The ACTING PRESIDENT pro tempore, the clerk will call the roll. The assistant legislative clerk proceeded to call the roll.

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 Madam President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER (Mrs. FEINSTEIN). Without objection, it is so ordered.

The PRESIDING OFFICER. The Senator from North Carolina is recognized.

VISIT TO THE SENATE BY MEMBERS OF THE DUKE UNIVERSITY MEN’S NCAA CHAMPIONSHIP BASKETBALL TEAM

Mr. HELMS. Madam President, pursuant to the permission given me by the majority leader, and with the agreement of the minority leader, it is my honor to have invited the Duke University basketball team, the NCAA champions of this year, along with the wives of those who have wives, and the coaches and their wives, to come to the Senate floor.

RECESS

Mr. HELMS. Madam President, I ask unanimous consent that the Senate stand in recess for no more than 12 minutes.

There being no objection, the Senate, at 1:04, recessed until 1:16 p.m., and reassembled when called to order by the Presiding Officer (Mrs. FEINSTEIN).

The PRESIDING OFFICER. The Senator from New Hampshire is recognized.

EDUCATION

Mr. GREGG. Madam President, I wish to speak in morning business on the issue of education, which the Senate will take up over the next few weeks. There has been a considerable amount of discussion on this issue within the Senate membership but even more discussion within the populace in general. The President ran for election on the issue of education, and how he intended to address that issue. In fact, he specifically says what the money should be used for; he would change this. He has put forward a series of proposals, the purpose of which is to fundamentally adjust the Federal role as we pursue the improvement of education of low-income kids. It has four basic themes:

First, we will change the Federal role so we don’t focus on the bureaucracy; we don’t focus on the structure; we don’t focus on the administration; rather, we focus on the child. That may seem logical. One may ask, aren’t we already doing that? No, the money today does not flow to the child. The money flows to the school system and the bureaucracy. The President said let’s look at the child and make our program child centered.

The second thing stressed by this administration and by those on this side of the aisle is, let’s give the local school districts, the parents, the teachers, and the principals, the flexibility when they get the resources to make these programs work.

Today and, unfortunately, for a number of years, the Federal Government, especially the Congress, has believed it knows best how to educate the child in Epping, NH, or Tuscaloosa, AL, or in Cheyenne, WY. Even though we have never met the children—at least I haven’t met the ones in Cheyenne or Tuscaloosa—we know best how to educate them, so we have attached innumerable strings to the dollars we have handed out. For the purpose of helping the low-income children get better educated, we have used this approach of helping the low-income families get better educated. We have had program after program that has been categorical; it specifically says what the money should be used for; it makes no sense.