

honorable friend on the other side of the aisle is literally defending the Chinese to invade our schools. That is what this is about.

It will also prohibit any person or entity acting on behalf of other such governments or parties. It also requires K-12 schools to submit a report to the Secretary of Education with the name and country of origin, the amount of funds that are being put into our public schools, and any terms of that contract.

The CCP is anti-American to its core. We stand for freedom of speech, expression, and religion. They stand for none of our values. Confucius classrooms are propaganda, and they are often set up near our military bases, just to give it another layer.

There are CCP and Chinese affiliations in 143 schools throughout this country. Honorable Speaker, I was shocked myself to realize that one of them sits right outside our capital city of Columbus, Ohio. This is unacceptable.

They could be coming to a school near you very soon. That is why I urge a “yes” vote from all my colleagues, especially from the other side of the aisle. We do not want them to be labeled as pro-Chinese, but as pro-American.

This is not going to have a lot of cost that will be put onto a school district. I was a school board member. This bill contains very, very few requirements to actually log in and say where this money is coming from.

I urge a “yes” vote today on H.R. 1005, otherwise known as the CLASS Act.

Mr. SCOTT of Virginia. Mr. Speaker, I reserve the balance of my time.

Mr. WALBERG. Mr. Speaker, I yield 3 minutes to the gentleman from Ohio (Mr. JOYCE), the bill’s sponsor. As a Member coming from the Wolverine State, I congratulate him on Saturday’s victory.

Mr. JOYCE of Ohio. Mr. Speaker, I thank my distinguished colleague from the State of Michigan for yielding. He certainly is a class act.

I am proud to join my friend Representative RULLI in supporting this effort to protect our children and national security from dangerous foreign actors.

For years, China has been attempting to exert soft power over our country by forging ties with American schools and universities. In an attempt to influence our future generation, the People’s Republic of China has been establishing Confucius classrooms in our K-12 public schools. Styled as language and cultural programs, these classes and their teachers are funded and vetted by the Chinese Government, a fact that is rarely disclosed to the parents.

A report from Parents Defending Education revealed that over 140 K-12 schools across the country had contracts with a Chinese Government entity. Attached to these contracts are a variety of incentives, including fully

funded teacher exchanges, Chinese language programs, and opportunities for American students to learn in China.

However, this funding comes with strings attached. These teachers could also be terminated if the CCP deems that they violate Chinese laws or go against the national interest of China.

The CLASS Act combats this foreign interference by preventing our public schools from accepting these funds. It also ensures that the Department of Education will be notified of these contracts.

As China seeks greater influence in education across the globe, we should take commonsense steps to protect our children and maintain the integrity of the U.S. system of schools.

These Confucius classrooms are just another example of the CCP trying to exert influence outside their borders. The fact that they are targeting our kids should be a significant cause for concern.

That is why I urge my colleagues to support this legislation and demonstrate that Congress will always fight to protect our children and national security.

Mr. SCOTT of Virginia. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, this bill is not limited to China. This bill says “foreign source,” and under the definition of foreign source, it includes any individual who is not a U.S. citizen or national of the United States, so if you have a plumbing contract over \$10,000, you have got to check out the owner of the plumbing company’s citizenship to know whether you have to document and report the contract.

Every one of the 15,000 school systems, every school, every contract over \$10,000, you have got to report, and you have to ascertain the citizenship of who you are contracting with. I don’t know how you do that. If you order something over the internet, you have got to check out somebody’s citizenship. I don’t know how you comply, but that is just a little gap in the bill.

Every school system, every school would have to comply with this. It is just not China. It is any person who is not a citizen or national of the United States.

□ 1230

Mr. Speaker, there is actually no credible evidence that this bill is even needed. We are under no threat of misinformation or covert influence by authoritarian foreign governments.

I urge my colleagues to oppose the bill. This bill does nothing to improve our schools, close the achievement gaps, or increase teacher pay. It burdens schools with bureaucratic red tape due to imagined covert influence from foreign governments.

It is so broad that it covers every contract over \$10,000. If we don’t know the citizenship of the other side, I don’t know how we find out the citizenship of the other side.

We have real issues that we need to address, and we should address those

issues. For those reasons, I urge a “no” vote, and I urge my colleagues to do the same.

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

Mr. WALBERG. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, H.R. 1005, the CLASS Act, is a critical step in limiting foreign influence in our classrooms. Too often, foreign funding comes with strings attached—maybe in every case—especially when those dollars come from adversaries like the Chinese Communist Party.

Students deserve strong education without indoctrination. I would hope my esteemed colleagues on the other side of the aisle would agree with me on that. Cultural exchange is valuable, but it should never mean sitting through lessons created by the CCP propagandists attempting to rewrite history and change our minds.

Our classrooms are becoming front lines in a battle of ideas, and the CLASS Act provides the transparency needed to protect our students and uphold American values. Students deserve better than indoctrination. That is why we must pass the CLASS Act, send it to the Senate, and, ultimately, to the President’s desk, defending both our children and our Nation.

Mr. Speaker, I thank my colleagues, Representatives JOYCE and RULLI, for their clear-eyed attention to this important and credible concern, and I urge my colleagues to support the legislation.

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

The SPEAKER pro tempore. All time for debate has expired.

Pursuant to House Resolution 916, the previous question is ordered on the bill, as amended.

The question is on the engrossment and third reading of the bill.

The bill was ordered to be engrossed and read a third time, and was read the third time.

The SPEAKER pro tempore. The question is on passage of the bill.

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

Mr. SCOTT of Virginia. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, further proceedings on this question will be postponed.

TRANSPARENCY IN REPORTING OF ADVERSARIAL CONTRIBUTIONS TO EDUCATION ACT

Mr. WALBERG. Mr. Speaker, Pursuant to House Resolution 916, I call up the bill (H.R. 1049) to ensure that parents are aware of foreign influence in their child’s public school, and for other purposes.

The Clerk read the title of the bill.

The SPEAKER pro tempore. Pursuant to House Resolution 916, the

amendment in the nature of a substitute recommended by the Committee on Education and Workforce, printed in the bill, is adopted and the bill, as amended, is considered read.

The text of the bill, as amended, is as follows:

H.R. 1049

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 “Transparency in Reporting of Adversarial Contributions to Education Act” or the “TRACE Act”.

SEC. 2. PARENTS’ RIGHT TO KNOW ABOUT FOREIGN INFLUENCE.

(a) IN GENERAL.—Subpart 2 of part F of title VIII of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7901 et seq.) is amended by adding at the end the following:

“SEC. 8549D. PARENTS’ RIGHT TO KNOW ABOUT FOREIGN INFLUENCE.

“(a) IN GENERAL.—As a condition of receiving funds under this Act, a local educational agency shall ensure that each elementary school and each secondary school served by such agency provides to each parent of a child attending the school, at a minimum—

“(1) the right (in a manner consistent with copyright law) to review, and make copies of free of cost, at least every four weeks and not later than 30 days after submission of a written request by the parent, any curricular material or professional development material used at the school that was purchased, or otherwise obtained, using funds received from the government of a foreign country or a foreign entity of concern;

“(2) the right to know, by written response provided not later than 30 days after submission of a written request by the parent, how many personnel of the school are compensated, in whole or in part, using funds received from the government of a foreign country or a foreign entity of concern; and

“(3) the right to know, by written response provided not later than 30 days after submission of a written request by the parent, of—

“(A) any donation received by the school or local educational agency from a foreign country or a foreign entity of concern;

“(B) any agreement in writing (such as a contract or memorandum of understanding) between the school or local educational agency and a foreign country or a foreign entity of concern; and

“(C) any financial transaction between the school or local educational agency and a foreign country or a foreign entity of concern.

“(b) DONATIONS, AGREEMENTS, AND FINANCIAL TRANSACTIONS.—The information described in subsection (a)(3) shall include, at minimum, the following:

“(1) The name of the foreign country or foreign entity of concern.

“(2) In any case in which funds were received by the school or local educational agency from a foreign country or a foreign entity of concern—

“(A) the amount of such funds; and

“(B) any terms or conditions applicable to the receipt of such funds.

“(c) NOTICE OF RIGHTS.—At the beginning of each school year, a local educational agency receiving funds under this Act shall ensure that each elementary school and each secondary school served by such agency posts on a publicly accessible website of the school or, if the school does not operate a website, widely disseminates to the public, a summary notice of the rights of parents described in subsections (a) and (b).

“(d) NOTIFICATION OF REQUIREMENTS.—At the beginning of each school year, the Secretary shall notify State educational agencies about the requirements of this section. As a condition

of receiving funds under this Act, State educational agencies shall, at the beginning of each school year, notify local educational agencies of the requirements of this section.

“(e) DEFINITIONS.—In this section:

“(1) The term ‘foreign country’ means a foreign country or a dependent territory or possession of a foreign country. Such term does not include any of the outlying areas.

“(2) The term ‘foreign entity of concern’ has the meaning given such term in section 10612(a) of the Research and Development, Competition, and Innovation Act (42 U.S.C. 19221(a)).”.

(b) TABLE OF CONTENTS.—The table of contents in section 2 of the Elementary and Secondary Education Act of 1965 is amended by inserting after the item relating to section 8549C the following:

“Sec. 8549D. Parents’ right to know about foreign influence.”.

The SPEAKER pro tempore. The bill, as amended, shall be debatable for 1 hour equally divided and controlled by the chair and ranking minority member of the Committee on Education and Workforce or their respective designees.

The gentleman from Michigan (Mr. WALBERG) and the gentleman from Virginia (Mr. SCOTT) each will control 30 minutes.

The Chair recognizes the gentleman from Michigan.

GENERAL LEAVE

Mr. WALBERG. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 1049.

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

There was no objection.

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

Mr. Speaker, I rise in strong support of H.R. 1049.

We need greater transparency in American education. In recent years, foreign governments have increasingly sought to influence our K–12 schools. It is not for their stated purpose of cultural exchanges or diplomacy, but to push propaganda.

The Chinese Communist Party, for example, has spent untold sums across hundreds of schools to indoctrinate or influence thousands of children. These so-called little red classrooms were sold as opportunities to teach Chinese language and culture. In reality, they required teachers to omit discussion of human rights abuses, present the CCP in a positive light, and rabidly celebrate the regime.

Students in these classrooms rarely learn about events such as the Tiananmen Square massacre or the ongoing genocide of Uyghur Muslims. Students don’t learn about these despicable crimes because the CCP doesn’t want them to. This one-sided approach extends beyond K–12 classrooms.

While the CCP operates programs in U.S. schools, American educators are not allowed to expose Chinese students to American culture. The goal is clear. The Chinese Communist Party wants to control information and shape young minds.

Over nearly two decades, the CCP has demonstrated a persistent effort to influence the minds of our children. According to a 2020 State Department report, many of these classrooms are funded and operated, in part, by the CCP’s United Front Work Department, a known overseas propaganda and influence operation.

Foreign experience in our schools threatens not only student learning but also our national security. H.R. 1049, the Transparency in Reporting of Adversarial Contributions to Education Act, or the TRACE Act, by Representatives AARON BEAN and RYAN MACKENZIE, addresses this problem by giving parents the right to review course materials funded or provided by foreign governments and entities of concern.

Students perform better when parents are involved in their education. Yet, in recent years, parents have often been silenced or forced to navigate bureaucratic hurdles just to understand what their children are learning.

The TRACE Act ensures transparency, strengthens parental rights, and protects students from foreign indoctrination. I urge my colleagues to support this legislation and defend the role of families in safeguarding our children’s education.

Mr. Speaker, I reserve the balance of my time.

Mr. SCOTT of Virginia. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in opposition to H.R. 1049, the Transparency in Reporting of Adversarial Contributions to Education Act, the TRACE Act. This bill suffers from many of the same shortcomings in the earlier bill we just discussed. This bill, H.R. 1049, would require schools to allow parents to access certain information if it was paid for by a foreign entity of concern. It doesn’t say “China.” It says “foreign entity of concern.”

This includes all teachers’ and administrators’ professional development material and salary information, as well as the school districts’ contracts and records for all materials purchased from or paid for by a foreign entity of concern. While this is not currently required by law, parents now already have access to their children’s records, including their curriculum, under the Protection of Pupil Rights Amendment, or PPRA.

It is worth noting that there is no evidence that foreign entities of concern are contributing to public schools at any scale. We have already noted that there are five Confucius Institutes throughout the United States, throughout 15,000 school systems.

H.R. 1049 would impose new layers of reporting, auditing, and bureaucracy on every school district in the Nation. Yet, once again, this is without allocating a single dollar to support these added responsibilities.

For years, my Republican colleagues have warned against unfunded mandates. They have rightly criticized Federal actions that impose requirements on States and local communities that cannot afford to implement those policies.

□ 1240

Yet, H.R. 1049 is precisely that, another unfunded mandate wrapped around rhetoric but lacking in substance. At a time when our schools need smaller class sizes, they need to pay teachers more, and they need more academic support for students, the last thing they need is a new stack of new Federal compliance paperwork.

That would include the professional development to inform every school official what a foreign entity of concern is and where they can get the most recent list.

Let me underscore the broader point though. At the same time as congressional Republicans are creating additional bureaucratic hurdles for K-12, the Trump administration is actively dismantling the Department of Education.

Who is going to enforce these mandates anyway?

I challenge my colleagues, many of whom privately acknowledge that abolishing the Department of Education is a mistake, to actually oppose those actions publicly. Our schools need stability and support, not disarray and mixed messages.

Mr. Speaker, again, I oppose the bill, and I reserve the balance of my time.

Mr. WALBERG. Mr. Speaker, I would remind my friend and colleague from Virginia that the U.S. Department of Education has been in place while our concerns with foreign influence have been developed and, ultimately, caused the concerns that we address today. We believe that what is being done with reshaping how we deal from the Federal level with our local community schools will, in fact, be more conducive to the ability for them to deal with key issues of concern such as national security when we see that as necessary.

Mr. Speaker, I yield 6 minutes to the gentleman from Florida (Mr. BEAN), who is a world-class auctioneer and who is unwilling to auction off our children's future to any malign actor.

Mr. BEAN of Florida. Mr. Speaker, I thank Chairman WALBERG for yielding.

Mr. Speaker, we have all heard the saying: There is no such thing as a free lunch. It turns out mom and dad were right. Everything comes at a price, and nothing is free.

Every dollar that flows into American classrooms from foreign countries comes with strings attached. This is particularly true for China, whose strategy is to gain a foothold in America's educational system to steal personal data and to manipulate the material children are being taught.

Millions of dollars of Chinese funds have flowed into America's K-12 classrooms where students are subject to

Chinese Communist Party propaganda under the guise of Chinese language and culture programming.

In fact, a recent Parents Defending Education investigation found that 143 schools across 34 States hosted a Confucius classroom or otherwise had ties to the Chinese Communist Party. But wait, Mr. Speaker, there is more. Disturbingly, the same investigation found that the CCP specifically targets schools around 20 U.S. military bases.

China is not the only country making sizeable investments in K-12 classrooms across the country. The Qatar Foundation allocated \$30.6 million to various schools around the Nation.

What did they get, Mr. Speaker?

What do you get for \$30 million invested in our schools?

It is a clear act of anti-Semitism. Classroom maps where they funded omitted Israel and instead labeled it Palestine. Following a congressional hearing last year, New York Public Schools acknowledged receiving large donations from Italy and South Korea. These blatant attempts to inject foreign ideologies into our schools undermines the fundamental purpose of American education. It goes without saying that we should be teaching American values in American schools.

This is what happens when institutions of learning accept the Trojan horse of foreign funding. It shouldn't take an act of Congress or a congressional investigation hearing for parents to know who is funding their schools.

My bill, H.R. 1049, the Transparency in Reporting of Adversarial Contributions to Education Act, or let's just call it the TRACE Act, solidifies the rights of parents to know how foreign influence may be impacting their child's classroom and stops foreign nations from reaching America's youth.

Specifically, the TRACE Act requires that as a condition of receiving Federal funds under the Elementary and Secondary Education Act, public schools would be required to provide each parent the right to review any curricular material provided or purchased with funds from a foreign government or foreign entity of concern.

The bill also guarantees parents the right to know how many personnel at their child's school are being compensated by foreign sources or any donation of foreign transactions between the school and a foreign entity.

The dangers of foreign influence in American K-12 schools cannot be overstated. They threaten our national security, compromise our geopolitical interests, and erode our academic freedom.

American schools are not for sale, and they are for education, not espionage. We cannot allow our students, the future of our great Nation, to be corrupted by foreign adversaries who are systematically and aggressively attempting to influence our Nation's K-12 schools.

Chairman WALBERG has been a warrior on this issue to make sure that

American schools remain American. I thank Congressman MACKENZIE for his partnership on this legislation.

Mr. Speaker, I ask my colleagues to support H.R. 1049, the Transparency in Reporting of Adversarial Contributions to Education Act, and let's give parents the right to know just who is funding their kids' school.

Mr. SCOTT of Virginia. Mr. Speaker, I reserve the balance of my time.

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

Mr. Speaker, again, I thank Representative BEAN for introducing this important legislation. Again, anytime we have legislation that makes a foundational principle, an actual fact, that we support parents having transparency about what is going on in their schools, for anything, it is important as a discussion and ultimately important to make sure in law that is put into motion in every way possible.

It is also a fact that we look at the malign influence that comes from the CCP, yes, but there are other entities equally determined to undermine America, and they are starting in its educational system. Because if you control the minds of young people and you shape their teachers even before that, so when they enter the classroom, even if it isn't a Confucius classroom, those teachers have been impacted in what they point out about some of these malign actors in the world, even if it puts down some of their concerns, is a problem for the United States.

If there is complete transparency, where we talk about all of the entities with truth, then that is fine. That is America. We can take it, having our students know about the Chinese Communist Party and how they have taken Uyghur Muslims and committed genocide on them for years. If we can talk about the Tiananmen Square massacre that went on, that is not a problem. However, that is not what these malign actors want. They want to cover that over.

Mr. Speaker, there is significant evidence of ongoing threats to U.S. schools from malign actors. They may change names and they may change approaches, but they are there. We wouldn't have seen the type of demonstrations and attacks on our Jewish students on college campuses all over this country if there weren't malign actors changing the focus of our students' minds on key issues.

China strategically deployed and expanded their Confucius classrooms rapidly going from only a few in 2008 to over 1,000 worldwide by 2019. More than 500 American K-12 schools have hosted Confucius classrooms. A 2023 Defending Education report identified 143 schools across 34 States with Chinese ties, with at least 7 still active as of this publication.

The report also found that many of these schools are located near military bases.

□ 1250

My Democrat colleagues are correct that the known number of Confucius classrooms has declined after attention from media and advocacy groups increased, including from Congress, but that doesn't prove the CCP threat is gone.

There are 500 Chinese Communist Party-affiliated Chinese nationals—I say “affiliated” because they are required when coming over to work in a new production center in my district that will be opened up very soon by a major corporation. These 500 employees have signed a contractual agreement with the Chinese Communist Party to provide any information back to China that they come up with. Who knows what type of influence will take place within 15 minutes of a National Guard base and a key drone wing of the United States military.

These are concerns that we ought to have, but this doesn't prove that we have done enough yet. I think what we have seen causes us to be concerned about what is taking place. It may be that the CCP has found more covert ways to influence our schools. Schools may still be making contracts with CCP entities. If not, great. We will find that out, just without easily identifiable keywords such as “Confucius,” but what else will take place. That is why we need these bills.

Under these bills, schools must avoid contracting with the CCP or its agents. Schools must report gifts from or contracts with foreign governments, and resources must be available for parents to review.

We know this can go on right now. We know contracts are undertaken with all of our school districts now. We know that the lawyers on staff have means by which to make sure that the appropriate t's are crossed and i's are dotted. They can follow the law. We must do that.

Advocacy groups, such as Defending Education, have done tremendous work to ensure we know about the CCP's influence, but it shouldn't take a third-party nonprofit to tell us who is teaching our children.

The CCP remains a threat to American interests. I have no doubt that they would still like to indoctrinate American children and teachers, and that is why we must be vigilant and pass these bills.

Mr. Speaker, I yield 3 minutes to the gentleman from Michigan (Mr. MOOLENAAR), who is also the chairman of the Select Committee on the CCP.

Mr. MOOLENAAR. Mr. Speaker, I thank the chairman for this time.

China is our Nation's greatest adversary, and it seeks to harm our country on a daily basis. It thrives in the shadows. It uses fentanyl precursors, predatory trade practices, and cyberattacks to hurt us.

China also uses informational warfare, and it would love to influence what American students learn in classrooms, from kindergarten through college.

The CCP uses our free and open society against us, bankrolling civil organizations with nice-sounding names to sponsor exchange programs and curriculums that hide the truth about China.

Earlier this year, my committee highlighted how Montgomery County in Maryland has sent 31 students to China on a trip paid for by the People's Republic of China. That is just one example of why the legislation the House is considering this week is urgently needed.

The CCP does not want Americans to learn about the horrific Cultural Revolution in their history classes. It does not want young Americans to know that it slaughtered innocent students at Tiananmen Square, nor does it want students to learn about the CCP's ongoing Uyghur genocide and the slave labor that affects the supply chains of clothes and other products they use every day.

Parents may think the Chinese Communist Party isn't interested in what their kids are learning, but the CCP wants to influence every American.

These bills will empower parents, protect students from Chinese propaganda, and shine a light on how China tries to influence our education system.

I thank my colleagues for their work on this legislation and my good friend Chairman WALBERG from Michigan for moving the bills through the committee and bringing them to the floor.

Mr. Speaker, I urge my colleagues to vote for the bills.

Mr. SCOTT of Virginia. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, if there was real evidence of influence, I think we would have heard specifically what that evidence is. We haven't.

My colleagues keep talking about China, about the Confucius Institute. At last count, there were only five active programs in 15,000 school divisions. There used to be more. There are only about five now.

This bill is going to be hard to manage. It is difficult, if not impossible, to easily access the most recent list of foreign entities of concern.

As we have pointed out, this bill doesn't talk about China. It talks about foreign entities of concern. That list can change without notice. In fact, the most recent list from the Department of State has 91 listings, 12 added since Labor Day of this year. Good luck to those 15,000 superintendents who have to keep up with that list, with the added problem that the Departments of Energy and the Treasury also keep separate lists. Those 15,000 superintendents have to keep up with those lists, too.

At its core, this is just another unfunded mandate, where you have to train 15,000 superintendents and unlimited numbers of principals so they will know what a foreign entity of concern is and how to deal with it with this new legislation. It burdens our already

overstretched schools with new reporting requirements, new paperwork, and new bureaucratic hurdles, all without adding a single dollar to help them meet their obligations. Our educators deserve meaningful support, not legislative gestures that create more problems than they solve.

For these reasons, I will be voting “no” and urge my colleagues to reject this measure and refocus our efforts on policies that will actually strengthen our public schools.

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

Mr. WALBERG. Mr. Speaker, I yield myself the balance of my time.

H.R. 1049, the TRACE Act, sends a clear message: Parents have a right to know what their children are learning, especially when curricula are funded by authoritarian regimes.

Foreign influence in classrooms not only undermines our cherished American values but also our national security. The TRACE Act allows parents to review foreign-funded materials and raise concerns when needed. Concerned parents should not be labeled as terrorists, domestic or otherwise, or treated like criminals when they stand up for their children.

By empowering parents, we strengthen student outcomes and protect our schools, which should be in the business of public service to our homes, our families, our children, and our parents.

I urge my colleagues to support the TRACE Act and stand with families in defending the integrity of American education from foreign tyranny.

Mr. Speaker, I urge my colleagues to support the legislation, and I yield back the balance of my time.

The SPEAKER pro tempore. All time for debate has expired.

Pursuant to House Resolution 916, the previous question is ordered on the bill, as amended.

The question is on the engrossment and third reading of the bill.

The bill was ordered to be engrossed and read a third time, and was read the third time.

The SPEAKER pro tempore. The question is on passage of the bill.

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

Mr. SCOTT of Virginia. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, further proceedings on this question will be postponed.

RECESS

The SPEAKER pro tempore. Pursuant to clause 12(a) of rule I, the Chair declares the House in recess subject to the call of the Chair.

Accordingly (at 1 p.m.), the House stood in recess.