unless they all have access to the technology available on the information superhighway. Technology can help teachers and students play the new roles that are being required of them in the emerging global economy. It can help teachers use resources from across the globe or across the street to create different learning environments for their students without ever leaving the classroom. Technology can also allow students to access the vast array of material, available electronically, necessary to engage in the analysis of real world problems and questions.

GAO REPORTS

Last year, I asked the General Accounting Office to conduct a comprehensive, nationwide study of our Nation's education infrastructure. The GAO decided to meet my request with five separate reports. The first report entitled—''The Condition of America's Schools''—concluded that our Nation's public schools need $112 billion to restore their facilities to good overall condition.

The most recent GAO report entitled—''America's Schools Not Designed or Equipped for the 21st Century''—concluded that more than half of our Nation's public schools lack six or more of the technology elements necessary to reform the way teachers teach and students learn including: computers, printers, modems, cable TV, laser disc players, VCR's, and TV's. The report states that: 86.8 percent of all public schools lack fiber-optic cable; 46.1 percent lack sufficient electrical wiring; 34.6 percent lack sufficient electrical power for computers; 51.8 percent lack sufficient computer networks; 61.2 percent lack sufficient phone lines for instructional use; 60.6 percent lack sufficient conduits and raceways; and 55.5 percent lack sufficient phone lines for modems.

LOCAL PROPERTY TAXES

The most recent GAO report did find that students in some schools are taking advantage of the benefits associated with education technology. The bottom line, however, is that we are still failing to provide all of our Nation's children with the best technology resources in the world because the American system of public education has forced local school districts to maintain our public schools primarily with local property taxes.

In Illinois, the local share of public education funding increased from 48 percent during the 1980–81 school year to 58 percent during the 1992–93 school year, while the State share fell from 43 to 34 percent during this same period. The Federal Government's share of public education funding has also fallen from 9.1 percent during the 1980–81 school year to 5.6 percent during the 1993–94 school year.

INFORMATION SUPERHIGHWAY

These statistics as well as the results of the second GAO report suggest to me that the Federal Government must do more to help build the education portion of the information superhighway. Federal support for the acquisition and use of technology in elementary and secondary schools is currently fragmented, coming from a diverse group of programs and departments. Although the full extent to which the Federal Government currently supports investments in education technology at the precollegiate level is not known, the Office of Technology Assessment estimated in its report—''Power On!''—that the programs administered by the Department of Education provided $208 million for education technology in 1988.

There is little doubt that substantial costs will accompany efforts to bring education technologies into public schools in any comprehensive fashion. In his written testimony before the House Telecommunications and Finance Subcommittee on September 30, 1994, Secretary of Education Richard Riley estimated that it will cost anywhere from $3 to $8 billion annually to build the education portion of the national information infrastructure.

NATIONAL EDUCATION TECHNOLOGY FUNDING CORPORATION

Mr. President, three leaders in the areas of education and finance came together recently to help public schools and public libraries meet these costs. On April 4, John Danforth, former U.S. Senator from Missouri, Jim Murray, former president of Fannie Mae, and Dr. Mary Hatwood Futrell, former president of the National Education Association, created the National Education Technology Funding Corp.

As outlined in its articles of incorporation, the National Education Technology Funding Corp. will stimulate public and private investment in our Nation's education technology infrastructure by providing States with loans, loan guarantees, grants, and other forms of assistance.

AMENDMENT

Mr. President, I introduced S. 792, the National Education Technology Funding Corporation Act, on May 11, 1995, to help provide the seed money necessary to get this exciting private sector initiative off the ground. Rather than supporting our Nation's education technology infrastructure by creating another Federal program, this legislation would simply authorize Federal departments and agencies to make grants to the NETFC.

The amendment I am introducing today would not create the NETFC or recognize it as an agency or establishment of the U.S. Government; it would only recognize its incorporation as a private, nonprofit organization by private citizens. However, since NETFC would be using public funds to connect public schools and public libraries to the information superhighway, my amendment would require the corporation to submit itself and its grantees to appropriate congressional oversight procedures and annual audits.

This amendment will not infringe on local control over public education in any way. Rather, it will supplement, augment, and assist local efforts to support education technology in the least intrusive way possible by helping local school districts build their own on-ramps to the information superhighway.

S. 792 has been cosponsored by Senators BURNS, CAMPBELL, KERRY, and ROBB and endorsed by the National Education Association, the National School Boards Association, the American Library Association, the Council for Education Development and Research, and organizations concerned about rural education.

CONCLUSION

Mr. President, I urge my colleagues to take this important step to help connect public schools and public libraries to the information superhighway by quickly enacting my amendment into law.

The PRESIDING OFFICER. The question is on agreeing to the amendments en bloc.

Without objection, the amendments are agreed to.

So the amendments (Nos. 1282 and 1284), as modified, were agreed to.

Mr. SIMON. I move to reconsider the vote.

Mr. PRESSLER. I move to lay that motion on the table.

The motion to lay on the table was agreed to.

CLOTURE MOTION

The PRESIDING OFFICER. Under the previous order, the clerk will now report the motion to invoke cloture on S. 652.

The legislative clerk read as follows:

CLOTURE MOTION

We, the undersigned Senators, in accordance with the provisions of rule XXII of the Standing Rules of the Senate do hereby move to bring to close debate on Calendar No. 45, S. 652, the Telecommunications Competition and Deregulation Act:

Trent Lott, Larry Pressler, Judd Gregg, Don Nickles, Rod Grams, Rick Santorum, Craig Thomas, Spencer Abraham, J. James Exon, Bob Dole, Ted Stevens, Larry E. Craig, Mike DeWine, John Ashcroft, Robert F. Bennett, Hank Brown, Conrad R. Burns.

CALL OF THE ROLL

The PRESIDING OFFICER. By unanimous consent, the quorum call has been waived.

VOTE

The PRESIDING OFFICER. The question now occurs, Is it the sense of the Senate that debate on S. 652, the telecommunications bill, shall be brought to a close? The yeas and nays are required. The clerk will call the roll.

The legislative clerk called the roll.

The yeas and nays resulted—yeas 89, nays 11, as follows: