

Mr. President, now that we have both managers on this bill, I would like to proceed and lay out what course of action we would like to follow. What I will be doing is seeking a unanimous-consent agreement so that the pending amendment before us can be laid aside.

The reason that I will make that request is because a motion to table that last night was not successful. During the hours since then, different concerned Senators have been discussing what sort of modifications might be made to that amendment language. Since there has been no agreement at this time, it will be my request that we lay that aside so we can then take up the next pending committee amendment which would be before us. We would dispense with that committee amendment so that we can keep moving. So that is going to be my intent.

Again, as I just confer with the other manager, I would again suggest the absence of a quorum.

The PRESIDING OFFICER. The absence of a quorum has been suggested. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

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 President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

#### ORDER OF PROCEDURE

Mr. KEMPTHORNE. Mr. President, I ask unanimous consent that the Senator from Pennsylvania be allowed to make remarks as though in morning business for approximately 10 minutes, and that following his comments I reserve the right to the floor.

The PRESIDING OFFICER. Is there objection? Without objection, it is so ordered.

The Senator from Pennsylvania is recognized for 10 minutes.

Mr. SPECTER. Mr. President, I thank the Chair. I thank my colleague from Idaho.

#### THE BASEBALL STRIKE

Mr. SPECTER. Mr. President, I have sought recognition while there is a lull in the action on the pending legislation to talk for a few minutes about the pending issues before the Judiciary Committee on possible legislation regarding the antitrust exception which might have an impact on the current baseball strike.

I believe that it is highly unlikely—virtually impossible—for the Congress of the United States to act on an antitrust exemption to have any meaningful impact on the pending strike and, therefore, urge in the strongest possible terms that both parties return to the negotiating table to work in a collective bargaining sense to end the strike and bring baseball to the playing field this spring.

I have had long reservations about the antitrust exemption as it applies to baseball, as it applies to other major sports, like football, which has an anti-

trust exemption for revenue sharing, and participated more than a decade ago, in 1982, in extensive hearings when the Los Angeles Raiders, then the Oakland Raiders, were proposing a move. And those hearings were very important and raised some of the same considerations which are now pending on the baseball strike.

As we have moved forward in the consideration of the complex issues on the antitrust exemption, my view has been to retain the exemption as it impacts on the Pirates, which are a major factor in Pittsburgh, and a major constituent interest of mine. If we eliminate the antitrust exemption, we will have bedlam with respect to franchise changes. I notice my colleague Senator GORTON nodding in agreement because of the impact on the Seattle baseball team.

One thing is certain, Mr. President, and that is that it is highly unlikely, I am almost certain, that Congress is going to act with any speed, and I think that Congress should not act, should not get involved in the midst of a labor dispute, where there are very, very serious issues, to try to affect the outcome of that labor dispute. At the present time, the Judiciary Committee is totally involved in the consideration of the constitutional amendment for a balanced budget. And on the Senate floor we are involved in very complex legislation on taking away mandates by the Federal Government which are not paid for. There is a very, very heavy agenda on economic issues, budget issues, trying to reduce the size of Government, trying to reduce spending, and the consideration of tax cuts, so that far behind on the back burner is this issue of changing the antitrust exemption.

My comments this morning are prompted, in part, by this banner headline in the Philadelphia Inquirer this morning: "Phillies President Blasts Union, Hinting at Player Defections."

Bill Giles is president of the Philadelphia Phillies, and he is a very, very mild-mannered man. I cannot remember a headline on Bill Giles speaking out in such emphatic terms. What he is saying bears directly on my comments, where he makes the statement that "The union has spent most of their energy in Washington trying to do away with our antitrust exemption instead of negotiating and trying to grow the game."

I have been in frequent contact with Mr. Don Fehr, head of the union, asking him what help I could be or what help the Senate could be in a constructive way in trying to bring the strike to a close. I first made that contact with Mr. Fehr last summer before the strike started on August 12. And at the same time period, I talked to the acting commissioner, Bud Selig, and the officials of both the Philadelphia Phillies and Pittsburgh Pirates, my two home State teams, to see what help we could be. The antitrust exemption came up briefly last fall on the Judiciary Committee calendar, and it was voted down, I think, largely because of

a sense that the Congress and the Senate should not get involved in a pending labor dispute. The issue in Pittsburgh is especially touchy at the present time because the Pittsburgh Pirates are up for sale, and the Pirates have been kept in Pittsburgh by a consortium of hometown business people who have bought the Pirates, to keep it in Pittsburgh. That is a difficult matter because the Pirates are losing so much money, which is a source of the controversy today which has led to the strike. The Pirates have had a prospective buyer, John Rigas, of Coudersport, PA. I have been trying to be helpful in meeting with officials of the Pittsburgh Pirates to see if that sale could be effectuated. That sale is going to be held up because of the uncertainty of what is going to happen in the strike and to the antitrust exemption.

Obviously, I speak as only one Senator, one member of the Judiciary Committee. I think that given the complexity of the Judiciary Committee calendar, and given the complexity of the Senate calendar, and the complexity of the House calendar, it is as close to a certainty as anything can be that there is not going to be legislation coming out of the Congress between now and April on the antitrust exemption. There are too many things ahead of it. If it did come to the floor, I think many would agree with my position that the Congress ought not to intervene to try to alter—ought not to change the level playing field. That is an expression we use very frequently about our debates on many subjects, but it is certainly applicable not to change the level playing field when we talk to the baseball effort.

What the Phillies' president has had to say on one end of my State, and what is happening with the Pirates at the other end of my State, trying to sell the team to keep it in Pittsburgh, I hope that the parties will go back to the bargaining table and will settle the dispute so that we can have baseball this spring, and not to look to the Congress to try to intervene, which is not our place and is so highly unlikely on the current state of the record. I thank the Chair.

I yield the floor.

I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The 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. Without objection, it is so ordered.

#### UNFUNDED MANDATE REFORM ACT

##### AMENDMENT NO. 31

(Purpose: To prevent the adoption of certain national history standards)

Mr. GORTON. Mr. President, I have an amendment at the desk and I ask that it be read.

The PRESIDING OFFICER. The clerk will report the amendment.

The legislative clerk read as follows:

The Senator from Washington [Mr. GORTON] proposes an amendment numbered 31.

At the end of the language proposed to be stricken by the amendment, add the following:

**SEC. . NATIONAL HISTORY STANDARDS.**

(a) IN GENERAL.—Notwithstanding any other provision of law, the National Education Goals Panel shall disapprove, and the National Education Standards and Improvement Council shall not certify, any voluntary national content standards, voluntary national student performance standards, or criteria for the certification of such content and student performance standards, on the subject of world and United States history, developed prior to the date of enactment of this Act.

(b) PROHIBITION.—No Federal funds shall be awarded to, or expended by, the National Center for History in the Schools, after the date of enactment of this Act, for the development of voluntary national content standards, voluntary national student performance standards, or criteria for the certification of such content and student performance standards, on the subject of such history.

(c) SENSE OF THE SENATE.—It is the sense of the Senate that—

(1) voluntary national content standards, voluntary national student performance standards, and criteria for the certification of such content and student performance standards, on the subject of world and United States history, established under title II of the Goals 2000: Educate America Act should not be based on standards developed by the National Center for History in the Schools; and

(2) if the Department of Education, the National Endowment for the Humanities, or any other Federal agency provides funds for the development of the standards and criteria described in paragraph (1), the recipient of such funds should have a decent respect for the contributions of western civilization, and United States history, ideas, and institutions, to the increase of freedom and prosperity around the world.

Mr. GORTON addressed the Chair.

The PRESIDING OFFICER. The Senator from Washington.

Mr. GORTON. Mr. President, what is a more important part of our Nation's history for our children to study—George Washington or Bart Simpson? Is it more important that they learn about Roseanne Arnold, or how America defeated communism as the leader of the free world?

According to this document—the recently published “National Standards for United States History”—the answers are not what Americans would expect. With this set of standards, our students will not be expected to know George Washington from the man in the Moon. According to this set of standards, America's democracy rests on the same moral footing as the Soviet Union's totalitarian dictatorship.

Mr. President, this set of standards must be stopped, abolished, repudiated, repealed. It must be recalled like a shipload of badly contaminated food. Today, before our children are asked to spend their evenings studying Bart Simpson instead of Benjamin Franklin's discovery of electricity, these standards must be abolished.

My amendment will stop this set of standards from becoming a guide for teaching history in America's classrooms. In order to stop this perverted idea in its tracks, and to ensure that it does not become, de facto, a guide for our Nation's classrooms, it must be publicly and officially repudiated by this Congress.

That is precisely what this amendment seeks to do.

These standards are ideology masquerading as history. These standards would have us reinvent America's history. They are terribly damaging, and they constitute a gross distortion of the American story from its conceptual foundations to the present.

America's story is both triumph and tragedy, but mostly triumph, of flawed yet unprecedented accomplishment. But in this teachers' and textbook manual it becomes a sordid tale “drenched in dark skepticism,” as a Wall Street Journal editorial put it, emphasizing what is negative in America's past, while celebrating only politically correct culture and causes.

(I) THE STANDARD PROJECT'S INITIAL CHARTER

The history standards project began as a response to the alarming illiteracy of our Nation's children about their own, national history. Citizens of a pluralistic, democratic society must have a deep, historically based understanding of our liberties' origins and institutions, and appreciate the corresponding responsibilities essential for our survival as a nation, as a people.

Such an appreciation is dependent on a mastery of basic American history. The founding truths of this country may have been self-evident to the Founders, but as studies have demonstrated again and again, they are not genetically transmitted.

William Bennett in his book, “The De-Valuing of America,” underscores the urgency of our problem in his call for “true reliable national standards.” He cites the Finn/Ravitch study “What Do Our Children Know?” that revealed 43 percent of our high school seniors could not place World War I between 1900 and 1950. More than two-thirds of them did not know even the half-century in which the Civil War took place. And more than 75 percent were unable to place within 20 years when Abraham Lincoln was President.

One-third of all high school students tested in 1986 did not know that the Declaration of Independence marked the American colonists' break from England. Sixty percent did not know that the Federalist Papers was written to urge ratification of the Constitution, and 40 percent could not say even approximately when the Constitution was written and ratified. Only three students in five were able to recognize a definition of the system of checks and balances that divides power among the three branches of our Federal Government.

If, as Lincoln believed, the liberty and prosperity of a nation such as ours is dependent on the “mystic chords of

memory,” then we are indeed, as William Bennett's 1981 national literacy report evidenced, “A Nation at Risk.”

(II) WE DIDN'T GET WHAT WE PAID FOR

In 1992, when UCLA's National Center for History in the Schools won the bid to produce national guidelines for American and World history curricula, they were given three basic tasks:

First, to develop guidelines by which to determine the most important historical material for students to learn;

Second, to develop a balanced and objective document; and

Third, to develop a consensus process that would consider many perspectives from many different sources.

After 2 years and more than \$2 million of the American taxpayers' money, the history project has failed to reach any of these goals.

Let members examine a sample of some of the outrageous examples found on almost every page of these documents. As we look at this material, we should keep in mind that President Bush and all the Nation's Governors, at the national educational summit in Charlottesville, VA, in 1989, recommended the development of national standards based upon what was most worth knowing.

(III) THESE PROPOSED STANDARDS DO NOT CONCENTRATE ON WHAT IS MOST WORTH KNOWING

Examples:

First, George Washington makes only a fleeting appearance in the standards. He is never described as our first President.

Second, the Constitution: The Constitution is not mentioned in the 31 core standards, although the standards mention the Depression three times.

Third, central figures and events in American political, cultural, and scientific life are either barely noted—in a 300 page book—or they simply disappear from the story of America's past. Important historical issues, such as the development of the role of Congress in our Federal Government are not discussed. Under these standards, Paul Revere and his midnight ride will never capture the imagination of our children. Ben Franklin's discovery of electricity will not encourage young scientists to seek out their own discoveries that can change the world.

Fourth, significant historical figures pivotal to America's past, such as Daniel Webster and Robert E. Lee, vanish. Titans who exemplify scientific progress in American history are also omitted from the standards. With these standards in place, our children will not learn of Thomas Edison, Alexander Graham Bell, the Wright brothers, or Albert Einstein. Americans who changed the entire world for the better will cease to exist.

As Robert Park of the American Physical Society has noted, the only reference to science in the standards is as an activity from which women have been excluded. Nothing else about the

history of science is apparently worth mentioning.

While the standards ignore people such as Webster, deemphasize George Washington and the founding of America, ignore our political heritage, and abandon our accomplishments in technology—there is no shortage of celebratory information of the politically correct inclusive variety.

Thus, American students in the standards are asked to “assess the survival strategies and construct historical assessments of people such as Prudence Crandall, Prince Hall, and Speckled Snake.” They are asked to “analyze the reflection of values in popular TV shows” such as Roseanne and the Simpsons.

Where are the priorities in the standards?

Given the limited amount of time our kids have to master the basics of their Nation's history, are these information fragments more important than George Washington and the Constitutional Convention?

#### (IV) PREEMPTIVE STRIKE AT CRITICS BACK HOME

Do not misunderstand me. I certainly believe it is important to tell the whole story of America. Our history should be inclusive. It should study previously neglected groups and individuals who made real contributions to our common heritage. It should examine our Nation's tragedies—the sub-human treatment of Native Americans, the crime against humanity over which we fought our bloodiest war to abolish, the battle for women's rights, Jim Crow and the great sacrifices made by so many during the civil rights movement of the 1960's, the ongoing battle for the complete realization of our Nation's founding first principle, that all men are created equal, that they are endowed by their Creator with certain unalienable rights—all these are parts of our history about which our children should learn.

But let us disabuse ourselves of the modern conceit that this great first principle was a 1960's innovation. I think of George Washington's letter to a Hebrew congregation in which he compares America's right to religious freedom with the, at best, begrudging religious “tolerance” of other nations.

It is now no more that toleration is spoken of as if it were the indulgence of one class of people that another enjoyed the exercise of their inherent natural right, for, happily, the government of the United States, which gives to bigotry no sanction, to persecution no assistance, requires only that they who live under its protection should demean themselves as good citizens. \* \* \* May the children of the Stock of Abraham, who dwell in this land, continue to merit and enjoy the good will of the other inhabitants, while every one shall sit safely under his own vine and fig tree, and there shall be none to make him afraid.

Proponents of this manual will tell you that the proposed American history standards devote more than 40 pages to colonial and early national periods. What is emphasized in those 40 pages, however, is the separate his-

stories of different groups based on race, ethnicity, gender, and class, at the expense of what is most important for students to know—the building of a nation, of “a people”, and the constitutional development of the American Republic, still the envy and the prototype for emerging democracies around the world.

#### (V) POLITICALLY CORRECT DRIVE

The standards suggest that students “analyze Pontiac's speech to the French on the reasons for making war in 1763, and compare his reasons with those of Opechancanough in 1622 and Metacomet (King Philip) in 1676. No doubt an interesting question for a graduate seminar, but is that something every child in America should learn?

Mr. President, Americans not yet familiar with this monument to political correctness will be astonished to learn that at the same time that the standard focus on such arcane issues, they fail to discuss what are perhaps the most important documents in American constitutional history.

America's constitutional achievement: The Federalist papers, Nos. 10 and 51, which explain why checks and balances are crucial to our liberties, are omitted altogether. Madison, Hamilton, Jay are never identified as the Federalist papers' authors. In fact, the only reference to the Federalist papers is a brief mention of No. 84. This is appalling. Today the Federalist papers are among the most important teaching documents used by civic educators in the new democracies of Central and Eastern Europe. It is ridiculous that the authors of these national standards in American history, in 300 pages, could not find room for the most eloquent articulation of our entire constitutional system ever written.

#### (VI) THE PROPOSED NATIONAL STANDARDS ARE NOT BALANCED AND OBJECTIVE

The few belief examples will have to suffice but I invite you to pursue all 300 pages at your leisure.

The cold war; Both the American history standards and the world history standards present this historical battle for the hearts and minds of the human race as just another conflict between two superpowers. Never mind that the Soviet Union murdered 65 million of its own people, its rulers forever justifying any and all “means,” at the same time that Americans were debating constitutional rights of due process for every citizen, while at the same time providing a shield for the independence of free nations around the world. Americans and free people around the world believed these differences were worthy of the lives of their sons and daughters, sacrificed in the hills of Korea and jungles of Vietnam for the cause of freedom. But this great contest for minds and lives is ignored in their standards. There is no mention of the contending ideologies. The enormous sacrifice of American taxpayers, particularly during the Reagan administration to bring the Soviet monster to its knees is a

matter of indifference to these standard netters.

And yet there are 19 references to McCarthyism, is though this regrettable but relatively short episode in our story is the central reality of the cold war. This is outrageous ideological distortion, rendering the victory of the free world under U.S. leadership essentially irrelevant.

The standards describe the nature of this sacrifice in the way:

The swordplay of the Soviet Union and the United States rightfully claims attention because it led to the Korean and Vietnam wars as well as the Berlin Airlift, Cuban Missile Crisis, American interventions in many parts of the world (no mention of Soviet staged revolutions and mass murders in its client states, or of any “intervention” at all).

What would all those desperate prisoners still locked within Castro's police state say about this equating of American and Soviet ends in the great battle of our century?

The standards actually refer to “the U.S.S.R.'s desire for security in Eastern Europe” as something normal and of understandable national interest. Tell that to the Balts, Czechs, Poles, and Hungarians, Rumanians, and others.

American immigrants: The world standards refer to the immigrants who came to the United States during the 19th century as “intrusive European Migrants”—page 234. This might be the first effort by historians to put the millions of Scandinavians, Jews, Italians, Greeks, Poles, Czechs, Hungarians who went through Ellis Island, and the earlier arrivals, the Irish, Germans, and other pioneer immigrants, together and in a negative light. The American standards emphasize the discrimination many immigrants faced in the United States, but nowhere in the document is there any discussion of the great success story of the descendants of European, Asian, African, and Hispanic immigrants in their new country.

Poverty in America: The section on the history of debate over the extent of poverty in the United States asks students to read Michael Harrington, an advocate of the Great Society Federal antipoverty programs, but never suggest that students read critics of the program's big Government approach, such as Thomas Sowell, George Gilder, and Milton Friedman. Those scholars simply do not exist.

The world history guidelines whitewash the less attractive historical backgrounds of many non-Western civilizations. In fact, Western civilization is buried as a relatively minor element of the world we live in today. For example, Aztec achievements are lauded, but human sacrifices are ignored. It may as well have never happened. By contrast, extensive examinations of Western imperialism are both legion and repetitive.

The world history standards warn against ethnocentricism and bias, but the only examples given are of Western

ethnocentricity and Western bias. Thus Greek images of the Persians are described as "ethnocentric" and students are asked to read John of Plano, a 13th century papal emissary, on the Mongal threat and analyze his social and cultural biases about the Mongols.

The world history standards fail to note that although slavery ended in the West during the 19th century, at the cost of the blood of hundreds of thousands of sons of the intrusive European immigrants, slavery continues to exist today as it has for millenia in the non-West, according to official United Nations reports.

These world history standards do not compare and contrast political systems in the West and the non-West during the 19th and 20th centuries.

Thus, teachers are not encouraged to compare Western democracies with Asian and African despotism. Nor are post-1989 students encouraged to consider the Communist ideal versus the historical reality. Why not compare the Soviet Socialist experiment with the American story in the 20th century, or contrast Lenin's reign of terror with Washington's leadership? Too unimportant to consider seems to be the view of these standard makers.

Our students need to know the theoretical foundations of our liberties. They need to learn why the dictatorship of the proletariat failed in its promised bliss.

The world history standards assert that students should be able to assess the accomplishments and costs of Communist rule in China during Mao's Great Leap Forward of 1958. Current estimates of the costs are 30 million murders of Mao's own fellow citizens. Why not ask students to analyze the Great Leap Forward itself, rather than to suggest that its accomplishments may have been worth its costs? A truly suitable activity? Read Jung Chaing's "Life and Death in Shanghai," a record of the arrests, mock trials, endless imprisonment, the beatings, the innocent children murdered—all in the name of social progress during Mao's Cultural Revolution.

As recently reported in the Nation's newspapers, apologists for this project will tell you this is "work in progress." Nothing to be alarmed about. Changes can be made.

Mr. President, this does not look like work in progress. Nothing in its content, nothing in its introductory chapters indicates that it is to be modified. It is a finished project.

At the present time, there are 10,000 copies of the United States, world, and K-4 history standards in circulation. These copies are in use throughout the educational world. In some cases they are already being used as curriculum guidelines. They are in the hands of textbook publishers, curriculum writers, and other education experts. Funded by taxpayers money, UCLA has been selling the standards books—\$18 for individuals and \$24 for groups—and they are making money.

Last Saturday, an apologist for the project was quoted in the Washington Post saying, "We shouldn't try to throw out the entire barrel just because there are a few bad apples in it."

Do not believe it. It is the opinion of Lynn Cheney, who herself authorized this project as Chairman of the National Endowment of the Humanities; Dr. Elizabeth Fox-Genovese, a professor of history and women's studies at Emory who was on the project's National Council, Gilbert Sewall, director of the American Textbook Council, also on the project's advisory board; and many others directly involved from its conception that these standards are beyond any hope of salvaging—much to their own great disappointment as much of their personal time and efforts were offered to the cause.

I agree. These standards must be junked in total.

The problem is not one of mere detail. The problem is in its philosophical foundations. Those foundations are fundamentally anti-Western, and anti-American in their conceptual framework. The correction of a few of the worst excesses will not remove that anti-American, anti-Western formulation at its base. And it is a most serious problem. Whether or not the standards are certified by the still to be created Goals 2000 NESIC Board, according to Gilbert Sewall and many others, the way in which the textbook establishment works, this manual, having the extraordinary prestige of being the first national curriculum guide, will become, de facto, official if not strongly repudiated. As Dr. Sewall has stated, "It will be the first draft of the next generation of textbooks."

Right now, there are 10,000 copies of these standards being circulated among leading American educators. Like the infamous exploding Pinto, these manuals pose a horrendous threat to the vitality and accuracy of American history education, and they must be recalled.

Mr. President, I have been in favor of national standards. Although I had serious reservations, I added my vote to Goals 2000. The development of this ideologically driven, anti-Western monument to politically correct caricature is not what the Congress envisioned, nor is it what the American people paid for. The purpose of this amendment is therefore publicly to repudiate its continued use and stop its further influence. Should such a project ever be taken up again, and I am not at all sure it should be, in light of this experience, it must be undertaken by scholars with at least a passable understanding of and decent respect for this country and for its roots in Western civilization.

On the eve of the Civil War in March 1861, in his first inaugural address, Abraham Lincoln reminded the troubled country of the importance of our shared and common past:

Though passion may have strained, it must not break our bonds of affection. The mystic

chords of memory, stretching from every battlefield and patriot grave, to every living heart and hearthstone, all over this broad land, will yet swell the chorus of the union, when again touched, as surely they will be, by the better angels of our nature.

The proposed national standards in American history are designed to and will destroy our Nation's mystic chords of memory, so eloquently invoked by Lincoln 130 years ago.

Those mystic chords of memory are already perilously frayed. Study after study demonstrates the wounding absence of a shared knowledge of our Nation's history. These standards would only serve to deepen that wound, and so they must be rejected.

Mr. President, I ask for the yeas and nays on my amendment.

The PRESIDING OFFICER. Is there a sufficient second?

Mr. DOLE addressed the Chair.

The PRESIDING OFFICER. Is there a sufficient second?

At the moment there is not a sufficient second.

Mr. DOLE addressed the Chair.

The PRESIDING OFFICER. The majority leader.

Mr. DOLE. I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The bill clerk proceeded to call the roll.

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

The PRESIDING OFFICER. Without objection, it is so ordered.

## RECESS

Mr. DOLE. Mr. President, I ask unanimous consent that the Senate stand in recess until 2:05 p.m.

There being no objection, the Senate, at 1:35 p.m., recessed until the hour of 2:05; whereupon, the Senate reassembled when called to order by the Presiding Officer [Mr. GREGG].

Mr. DOLE. Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The Clerk will call the roll.

The legislative clerk proceeded to call the roll.

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

The PRESIDING OFFICER. Without objection, it is so ordered.

## UNFUNDED MANDATE REFORM ACT

AMENDMENT NO. 139 TO AMENDMENT NO. 31  
(Purpose: To prevent the adoption of certain national history standards)

Mr. DOLE. Mr. President, I send a second-degree amendment to the desk.

The PRESIDING OFFICER. The clerk will report the amendment.

The legislative clerk read as follows:

The Senator from Kansas [Mr. DOLE] proposes an amendment numbered 139 to amendment No. 31.