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.