

when the time comes, to support full funding for IDEA.

Mr. PAUL. Mr. Speaker, I appreciate the opportunity to express my opposition to H. Res. 399, the resolution calling for full-funding of the Individuals with Disabilities Act (IDEA). My opposition to this act should in no way be interpreted as opposition to increased spending on education. However, the way to accomplish this worthy goal is to allow parents greater control over education resources by cutting taxes, thus allowing parents to devote more of their resources to educating their children in such a manner as they see fit. Massive tax cuts for the American family, not increased spending on federal programs, should be this Congress' top priority.

The drafters of this bill claim that increasing federal spending on IDEA will allow local school districts to spend more money on other educational priorities. However, because an increase in federal funding will come from the same taxpayers who currently fund the IDEA mandate at the state and local level, increasing federal IDEA funding will not necessarily result in a net increase of education funds available for other programs. In fact, the only way to combine full federal funding of IDEA with an increase in expenditures on other programs by state and localities is through massive tax increases at the federal, state, and/or local level.

Rather than increasing federal spending, Congress should focus on returning control over education to the American people by enacting the Family Education Freedom Act (H.R. 1816), which provides parents with a \$3,000 per child tax credit to pay for K-12 education expenses. Passage of this act would especially benefit parents whose children have learning disabilities as those parents have the greatest need to devote a large portion of their income toward their child's education.

The Family Education Freedom Act will allow parents to develop an individualized education plan that will meet the needs of their own child. Each child is a unique person and we must seriously consider whether disabled children's special needs can be best met by parents, working with local educators, free from interference from Washington or federal educators. After all, an increase in expenditures cannot make a Washington bureaucrat know or love a child as much as that child's parent.

It is time for Congress to restore control over education to the American people. The only way to accomplish this goal is to defund education programs that allow federal bureaucrats to control America's schools. Therefore, I call on my colleagues to reject H. Res. 399 and instead join my efforts to pass the Family Education Freedom Act. If Congress gets Washington off the backs and out of the pocketbooks of parents, American children will be better off.

Mr. GOODLING. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Pennsylvania (Mr. GOODLING) that the House suspend the rules and agree to the resolution, H. Res. 399, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the resolution, as amended, was agreed to.

The title of the resolution was amended so as to read:

Resolution urging the Congress and the President to work to fully fund the Federal Government's responsibility under the Individuals with Disabilities Education Act.

A motion to reconsider was laid on the table.

SENSE OF THE HOUSE THAT SOCIAL PROMOTION IN AMERICA'S SCHOOLS SHOULD BE ENDED

Mr. RIGGS. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 401) expressing the sense of the House of Representatives that social promotion in America's schools should be ended and can be ended through the use of high-quality, proven programs and practices, as amended.

The Clerk read as follows:

H. RES. 401

Whereas high student achievement and academic advancement are vitally important to our Nation's schools and the future success of America's workforce;

Whereas some pupils proceed through school without having mastered the knowledge and skills required of them, and graduate from high school ill-equipped to handle college-level work or obtain an entry-level job;

Whereas "social promotion", the practice of moving pupils from one grade to the next regardless of whether they have the knowledge and skills necessary for the next level, is one reason for a pupil's inadequate academic achievement levels;

Whereas research has shown that retention, the customary alternative policy to social promotion, is also an inadequate response to the problem in that pupils are usually presented with the same instructional practices and materials that were ineffective the first time around;

Whereas to help underachieving students learn, it is essential that policies and programs address the underlying causes of failure and rectify the problems through various proven instruction practices;

Whereas high-quality teacher training and education, and other proven practices will provide our teachers with the tools necessary to educate our Nation's children and work toward high academic achievement by students;

Whereas social promotion policies already have been abolished in Louisiana, Arkansas, Florida, New Mexico, North Carolina, South Carolina, West Virginia, and in Chicago, Illinois, Portsmouth, Virginia, Long Beach, California, and Milwaukee, Wisconsin; and

Whereas the abolishment of social promotion policies have been proposed in California, Michigan, Wisconsin, Delaware, Texas, Oklahoma, New York, Washington, D.C., and in Boston, Massachusetts, and Philadelphia, Pennsylvania: Now, therefore, be it Resolved,

That it is the sense of the House of Representatives that—

(1) ending social promotion should be addressed in America through a coordinated effort by government officials, teachers, and parents committed to high academic achievement of students;

(2) State Education Agencies and local educational agencies that receive Federal funds should make every effort to address and end social promotion;

(3) the problems associated with social promotion can be resolved effectively through a commitment to provide high-quality train-

ing and education for our teachers, and the use of other proven practices; and

(4) States should adopt high, rigorous standards and standards-based assessments aimed at requiring academic accountability with the specific aim of ending social promotion and raising student achievement.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from California (Mr. RIGGS) and the gentleman from California (Mr. MARTINEZ) each will control 20 minutes.

The Chair recognizes the gentleman from California (Mr. RIGGS).

Mr. RIGGS. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, obviously I rise to support the resolution and urge my colleagues, our colleagues, to approve this sense of Congress resolution that social promotions in our schools should end.

The very first thing I want to do, because I may interject a few more partisan remarks a little bit later or remarks more aligned with the Republican philosophy on education, is salute and thank my very good friend, the ranking member of the committee that I am very privileged and honored to chair, the gentleman from California (Mr. MARTINEZ) for his leadership on this issue. I want the record to show that it was Congressman MARTINEZ's leadership in this area that resulted in this legislation reaching the House floor today. He initially approached me and suggested that we direct our attention in the subcommittee on the problem of social promotions, and I think as every Member of this body knows, particularly any Member that has attended a State of the Union address, the two recent State of the Union addresses by the President, or for that matter reviewed a transcript of his addresses, they would know that the President has spoken, and I think very sincerely, of the problem of social promotion in American education today in this very Chamber.

So I am pleased to join the gentleman from California (Mr. MARTINEZ) and by extension President Clinton and others who share this concern in supporting this resolution.

The act of promoting a child from grade to grade or for that matter even allowing a child to graduate from junior high school or high school regardless of his or her readiness; that is to say, regardless of what that child has learned and what they can demonstrate they know, is a very real problem in American education today, and as I mentioned, the President has spoken of this phenomenon, and many of us who also hold positions of elected responsibility have spoken of our concern that children are too often promoted from grade to grade or even graduated as much on the basis of what we might call good behavior and seat time as on the basis of what they know and can demonstrate that they have learned.

The gentleman from California (Mr. MARTINEZ) and I believe that promotions should be based on both the academic performance and the relative individual development readiness of