

fail to build on this natural curiosity by failing to provide these rich experiences.

Federal programs intended to provide additional support for low income children such as Head Start and chapter I should include activities rich in early math and science investigations. It is the very nature of science to answer the question "why." Early exposure to age-appropriate, inquiry-based science and mathematics experiences will provide the foundation on which later understanding rests.

Why, with rare exception, are educational programs rich in math and science missing from preschool curriculum? I believe that the major reason is that most preschool teachers have little experience with simple science and mathematics activities, feel uncomfortable with teaching science and mathematics, and are not prepared to teach age-appropriate and inquiry-based science and mathematics. This is an area of greatest need. While I do not underestimate the importance of language development and social experiences that are a large part of preschool programs, I feel that we can no longer minimize the importance of early science and math investigations. This is particularly true of the target group of Head Start as preschoolers from low-income families often have very limited opportunities to be exposed to science activities.

It is possible to provide these experiences to preschoolers? The answer is provided by a program conducted at Marylhurst College in Portland, OR. This wonderful program, now in its third year, is training Head Start teachers to use exciting, age-appropriate math and science activities in their classes. Picture the effect these activities have on disadvantaged and minority youth. In all likelihood, this is the first chance these children have to relate math and science to their lives. The teacher training program has been conducted for the past three years, and the results have been phenomenal.

Consider what two teachers, Sherry Wright and Debi Coffey, from the Albina Head Start program in Oregon had to say. "After two years of using the knowledge we gained from the Marylhurst College instructors, we truly feel confident in using science everyday. Our children have learned how to predict and discover the possible results to a problem. Our children will take the science experience that they learned in Head Start with them throughout the rest of their lives."

Andrey Sylvia, who had no science classes at all prior to the Marylhurst College Head Start Summer Institute, expressed the result excitedly and succinctly. "Now I am a science whiz!"

My legislation provides for a competitive grant program to establish demonstration sites to acquaint preschool teachers with the stimulating processes involved in the inquiry approach. The teachers themselves must

experience the excitement of hands-on activities in order to communicate that excitement to children. No more than 25 percent of the funds can be used for the purchase of supplies necessary to carry out the activities.

A second part of the legislation provides funds to enable Head Start teachers to participate in professional development programs in science and mathematics teaching methods.

We simply cannot afford to miss the opportunity to replicate this concept throughout the preschool and Head Start programs nationwide. These programs are a positive investment in the lives of these disadvantaged children and will create a lifelong interest in math and science. That interest is critical to the future of the children and equally critical to the future of the Nation.

Mr. President, I ask unanimous consent that these letters from the president of Marylhurst College and Sarah Greene, chief executive officer of National Head Start Association, be printed in the RECORD.

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

MARYLHURST COLLEGE,

Marylhurst, OR, March 20, 1995.

Hon. MARK O. HATFIELD,  
Hart Senate Office Building,  
Washington, DC.

DEAR SENATOR HATFIELD: As President of Marylhurst College, an accredited, private, liberal arts college dedicated to making innovative post-secondary education accessible to self-directed students of all ages, I am delighted to offer this letter of support for the Science and Math Early Start Grant Program Act.

Despite national concern and reform efforts, science and mathematics education for preschool children remains limited, and ample studies demonstrate an even greater lack of science and math skills among low income students. A longitudinal study of disadvantaged children at the Perry Preschool in Ypsilanti, Michigan, found that for every dollar invested, seven dollars were returned to society in terms of higher income and fewer costs related to welfare and crime. Widely recognized as a successful intervention, Head Start provides low income children with basic education, but it has been criticized for not providing discipline-based instruction—especially in science—due to the teachers' lack of educational preparation. In fact, the final Report of the Advisory Committee on Head Start Quality and Expansion (12/93) recommends strengthening staff training and building partnerships with the private sector.

Marylhurst designed its Summer Science Institute to address this problem by training Head Start teachers to teach science and encourage their students to develop an interest in science. The pilot Institute—an intensive, experiential, four-week, college credit course covering basic scientific principles—has been offered to 53 Albina Head Start and Portland Public School teachers since 1992. Seventy-five percent reported that the experience completely changed their attitudes about science and their abilities to learn and teach science.

According to an independent evaluation by Northwest Regional Educational Laboratory, the Institute made a major contribution to science teaching in the Albina program. NWREL concluded that it also had "a posi-

tive systemic influence on the level of teacher and student self-esteem, which in turn has increased the effectiveness of student learning across their curriculum." The Portland Public School evaluation is currently in process. Marylhurst plans to replicate the successful model through Head Start college partnerships.

Through the Science and Math Early Start Program Act of 1995, Congress can provide seed money to encourage efficient replication of similar programs, which can be maintained without ongoing government support with funding provided by foundations and corporations. This legislation not only ensures that low income children are included in national science and math education reform efforts, but also improves Head Start teacher preparation so that they can better prepare their students for a more technologically and scientifically complex future.

Sincerely,

NANCY WILGENBUSCH,  
President.

NATIONAL HEAD START ASSOCIATION,

Alexandria, VA, January 9, 1995.

Hon. MARK O. HATFIELD,  
Hart Senate Office Building,  
Washington, DC.

DEAR SENATOR HATFIELD: The National Head Start Association supports efforts to expand the Summer Science Institute and make it an integral part of the education program for preschoolers. Dr. Nancy Wilgenbush, President, Marylhurst College, presented an overview of the Summer Science Institute to over 5,000 Head Start teachers, administrators, and parents during our annual conference in April 1993. She also conducted a workshop during the conference, it was packed. The presentation resulted in an overwhelming request for more information on project implementation. Our office, as well as Dr. Wilgenbush's, continue receiving such inquiries.

After receiving the absolutely positive results of the project conducted in Portland with Albina Head Start teachers, I am convinced of the need to implement the Summer Science Institute nationwide.

This early infusion of science for young low income children is essential if we are preparing them for the 21st Century.

Thank you for introducing a bill providing funds to implement this project.

Sincerely,

SARAH M. GREENE,  
Chief Executive Officer.

#### ADDITIONAL COSPONSORS

S. 16

At the request of Mr. DOLE, the names of the Senator from Montana [Mr. BAUCUS], the Senator from Utah [Mr. BENNETT], the Senator from Colorado [Mr. BROWN], the Senator from Maine [Mr. COHEN], the Senator from Idaho [Mr. CRAIG], the Senator from New York [Mr. D'AMATO], the Senator from New Mexico [Mr. DOMENICI], the Senator from Iowa [Mr. GRASSLEY], the Senator from Mississippi [Mr. LOTT], the Senator from Alaska [Mr. MURKOWSKI], the Senator from Oklahoma [Mr. NICKLES], the Senator from South Dakota [Mr. PRESSLER], the Senator from Pennsylvania [Mr. SANTORUM], and the Senator from Illinois [Mr. SIMON] were added as cosponsors of S. 16, a bill to establish a commission to review the dispute settlement reports of the World

Trade Organization, and for other purposes.

S. 240

At the request of Mr. DOMENICI, the names of the Senator from Idaho [Mr. KEMPTHORNE], the Senator from New Hampshire [Mr. SMITH], and the Senator from Tennessee [Mr. FRIST] were added as cosponsors of S. 240, a bill to amend the Securities Exchange Act of 1934 to establish a filing deadline and to provide certain safeguards to ensure that the interests of investors are well protected under the implied private action provisions of the act.

S. 388

At the request of Ms. SNOWE, the name of the Senator from Mississippi [Mr. COCHRAN] was added as a cosponsor of S. 388, a bill to amend title 23, United States Code, to eliminate the penalties for noncompliance by States with a program requiring the use of motorcycle helmets, and for other purposes.

S. 391

At the request of Mr. CRAIG, the names of the Senator from Wyoming [Mr. SIMPSON] and the Senator from Arizona [Mr. KYL] were added as cosponsors of S. 391, a bill to authorize and direct the Secretaries of the Interior and Agriculture to undertake activities to halt and reverse the decline in forest health on Federal lands, and for other purposes.

#### SENATE RESOLUTION 92—AMENDING RULE XXV OF THE STANDING RULES OF THE SENATE

Mr. DOLE submitted the following resolution; which was considered and agreed to:

S. RES. 92

*Resolved*, That Rule XXV, paragraph 2, of the Standing Rules of the Senate is amended as follows:

Strike the figure after "Agriculture, Nutrition, and Forestry" and insert in lieu thereof "18".

Strike the figure after "Energy and Natural Resources" and insert in lieu thereof "20".

SEC. 2. That Rule XXV, paragraph 3(c) of the Standing Rules of the Senate is amended as follows:

Strike the figure after "Indian Affairs" and insert in lieu thereof "16".

#### SENATE RESOLUTION 93—MAKING MAJORITY PARTY APPOINTMENTS TO SENATE COMMITTEES

Mr. DOLE submitted the following resolution; which was considered and agreed to:

S. RES. 93

*Resolved*, That the following shall constitute the majority party's membership on the following Senate committees for the 104th Congress, or until their successors are appointed:

Energy and Natural Resources: Mr. Murkowski (Chairman), Mr. Hatfield, Mr. Domenici, Mr. Nickles, Mr. Craig, Mr. Campbell, Mr. Thomas, Mr. Kyl, Mr. Grams, Mr. Jeffords, and Mr. Burns.

Veterans' Affairs: Mr. Simpson (Chairman), Mr. Murkowski, Mr. Specter, Mr.

Thurmond, Mr. Jeffords, Mr. Campbell, and Mr. Craig.

Indian Affairs: Mr. McCain (Chairman), Mr. Murkowski, Mr. Gorton, Mr. Domenici, Mrs. Kassebaum, Mr. Nickles, Mr. Campbell, Mr. Thomas, and Mr. Hatch.

#### SENATE RESOLUTION 94—MAKING A MAJORITY PARTY APPOINTMENT

Mr. DOLE submitted the following resolution; which was considered and agreed to:

S. RES. 94

*Resolved*, That the Senator from Colorado (Mr. Campbell) is hereby appointed to the Committee on Agriculture, Nutrition and Forestry, and that the following be the majority membership on that committee for the 104th Congress, or until their successors are appointed:

Agriculture, Nutrition and Forestry: Mr. Lugar (Chairman), Mr. Dole, Mr. Helms, Mr. Cochran, Mr. McConnell, Mr. Craig, Mr. Coverdell, Mr. Santorum, Mr. Warner, and Mr. Campbell.

#### AUTHORITY FOR COMMITTEES TO MEET

SUBCOMMITTEE ON THE CONSTITUTION

Mr. PACKWOOD. Mr. President, I ask unanimous consent that the Subcommittee on the Constitution, Federalism, and Property Rights of the Senate Committee on the Judiciary, be authorized to meet during a session of the Senate on Friday, March 24, 1995, at 9 a.m., in Senate Dirksen Room 226, on "The 10th Amendment and the Conference of the States."

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

#### ADDITIONAL STATEMENTS

##### THE LINE-ITEM VETO

• Mr. SIMPSON. Mr. President, it was with the greatest of enthusiasm that I chose to support the line-item veto legislation.

In just a few weeks, all of us will be asked to cast our votes to raise the debt ceiling for this country to more than \$5 trillion. It is difficult to comprehend the enormity of this figure. If you took those 5 trillion individual dollars and laid them end to end, they would span the vast icy distance between the Earth and Moon almost 2,000 times.

The line-item veto represents a small but most significant first step toward processes to ensure greater fiscal responsibility. I believe the measure that we recently passed is the best workable compromise between various approaches and will make this legislation very effective. I am particularly pleased by the inclusion of a "lockbox" provision to ensure that any spending that is "zeroed out" is earmarked for deficit reduction.

Our past experience with spending patterns here in Congress demonstrates why it was crucial to include this pro-

vision. I have seen a number of programs terminated on the Senate floor, after hours of spirited debate centered around the question—"can we afford it"? After concluding that we could not afford the program in question, we terminated the program, then failed to adjust the spending caps downward, meaning that we simply spent the money on something else. Such a "loophole" in this legislation would be a costly and destructive provision that would make a mockery of this measure. Without the lockbox provision the President could terminate a program with an eye toward seeing those funds reprogrammed in another direction. Or, Congress could simply retitle or reallocate the funding items which failed to pass muster. That would subvert the clear intention of this sharpened tool, which is to enable the President to assist in slowing down and reducing Government spending.

What pleases me the most about this legislation is that its modified form will permit the President to confront the problem of rising entitlement spending. This is, as we well know, the fastest growing category of Federal spending, and the single greatest cause of runaway debt. In the past, one overused tactic used to evade the discipline of discretionary spending caps has been to promote new programs in the form of mandatory entitlements. This designation has shielded them from annual scrutiny through the appropriations process and creates an ever expanding "black hole" into which our Federal dollars disappear. Giving the President a chance to ward off future trespasses in area will make this legislation much more effective in controlling spending.

Opponents of this measure have criticized the line-item veto on the basis of or experience with it at the State level. Sometimes they say that such authority is not easily applied at the Federal level, or worse yet, that it does not even work in the States. The latter contention is simply flat-out wrong. The line-item veto does work effectively at the State level. We heard testimony to that effect in the Judiciary Committee, where we learned of countless instances in which governors have used the power to eliminate wasteful spending from appropriations bills. It is one reason why no State has a fiscal crisis on the order of compare to our Federal deficit.

I fully understand the sincerity of opponents of this measure when they voice fears that the line-item veto would give too much power to the President. The allegation has been made that the President could use this power to punish individual legislators, in order to carry out a personal vendetta against a particular Congressman or Senator. I simply believe that due reflection on this matter will show that there is little to fear from such a situation occurring. First of all, these vetoes will not be made in secret. The press will eagerly report on the items