

Therefore, I am pleased that the gentleman from Colorado (Mr. SCHAFER) has brought this before us, and I am pleased to join in commending the home schoolers of America, both the parents who do it and the children who receive it, and the fact that they work so well together to achieve their goals.

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

Mr. Speaker, a lot of people think that because we support public schools, that somehow we do not support the home schooling program. I would like to say that is quite contrary to what many of us over on this side believe.

I know that in my district back at home in California, that there are many people who home school their children. And as I walk door to door and encounter them, we have very good discussions about how we might get some of the local schools and local school districts to participate in the child's education also. We applaud on this side the whole issue of parent involvement and, as I said in my beginning remarks, it is quite important for parents to be involved in the education of a child.

Mr. Speaker, would it not be great if all of us could find the type of parent or have the type of parent who would take that time and would have the knowledge to be able to impart that and be able to spend that time with the child? Unfortunately, some parents do not have that level of education available to them, so it is hard to pass it on to their youngsters. But overall, whenever I come across people who are home schooling in my area, it is great to hear how they do it, what types of trips they are taking, what they are doing to help their children learn.

More importantly, it really gives us a point of discussion. Because many families feel very comfortable home schooling in the younger years, but as the children get older and have a more diverse curriculum that is needed many of them turn to the public schools. So it is a good point of discussion to ensure that home schooling parents are also working with the public schools to get that extracurricular activity or to get those additional classes, or maybe to go back into the public school system to get the type of learning that they need as a child continues to develop.

So tonight we honor those who have been home schooled who have made this country great, and we continue to thank those parents who are home schooling and wish for them to be a part of the entire education community, public, private school, and the home schooling situation.

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

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

Mr. Speaker, I appreciate everyone who has contributed to the conversation tonight and to support of this resolution. I am especially grateful for the gentleman from Pennsylvania (Mr.

GOODLING), chairman of the Committee on Education and the Workforce, and also the gentleman from Michigan (Mr. HOEKSTRA), the chairman of the Subcommittee on Oversight and Investigations as well. Both individuals have worked tirelessly for the concept of local control of education to the greatest extent possible.

I can think of no better example or ultimate example of local control than home schooling itself. This is a very positive topic and exciting topic because it is a topic that highlights successes and achievement throughout the country.

This is a bipartisan bill, as evidenced by the wide range of cosponsors of this resolution. This resolution coincides with Home School Week which begins in about one week, October 1 through 7, recognized as Home School Week throughout the country. So this resolution is indeed important to about 1.7 million Americans who are home educated throughout the country.

I would like to share with my colleagues some interesting statistics. Home schooling has grown at about 15 percent a year since 1990. Somewhere between 6 and 18 percent of all children under 18 have had some type of home schooling experience.

In kindergarten through eighth grade, home school students test the highest in our country on the Iowa Test of Basic Skills and other indicators as well. Specifically, kids in that age range in that category score on average between the 75th and 85th percentile on the Iowa test, placing them far above their private school counterparts as well as those who are educated in government-owned schools.

Home school K through 12 students have scored significantly higher than both in those other categories on the tests of achievement and proficiency. Home school students also score the highest on ACT scores for the third year in a row and for this year, 2000, they have scored the highest on SATs.

As my colleague from Michigan mentioned earlier, home schooled students dominated the 2000 Scripps-Howard National Spelling Bee winning not only first place but second place and third place in that national spelling bee, and came in second in the 2000 National Geography Bee.

What I think is most noteworthy perhaps, as the previous speaker indicated, of the support that home school students and home school educators and the home school movement enjoy not only among home schoolers but those who are involved in education in government-owned schools as well. Here is a remarkable statistic about how much home school families save government schools. With 1.7 million students being educated at home and the average per pupil expenditure, according to the U.S. Department of Education, being almost \$7,000 per year, home school families and students save the government State, local, and Federal, an incredible \$11.6 billion a year.

Mr. Speaker, what is even more important than that is the accomplishment and the statement that home schooling makes, because it reinforces the notion that parents are the primary educators for children and bear the ultimate responsibility for the education of their children. This is true whether a child is educated at home or whether by a hired professional that serves as a school teacher.

Parents are responsible for educating their child. And in the public school setting or private school setting that parent, and as a community hiring professional educators to assist them in that job and in that role, but it is always the parent that bears that ultimate responsibility, that always bears the ultimate authority over making the decisions about what is in the best interest of that child and being the judge of whether a child is on track in receiving the kind of education that is appropriate and earns the confidence of those children.

In closing, Mr. Speaker, I would like to thank one individual, Kevin Lundberg, who lived in Berthoud, Colorado. He is the one who first suggested this idea to me, and it was modeled after a similar resolution that was passed in the Colorado State General Assembly. Mr. Lundberg played the primary role in helping to draft this legislation and pointing out many of the accomplishments of home school students.

I would like to suggest that those 1.7 million Americans who are home educated today join a pretty impressive list of home educated Americans. Let me read that list. Some have been mentioned earlier: George Washington, Patrick Henry, John Quincy Adams, John Marshall, Robert E. Lee, Booker T. Washington, Thomas Edison, Abraham Lincoln, Theodore Roosevelt, Woodrow Wilson, Mark Twain, William Carey, Phyllis Wheatley, Andrew Carnegie, and many, many more who were educated at home.

Once again, home education week is celebrated next week starting October 1. It is a celebration that is well deserved and one that the entire country should participate in. I am grateful, Mr. Speaker, that those who are here on the floor tonight, and others who have supported this resolution through cosponsorship and other kind words that have been added into the record, have also added to the celebration and shown their support and confidence in the revolution that is taking place, the leadership that is taking place in education through home educators, the students, and all those who are involved in the movement.

Mr. PAUL. Mr. Speaker, I am pleased to support H. Res. 578, which celebrates the accomplishments of parents across the nation who have chosen to educate their children at home by designating the first week of October as "National Home Schooling Week." While serving in Congress, I have had the opportunity to get to know many of the home-schooling parents in my district. I am very impressed by the job these parents are doing in

providing their children with a quality education. I have also found that home schooling parents are among the most committed activists in the cause of advancing individual liberty, constitutional government, and traditional values. I am sure my colleagues on the Education Committee would agree that the support of home schoolers was crucial in defeating the scheme to implement a national student test.

Home schooling is becoming a popular option for parents across the country. In Texas alone, there are approximately 75,000 home schooling families educating an average of three children per household. Home schooling is producing some outstanding results. For example, according to a 1997 study the average home schooled student scores near the 19th percentile on standardized academic achievement tests in reading, mathematics, social studies, and science. Further proof of the success of home schooling is the fact that in recent years, self-identified home schoolers have scored well above the national average on both the Scholastic Aptitude Test (SAT) and the American College Test (ACT). All home schooled children, regardless of race, income-level, or gender achieve these high scores.

Contrary to media-generated stereotypes portraying home schooled children as isolated from their peers, home schooled children participate in a wide variety of social, athletic, and extra-curricular activities. Home schooling parents have formed numerous organizations designed to provide their children ample opportunity to interact with other children. In fact, recent data indicates that almost 50 percent of home schooled children engage in extra-curricular activities such as group sports and music classes, while a third of home schooled children perform volunteer work in their communities.

Mr. Speaker, to be a home schooling parent takes a unique dedication to family and education. In many cases, home school families must forgo the second income of one parent, as well as incurring the costs of paying for textbooks, computers, and other school supplies. Home schooling parents must pay these expenses while, like All-American families, struggling to pay state, local, and federal taxes.

In order to help home schoolers, and all parents, devote more of their resources to their children's education, I have introduced the Family Education Freedom Act (H.R. 935). This bill provides all parents a \$3,000 per child tax credit for K-12 education expenses. This bill will help home school parents to provide their children a first-class education in a loving home environment.

The Family Education Freedom Act will also benefit those parents who choose to send their children to public or private schools. Parents who choose to send their children to private school may use their tax credit to help cover the cost of tuition. Parents who choose to send their children to public schools may use their tax credit to help finance the purchase of educational tools such as computers or extracurricular activities like music programs. Parents may also use the credit to pay for tutoring and other special services for their children.

Mr. Speaker, the best way to improve education is to return control over education resources to the people who best know their

children's unique needs: those children's parents. Congress should empower all parents, whether they choose to home school or send their child to a public or private school, with the means to control their child's education. That is why I believe the most important education bill introduced in this Congress is the Family Education Freedom Act.

In conclusion, I once again wish to express my strong support for H. Res. 578 and urge all my colleagues to support this resolution and acknowledge the accomplishments of those parents who have avoided the problems associated with an education controlled by federal "educrats" by choosing to educate their children at home. I also urge my colleagues to help home schoolers, and all parents, ensure their children get a quality education by co-sponsoring the Family Education Freedom Act.

□ 2230

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

The SPEAKER pro tempore (Mr. SHIMKUS). The question is on the motion offered by the gentleman from Colorado (Mr. SCHAFFER) that the House suspend the rules and agree to the resolution, House Resolution 578.

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

A motion to reconsider was laid on the table.

NATIONAL MUSEUM OF THE AMERICAN INDIAN COMMEMORATIVE COIN ACT OF 2000

Mr. LEACH. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4259) to require the Secretary of the Treasury to mint coins in commemoration of the National Museum of the American Indian of the Smithsonian Institution, and for other purposes.

The Clerk read as follows:

H.R. 4259

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 "National Museum of the American Indian Commemorative Coin Act of 2000", or the "American Buffalo Coin Commemorative Coin Act of 2000".

SEC. 2. FINDINGS.

Congress finds the following:

(1) The Smithsonian Institution was established in 1846, with funds bequeathed to the United States by James Smithson for the "increase and diffusion of knowledge".

(2) Once established, the Smithsonian Institution became an important part of the process of developing the United States national identity, an ongoing role which continues today.

(3) The Smithsonian Institution, which is now the world's largest museum complex, including 16 museums, 4 research centers, and the National Zoo, is visited by millions of Americans and people from all over the world each year.

(4) The National Museum of the American Indian of the Smithsonian Institution (hereafter referred to in this section as the

"NMAI") was established by an Act of Congress in 1989, in Public Law 101-185.

(5) The purpose of the NMAI, as established by Congress, is to—

(A) advance the study of Native Americans, including the study of language, literature, history, art, anthropology, and life;

(B) collect, preserve, and exhibit Native American objects of artistic, historical, literary, anthropological, and scientific interest; and

(C) provide for Native American research and study programs.

(6) The NMAI works in cooperation with Native Americans and oversees a collection that spans more than 10,000 years of American history.

(7) It is fitting that the NMAI will be located in a place of honor near the United States Capitol, and on the National Mall.

(8) Thousands of Americans, including many American Indians, came from all over the Nation to witness the ground-breaking ceremony for the NMAI on September 28, 1999.

(9) The NMAI is scheduled to open in the summer of 2002.

(10) The original 5-cent buffalo nickel, as designed by James Earle Fraser and minted from 1913 through 1938, which portrays a profile representation of a Native American on the obverse side and a representation of an American buffalo on the reverse side, is a distinctive and appropriate model for a coin to commemorate the NMAI.

(11) The surcharge proceeds from the sale of a commemorative coin, which would have no net cost to the taxpayers, would raise valuable funding for the opening of the NMAI and help to supplement the endowment and educational outreach funds of the NMAI.

SEC. 3. COIN SPECIFICATIONS.

(a) \$1 SILVER COINS.—In commemoration of the opening of the Museum of the American Indian of the Smithsonian Institution, the Secretary of the Treasury (hereafter in this Act referred to as the "Secretary") shall mint and issue not more than 500,000 \$1 coins, each of which shall—

(1) weigh 26.73 grams;

(2) have a diameter of 1.500 inches; and

(3) contain 90 percent silver and 10 percent copper.

(b) LEGAL TENDER.—The coins minted under this Act shall be legal tender, as provided in section 5103 of title 31, United States Code.

SEC. 4. SOURCES OF BULLION.

The Secretary may obtain silver for minting coins under this Act from any available source, including stockpiles established under the Strategic and Critical Materials Stock Piling Act.

SEC. 5. DESIGN OF COINS.

(a) DESIGN REQUIREMENTS.—

(1) IN GENERAL.—The design of the \$1 coins minted under this Act shall be based on the original 5-cent buffalo nickel designed by James Earle Fraser and minted from 1913 through 1938. Each coin shall have on the obverse side a profile representation of a Native American, and on the reverse side, a representation of an American buffalo (also known as a bison).

(2) DESIGNATION AND INSCRIPTIONS.—On each coin minted under this Act there shall be—

(A) a designation of the value of the coin;

(B) an inscription of the year "2001"; and

(C) inscriptions of the words "Liberty", "In God We Trust", "United States of America", and "E Pluribus Unum".

(b) SELECTION.—The design for the coins minted under this Act shall be—

(1) selected by the Secretary, after consultation with the Commission of Fine Arts; and