comprehensive satellite coverage. That is all this is. I call on the Senate to do that. That is what the people want.

The loan guarantee program that I am talking about was regrettably stripped from the Satellite Home Viewer Act in the eleventh hour of the last session. I say, let's put it back in in a nonpartisan way. I say that because all Americans who do not get local service would be very grateful. Let's do this not only for Gary Ardesson in Frenchtown, MT. Let's do it for all of the Americans in rural America who deserve the same service that people in the big cities are getting.

Mr. President, 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 President, I ask unanimous consent that the order for the quorum call be rescinded.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. BENNETT). Without objection, it is so ordered.

EUROPEAN UNION ANTITRUST INVESTIGATION

Mr. GORTON. Mr. President, it was just last week that I came to the floor of the Senate to share a legal brief outlining the weakness of the Department of Justice's case against Microsoft. But I repeated at that time a thought I have expressed several times on the floor of the Senate that perhaps the most long-lasting effect of this ill-begotten lawsuit would be on the U.S. international competitiveness and our place in the world that is changing so rapidly due to the development of both software and hardware in the computer industry and in the related high-tech fields. Yesterday, the other shoe dropped. The European Union announced an antitrust investigation against Microsoft, something, as I say, that I have been predicting for more than a year.

When the Department of Justice was asked about it, it said this action took them by surprise. I don't know why we should be surprised that the European Union is very much interested in restricting access of U.S. goods and services in Europe, whether they are software, airplanes, bananas, or a wide range of other goods and services, or why the Department of Justice should be surprised that the European Union investigates and reflects its own actions in a matter of this sort. In fact, the report of this lawsuit points out that it is easier to bring an antitrust case in Europe than it is in the United States.

We have simply opened up to European competitors the opportunity to cripple or destroy one of the most innovative and progressive of all U.S. corporations, one that bears a very significant share of the credit for the magnificent performance of our economy and for the changes in our lives.

Again, as is the case with the Microsoft action by the U.S. Department of Justice, this European investigation seems to have been sparked by an American competitor, even more perhaps than the European authorities themselves. But nothing but ill can come from investigations or actions of this sort.

This industry and our economy has grown because it is highly innovative, highly competitive, and very rapidly changing. Neither our antitrust laws nor European antitrust laws fit that very well—the Europeans probably less than our own, as they represent views in an economy that has been for generations far more stagnant than our own.

In any event, Mr. President, I regret to have to bring this matter to your attention and to the attention of my colleagues. But I have feared exactly this for more than a year. I fear that it will breed other copycat actions in other parts of the world that would also like to grab for free the innovations and progress that have meant so much to the United States and that are so important in reducing what is now the largest bilateral trade deficit in our history or in the world. This is bad news. But it is bad news that is brought upon us largely by the ill-advised and ill-founded actions against Microsoft by our own U.S. Department of Justice.

EDUCATION IN AMERICA

Mr. GORTON. Mr. President, I was sitting in the seat the Presiding Officer is occupying about an hour ago when the junior Senator from New York regaled the Senate with his views on education in the Elementary and Secondary Education Act.

He did me a great honor to denounce my proposal, Straight A's, rather specifically. But it did seem to me to be a strange and inverted world in which Straight A's, a proposal designed to empower education authorities such as parents, teachers, and superintendents—the very people who know our students by their first names—to say, somehow or another, this was an attack on local authority but that the issuance of thousands of pages of regulations, on hundreds of different individual categorical aid programs, at the Department of Education in Washington, DC, was somehow liberating.

The Senator from New York criticized our present education system as a failure, a statement with which I do not agree. I believe there are many improvements necessary, but my own experience, in literally dozens of schools over the last 2 or 3 years, has shown a tremendous dedication to better teaching methods, to the education of our children, to innovation, changes that I want to encourage.

In fact, if we look for something to criticize as a failure, we need look no further than the present Federal education system itself. Title I has now been in effect for 35 years. The difference in achievement between the kids it is designed to help and the less underprivileged children is as great as it was when the program began. Yet what we have from the Senator from New York and the Senator from Massachusetts is to have more of exactly what has failed and that perhaps what is really lacking is sufficient direction from Washington, DC.

I do not claim to be an expert on what is needed for a higher and better education in the city of New York or in any other New York school district. However, I don't think the Senator from New York knows more about what the schools in my State need—I won't even say that I do—than the superintendents, principals, teachers, and parents of students in my own State.

What we seek—and this will be the great debate that will take place in this body in less than a month—will be: Do we trust the people who have dedicated their lives and careers to educating our children, to make the fundamental decisions about what they need in 17,000 school districts across the country and hundreds of thousands of individual schools or do we believe they need total supervision and control in Washington, DC, in the bureaucracy in the U.S. Department of Education?

We have increasingly followed that lateral line now for 35 years. It is a dead-end street. That is what has failed to work in connection with our education system.

For the first time, with the minor exception of the Ed-Flex bill we passed last year, we seek to restore some of that authority to our local school districts, to our teachers, and to our parents. That is what Straight A's is all about.

I suppose I should be honored to have my own program attacked specifically and by name because I think that means it is making very real progress. I know it is at home, whenever I go to a school or to a school administration building and discuss its ideas. Our teachers and our educators want more authority to make up their minds as to what their children need. Those needs are not the same in every school district. Not every school district has as its highest priority more teachers. Not every school district has as its highest priority more bricks and mortar. Not every school district has as its highest priority teacher education. Not every school district has as its highest priority more computers. But many school districts have any one of those as a highest priority, and many have some other. Each of them ought to be permitted, each of them ought to be encouraged, to make those decisions for the students.

A final point. The Senator from New York attacked this proposal as lacking accountability. We certainly have accountability now. The way our schools account for the spending of money under hundreds of present school programs is by filling out forms and by