

Some students did not even know their financial aid status until after the start of the school year. Recently, I voted in favor of the FAFSA Deadline Act, which would ensure that FAFSA forms are made available by October 1 of each year, allowing students and their families and their schools the necessary time to complete, process, and receive those applications.

These delays impact students, both at flagship universities and at trade schools, leaving the students unsure of how they will afford the tuition in their chosen careers.

It is time for the Senate to pass this legislation and give our students and their families the clarity that they need in order to return and resume their education.

CELEBRATING ONE YEAR OF MEDICAID EXPANSION

(Mr. DAVIS of North Carolina asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. DAVID of North Carolina. Mr. Speaker, I rise to join in a celebration of the 1-year anniversary of Medicaid expansion in the State of North Carolina.

As the co-chair of the State Medicaid Expansion Caucus, I am glad nearly 600,000 North Carolinians now have access to healthcare. I thank the North Carolina General Assembly for doing the right thing, and the Governor and DHS Secretary for selecting eastern North Carolina to celebrate this milestone where more than 95,000 residents now have care.

It is not just that. We are also celebrating the many jobs that are helping to boost eastern North Carolina's economy. After witnessing the closure to Martin General Hospital and other struggling hospitals in the east, expansion was vital.

Congress must see the value, benefits, and the fruits of our labor. With the expansion of Medicaid and the groundbreaking of the new Center of Medical Education building both, we remain on the forefront of delivering a healthier eastern North Carolina, and I couldn't be prouder.

□ 0915

RECOGNIZING LISA GRAY

(Mrs. LESKO asked and was given permission to address the House for 1 minute.)

Mrs. LESKO. Mr. Speaker, I rise today to recognize a community leader whose service and dedication to myself and the State of Arizona are unmatched: Lisa Gray, my friend.

When I got elected to Congress in 2018, Lisa was my First District director and assisted me in opening the office. She did a great job.

Through her time in my office, Lisa was committed to providing the best service to our constituents and played an active role in our community.

Still to this day, Lisa is an active member of our community and currently serves as the general manager of the Sun City Homeowners Association. Lisa is a leader and advocate who fights for what she believes in.

When I look back on my time in elected office, Lisa was such an important part of this journey, and I thank her for her service and commitment to our community and our country.

Mr. Speaker, I thank Lisa, and I appreciate her.

CONGRATULATING EAST ST. LOUIS FLYERS ON FOOTBALL CHAM- PIONSHIP

(Ms. BUDZINSKI asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. BUDZINSKI. Mr. Speaker, I rise today to congratulate the East St. Louis Flyers football team for winning the 2024 Illinois State championship.

Under Coach Darren Sunkett's leadership, the Flyers went 13-1 this season, averaging an astonishing 43 points per game while giving up an average of just 7 points per game.

On November 28, the team finished their season with a 48-28 victory over Geneva, marking East St. Louis' 11th State championship and Coach Sunkett's fifth State title with the Flyers.

I want to personally congratulate each and every player, coach, and staffer who helped the Flyers achieve their goals on and off the field this season. I know that behind each win were hours of practice and preparation. Mr. Speaker, their dedication to the game of football and our local community is an inspiration.

Go Flyers.

CRUCIAL COMMUNISM TEACHING ACT

Mr. OWENS. Mr. Speaker, pursuant to House Resolution 1602, I call up the bill (H.R. 5349) to develop and disseminate a civic education curriculum and oral history resources regarding certain political ideologies, and for other purposes, and ask for its immediate consideration in the House.

The Clerk read the title of the bill.

The SPEAKER pro tempore. Pursuant to House Resolution 1602, the amendment in the nature of a substitute recommended by the Committee on Education and the 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. 5349

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 "Crucial Communism Teaching Act".

SEC. 2. PURPOSES.

The purposes of this Act are the following:

(1) To help families, civic institutions, local communities, local educational agencies, high schools, and State educational agencies to prepare high school students to be civically responsible and knowledgeable adults.

(2) To ensure that high school students in the United States—

(A) learn that communism has led to the deaths of over 100,000,000 victims worldwide;

(B) understand the dangers of communism and similar political ideologies; and

(C) understand that 1,500,000,000 people still suffer under communism.

SEC. 3. DEVELOPMENT AND DISSEMINATION OF CIVIC EDUCATION CURRICULUM AND ORAL HISTORY RESOURCES.

The independent entity created under section 905(b)(1)(B) of the FRIENDSHIP Act (40 U.S.C. 8903 note; 107 Stat. 2331 note), also known as the "Victims of Communism Memorial Foundation", shall—

(1) develop a civic education curriculum for high school students that—

(A) includes a comparative discussion of certain political ideologies, including communism and totalitarianism, that conflict with the principles of freedom and democracy that are essential to the founding of the United States;

(B) is accurate, relevant, and accessible, so as to promote the understanding of such political ideologies; and

(C) is compatible with a variety of courses, including social studies, government, history, and economics classes;

(2) develop oral history resources that may be used alongside the curriculum described in paragraph (1) and that include personal stories, titled "Portraits in Patriotism", from diverse individuals who—

(A) demonstrate civic-minded qualities;

(B) are victims of the political ideologies described in paragraph (1)(A); and

(C) are able to compare the political ideologies described in paragraph (1)(A) with the political ideology of the United States; and

(3) engage with State and local educational leaders to assist high schools in using the curriculum described in paragraph (1) and the resources described in paragraph (2).

SEC. 4. DEFINITIONS.

The terms in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) shall apply to this Act.

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 the Workforce or their respective designees.

After 1 hour of debate on the bill, as amended, it shall be in order to consider the further amendment printed in part A of House Report 118-791, if offered by the Member designated in the report, which shall be considered read, shall be separately debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, and shall not be subject to a demand for a division of the question.

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

The Chair recognizes the gentleman from Utah (Mr. OWENS).

GENERAL LEAVE

Mr. OWENS. 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 to H.R. 5349.

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

There was no objection.

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

Mr. Speaker, I rise in support of H.R. 5349, the Crucial Communism Teaching Act authored by Representative SALAZAR from Florida.

Communism is a cancerous ideology that has a long, dark history of political suppression, persecution, and violence. There is no question about that.

This ideology has led to the deaths of over 100 million men, women, and children worldwide, and it tramples the human rights of 1.5 billion people across the globe.

If you think this is a thing of the past, think again. The Victims of Communism Memorial Foundation put it this way: "The Berlin Wall fell in 1989, but communism didn't. One hundred years after the Bolshevik Revolution, one-fifth of the world's population still lives under single-party communist regimes in China, Cuba, Laos, North Korea, and Vietnam."

The freedom we enjoy is a threat to these communist regimes, and they benefit when their atrocities are covered up.

It is no surprise that malign foreign actors are infiltrating American educational institutions to spew propaganda and keep the horrors of communism buried.

For example, the Chinese Communist Party, the CCP, is using Confucius Classrooms under the guise of cultural exchange centers to undermine the principles upon which this Nation is built.

They are explicitly organized by the CCP to project soft power on American students. The strategy is straight out of the Soviet playbook. In 1960, the USSR established the Peoples' Friendship University as a cultural and literary exchange program to indoctrinate students in developing countries in Africa, Asia, and Latin America.

This blatant attempt to inject foreign ideologies into schools undermines the fundamental purpose of American education. It goes without saying that we should be teaching American values in American schools.

Make no mistake, every dollar that flows into American classrooms from the CCP comes with strings attached, and the most important string is the requirement that instructors censor themselves to appease Beijing.

The censorship stifles academic freedom, which is a cornerstone of the American educational system. Academic freedom encourages open dialogue, the free exchange of ideas, and the pursuit of knowledge without fear of reprisal.

Confucius Classrooms, however, undermine these principles by fostering an environment where educators are pressured to align with the CCP's agenda, stifling critical thinking and true intellectual exploration.

Yet, over 500 K-12 schools across the United States have allowed the CCP to establish itself in their halls under the guise of Confucius Classrooms, which has been especially concentrated close to military bases.

To make matters worse, currently, 28 percent of Gen Zers hold a favorable opinion of the term "communism," and 18 percent of Gen Zers think communism is a fairer system than capitalism and deserves consideration in America.

These disturbing statistics make it clear that we are in a war of ideas. President Reagan's quote is even more prescient: Freedom "is never more than one generation away from extinction."

We celebrate accountability, free markets, human rights, and good governance, while communism seeks to subvert these ideas. We must protect and nurture our own democratic values for them to continue to thrive.

This is a serious problem that must be confronted, and the Crucial Communism Teaching Act is the answer.

This legislation will offer States and local school districts optional educational materials with which they can educate high school students about the dangers of communism and how these systems are contrary to the founding principles of freedom in the United States.

This is all about preserving those founding principles, safeguarding the freedoms that have always defined this great Republic throughout its history, and educating this Nation's future leaders about the true nature of this caustic ideology that is communism.

Mr. Speaker, I urge a "yes" vote for the Crucial Communism Teaching Act, and 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 on H.R. 5349, the so-called Crucial Communist Teaching Act.

Let me start by acknowledging that there is value in educating our students about the dangers of totalitarianism and the atrocities committed under communist regimes, but the truth is we are debating a bill that skirts around key historical lessons and only risks further politicizing education.

Rather than bringing forward substantive legislation to address challenges that our children face in the classroom, Republicans want us to focus on this narrowly tailored bill that leaves out important issues that we should be discussing about communism.

We should be taking action to address the actual challenges that our children are facing, like legislation to increase investments in early childhood education, closing achievement gaps in our schools, tackling the mental health crisis among our youth, increasing graduation rates, and making college more affordable.

These are the challenges that people are actually facing, but this bill—in fact, this entire session—has been silent on those issues.

Furthermore, the bill fails to provide a complete and comprehensive approach to teaching students about the full history of communism. If we truly want to educate students about the dangers of extremism, we should be teaching them about all forms, not just communism, but about fascism and other ideologies that have sought to strip people of their rights and freedoms.

Even with communism, the bill neglects to mention the long history of using the label "communism" to inflame, scare, and pit Americans against each other. The bill remains silent when it comes to specifics, such as the discussion about the history of the House Un-American Activities Committee.

Many fear that this approach will not only oversimplify this complex issue but also distort our students' understanding of history.

What is more troubling is that while we are debating this bill, Republicans are ignoring the actual efforts to invest in education and ensure that all children have the opportunities to succeed. We should be passing legislation that prioritizes their future, not creating distractions on divisive partisan messaging.

I urge my colleagues to come together to support legislation that would truly make a difference in the lives of American students. This legislation only directs an organization to create a limited curriculum on communism that public schools can adopt or not at the discretion of the local school system.

Let's focus instead on policies that improve academic achievement, close achievement gaps, increase graduation rates, and make higher education more affordable, issues that demand our immediate attention.

Mr. Speaker, I advise my colleague that I have no further speakers, and I am prepared to close when the gentleman is prepared to close. I reserve the balance of my time.

□ 0930

Mr. OWENS. Mr. Speaker, I yield 2 minutes to the gentleman from Michigan (Mr. WALBERG).

Mr. WALBERG. Mr. Speaker, I thank my colleague for yielding.

Mr. Speaker, I rise in strong support of H.R. 5349, the Crucial Communism Teaching Act, and I thank my colleague from Florida, Representative SALAZAR, for her work on this important legislation that comes from personal experience with communism.

Communism has a long and dark history of political suppression, persecution, and violence that has been whitewashed by foreign influence in American education institutions for a long time. Schoolchildren should receive an accurate and comprehensive education on communist regimes and policies.

Communism has led to the deaths of over 100 million victims worldwide. It has failed every time it has been tried, and, sadly, polls today show that one in five millennials and one in three members of Gen Z have a positive viewpoint of communism. Wow.

Mr. Speaker, that data is troubling, and solutions start with ensuring an accurate education.

What this legislation does is it says: Local K-12 schools are local K-12 schools. The bureaucracy in the Federal Government is not going to put the thumb on the scale, but we are going to give the opportunity for accurate educational tools to be put in place if they choose to do it.

Mr. Speaker, I think there are a lot of American parents who would be thrilled with the opportunity of knowing that these resources, put together by people who understand the history, will be there for them.

Mr. Speaker, I urge passage of H.R. 5349 as an initial, positive step toward restoring the greatness of our country with the understanding of the evil influence of communism that is still there and invading our country at this very moment in our classrooms.

Mr. Speaker, I urge its passage.

Mr. OWENS. Mr. Speaker, I yield 5 minutes to the gentlewoman from Florida (Ms. SALAZAR), who is the bill's sponsor.

Ms. SALAZAR. Mr. Speaker, I rise today to urge the passage of my bill, H.R. 5349, the Crucial Communism Teaching Act.

My legislation will develop a curriculum on the real, brutal history of communism and provide States with the resources to implement it from kindergarten through the end of high school.

This bill is crucial at this hour for the health of our Nation.

Why is that, Mr. Speaker?

It is because America's youth has been brainwashed by media and academia for the last 30 years to believe that communism is good.

What a travesty. What a horror. Ask my parents and my community if that is true.

I am just going to bring you some proof, Mr. Speaker. Nearly 40 percent of Gen Zers and millennials think that "The Communist Manifesto" written by Karl Marx is a better defense of freedom than the Declaration of Independence written by Thomas Jefferson.

Just picture that, Mr. Speaker. Jefferson and Karl Marx, for 40 percent of Gen Zers, Marx wins over Jefferson. What a problem we have in this country.

The Declaration of Independence, as we all know, gave birth to the longest and most prosperous democracy in the world, ours, and that is why we have to preserve it through this bill.

More than one-third of millennials approve of communism because they do not know what they are talking about or what this is all about. They don't know that communism has claimed

over 100 million lives all over the world, making it the deadliest ideology known to mankind.

I represent the people of the city of Miami, which is the heart of the Cuban exile community. It is the refuge of hundreds of thousands of Cubans, Nicaraguans, and Venezuelans who have, in record numbers, fled the horrors of this ideology. We would like, through this bill, to teach our kids not to fall into that trap.

Let's just talk about Venezuela. Venezuela has the largest oil reserves in the world. That is a fact. It used to have the same GDP as Germany only 25 years ago. That is another fact. It has an inflation rate right now of over 150 percent. The average Venezuelan has lost 15 pounds for lack of food in a country that has the largest oil reserves in the world. Something doesn't match.

In the last 25 years, nearly 8 million Venezuelans fled the country, a country that, as I said, has the largest reserves of oil and is full of natural resources.

Now let's go to Nicaragua. It was the breadbasket of Central America 25 years ago. Under Communist Daniel Ortega, 28,000 properties have been expropriated, and Nicaraguans now are poorer than they were in the seventies.

A couple of years ago, seven of the last presidential contenders were put in jail because elections for Communists is a problem, therefore, you have to stifle them and you put your political opponents in jail. That is the easiest part because there is no accountability.

Now let's go to Cuba where my parents come from. My parents fled in the sixties. Seventy percent of Cubans today eat only once a day. The average Cuban makes \$1 a day as income. In 1960, Cuba had a per capita income close to Italy or Argentina.

Hunger, being hungry, is a very powerful motivator. Thousands and thousands of Cubans, I have known some of them, throw themselves into the ocean in the Florida Straits to get to Miami, facing the sharks and facing drowning just to escape that Communist inferno. They expose their children to that. Just picture what that means. What kind of life do you have to be living wherever you are in Cuba that you throw yourself into the ocean and face the sharks in the dark?

Today, the average Cuban has 1 hour of electricity, and they have no food, no water, no medicine, no clothes, and they are desperate to come to the United States.

This is an island that is 90 miles away from the United States, which is the most powerful economy in the world, and an island that could be Taiwan, Singapore, or Hong Kong but for communism.

Now let's leave this hemisphere and let's go to China. In China, up to 55 million people starved to death under Mao Zedong in the Great Leap Forward.

Mao was one of the most evil Communist leaders, we all know, but, Mr. Speaker, do you know that nearly one-half of our American kids do not even know who Mao Zedong is?

In Cambodia, the Khmer Rouge murdered 1 million people.

In the USSR, 10 million were sent to freeze to death.

The SPEAKER pro tempore. The time of the gentlewoman has expired.

Mr. OWENS. Mr. Speaker, I yield an additional 1 minute to the gentlewoman from Florida.

Ms. SALAZAR. Communists are in the business of power. It only takes one generation to believe their false promises and we lose everything.

We cannot misinform our children. Knowledge is power. Churchill said that by studying history, "the farther backward you can look, the farther forward you are likely to see."

Communism only leads to destruction and misery.

Mr. Speaker, I urge support from my colleagues on both sides of the aisle. This bill has nothing to do with politics, and it has nothing to do with political parties. It has to do with preserving the institution and what we have created as a Nation.

Let's teach our children about the truth. Let's not fall into the trap. Let's start from kindergarten to teach the children, and then they will be able to make a knowledgeable decision when they go to the voting booth.

Mr. Speaker, I urge support from my colleagues on both sides of the aisle. Let's pass H.R. 5349.

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

Mr. Speaker, let's be clear. If this wasn't about politics, then it would also have included fascism as well as communism. While the majority pushes this bill forward, it narrowly focuses on teaching some aspects of communism. We are ignoring the broader issues that affect students every day.

We should be working together to improve academic achievement, close learning gaps, improve graduation rates, make college more affordable, and other important education issues.

Instead of pursuing this distraction, let's focus on the real challenges that students face in the classroom today. Let's pass substantive legislation that supports our educators with the resources to provide a safe learning environment and empowers our students to succeed and prepares them for the future.

Mr. Speaker, I urge my colleagues to prioritize the actual needs of the students, and I yield back the balance of my time.

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

Mr. Speaker, first of all, let me thank my colleague from Florida for her remarks.

We can do a lot of good things in our country, including closing the border and taking care of inflation. If we do not teach our young people the danger

of communism, then we will rot from within.

Mr. Speaker, I thank Ms. SALAZAR for her leadership.

Communism's long, dark history of political suppression, persecution, and violence is established fact. As I mentioned at the start, communism has led to the deaths of over 100 million victims worldwide and currently tramples the human rights 1.5 billion people across the globe.

It is troubling that so many Gen Zers have no problem with communism or even embrace it. This is the result of at least two factors: the lack of accurate educational materials in U.S. schools and malign foreign actors who successfully push their propaganda.

The good news is that Republicans have a solution that has bipartisan support. H.R. 5349, the Crucial Communism Teaching Act, will support State and local efforts to educate high school students about the dangers of communism and how those systems are contrary to the founding principles of freedom in the United States.

Communist influence and infiltration in schools is real. Students need accurate information about how dangerous these ideologies are. By passing this bill, Congress can send a message that it stands against hate, indoctrination, and radicalization of America's next generation of leaders.

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

The SPEAKER pro tempore. All time for debate on the bill has expired.

AMENDMENT OFFERED BY MS. MANNING

The SPEAKER pro tempore. It is now in order to consider the amendment printed in House Report 118-791.

Ms. MANNING. Mr. Speaker, as the designee of the gentleman from New Jersey (Mr. GOTTHEIMER), I have an amendment at the desk.

The SPEAKER pro tempore. The Clerk will designate the amendment.

The text of the amendment is as follows:

Page 4, after line 9, insert the following new subparagraph:

(B) is updated periodically to ensure the curriculum includes both past and present communist and totalitarian regimes, with a focus on—

(i) ongoing human rights abuses by such regimes, such as the treatment of Uyghurs in the Xinjiang Uyghur Autonomous Region (XUAR) by the People's Republic of China; and

(ii) aggression by such regimes against democratic nations and democracy, such as actions taken by the People's Republic of China to deter pro-democracy protests in Hong Kong and the increasingly aggressive posture by the People's Republic of China toward Taiwan, a democratic friend of the United States.

Page 4, beginning on line 10, redesignate subparagraphs (B) and (C) as subparagraphs (C) and (D), respectively.

The SPEAKER pro tempore. Pursuant to House Resolution 1602, the gentlewoman from North Carolina (Ms. MANNING) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentlewoman from North Carolina.

Ms. MANNING. Mr. Speaker, this amendment offered by my colleague, Representative JOSH GOTTHEIMER of New Jersey, ensures that the civic education curriculum in this bill covers how past and present communist and totalitarian regimes have committed grave human rights abuses and threatened democracies.

Mr. Speaker, it is no secret that communist and totalitarian regimes view democracies as a threat. They have repeatedly sought to undermine democracies and threaten their stability at every turn. Nevertheless, these regimes often trample the rights of many of their own citizens, especially ethnic and religious minorities.

As we know, the People's Republic of China has committed grave human rights abuses and, according to the State Department, continues to carry out genocide, crimes against humanity, forced labor, and other human rights violations against Uyghurs in China's western provinces.

The PRC also poses an increasingly aggressive threat to Taiwan, a key democracy and a vital partner of the U.S. which shares our fundamental values.

I firmly believe that it is worthwhile for students from all backgrounds to better understand these facts. This amendment broadens and expands the curriculum that would be made available to high school students to help them become more aware of history and how communist and totalitarian regimes threaten our security and values.

In closing, Mr. Speaker, I urge all my colleagues on both sides of the aisle to join me in supporting Representative GOTTHEIMER's commonsense amendment, and I yield back the balance of my time.

Mr. OWENS. Mr. Speaker, I claim the time in opposition to the amendment, even though I am not opposed to it.

The SPEAKER pro tempore. Without objection, the gentleman from Utah is recognized for 5 minutes.

There was no objection.

Mr. OWENS. As mentioned, this amendment would ensure that optional learning resources developed by the Victims of Communism Memorial Foundation are periodically updated, with a special focus on China's human rights abuses and aggression against democratic nations.

The Chinese Communist Party has egregiously and repeatedly violated human rights. They have persecuted Muslim minorities, displayed aggression toward Taiwan, and cracked down on peaceful pro-democracy protesters. In Chinese schools, they are indoctrinating students to ignore or dismiss these human rights abuses.

□ 0945

They are not content to only brainwash their own students. They are also attempting to indoctrinate American students, as I mentioned in my opening statement.

American students need to know about Communism and especially the

evils of the Chinese Communist Party. The Gottheimer amendment would ensure that these optional resources fully include information about China's abuses so students can get a full version of history.

Mr. Speaker, I support the gentleman's amendment, and I yield back the balance of my time.

Ms. MANNING. Mr. Speaker, I yield 3 minutes the gentleman from Maryland (Mr. RASKIN), my good friend and cousin.

Mr. RASKIN. Mr. Speaker, I thank the gentlewoman for yielding me time.

Mr. Speaker, I am just becoming acquainted with the amendment and the legislation now, but it seems to me it is a very good idea to educate people on the dangers and the perils of Communist totalitarianism, as well as other kinds of totalitarianism, such as Nazi and Fascist totalitarianism, the forces we defeated in the last century.

Obviously, there are a lot of Americans who need a primer on the dangers of Communist totalitarianism, such as the President-elect, who still seems to have a love affair with Kim Jong-un, the last remaining Communist dictator on Earth, who is a major threat to the human rights of people who live in North Korea.

Vladimir Putin, the former head of the KGB, who described the collapse of the Soviet Union as the worst catastrophe of the 20th century, remains a severe threat to democracy and freedom all over the world.

Along with the distinguished chairman of the committee, I am sorry that there is not an explicit recognition of Nazism and fascism here, but there is no problem with educating people about the dangers of Communist totalitarianism because there are so many people, including the President-elect, who seem not to remember the dangers of Communist totalitarianism and what people like Vladimir Putin did under Soviet Communism and the threat that continues to be posed.

Mr. Speaker, I think the amendment makes good sense to identify the Chinese Government's violent mistreatment of the Uyghurs, of people in Tibet, and continuing human rights violations that are taking place.

This means we shouldn't be making alliances with Communist and totalitarian oligarchs all over the world. We should be criticizing them and challenging them for the violations of human rights of people who live under their empire.

America should not be aligned with the oligarchs and the Fascists and the Stalinist Communists all over the world. We should be aligned with the democratic movements, people who are struggling for freedom and human rights.

I am sorry that this was written in such a partial way, but it at least gets at part of the problem, and I hope it will be a real education to the incoming administration, as well as to young people, about the dangers of people like

Vladimir Putin and Kim Jong-un, Communists who have undermined human rights and freedom in our time.

The SPEAKER pro tempore. Members are reminded to refrain from engaging in personalities toward the President-elect.

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

The SPEAKER pro tempore. Pursuant to the rule, the previous question is ordered on the bill and on the amendment offered by the gentlewoman from North Carolina (Ms. MANNING).

The question is on the amendment offered by the gentlewoman from North Carolina (Ms. MANNING).

The amendment was agreed to.

The SPEAKER pro tempore. 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 the 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 vote was taken by electronic device, and there were—yeas 327, nays 62, not voting 43, as follows:

[Roll No. 492]

YEAS—327

Adams	Cherfilus-	Fitzpatrick
Aderholt	McCormick	Fleischmann
Aguilar	Chu	Flood
Alford	Ciscomani	Fong
Allen	Clark (MA)	Foster
Allred	Cleaver	Fox
Amo	Cline	Franklin, Scott
Amodoi	Clyburn	Fry
Auchincloss	Cohen	Fulcher
Babin	Cole	Garamendi
Bacon	Comer	Garbarino
Baird	Connolly	Garcia (TX)
Balderson	Correa	Gimenez
Balint	Costa	Golden (ME)
Banks	Courtney	Goldman (NY)
Barr	Craig	Gonzales, Tony
Barragán	Crawford	Gonzalez, V.
Bean (FL)	Crow	Good (VA)
Beatty	Cuellar	Gosar
Bentz	Curtis	Graves (LA)
Bera	D'Esposito	Green, Al (TX)
Bergman	Davids (KS)	Griffith
Beyer	Davis (NC)	Guest
Bice	De La Cruz	Guthrie
Bilirakis	Dean (PA)	Hageman
Bishop (GA)	DeGette	Harder (CA)
Bishop (NC)	DeLauro	Harris
Blunt Rochester	DelBene	Hayes
Bonamici	Deluzio	Hern
Bost	DeSaulnier	Higgins (LA)
Boyle (PA)	DesJarlais	Hill
Brown	Diaz-Balart	Himes
Brownley	Dingell	Hinson
Bucshon	Doggett	Horsford
Budzinski	Donalds	Houchin
Burgess	Duarte	Houlahan
Burlison	Dunn (FL)	Hoyer
Calvert	Edwards	Hoyle (OR)
Cammack	Elizy	Hudson
Caraveo	Emmer	Huffman
Carbajal	Escobar	Huizenga
Carey	Eshoo	Hunt
Carl	Españlat	Issa
Carter (GA)	Ezell	Ivey
Carter (TX)	Fallon	Jackson (NC)
Cartwright	Feenstra	Jacobs
Case	Ferguson	James
Castor (FL)	Finstad	Jeffries
Chavez-DeRemer	Fischbach	Johnson (SD)
	Fitzgerald	Jordan

Joyce (OH)	Mfume	Sewell
Joyce (PA)	Miller (IL)	Sherman
Kaptur	Miller (OH)	Simpson
Kean (NJ)	Miller (WV)	Slotkin
Keating	Miller-Meeks	Smith (MO)
Kelly (IL)	Moolenaar	Smith (NE)
Kelly (MS)	Mooney	Smith (NJ)
Kelly (PA)	Moore (UT)	Smucker
Kennedy	Moore (WI)	Sorensen
Khanna	Moran	Soto
Kiggans (VA)	Morelle	Spanberger
Kildee	Moulton	Spartz
Kiley	Mrvan	Stansbury
Kilmer	Murphy	Stanton
Kim (CA)	Napolitano	Staubert
Kim (NJ)	Neal	Steel
Krishnamoorthi	Neguse	Stefanik
Kuster	Newhouse	Steil
Kustoff	Nickel	Strickland
LaMalfa	Norcross	Strong
Landsman	Nunn (IA)	Suozzi
Langworthy	Obermole	Sykes
Larsen (WA)	Owens	Tenney
Larson (CT)	Pallone	Thanedar
Latta	Palmer	Thompson (CA)
LaTurner	Panetta	Thompson (MS)
Lawler	Pappas	Thompson (PA)
Lee (FL)	Pelosi	Tiffany
Lee (NV)	Peltola	Timmons
Lee Carter	Pence	Titus
Leger Fernandez	Peters	Tokuda
Lesko	Pettersen	Tonko
Letlow	Pfluger	Torres (CA)
Levin	Phillips	Torres (NY)
Lofgren	Posey	Trahan
Lopez	Raskin	Trone
Loudermilk	Reschenthaler	Turner
Lucas	Rogers (AL)	Valadao
Lynch	Ross	Van Drew
Mace	Rouzer	Van Orden
Magaziner	Ruiz	Vargas
Malliotakis	Rulli	Vasquez
Maloy	Ruppersberger	Veasey
Mann	Rutherford	Wagner
Manning	Ryan	Walberg
Mast	Salazar	Wasserman
Matsui	Salinas	Schultz
McBath	Sánchez	Weber (TX)
McCaul	Sarbanes	Webster (FL)
McClain	Scalise	Wenstrup
McClellan	Schiff	Westerman
McClintock	Schneider	Wied
McCollum	Scholten	Wild
McGarvey	Schrier	Williams (TX)
McHenry	Schweikert	Wilson (FL)
McIver	Scott (VA)	Wilson (SC)
Meeks	Scott, Austin	Wittman
Menendez	Scott, David	Womack
Meng	Self	Yakym
Meuser	Sessions	Zinke

NAYS—62

Arrington	Gooden (TX)	Omar
Biggs	Green (TN)	Perry
Boebert	Greene (GA)	Pocan
Brecheen	Grothman	Pressley
Burchett	Harshbarger	Ramirez
Bush	Jackson (IL)	Rosendale
Cárdenas	Jackson (TX)	Roy
Carson	Jayapal	Scanlon
Casas	Johnson (GA)	Schakowsky
Clarke (NY)	Kamlager-Dove	Smith (WA)
Cloud	Lee (CA)	Steube
Clyde	Lee (PA)	Stevens
Collins	Luttrell	Takano
Crane	McCormick	Tlaib
Crockett	McGovern	Underwood
Davidson	Mills	Van Deyne
Davis (IL)	Moore (AL)	Velázquez
Estes	Nadler	Waters
Foushee	Norman	Watson Coleman
Garcia (IL)	Ocasio-Cortez	Williams (GA)
Garcia, Robert	Ogles	

NOT VOTING—43

Armstrong	Galleo	Massie
Blumenauer	Garcia, Mike	Molinaro
Bowman	Gomez	Moskowitz
Buchanan	Gottheimer	Mullin
Carter (LA)	Granger	Nehls
Casten	Graves (MO)	Perez
Castro (TX)	Grijalva	Pingree
Crenshaw	LaHood	Porter
Duncan	LaLota	Quigley
Evans	Lamborn	Rodgers (WA)
Fletcher	Lieu	Rogers (KY)
Frankel, Lois	Luetkemeyer	
Frost	Luna	

□ 1018

Messrs. COLLINS, JACKSON of Texas, Ms. JAYAPAL, Mrs. HARSHBARGER, and Mr. GROTHMAN changed their vote from “yea” to “nay.”

Ms. ADAMS changed her vote from “nay” to “yea.”

So the bill was passed.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

Mr. GRAVES of Missouri. Mr. Speaker, I missed a series of votes today. Had I been present, I would have voted YEA on Roll Call No. 492.

Ms. UNDERWOOD. Mr. Speaker, I voted incorrectly today. However, if I had voted as I intended, I would have voted “YEA” on Roll Call No. 492, the passage of H.R. 5349.

Ms. PEREZ. Mr. Speaker, I unfortunately missed votes today due to a family emergency. Had I been present, I would have voted YEA on Roll Call No. 492.

Mr. LALOTA. Mr. Speaker, I regret to have missed this vote. Had I been present, I would have voted YEA on Roll Call No. 492.

Ms. PORTER. Mr. Speaker, I was unable to be present to cast my vote on Roll Call No. 492. Had I been present, I would have voted YEA.

ADJOURNMENT FROM FRIDAY, DECEMBER 6, 2024, TO MONDAY, DECEMBER 9, 2024

Mrs. HOUCHIN. Mr. Speaker, I ask unanimous consent that when the House adjourns today, it adjourn to meet on Monday, December 9, 2024, when it shall convene at noon for morning-hour debate and 2 p.m. for legislative business.

The SPEAKER pro tempore (Mr. VAN DREW). Is there objection to the request of the gentlewoman from Indiana?

There was no objection.

HONORING JOHN W. HALL

(Mr. BAIRD asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. BAIRD. Mr. Speaker, I rise to honor John W. Hall. John Hall is 99 years old and a U.S. Army veteran who fought in both World War II and the Korean war.

Hall became a prisoner of war in December of 1944 following the Battle of the Bulge. John Hall and his fellow POWs faced extremely harsh conditions in the disease-ridden POW camps with little or no food each day. He and his fellow POWs were liberated on April 2, 1945.

John Hall earned a Bronze Star for his service in Korea, where he was wounded in combat.

To this day, Hall exemplifies humility and insists that he is not a hero. Yet John is precisely that. Our country