

United States policy is that we are doing so. The United States has no containment policy and we are not isolating China in any way. But if China wants the benefits of being an active member of the international community, it must accept the standards and play by the rules of that community. On human rights or on trade, China cannot expect to flagrantly violate international norms with impunity. United States criticism is not an attempt to isolate China, but the opposite; China's willingness to abide by international standards will make its acceptance into the international community all the easier.

On trade, I commend the administration for continuing to insist that China meet the standards which are commensurate with its economic status. On human rights, I urge the administration to lead the West by working for a resolution censuring China's human rights abuses at the next annual meeting of the U.N. Human Rights Commission in Geneva. There has been growing world support for such a resolution in recent years as China's treatment of its own citizens and of Tibetans continues to fall far short of the criterion of the international community. Now is not the time to reduce our efforts to pass this resolution; Wei Jingsheng's arrest shows the necessity for continued international focus on China's behavior.

China has urged the United States to overlook its human rights abuses and forgo working for a U.N. resolution, just as it has urged the United States to ignore its growing economy and allow its entry into the World Trade Organization using lower standards. In both cases, the U.S. response must be the same. If China wants to be respected as an important international actor, it must meet the expected behavior of one. If it wants the United States to stop criticizing its human rights practices, it must stop giving us reason to do so. Releasing Wei Jingsheng and other political prisoners would be an important first step.

HIGH SCHOOL COMPUTER USE IN VERMONT

Mr. LEAHY. Mr. President, I have spent a great deal of my time in the U.S. Senate working on telecommunications issues, and studying how changing technology is having an impact on our Nation. In particular, I have been interested and concerned about the effect of the so-called information superhighway on rural States like Vermont.

With this in mind, I asked a young student at Champlain Valley Union High School to take a broad survey on computer use in his high school. What I will include in the RECORD is the report that this student, Steve Waltien, sent to me recently.

I find his results fascinating and encouraging. You will see the vast majority of high school freshmen and seniors

are familiar with computers, and use computers whether in school, at home, or both. Now, I realize that Champlain Valley Union High School is not necessarily indicative of the rest of Vermont or the Nation. It is no doubt on the cutting edge of new technologies, and is led by one of the finest principals in the country, Val Gardner.

But Mr. President, this study shows just how dramatically our lives are changing; in particular, it shows how dramatically our children's lives are changing. The decisions we make on issues affecting access to telecommunications issues will have a direct impact on our children, especially in rural areas like Vermont.

I am grateful to Steve Waltien for his well-written and thorough study. He and I have e-mailed each other on this subject, and am delighted to share his work with my fellow Senators.

I ask that a study on high school computer use be printed in the RECORD.

The study follows:

COMPUTER USE SURVEY (By Stevenson H. Waltien III)

INTRODUCTION

The Internet and other rapidly expanding components of the so-called "information super-highway" are becoming more and more popular with all age groups. As of now, there is little government regulation of the "menu" available on the Internet. This presents an interesting issue for our law-makers: is use of these systems of great enough significance for the government to take some kind of role in their existence? The environment of a high school seemed to be of interest because of the growing technology being offered there. It was decided at an early point that it would be extremely difficult to survey the entire school, and therefore might be more beneficial and reliable to survey only the Freshmen and Senior classes to see computer use at both ends of the age spectrum at Champlain Valley Union High School. The intent was that the survey would provide Senator Patrick LEAHY with some statistics about rural high school use of computers and the Internet. These results could be used to indicate the extent students in a rural school use computers regularly and how they use them. The survey was conducted between September and November of 1995.

THE SCHOOL

Champlain Valley Union High School is located in Hinesburg, Vt. and is the public high school for the towns of Hinesburg, Charlotte, Shelburne, and Williston. The school is comprised of over 950 students. The communities that make up the school are mostly middle class. The school prides itself on having extremely high standards of technology. There are approximately 250 computers at CVU, the majority of which are Apple Macintoshes. The school has a computer lab which is open to all students during their free time. It is comprised of both IBM and Macintoshes. The Physics program has approximately 20 Power Macintoshes that make up the Physics lab. The school also has a foreign language lab and a business lab, with roughly 30 units each. The majority of computers in the lab are connected to the school's 128-kbps Internet connection. Students have access to most of what is available on the net, including the World Wide Web and other popular net services.

RESULTS OF THE SURVEY

The survey was distributed to the Freshmen through the Freshmen core program at CVU and there was an almost immediate result with 96% of the Freshmen responding. The seniors were harder to reach in that there is no single class which all seniors take. The surveys were distributed through the advisory program in which all students participate. Due to the difficulty of student and faculty schedules however, there was only a 70% response to the senior surveys. Although this number may be low, the data is statistically valid due to the similarities in answers for all seniors and the fact that those who responded do not leave out any particular group or type of student. The advisories that responded show a random group of students, therefore it is a good sampling of the class as a whole. Two hundred and seventeen Freshmen and one hundred-forty Seniors responded. The results are as follows:

Percent of those surveyed owning a home computer:

Freshmen—90%; Seniors—91%

Percent of those owning a home computer that use it:

Freshmen—97%; Seniors—98.5%

Percent of those owning a home computer with family members who use it:

Freshmen—86.5%; Seniors—96%

Amount of computer use per week by percentage (home computer owners):

Less than 1 hr.—Freshmen: 6%; Seniors: 5%

1-3 hrs—Freshmen: 20%; Seniors: 16%

4-6 hrs—Freshmen: 74%; Seniors: 79%

Primary uses of home computer:

Word Processing/Homework—Freshmen: 95%; Seniors: 97%

Internet/E-mail—Freshmen: 20%; Seniors: 20%

World Wide Web—Freshmen: 11%; Seniors: 9%

Games—Freshmen: 39%; Seniors: 30%

Percent of students who use school computers:

Freshmen—68%; Seniors—93%

Primary uses of the school computer:

Word Processing/Homework—Freshmen: 80%; Seniors: 82%

Internet/E-mail—Freshmen: 34%; Seniors: 70%

World Wide Web—Freshmen: 20%; Seniors: 27%

Games—Freshmen: 4%; Seniors: 6%

Degree of influence school computer usage has had on overall computer use:

High—Freshmen: 24%; Seniors: 47%

Moderate—Freshmen: 41%; Seniors: 40%

Little or none—Freshmen: 35%; Seniors: 13%

CONCLUSIONS

It is shown that usage of school computers is much higher for seniors even though home computer ownership is almost equal. According to the results, 25% more seniors use school computers than freshmen. The majority of seniors say that access to computers in the school has greatly influenced their overall computer usage. It would appear that computer education earlier in a student's career enhances additional use. The key seems to lie not in computer ownership, but rather with computer knowledge. The earlier students become fully computer literate, the earlier they utilize the tools they possess more effectively. There are possible reasons to account for the large discrepancy in the percentage of freshmen and seniors using computers in school. The freshmen have not been exposed to the computers as long, and the courses they take are not as challenging to require as much computer usage. Yet it is clear that seniors use computers for more

than just class work, therefore their exposure must have left an over-all positive impression.

It is interesting that E-mail and Internet usage basically doubles for freshmen and triples for seniors when they are in school as opposed to at home. This can probably be explained by the fact that they may not have access to the Internet at home, or even if they do, they do not have the sophistication of technology available at the school. This does tell us that if these systems are available at schools, people will use it.

A fascinating statistic is that family computer use rises almost ten points between freshmen and senior years. This tells us that the computer education young people are getting in school may be influencing their families to try out computers with their children. According to the survey, about 90% of homes within this population own a personal computer. This can be compared with a national estimation of only 35%. This can be partially accounted for by the higher than average income in this area, but one has to wonder if the influence of computers in schools encourages people to go out and buy a home computer, and, further to avail themselves of high technology enhancements such as Internet access and on-line services.

CVU COMPUTER USE SURVEY

Participants: This is a survey that will be used to assist the United States Senate through the offices of Senator Patrick Leahy as they endeavor to craft legislation that will enhance computer access and resources to students throughout the country. Senator Leahy hand-picked CVU as a reliable source to retrieve this information. With this in mind, we ask that you take the time to complete the survey honestly.

1. What grade are you in?
Senior Freshman
2. Do you have a computer at home?
Yes No
(if no, skip to question 7)
3. Do you use your home computer?
Yes No
4. Do other members of your family use your home computer?
Yes No
5. How extensive would you say that YOUR computer use is?
Rarely used (less than 1 hour per week)
Sometimes used (1 to 3 hours per week)
Used Often (4 to 6 hours per week)
Used very often (more than 6 hours per week)
6. What are your primary home uses for the computer?
Homework/Word processing
Internet/e-mail
World-wide web
Computer games
7. Do you use a computer in school?
Yes No
(if no, skip to question 9)
8. What are your primary uses of the school computer?
Word processing/problem solving
Internet/e-mail
World-wide web
Computer games
9. How has computer access in the school influenced your overall computer usage (both at home and in school)?
Greatly influenced
Somewhat influenced
Had little or no influence

PARTIAL-BIRTH ABORTION BAN ACT HEARING

Mr. HATCH. Mr. President, I have had delivered to each Senator a copy of the transcript of the Judiciary Com-

mittee's November 17 hearing on H.R. 1833, the Partial Birth Abortion Ban Act, together with inserts and written submissions. Since the distribution of these materials, I have received answers to written questions from another one of the witnesses who testified at the hearing. I ask unanimous consent that a letter from Dr. Norig Ellison to me be included in the RECORD.

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

AMERICAN SOCIETY
OF ANESTHESIOLOGISTS,

November 22, 1995.

Re H.R. 1833, the Partial-Birth Abortion Ban Act of 1995.

Hon. ORRIN G. HATCH,
Chairman, Committee on the Judiciary, U.S.
Senate, Dirksen Office Building, Wash-
ington, DC.

DEAR SENATOR HATCH: Thank you for inviting my participation in your Committee's hearing on H.R. 1833.

I appreciate the opportunity to reply to the written questions of Senator Leahy. The only one of the six questions which falls within my area of expertise is number four:

4. Do analgesics and anesthetics given to a pregnant woman undergoing an abortion provide any pain relief to the fetus, even if the medication stops short of killing a fetus?

Drugs normally cross the placenta from mother to fetus according to a concentration gradient. The effect on the fetus of drugs administered to the mother will depend on (a) fetal condition, (b) the route of administration, and (c) the timing.

a. Fetal acidosis will facilitate transport of local anesthesia such as lidocaine, which is a weak base, into the fetus.

b. Drugs administered intramuscularly achieve peak concentrations lower than intravenous administration, with the resultant decrease in placenta transport of the former.

c. Drug administration intramuscularly will have no effect on infants born within one hour after administration; in contrast, birth 2-3 hours after intramuscular administration may result in depressed infants. Conversely, intravenous administration of drugs will have maximum depressed effect in babies born ½-1 hour after the administration.

d. Very little is known about fetal response and consciousness to pain prior to 24-25 weeks gestation. It is clear that a pregnant woman can receive an effective anesthetic for cesarean section, and the fetus when delivered within the next half hour will be exquisitely sensitive to pain stimulus and will respond by crying and avoiding the stimulus more than 95% of the time.

In direct answer to question number four, drugs administered to the mother, either local anesthesia administered in the paracervical area or sedatives/analgesics administered intramuscularly or intravenously, will provide not-to-little analgesia to the fetus.

In closing, I reiterate that the pregnant woman in need of urgent, even life-saving surgery, need not defer same due to misinformation regarding the effect of anesthetics on the fetus.

Sincerely,

NORIG ELLISON, M.D.,
President.

THE BAD DEBT BOXSCORE

Mr. HELMS. Mr. President, the impression will not go away: The \$4.9 trillion Federal debt stands today as a sort

of grotesque parallel to television's Energizer bunny that appears and appears and appears in precisely the same way that the Federal debt keeps going up and up and up.

Politicians talk a good game—and "talk" is the operative word—about reducing the Federal deficit and bringing the Federal debt under control. But watch how they vote.

Mr. President, as of the close of business, Wednesday, November 29, the total Federal debt stood at exactly \$4,988,882,588,134.46 or \$18,937.88 per man, woman, child, on a per capita basis. Res ipsa loquitur.

Some control.

THE ASSASSINATION OF YITZHAK RABIN

Mr. ABRAHAM. Mr. President, earlier this month, the whole world stopped to pay respects to Israeli Prime Minister Yitzhak Rabin, a soldier, a statesman, and a visionary committed to security and peace for the people of Israel and of the entire Middle East.

Yitzhak Rabin dedicated his life to the survival of the State of Israel and to the crusade for peace, a crusade that ultimately took his life. His death is not only a loss for his family, the people of Israel and Jews across the world, but also to all those dedicated to the search for a true and lasting peace between Israel and its Arab neighbors.

As a military leader, a diplomat, and a Prime Minister, Yitzhak Rabin was at the center of major events through his nation's five decade history. It was, after all, General Rabin who led Israel's armed forces to victory during the 1967 Six Day War. And it was Prime Minister Rabin who, 23 years later, on September 13, 1993, signed an historic accord that put Israel on a glidepath toward peaceful and normal relations with the Palestinian people.

During his professional life, Yitzhak Rabin did much to strengthen the relationship between the United States and Israel. As Ambassador to the United States, Mr. Rabin repeatedly communicated and demonstrated to officials of the United States Government Israel's unyielding commitment to United States interests in the Middle East and around the world. And in every other post in which he served—Army Chief of Staff, Defense Minister, and Prime Minister—Yitzhak Rabin always earned the respect, admiration, and friendship of American leaders from both parties.

While I did not know Yitzhak Rabin personally, I had the honor of joining him at the White House some weeks ago for the signing of the Oslo II Agreement, one of the many historic developments of which Mr. Rabin was an architect. I remember at that ceremony thinking about how much progress had been made in the Middle East over the past several years. I was impressed by the extent to which this fragile peace process had been kept on track despite