

Missing, Exploited and Runaway Children tomorrow, October 2. The Conference will promote public awareness of the cause of missing, exploited and runaway children, and it will bring policymakers, experts, key officials, community leaders, teachers and law enforcement officials together to share progress made and generate new ideas to help prevent the victimization of children. In August the President stated that the "Personal Safety for Children" handbook holds practical advice to help families and communities make their homes, their schools, and their neighborhoods safer and added that he was calling on "all Federal, State and local law enforcement agencies and our communities and our citizens to work together to do everything in our power to better protect our children."

I would also remind my colleagues that the House more than six months ago overwhelmingly passed bipartisan legislation, H.R. 3839, the Keeping Children and Families Safe Act, to help ensure that assistance is provided in the most effective manner for children caught in abusive situations. That bipartisan bill is the product of efforts by members on both sides of the aisle to ensure that all children grow up in a safe and loving environment.

I am pleased that my colleague and friend from Delaware has brought this issue to the Floor of the U.S. Congress, and I urge my colleagues to support this resolution.

Mr. CASTLE. Madam Speaker, I have no further requests for time, and I yield back the balance of my time.

The SPEAKER pro tempore (Mrs. BIGGERT). The question is on the motion offered by the gentleman from Delaware (Mr. CASTLE) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 484.

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

A motion to reconsider was laid on the table.

RECOGNIZING IMPORTANCE OF TEACHING U.S. HISTORY IN ELEMENTARY AND SECONDARY SCHOOLS

Mr. OSBORNE. Madam Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 451) recognizing the importance of teaching United States history in elementary and secondary schools, and other purposes, as amended.

The Clerk read as follows:

H. CON. RES. 451

Whereas gaining a sense of history is a gradual and cumulative process, and history education should therefore begin at the early stages of a student's classroom experience and continue to develop throughout a student's entire educational career and beyond;

Whereas when students study United States history they become familiar with the development and expansion of the country, which enables them to better understand the present relationship between the United States and other countries and to anticipate future international interaction;

Whereas when students have a foundation of basic United States history they can better understand their roles and responsibilities as citizens of the United States and as a part of the global community;

Whereas the National Assessment of Educational Progress (NAEP) United States History Assessment of 2001 found that 89 percent of high school seniors, 84 percent of 8th graders, and 82 percent of 4th graders scored below "proficient" levels;

Whereas the results of the 1998 National Assessment of Educational Progress Civics Assessment showed that 77 percent of all 4th graders sampled scored below "proficient" levels and showed similar results for 8th and 12th graders, with approximately three-fourths of students at both grade levels scoring below "proficient" levels;

Whereas the 1998 National Assessment of Educational Progress Civics Assessment showed that one-third of 4th graders could not explain the meaning of "I pledge allegiance to the flag" on a multiple-choice test and a majority of 4th graders could not answer why "citizens elect people to make laws for them" in a democracy;

Whereas in 1999, the United States placed 6th in the International Civic Education (CivEd) Study, a study of 27 countries sponsored by The National Center for Education Statistics (NCES) designed to tap the civic knowledge and skills of 14-year-olds and their attitudes toward democracy and citizenship;

Whereas according to the CivEd study, 12 percent of students in the United States reported never or hardly ever studying history in school, and the majority of 9th graders typically spent less than one hour per week doing history homework;

Whereas according to the Center for Survey Research and Analysis, fewer than half of the seniors surveyed at top universities across the United States can identify crucial events in United States history;

Whereas distinguished historians and intellectuals fear that without a common civic memory and common understanding of the remarkable individuals, events, and ideals that have shaped the Nation, people in the United States risk losing much of what it means to be an American, as well as the ability to fulfill the fundamental responsibilities of citizens in a democracy; and

Whereas citizens who lack knowledge of United States history will also lack an understanding and appreciation of the democratic principles that define and sustain the Nation as a free people, such as liberty, justice, government by consent of the governed, and equality under the law: Now, therefore, be it

Resolved by the House of Representatives (the Senate concurring), That the Congress—

(1) recognizes the importance of teaching United States history and civics in elementary and secondary schools;

(2) expresses concern regarding the lack of basic understanding of United States history among students of all levels in the United States; and

(3) strongly supports efforts to promote the value of education in United States history and to ensure that students in the United States graduate from high school with a significant understanding of United States history and civics.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Nebraska (Mr. OSBORNE) and the gentleman from Wisconsin (Mr. KIND) each will control 20 minutes.

The Chair recognizes the gentleman from Nebraska (Mr. OSBORNE).

GENERAL LEAVE

Mr. OSBORNE. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on H. Con. Res. 451.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Nebraska?

There was no objection.

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

Madam Speaker, I rise in support of H. Con. Res. 451, recognizing the importance of teaching U.S. history and civics. I would particularly like to thank the gentleman from Wisconsin (Mr. KIND) for introducing this piece of legislation and for his leadership in this area.

As I thought about speaking on this subject today, I was reminded of the fact that a couple of months ago, I had a civics teacher from Nebraska who came into my office. This particular individual had paid his own way back to Washington, and I asked him what was on his mind, and he said, well, he had been teaching U.S. government for over 20 years, and he was really distressed by the fact that he had seen his students become increasingly less and less engaged with the political process, or even being interested in government, certain issues. So his sole purpose of paying his way back here was just to try to talk to people and apprise us of the situation.

Of course, this has certainly not been a very encouraging trend. In 2001, the NAEP test indicated that in testing 4th, 8th and 12th graders, that between 80 to 90 percent of those students were below acceptable levels of achievement in history and government. Actually, the 12th graders had 89 percent of the students below satisfactory level. Again, this is a rather alarming trend because a democracy depends upon an informed, engaged electorate, and it is alarming to see that we apparently have been losing ground in this regard.

One might ask, well, why this decline; why have things gone south on us in this regard? I would say, I would suggest maybe two reasons. One, I think there has been an increasing lack of emphasis in the schools on teaching of history, particularly U.S. history and U.S. government, and this is reflected in the test scores and in some of the apathy.

I think second, and we are all probably somewhat involved here, there has been an increasing cynicism on the part of the general public in regard to the political process. We may say, well, why are people more cynical today? I think one reason is that they feel more powerless. I think they see the emphasis upon money, the factor that many special interest groups play in the legislative process.

Then the other night I was reminded as I sat on the floor and listened to the debate, which became increasingly raucous and increasingly partisan, and I thought if I were a young person who was just kind of getting acquainted with the political process, how would I feel about what is going on on the floor? These are the Representatives, these are the people who are supposed

to be striving for the common good and are supposed to be representing us, and I think to some degree the attack ads, the partisanship and some of the negativity that we hear right here on the floor has also led to some of the disaffection that people have with the political process.

I do not want to be totally negative here today, because I think there are some answers. I think there are some things being done. President Bush has announced three initiatives that are designed to support teaching American history and civics. The first of these are some grants to develop curricula and to train teachers, particularly in these areas; second, an Internet program which will provide historical documents on the Internet and also promote a greater understanding of U.S. history; and third, a forum at the White House which is intended to address these very issues that we have been talking about.

The second initiative I think is very important and is something called Freedom's Answer, and this is something that has been espoused and promoted by the gentleman from Texas (Mr. DELAY) and the gentlewoman from California (Ms. PELOSI). It is a nonpartisan campaign extending from September 11 to November 5, encouraging young people to register to vote. A great many young people are too young to vote, but they are encouraged to promote an interest on the part of their parents to get into the legislative process and to vote as well.

I certainly urge support for H. Con. Res. 451. Again I would like to thank the gentleman from Wisconsin (Mr. KIND) for his leadership on the issue.

Madam Speaker, I reserve the balance of my time.

□ 1545

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

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

Mr. KIND. Madam Speaker, I am passionate about American history. I believe there is an important role for it to play and be taught in our elementary and our secondary schools throughout the country, especially in light of modern times, especially in light of the last year that our Nation has gone through; and I want to thank the leadership, first of all, Madam Speaker, for bringing this resolution to the floor today. I also want to thank the chairman and the ranking member and their respective staffs on the committee. But most of all, I would like to thank the gentleman from Nebraska (Mr. OSBORNE) for co-sponsoring this legislation with me, for championing it through the Committee on Education and the Workforce, for being here on the floor today.

On September 17, 1787, the delegates to the Constitutional Convention signed the United States Constitution. Consideration of this resolution, H.

Con. Res. 451, recognizes the importance of teaching American history and civics, and it coincides nicely with the 215th anniversary of the signing of our Constitution and with the President's recent announcements supporting new policies and initiatives for teaching American history and civics. I commend the administration's efforts to encourage the teaching of these important issues, and I will continue to work to build support for them in this body.

When students have a solid foundation of basic American history and civics, they can better understand their roles and responsibilities as citizens of this great Nation and as a part of our global community. Furthermore, when students study U.S. history, they become familiar with the development and the expansion of our own country. This knowledge enables youth to better understand the present relationship between the United States and other countries and to anticipate future international relations.

Since the tragic events of September 11, 2001, this has become even more imperative. Knowing our Nation's history and our civic duties as citizens of the United States is vital to preventing similar attacks both here and abroad and provides an important knowledge on how to cope with a drastically changed world for us.

I believe that one of the most important parts of teaching history and learning civic education is to prepare people for bad times. The question is not whether people will remember the right phrases but whether they will turn words and lessons into practice when they fear for their freedom and their security. The chances for democratic principles to survive such crises depend upon the number of citizens who remember how free societies have responded to crises in the past, how free societies have acted to defend themselves and emerge from the bad times.

Why have some societies fallen and others have stood fast? Citizens need to tell one another what struggles have had to be accepted, what sacrifices borne, and comforts given up to preserve freedom and justice. The deep discriminating historical knowledge required to ward off panic, self-pity, and resignation is not always fun to acquire; but it is important.

Sadly, results recently revealed, as the gentleman from Nebraska (Mr. OSBORNE) recently indicated, from the 2001 study by the National Assessment of Educational Progress of U.S. History found 89 percent of high school seniors, 84 percent of eighth graders, 82 percent of fourth graders scored below proficient levels in the understanding of their history. In addition, in 1999, the International Civic Education study of 14-year-old students reported the majority of ninth graders typically spent less than 1 hour per week doing history homework. Unfortunately, this is not only true in the elementary and sec-

ondary schools. It also appears to be prevalent in our universities. According to the Center for Survey Research and Analysis, fewer than half of the seniors surveyed at top universities across the United States can identify crucial events in our Nation's history.

Thus in light of these troubling facts, this resolution before us today recognizes the importance of teaching American history and civics in elementary and secondary schools. Further, it supports efforts that ensure students graduate from high school with significant understanding of these issues. Our elementary and secondary schools are a vital resource to teach, study, and disseminate the information about past and present events. Gaining a sense of history is a gradual and cumulative process. Therefore, history education should begin at the earliest stages of a student's classroom experience and continue to develop through a student's entire educational career and then beyond.

I am pleased that the reauthorization of the Elementary and Secondary Education Act included the Teaching American History grant program and the Civic Education program. I would like to see American history and civic education remain a fundamental part of our schools' curriculum. The Teaching American History program supports programs to raise student achievement by improving teachers' knowledge of understanding and appreciation of American history. It also prioritizes teaching American history as a separate academic subject. This program received \$50 million in the 2002 fiscal year, and it must receive adequate appropriations again for the next fiscal year.

Just this last week I was notified by the Department of Education that the Cooperative Education Service Agency District 10 in my congressional district received a grant under this program for nearly \$1 million for the next 3 years. This grant will serve 30 school districts, 200 teachers, and 5,205 students. I applaud the school districts for applying and receiving this grant.

The Civic Education Program in ESEA is a combination of domestic and international initiatives. The We the People program promotes civic competence and responsibility by educating elementary and secondary students about the institutions of our constitutional democracy. The International Education Initiative provides assistance to ensure that children in emerging democracies throughout the world are exposed to democratic principles. The Civic Education Program received \$27 million in this last fiscal year but was zeroed out, unfortunately, in the next fiscal year appropriations bill.

I urge the appropriators to fund this initiative, and at its authorization level of \$30 million. Now is not the time to eliminate a program that has continually shown that students involved in civic education develop

greater commitment to democratic principles and values.

Madam Speaker, I urge my colleagues to support this resolution today. Citizens who lack knowledge of United States history will also lack an understanding and appreciation of the democratic principles that define and sustain the Nation as a free people, such as liberty, justice, government by consent of the governed, and equality under the law.

Mr. BOEHNER. Madam Speaker, I rise today in support of this resolution to recognize the importance of teaching United States history and civics in elementary and secondary schools. I would like to thank Mr. KIND and Mr. OSBORNE for sponsoring the resolution, and I appreciate their efforts to bring it before the House today.

Madam Speaker, our nation's students do not have even the most basic knowledge of American history. The 1998 National Assessment of Educational Progress—or NAEP—on U.S. history showed that one-third of our 4th graders could not explain the meaning of “I pledge allegiance to the flag” on a multiple-choice test and a majority of 4th graders could not answer why “citizens elect people to make laws for them” in a democracy. Furthermore, the 2001 NAEP found that 89 percent of high school seniors, 84 percent of 8th graders, and 82 percent of 4th graders scored below “proficient” levels.

As President Bush recently noted, “This is more than academic failure. Ignorance of American history and civics weakens our sense of citizenship. To be an American is not just a matter of blood or birth; we are bound by ideals, and our children must know those ideals.”

I agree with President Bush and believe that our children truly benefit when they learn about our nation's victory in the Revolutionary War or the debates that took place at the Constitutional Convention. It is critical that they understand the meaning of the Declaration of Independence and the Bill of Rights.

Last January, President Bush signed into law the No Child Left Behind Act, which will help address this problem. First, the law authorizes the Civic Education program, which supports the Center for Civic Education and its program that encourages instruction on: the principles of our constitutional democracy; the history of the Constitution and the Bill of Rights; and how the Congress functions on a day-to-day basis.

Secondly, the No Child Left Behind Act also authorizes the “Teaching American History Grant Program,” in which the Education Secretary will award grants to help local educational agencies develop, implement, and strengthen American history programs. These grants will also be used for professional development and teacher education programs in American history.

Madam Speaker, teaching United States history and civics in our schools has never been more important. This resolution builds on our efforts in No Child Left Behind Act and I ask my colleagues to vote “yes” on it.

Mr. KIND. Madam Speaker, I have no further requests for time, and I yield back the balance of my time.

Mr. OSBORNE. Madam Speaker, I have no further requests for time, and I yield back the balance of my time.

The SPEAKER pro tempore (Mrs. BIGGERT). The question is on the motion offered by the gentleman from Nebraska (Mr. OSBORNE) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 451, as amended.

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

The title of the concurrent resolution was amended so as to read: “Concurrent resolution recognizing the importance of teaching United States history and civics in elementary and secondary schools, and for other purposes.”

A motion to reconsider was laid on the table.

LEACH-LAFALCE INTERNET GAMBLING ENFORCEMENT ACT

Mr. LEACH. Madam Speaker, I move to suspend the rules and pass the bill (H.R. 556), to prevent the use of certain bank instruments for unlawful Internet gambling, and for other purposes, as amended.

The Clerk read as follows:

H.R. 556

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the “Leach-Lafalce Internet Gambling Enforcement Act”.

SEC. 2. FINDINGS.

The Congress finds as follows:

(1) Internet gambling is primarily funded through personal use of bank instruments, including credit cards and wire transfers.

(2) The National Gambling Impact Study Commission in 1999 recommended the passage of legislation to prohibit wire transfers to Internet gambling sites or the banks which represent them.

(3) Internet gambling is a major cause of debt collection problems for insured depository institutions and the consumer credit industry.

(4) Internet gambling conducted through offshore jurisdictions has been identified by United States law enforcement officials as a significant money laundering vulnerability.

SEC. 3. PROHIBITION ON ACCEPTANCE OF ANY BANK INSTRUMENT FOR UNLAWFUL INTERNET GAMBLING.

(a) IN GENERAL.—No person engaged in the business of betting or wagering may knowingly accept, in connection with the participation of another person in unlawful Internet gambling—

(1) credit, or the proceeds of credit, extended to or on behalf of such other person (including credit extended through the use of a credit card);

(2) an electronic fund transfer or funds transmitted by or through a money transmitting business, or the proceeds of an electronic fund transfer or money transmitting service, from or on behalf of the other person;

(3) any check, draft, or similar instrument which is drawn by or on behalf of the other person and is drawn on or payable at or through any financial institution; or

(4) the proceeds of any other form of financial transaction as the Secretary may prescribe by regulation which involves a financial institution as a payor or financial inter-

mediary on behalf of or for the benefit of the other person.

(b) DEFINITIONS.—For purposes of this Act, the following definitions shall apply:

(1) BETS OR WAGERS.—The term “bets or wagers”—

(A) means the staking or risking by any person of something of value upon the outcome of a contest of others, a sporting event, or a game subject to chance, upon an agreement or understanding that the person or another person will receive something of greater value than the amount staked or risked in the event of a certain outcome;

(B) includes the purchase of a chance or opportunity to win a lottery or other prize (which opportunity to win is predominantly subject to chance);

(C) includes any scheme of a type described in section 3702 of title 28, United States Code;

(D) includes any instructions or information pertaining to the establishment or movement of funds in an account by the bettor or customer with the business of betting or wagering; and

(E) does not include—

(i) any activity governed by the securities laws (as that term is defined in section 3(a)(47) of the Securities Exchange Act of 1934) for the purchase or sale of securities (as that term is defined in section 3(a)(10) of such Act);

(ii) any transaction conducted on or subject to the rules of a registered entity or exempt board of trade pursuant to the Commodity Exchange Act;

(iii) any over-the-counter derivative instrument;

(iv) any other transaction that—

(I) is excluded or exempt from regulation under the Commodity Exchange Act; or

(II) is exempt from State gaming or bucket shop laws under section 12(e) of the Commodity Exchange Act or section 28(a) of the Securities Exchange Act of 1934;

(v) any contract of indemnity or guarantee;

(vi) any contract for insurance;

(vii) any deposit or other transaction with a depository institution (as defined in section 3(c) of the Federal Deposit Insurance Act);

(viii) any participation in a simulation sports game or an educational game or contest that—

(I) is not dependent solely on the outcome of any single sporting event or nonparticipant's singular individual performance in any single sporting event;

(II) has an outcome that reflects the relative knowledge and skill of the participants with such outcome determined predominantly by accumulated statistical results of sporting events; and

(III) offers a prize or award to a participant that is established in advance of the game or contest and is not determined by the number of participants or the amount of any fees paid by those participants; and

(ix) any lawful transaction with a business licensed or authorized by a State.

(2) BUSINESS OF BETTING OR WAGERING.—The term “business of betting or wagering” does not include, other than for purposes of subsection (e), any creditor, credit card issuer, insured depository institution, financial institution, operator of a terminal at which an electronic fund transfer may be initiated, money transmitting business, or international, national, regional, or local network utilized to effect a credit transaction, electronic fund transfer, stored value product transaction, or money transmitting service, or any participant in such network, or any interactive computer service or telecommunications service.