

not proceeding, but yet we see there has been a \$13 million contract already let in order to start developing the test. This amendment is very timely and important.

There are those who believe and argue that a national test will help solve our educational problems. They believe it will set a national benchmark for our students so they may prepare for the future, and students would achieve higher academic standards as a result of these tests, and that the comparison of the results of tests between the States would somehow help the students to prepare effectively for the work force.

Mr. Chairman, I believe what H.L. Mencken once said applies directly to the Department of Education's initiative. He says, "There is always an easy solution to every human problem—neat, plausible and wrong." That applies in this case. Testing will not create greater performance, it only provides an assessment. The creation of national tests would become the vehicle for a national curriculum.

How does this happen, we might ask? Because the content of school curriculum can be directed by the development of national tests. We need to keep control of our children's education in the hands of the local people who work daily with our children and our parents to properly educate them. They are the most qualified to assess their educational needs. We do not need to justify an even more bloated and unmanageable Department of Education.

Let us invest the money in our children, not in more administrative paperwork. The people of Arkansas are not demanding national tests, they are demanding good education. That comes from the local school boards, the parents, teachers who are dedicated do that proposition.

Mr. Chairman, I ask my colleagues to vote in support of this amendment.

Mr. LUTHER. Mr. Chairman, I move to strike the requisite number of words.

Mr. Chairman, I rise in opposition to the amendment. We have before us an opportunity this evening to help all American children reach their potential by objectively testing the basic education they are receiving. We need to keep in mind what we are talking about: A simple, effective way to measure American student performance in the basics of education: Reading and math.

We are not talking about other noncore subjects, only reading and math. We are not talking about a new Federal program or a grand one-size-fits-all Federal study, we are talking about a voluntary tool to be used by parents, teachers, and local schools to assess the results of their own education efforts and the money they are spending, and to then chart a course toward improvement.

Most importantly, parents deserve to know whether their children are being educated early enough in life so correc-

tive action may be taken, because their children deserve to be prepared to compete with children not from their school district and not from their State, but from around the globe. Mr. Chairman, our children are not here to argue this this evening, but we are not doing American children any favor by not giving their parents the tools to measure whether they are being educated.

I urge Members not to stop an initiative that should have occurred years ago. Think of our children's future, and oppose this amendment.

Mr. PAUL. Mr. Chairman, I move to strike the requisite number of words.

(Mr. PAUL asked and was given permission to revise and extend his remarks.)

Mr. PAUL. Mr. Chairman, I rise in support of the amendment offered by the gentleman from Pennsylvania [Mr. GOODLING] to prohibit the expenditure of Federal funds for President Clinton's national testing scheme.

The amendment of the gentleman from Pennsylvania would prevent the Department of Education from developing a national test unless authorized to do so by Congress. While I share the concerns of the gentleman from Pennsylvania [Mr. GOODLING] that the administration should not take such a drastic step as developing national testing without congressional authorization, and I thank the gentleman for all his leadership in fighting for this amendment, the fact is the Federal Government has no constitutional authority to develop national testing even with congressional approval.

National testing is another significant step toward total nationalization of education. National testing will ultimately lead to fulfillment of the dream of the enemies of the constitutional system of local and parental control of education, the de facto creation of a national curriculum.

Mr. Chairman, the administration claims that the testing program would be voluntary. However, I remind my colleagues that this is the same administration that considers the Goals 2000 a voluntary program, despite the numerous times Goals 2000 uses the terms "shall" and "must" in describing State functions.

Furthermore, whether or not schools are directly ordered to administer the tests, schools will face pressure to do so as colleagues and employers inevitably begin to use national tests as the standard by which students are measured for college entrance exams and entry-level jobs. At the very least, schools would soon find Federal and perhaps even State funding dependent on their voluntary participation in the national testing programs.

When all or at least the majority of the schools are administering national tests, the tests will then be the standard against which all schools will be measured. Those schools whose students did poorly on the national test would be labeled as doing a poor job of

educating children. Educators would react to this pressure to ensure that students scored highly on the national test by teaching the test; that is, structure the curriculum so students can learn those subjects and only those subjects covered by the national tests.

As University of Kansas professor John Poggio remarked in February, "What gets tested is what will be taught." Government bureaucrats would control the curriculum of every school in the Nation, and they would be able to alter the curriculum at will by altering the national test.

Private schools and home schools will be affected as well, as performance on the national tests become the standard by which student performance is judged. Those in private and home schools will face increasing pressure to participate in national testing and to shape what is taught to the criteria of the test itself.

The Department of Education has already admitted its ultimate aim is for a national curriculum. According to a United Press International story on the national assessment of educational progress reprinted in the Santa Rosa Press Democrat in May, "The Education Department \* \* \* hopes the kinds of questions involved in the voluntary test will shape the way science is taught."

Mr. Chairman, under the United States Constitution, the enumerated powers of the Federal Government simply do not include education. Yet the Clinton administration's national test proposal will inevitably result in Federal bureaucrats dictating what every child in America will be taught. National testing represents another giant step in the centralizing of American education and a giant step away from America's constitutional republic.

I therefore urge my colleagues to join me in opposing all moves to implement a national testing scheme, starting by supporting the amendment offered by the gentleman from Pennsylvania [Mr. GOODLING] to prohibit the expenditures of Federal funds to develop and administer a national testing program without explicit authorization from Congress.

Mr. OWENS. Mr. Chairman, I move to strike the requisite number of words.

(Mr. OWENS asked and was given permission to revise and extend his remarks.)

Mr. OWENS. Mr. Chairman, I rise in support of this amendment to prohibit the expenditure of funds to develop a national test. We need opportunities to learn before we mandate national tests. In the overall, comprehensive effort to improve our schools, there is a place for a national testing program, but it is counterproductive and oppressive to launch a fast-track stampede for a national test without simultaneously implementing other desperately needed Federal initiatives.

Our national campaign to promote opportunity-to-learn standards ought