our citizens efficiently to manage their lives in a changing economy.

As a result, I am excited and delighted about the challenges and about the prospects of being on a committee that is designed to address precisely these challenges. I believe we need to reorient the programs of the Federal Government to deal with this new reality. Only when this Government understands this changing reality will Americans believe that their Government is once again on the right track. I think the committee and its Members can make a difference.

Beyond my desire to work with my distinguished colleague from Kansas and others on these paramount issues, I am convinced that one of the most important issues facing this country today is the need to educate our children in an environment conducive to learning. In the age of information, nothing—nothing at all—is more important to America's success than a well-educated citizenry.

In that connection, I believe the largest single threat to successful edu-

cation today is the growing spate of violence in our schools.

A year ago this month, I held an education conference in Fife, WA, at which educators and parents from across Washington State spent an entire day discussing what the Federal Government could do to improve our system of education. For the first time in a long career, the No. 1 priority was not more money, it was not more teachers in specific areas, it was not longer school days. The men and women and kids at this conference talked about school violence.

In Washington State, violent crimes by young people have doubled in the past decade in spite of a 3-percent drop in the number of students. Recently, our superintendent of public instruction released a report that calculated a total of 2,237 incidents of firearms or dangerous weapons violations reported by school districts and by private schools. And just today, of course, in the Washington Post, we see of a gun-induced killing at the very door of one of the high schools in the District of Columbia.

Teachers and parents from all around Washington State have shared with me horror stories of violence in their children's schools: First graders threatening their peers with screwdrivers; a fourth grader extorting lunch money at knife point; a sixth grader who brought a fake but real-looking gun to school and threatened fellow students' lives with it.

How can we expect our children to learn calculus and Tolstoy when they are afraid of walking the halls between classes?

On the issue of school violence, the role of the Federal Government has not been a positive one. This Government has not concerned itself sufficiently with the safety of children threatened by these violent students. The Federal Government does not concern themselves with the safety of the faculty and administrators in these schools. It does not seem sufficiently concerned with the disruptive impact of violence in the learning process. In fact, the rules and regulations pursuant to statutes passed by this Congress on the part of the Federal Government has severely limited the ability of local school officials and teachers to deal effectively with violence in our schools. It has, in many respects, tied their hands. It has set up a double standard, depending upon the classification of students in our schools, with respect to the discipline of violent students who bring guns into the schools.

Mr. President, this is profoundly the wrong direction in which to go. I am frustrated because the Federal Government, in fact, is making it far more difficult for communities to create an environment in our schools conducive to learning. As a result, last year, I led a

fight on two separate occasions, with the distinguished Senator from Connecticut [Mr. LIEBERMAN], which would restore to schools the authority to deal with this growing tide of violence.

Our amendment, considered radical by many in this body, said that school districts in Morton, WA, for example, or in Bridgeport, CT, for example, were in a far better position than was any Federal bureaucrat to judge what was necessary to combat this rising and disruptive wave of violence. Although on both occasions our amendment was accepted first by a voice vote and secondly by an overwhelming majority, in each occasion it was dropped in conference. I felt so strongly about this provision that I voted against the final passage of the Elementary and Secondary Education Act late last fall.

There are, of course, some who will continue to disagree with this goal, who will continue to find that only the Federal Government is capable of making value judgments among students when violence is at issue. I am certainly going to be willing to work with those who disagree and to craft a policy that will attempt to deal with their concerns. But our primary goal, one which cannot be compromised, must be to restore local control to the educators—who are on the firing line, who are in the classroom—the right, the privilege, and the duty to deal with school violence.

I intend to work, as a member of the Labor Committee, to ensure that the Federal Government does not stand in the way of educating our children in a safe and positive environment.

I invite all of the school teachers and principals and their organizations around the country who have stories to tell about how Federal rules and regulations have tied their hands when it comes to dealing with violent students to contact me, to contact my staff, to contact the committee. I want to know how I can make certain that the Federal Government does not make this problem worse.

I want you to know that this Senator trusts the teachers and administrators of the schools of this country and wants to give to them the flexibility to deal with these challenges. We must do everything we can to ensure that our children go to school in an environment conducive to learning, and that means an environment safe for them and for their teachers.

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.

The PRESIDING OFFICER. The Chair, in his capacity as a Senator from Montana, asks unanimous consent that the order for the quorum call be dispensed with.

Without objection, it is so ordered.

APPOINTMENTS BY THE PRESIDENT PRO TEMPORE

The PRESIDING OFFICER. The Chair, on behalf of the President pro tempore, pursuant to Senate Resolution 400, 94th Congress, and Senate Resolution 4, 95th Congress, appoints the following Senators to the Select Committee on Intelligence: the Senator from Pennsylvania [Mr. SPECTER], the Senator from Indiana [Mr. LUGAR], the Senator from Alabama [Mr. SHELBY], the Senator from Ohio [Mr. DEWINE], the Senator from Arizona [Mr. KYL], the Senator from Oklahoma [Mr. INHOFE], the Senator from Texas [Mrs. HUTCHISON], the Senator from Florida [Mr. MACK], and the Senator from Maine [Mr. COHEN].

The Chair, on behalf of the President pro tempore, pursuant to Senate Resolution 400, 94th Congress, and Senate Resolution 4, 95th Congress, appoints the following Senators to the Select Committee on Intelligence: the Senator from Nebraska [Mr. KERREY], the Senator from Ohio [Mr. GLENN], the Senator from Nevada [Mr. BRYAN], the Senator from Florida [Mr. GRAHAM], the Senator from Massachusetts [Mr. KERRY], the Senator from Montana [Mr. BAUCUS], the Senator from Louisiana [Mr. JOHNSTON], and the Senator from Virginia [Mr. ROBB].

APPOINTMENT BY THE VICE PRESIDENT

The PRESIDING OFFICER. The Chair, on behalf of the Vice President, pursuant to the provisions of 20 U.S.C., sections 42 and 43, appoints the following Senators as members of the Board of Regents of the Smithsonian Institution: the Senator from Mississippi [Mr. COCHRAN] and the Senator from Wyoming [Mr. SIMPSON].

The Chair, on behalf of the President of the Senate, pursuant to Public Law 85-874, as amended, appoints the Senator from Kansas [Mr. DOLE] to the Board of Trustees of the John F. Kennedy Center for the Performing Arts.

The Chair, in his capacity as a Senator from Montana, suggests the absence of a quorum.

The clerk will call the roll.

The legislative clerk proceeded to call the roll.

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

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

MORNING BUSINESS

Mr. DOLE. Mr. President, I ask unanimous consent that there be a period for morning business, with Members entitled to speak for up to 5 minutes each.

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

MESSAGES FROM THE PRESIDENT

Messages from the President of the United States were communicated to the Senate by Mr. Thomas, one of his secretaries.

EXECUTIVE MESSAGES REFERRED

As in executive session the Presiding Officer laid before the Senate messages from the President of the United States submitting sundry nominations, which were referred to the appropriate committees.

(The nominations received today are printed at the end of the Senate proceedings.)

INTRODUCTION OF BILLS AND JOINT RESOLUTIONS

The following bills and joint resolutions were introduced, read the first and second time by unanimous consent, and referred as indicated:

By Mr. JEFFORDS:

S. 172. A bill to authorize the Secretary of Transportation to issue a certificate of documentation for the vessel *L. R. Beattie*; to the Committee on Commerce, Science, and Transportation.

By Mr. NICKLES (for himself, Mr. KYL, Mr. THURMOND, and Mr. GRASSLEY):

S. 173. A bill to provide for restitution of victims of crimes, and for other purposes; to the Committee on the Judiciary.

SUBMISSION OF CONCURRENT AND SENATE RESOLUTIONS

The following concurrent resolutions and Senate resolutions were read, and referred (or acted upon), as indicated:

By Mrs. BOXER (for herself, Mrs. MURRAY, Mr. FEINGOLD, Mr. KERRY, Mr. KENNEDY, Mr. CAMPBELL, Mr. SIMON, Mr. LAUTENBERG, Mr. DODD, Mr. BAUCUS, Mr. LEVIN, Mr. LIEBERMAN, Ms. MOSELEY-BRAUN, Mr. HARKIN, Mr. JEFFORDS, Mr. PELL, Mr. CHAFEE, Ms. SNOWE, Mr. INOUE, and Mr. BRADLEY):

S. Res. 31. A resolution to express the sense of the Senate that the Attorney General should act immediately to protect reproductive health care clinics; to the Committee on the Judiciary.

By Mr. DASCHLE:

S. Res. 32. A resolution to make minority party appointments to Senate Committees under paragraph 3 (a) and (b) of Rule XXV for the One Hundred Fourth Congress; considered and agreed to.

By Mr. DOLE:

S. Res. 33. A resolution making majority party appointments to Senate committees for the 104th Congress; considered and agreed to.

S. Res. 34. A resolution amending paragraphs 3(a), 3(b), and 3(c) of Rule XXV of the Standing Rules of the Senate; considered and agreed to.

S. Res. 35. A resolution making majority party appointments to the Small Business Committee for the 104th Congress; considered and agreed to.