

representation in the Senate, be represented by five Members of the majority party and five Members of the minority party.

The Senate bill was ordered to be read a third time, was read the third time, and passed, and a motion to reconsider was laid on the table.

PROVIDING FOR ADJOURNMENT OF HOUSE FROM FEBRUARY 14, 2001, TO FEBRUARY 26, 2001, AND RECESS OR ADJOURNMENT OF SENATE FROM FEBRUARY 15, 2001, OR FEBRUARY 16, 2001, TO FEBRUARY 26, 2001

Mr. SAXTON. Mr. Speaker, I offer a privileged concurrent resolution (H. Con. Res. 32), and ask for its immediate consideration.

The Clerk read the concurrent resolution, as follows:

H. CON. RES. 32

*Resolved by the House of Representatives (the Senate concurring),* That when the House adjourns on the legislative day of Wednesday, February 14, 2001, it stand adjourned until 2 p.m. on Monday, February 26, 2001, and that when the House adjourns on Monday, February 26, 2001, it stand adjourned until 12:30 p.m. on Tuesday, February 27, 2001, for morning-hour debate, or until noon on the second day after Members are notified to reassemble pursuant to section 2 of this concurrent resolution, whichever occurs first; and that when the Senate recesses or adjourns at the close of business on Thursday, February 15, 2001, or Friday, February 16, 2001, on a motion offered pursuant to this concurrent resolution by its Majority Leader or his designee, it stand recessed or adjourned until noon Monday, February 26, 2001, or until such time on that day as may be specified by its Majority Leader or his designee in the motion to recess or adjourn, or until noon on the second day after Members are notified to reassemble pursuant to section 2 of this concurrent resolution, whichever occurs first.

SEC. 2. The Speaker of the House and the Majority Leader of the Senate, acting jointly after consultation with the Minority Leader of the House and the Minority Leader of the Senate, shall notify the Members of the House and the Senate, respectively, to reassemble whenever, in their opinion, the public interest shall warrant it.

□ 1300

The concurrent resolution was agreed to.

A motion to reconsider was laid on the table.

AUTHORIZING THE SPEAKER, MAJORITY LEADER, AND MINORITY LEADER TO ACCEPT RESIGNATIONS AND MAKE APPOINTMENTS AUTHORIZED BY LAW OR BY THE HOUSE, NOTWITHSTANDING ADJOURNMENT OF THE HOUSE

Mr. SAXTON. Mr. Speaker, I ask unanimous consent that notwithstanding any adjournment of the House until Monday, February 26, 2001, the Speaker, majority leader, and minority leader be authorized to accept resigna-

tions and to make appointments authorized by law or by the House.

The SPEAKER pro tempore (Mr. SHIMKUS). Is there objection to the request of the gentleman from New Jersey?

There was no objection.

SPECIAL ORDERS

The SPEAKER pro tempore. Under the Speaker's announced policy of January 3, 2001, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

INTERNATIONAL BASIC EDUCATION

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from North Dakota (Mr. POMEROY) is recognized for 5 minutes.

Mr. POMEROY. Mr. Speaker, I would like to inform my colleagues that I, along with the gentleman from Wisconsin (Mr. GREEN), will this afternoon be briefly addressing the importance of an issue we care passionately about: children's education, children's basic education, girls' education, and our U.S. international assistance dollars in helping developing countries make schools and educational opportunities available.

Last Congress I had the privilege of serving on the House Committee on International Relations. From that position, I began to focus on identifying which foreign aid dollars could actually make a lasting difference and bring systemic changes in the areas that we are trying to help.

Too often we are just late to the crime scene. Whether it is famine, war, epidemic, we are just trying to pick up after the catastrophe has already occurred. We need to commit our scarce foreign assistance dollars in ways that help bring lasting improvements, build better opportunities, and prevent these cycles of tragedy.

As I researched the question, I became convinced of the value of one development investment in particular: international basic education. I was intrigued to learn that educating children, particularly making a special effort to get girls into schools, because so often they are not allowed to participate, yields a higher rate of return than virtually any other effort we can make in the international developing world.

The data seemed almost too good to be true. With increased education, women live healthier lives. They marry later, live longer, have fewer children, and their children have vastly superior survival rates. The data compiled by the World Bank and other international organizations report that for every year of education a little girl receives beyond grade four, there is a 10 percent reduction in family size, a 15

percent drop in child malnutrition, a 10 percent reduction in infant mortality, and up to a 20 percent increase in wages and microenterprise development.

The statistics support what economists and development experts already know: educating children, again especially girls, creates a powerful impact, improving the lives of little children, subsequently improving the lives of their families, and improving the lives resulting later in the villages and the entire communities.

After hearing all this, I had a strong desire to actually see some of these schools, see our U.S. assistance dollars in action; and so along with my colleague, the gentleman from Green Bay, Wisconsin (Mr. GREEN), we made a bipartisan effort sponsored by some of the NGOs that are implementing these assistance dollars to look firsthand to see how this was working.

Our trip left me with a rock-solid conviction that the data on girls education is correct. In both Ghana and Mali, our taxpayer dollars have made a significant difference in the lives of children and families. And even more effectively than the dollars that are used, we were struck by the deep commitment in terms of USAID officials, the professionals in the NGO community implementing these programs, the families and the personnel from the countries making these little schools run themselves. This is driving systemic change in these areas.

We visited many classrooms, spoke to parents and community leaders and learned firsthand of the changes being made. This picture reflects a meeting with parents we had in a very small rural village. This individual, the village hunter, the one responsible for bagging the game to feed the village, told us that with the children even getting basic primary education, the cotton traders buying their products can no longer cheat them by the scales. They use the children to make certain they get a fair deal. Time and time again we heard of this kind of change.

We heard from parents that now children can help them find when they are buying medicine that has already got expiration dates; they will help them watch for expiration dates on foods and help them write letters; that schools are a safe place for them to be. They no longer have to worry about the children when they go to market.

We heard from the village chief and president of a parents' association tell us that educating a little girl is like lighting a dark room. He said that their school is giving priority to girls' participation in enrollment, making a difference for the first time in bringing girls into primary education and the opportunities that flow from that. The parents told us that once the girls