

considerable power to allocate access to higher education. Government aid also destroys any incentives for recipients of the aid to consider price when choosing a college. The result is a destruction of the price control mechanism inherent in the market, leading to ever-rising tuition. This makes higher education less affordable for millions of middle-class Americans who are ineligible for Pell Grants!

Federal funding of higher education also leads to federal control of many aspects of higher education. Federal control inevitably accompanies federal funding because politicians cannot resist imposing their preferred solutions for perceived "problems" on institutions beholden to taxpayer dollars. The prophetic soundness of those who spoke out against the creation of federal higher education programs in the 1960s because they would lead to federal control of higher education is demonstrated by examining today's higher educational system. College and universities are so fearful of losing federal aid they allow their policies on everything from composition of the student body to campus crime to be dictated by the Federal Government. Clearly, federal funding is being abused as an excuse to tighten the federal noose around both higher and elementary education.

Instead of increasing federal expenditures, Mr. Speaker, this Congress should respond to the American people's demand for increased support of higher education by working to pass bills giving Americans tax relief. For example, Congress should pass H.R. 1188, a bill I am cosponsoring which provides a tax deduction of up to \$20,000 for the payment of college tuition. I am also cosponsoring several pieces of legislation to enhance the tax benefit for education savings accounts and pre-paid tuition plans to make it easier for parents to save for their children's education. Although the various plans I have supported differ in detail, they all share one crucial element. Each allows individuals the freedom to spend their own money on higher education rather than forcing taxpayers to rely on Washington to return to them some percentage of their own tax dollars to spend as bureaucrats see fit.

In conclusion, Mr. Speaker, I call upon my colleagues to reject H. Con. Res. 88 and any other attempt to increase spending on federal programs. Instead, my colleagues should join me in working to put the American people in control of higher education by cutting taxes and thus allowing them to use more of their resources for higher education.

Mr. CUMMINGS. Mr. Speaker, today, I come before the House to ask, "have the Republicans done a U-turn?"

Their education record includes: opposing education funding increases; passing a year 2000 budget \$2.9 billion short of the President's education proposal; and advocating for the abolishment of the Department of Education.

Again, I ask, "is this resolution a Republican U-turn?"

I submit, Mr. Speaker, that there has been no U-turn. The Republican course is straight and does not lead to a true endorsement of education.

I support Pell Grant increases. However, without language to state otherwise, I am left to surmise that this resolution may endanger

initiatives to reduce class size, hire more teachers, and modernize schools.

Let's set a better course and invest at every level of our children's education—preschool through postsecondary.

Let's stand up for all worthwhile education initiatives!

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from California (Mr. MCKEON) that the House suspend the rules and agree to the concurrent resolution, House Concurrent Resolution 88.

The question was taken.
Mr. MCKEON. 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 and the Chair's prior announcement, further proceedings on this motion will be postponed.

GENERAL LEAVE

Mr. MCKEON. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on House Concurrent Resolution 88.

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

There was no objection.

EXPRESSING SENSE OF HOUSE IN SUPPORT OF AMERICA'S TEACHERS

Mr. ISAKSON. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 157) expressing the sense of the House of Representatives in support of America's teachers.

The Clerk read as follows:

H. RES. 157

Whereas the foundation of American freedom and democracy is a strong, effective system of education in which every child can learn in a safe and nurturing environment;

Whereas a first-rate education system depends on a partnership between parents, principals, teachers, and children;

Whereas much of the success of our Nation during the American Century is the result of the hard work and dedication of teachers across the land;

Whereas, in addition to their families, knowledgeable and skillful teachers can have a profound impact on a child's early development and future success;

Whereas, while many people spend their lives building careers, teachers spend their careers building lives;

Whereas our Nation's teachers serve our children beyond the call of duty as coaches, mentors, and advisors without regard to fame or fortune; and

Whereas across this land nearly 3 million men and women experience the joys of teaching young minds the virtues of reading, writing, and arithmetic: Now, therefore, be it

Resolved, That the House of Representatives—

(1) honors and recognizes the unique and important achievements of America's teachers; and

(2) urges all Americans to take a moment to thank and pay tribute to our Nation's teachers.

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

The Chair recognizes the gentleman from Georgia (Mr. ISAKSON).

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

Mr. Speaker, it is only appropriate that today on the floor of this House the Congress of the United States of America recognize and acknowledge the teachers of our country. Today, over 3 million American men and women are teaching our children, our next generation, our Nation's greatest resource.

Were I to stand anywhere in this Chamber and pose one question to every Member, I would get exactly the same response. Were I to ask any Member, think for a second and tell me if there was ever a teacher that made a difference in their life, instantly, without question, every individual would think of a teacher or teachers and would respond further with a story about how that person had impacted their life.

So, too, is it true with almost every adult in America today. Save only our parents, teachers are the most important people in the lives of our children. While we are doing the right thing to pause today and pay tribute to America's teachers, we must remember every week and every day to give thanks and give support for the contribution that they make.

Were I to be asked if a teacher had made a difference in my life, I would think back to Alice Gibson in Atlanta, Georgia, a teacher who made a student of me. She was a disciplinarian, a demanding lady, a lover of literature. For me, before having Ms. Gibson, learning was work and books belonged on shelves. After attending her class, barely making it the first time and excelling the second, everything that is open to me today is because of the windows of the world that she opened in teaching that appreciation.

In my home district in Cobb County, there is a teacher by the name of Linda Morrison, a social studies teacher in North Cobb High School in Cobb County, who year in and year out her teams win Model U.N. and win debates. Every year political candidates come to her class and they are overwhelmed by the inspiration and motivation that Linda Morrison places in all those children.

I did that trip 3 months ago, shortly before my special election. Linda turned the classroom over to me; and I was once again impressed by the respect, the courtesy, and the insight of those kids. When I left the class, once again awed, the principal put his arm around me and told me that Ms. Morrison had just finished her first chemo

treatment but had come to class to see to it that her students were fulfilled and her class went on.

□ 1600

That is the kind of dedication, that is the kind of commitment we see not just in one but in many of our teachers all over America.

And lastly, it is only fitting that I recognize Andy Baumgartner, this year the United States of America's Teacher of the Year, as honored just 2 weeks ago in Washington D.C.; a kindergarten teacher outside of Augusta, Georgia who dedicates his life to putting excitement into education for every child. He recognizes that, at the age of five, he has one opportunity to help the life of an individual in the most formative year of their education.

Mr. Speaker, it is only appropriate that this House today commend our teachers all over this country, recognize them for the contribution they make, and appreciate the fact that today in every American classroom they are under the watchful eye of a teacher, an individual who is willing to share with them.

And, Mr. Speaker, I think all of us remember or might ask, had it not been for teachers or a teacher, where might any of us have been today?

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

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

Mr. Speaker, I rise in support of H. Res. 157, which recognizes the unique and important achievements of America's teachers and urges all Americans to pay tribute to our Nation's teachers.

As the gentleman from Georgia (Mr. ISAKSON) just said, most of us can point to a teacher in our lives that has made a difference. Were it not for the benefit of several outstanding teachers, I might not be where I am today.

I remember one particular teacher that really turned me around in the sixth grade. And I was busy doing things I should not have been doing, drawing pictures instead of doing the class lesson. And she snuck up behind me and caught my attention with the ruler that she carried, which was about 18 inches long and about 1½ inches wide, and it came down across my hands with a real sting. And I jumped up and raised back my hand, and she immediately struck me in the face with the ruler, not hard, just enough to make a sting and get my attention. And she got my attention. And then she instructed me to sit down and wait until the bell rang and I would stay after school, and I did.

But that was the most prosperous couple hours I had ever spent in school in my life, because in that 2 hours she taught me everything there was to learn about the lesson I was supposed to be learning. And I noticed something about it. When I started realizing

that I could do the work and I was getting the answers right, I looked up and I saw her smiling at me from ear to ear. No one in the class had ever seen her smile before. And I thought, this is really a very nice teacher.

But more important was what she taught me that day. Well, from that day on I never had a problem with those lessons again and I decided that I can learn. But I think that was what she was saying to us.

I remember one time Terrel Bell, the Secretary of Education under Reagan, when he said to us one time at a hearing, there is nothing so rewarding to a teacher as when they look into that young person's eyes and see that light go on, that they learned that they can learn. Well, Mrs. Cassons saw that light go on in my eyes and she made me realize that a good teacher can make the difference between success and failure for a student.

Recent studies show that teacher quality is the most single important factor in student achievement. In recent hearings that we have held in the committee of the gentleman from California (Mr. McKEON) we have had testimony, and when they were asked what was the most important thing in the education of young people, each of them answered the quality teacher.

However, if we look at today's teachers, they face greater challenges than ever before, greater challenges than my teacher, Mrs. Cassons, ever saw. Classrooms are larger and they are more unmanageable. Classroom spaces are now inadequate and they are in poor condition and often pose a safety hazard.

Discipline problems and school violence are at an all-time high, as we recently saw in Colorado. On top of all this, teacher candidates often do not receive adequate training, new teachers are not supported by their school system, and experienced teachers are not provided with meaningful professional development they need to remain effective.

Under these circumstances, even Mrs. Cassons would have had problems. Therefore, I think it is high time we provide our Nation's teachers with some greatly needed assistance.

Although most decisions regarding teacher recruitment, training, and professional development are made at the State and local level, as they should be, Congress has before it the wonderful opportunity to provide our Nation's teachers with the tools and support they need to educate the next generation of American citizens.

I feel very lucky to be the ranking member on the subcommittee which has jurisdiction over such a wonderful opportunity. And I am pleased to say that the gentleman from California (Mr. McKEON) and I are currently working on legislation which provides incentives to States and districts to get high-quality individuals into the classroom and keep them there.

I know that the chairman, the gentleman from California (Mr. McKEON), and many of my colleagues share my desire to help those special individuals who dedicate their lives to bettering the lives of others. I look forward to working with everyone in Congress to ensure that every child has a Mrs. Cassons.

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

Mr. ISAKSON. Mr. Speaker, I am pleased to yield 2 minutes to the gentleman from Pennsylvania (Mr. GOODLING), distinguished chairman of the Committee on Education and the Workforce.

Mr. GOODLING. Mr. Speaker, I thank the gentleman for yielding me the time.

I rise in support of the resolution to honor and recognize the unique and important achievements of America's teachers. As one who spent many years of his professional life in schools, and also as a Member whose wife continues to teach, I know firsthand the dedication and commitment teachers put forth every single day despite the ever-growing challenges that they face, which are almost insurmountable.

As the gentleman from Georgia mentioned, we can all remember a teacher or teachers. And, of course, I go back to my first 4 years in a one-room school where Ms. Yost was the teacher. She had 40 students, 4 different grades represented. She had no special teachers. She did it all. She stoked the stove. She carried out the ashes. She did everything. And she was a magnificent teacher.

It does not matter how many they have in the classroom if they do not have a quality teacher in that classroom.

One of the problems that teachers are often faced with today is the fact that many times they do not receive the kind of preparation and training that they should from the teacher training institutions. Sometimes they get assigned subject areas that they have very little knowledge about that particular subject, and oftentimes they are not given quality in-service programs.

So we, as Congress, working along with States, schools and parents, must continue to address the problems that face our Nation's teachers.

Specifically, we must continue to take a close look at existing Federal education programs to determine if, in fact, they are meeting the needs of our teachers as well as the students they are intended to serve. If not, working together with State and local schools and parents, we must develop new ways to ensure these funds are being used effectively.

Mr. Speaker, in closing, I simply want to say to our teachers one great big "thank you."

Mr. MARTINEZ. Mr. Speaker, I yield such time as he may consume to the gentleman from Indiana (Mr. ROEMER).

Mr. ROEMER. Mr. Speaker, I thank my good friend from California for yielding me the time.

Mr. Speaker, I would start off by pointing out that the purpose of this resolution, Mr. Speaker, is twofold; and I would start with the second one, which urges all Americans to take a moment to thank and pay tribute to our Nation's teachers.

As a former teacher, Mr. Speaker, and as a product of both Catholic private education and public education, I rise to thank the many teachers that contributed to my education, that contribute to the children's education throughout Indiana, and contribute to all our Nation's children throughout all the schools in the United States of America.

There is not a single more important profession or calling on the face of the Earth than to get into a school classroom with 30, 25, or 30 or 35 children and to take on the challenges of teaching those children every day in our Nation's classrooms.

And I agree that we all, as parents, must participate in what this resolution calls for, and that is all of us getting out there on a daily basis, not just on a yearly basis, and having contact with the school and thanking the teacher and participating in reading programs with our classrooms and engaging that school.

I saw a figure last week that said about 30 percent of our parents have contact with the school, yet every single one of us has contact with the graduates of that school system. So we need to engage our schools and do even more than thank our teachers but participate in our children's education.

The first part of this resolution honors and recognizes the unique and important achievements of America's teachers. And certainly we recognize their integrity, we recognize their intelligence, we recognize their contributions every day to our children.

And more so, as I conclude, Mr. Speaker, on a note that more and more teachers are stepping forward on, it is not only to ensure that our schools get better but that our schools are safe. And in Jonesboro, Arkansas and in Littleton, Colorado we have school safety issues where teachers not only gave their intelligence, their talents, and their integrity; they gave their lives. They put their lives on the line and they lost them on school safety issues to protect other children.

So this resolution I think is timely, Mr. Speaker, in that not only should we thank our teachers, not only should we engage our education system and participate as community leaders and as parents, but we should also recognize the unlimited contributions that these teachers make to our children in terms of their intelligence, in terms of their safety, and in terms of their long-standing contributions in society.

Mr. ISAKSON. Mr. Speaker, I yield 1 minute to the distinguished gentleman from New York (Mr. GILMAN).

Mr. GILMAN. Mr. Speaker, I thank the gentleman for yielding me the time.

Mr. Speaker, I rise in strong support for Teacher Appreciation Week; and I urge Americans everywhere to take a moment to pay tribute to our Nation's teachers.

A sound democracy rests on a first-rate education system, one where parents and teachers work together. A solid education in any of our Nation's schools comes from the teachers who strive to give the gift of knowledge to the minds of our future generations.

Dedicated teachers work day after day to ensure that all of our students will have a bright and successful life. Teachers wear many hats: as counselor, friend, and, most importantly, role model. Today learning not only consists of the three R's but skills that parents no longer have time to teach.

Accordingly, I urge all of our colleagues to support this resolution honoring American teachers. I thank our colleagues, the gentlewoman from Texas (Ms. GRANGER), the gentleman from Pennsylvania (Mr. PITTS), and the gentleman from Georgia (Mr. ISAKSON) for sponsoring this legislation.

It is my hope that Congressional support for teachers will serve as an example to all Americans that the service that teachers render is irreplaceable.

This week is the 14th Annual Teacher Appreciation Week which was created by the National Parent Teacher Association (PTA). The PTA is an organization that encourages parent and public involvement in all of the Nation's public schools. By strengthening the tie between both parents and the nearly 3 million American school teachers we can only further ensure that American education continues to be second to none. Teachers have an immeasurable impact on the growth and development of students and are responsible, in part, to the shaping of a future generation. Because of this, teachers are indispensable.

The face on the American family is vastly different from the way it was only decades ago. My wife is a former teacher and when she was in school the sole job of a teacher was to impart knowledge. However, today teachers fill the void that hard working parents and single parents cannot.

Mr. MARTINEZ. Mr. Speaker, I yield such time as she may consume to the gentlewoman from New York (Mrs. MCCARTHY).

Mrs. MCCARTHY of New York. Mr. Speaker, I thank the gentleman for yielding me the time.

Mr. Speaker, today I rise in support of the House resolution paying tribute to our Nation's teachers.

Since I have come to this House 2½ years ago, I spend so much time in my schools and have gotten to know my teachers, gotten to know how much they care about our students and how hard they are trying to make our stu-

dents better prepared to go into the world, that makes this a better country.

Education is our number one priority for this country, and it should be. But we are seeing a teacher shortage and it is making our teachers' jobs harder. We are seeing that we are bringing young people out of college to become teachers; that they are failing mainly because they do not feel that they are well-prepared. I think that is something that we can work on, especially in the special education that we are going to be doing in the next several months.

Our teachers have to be well-prepared so they can do a great job in our classes, especially in early education. And I think that it is something that our teachers want, because they want to be the best they can.

We have to do everything in the world to prepare our young people to become teachers so that we again will have the amount of teachers that we are going to need. We are seeing too many of our teachers drop out, and that is not good for any of us, mainly because they felt that they were not prepared.

We dealt with it last year on the Higher Education Act on having teachers better prepared, and I think it is something that we can do on early education. I plan on introducing a bill to have a mentoring program on early education, and I hope I will have the support of my committee.

When we talk about the teachers in the classroom today versus the teachers that certainly taught us years ago, it was an easier time back then. We had so much more cooperation between the parents and the teachers, and we have to encourage that more and more.

Our teachers are supposed to be there, to be teaching. They need the support of the parents, and I think that is important. We are seeing our teachers today taking in our young people and trying to be parents to them when they can. That is not their job.

□ 1615

Their job is there to teach our children. But if we do not encourage our parents to become more involved in our schools, we are making our jobs harder for our teachers.

Look at some of the schools that do so well. It is not that the kids are brighter. It is because their parents are so involved in those particular schools. They are giving the encouragement for the teachers to go that extra yard. We have to make all our schools like that. That is how we are going to turn around education in this country.

Our children are bright, our teachers are good, but we have to work together to make sure that we are the best, better than anywhere else in this country. I think we are on the right track.

We still have some work to do, but certainly the love of teaching, someone

that I had in sixth grade, Mrs. Englman, she taught me the love of history. I think if she ever saw me here today, she would be so proud of me because she talked about the Constitution, she talked about our government, and here I am being very proud of being a graduate of her class but also living what she taught me.

Mr. Speaker, today I rise in support of the House Resolution paying tribute to our nation's teachers. This resolution expresses a sense of the House, thanking and paying tribute to our nation's teachers. Education is my number one priority. Providing our children with a good education and a bright future is one of our most effective tools for ending gun violence, drug abuse, and poverty in our country.

I spend every Monday and Friday in my schools on Long Island, talking with students, teachers, principals, superintendents, and parents about how we can make the education system work better.

In visiting these schools, I see teachers and students who are committed to education. And I have learned that our teachers are the cornerstone of our education system. Brand new classrooms, reduced class size and improved access to technology are empty promises without a dedicated, well-qualified teacher in front of the class.

Unfortunately, we are facing a shortage of teachers. Our nation will need to hire 2 million new teachers in the next decade to handle a growing student population and to replace retiring teachers. However, fewer young people are going into teaching, and when they do, many do not receive the learning they need to succeed in the classroom. Many children are warehoused in bigger classes, often with unprepared instructors, because there simply are not enough teachers to go around.

Last year, Congress passed my teacher training bill as part of the Higher Education Act. My legislation will better prepare teachers for teaching our children. I worked with local school administrators and educators to draft a bill that will (1) recruit new teachers; (2) prepare future teachers for the rigors of the classroom; and (3) mentor new teachers in their first year on the job.

Today, I am proud to introduce legislation that will expand Teacher Mentoring programs in the Elementary and Secondary Education Act. This legislation will complement the mentoring programs I sponsored in the Higher Education Act, ensuring that mentoring becomes a continuous, comprehensive program, addressing the needs of experienced teachers as well as new teachers.

Mentoring programs help all teachers—they benefit new teachers by easing the transition into teaching, increasing retention rates and improving the quality of teaching. Mentoring also helps experienced teachers by exposing them to new ideas and current trends in teaching.

The key to improving the quality of education is our teachers. Reducing class size is not going to be effective unless you have a qualified teacher in that class. We must do everything we can to make sure our teachers are well-trained before they enter the classroom. And that they continue to improve their skills once they are in the classroom.

I will be working hard to pass my mentoring bill which will give teachers the tools they need to be the best possible educators they can. Our children, and our teachers, are worth it—and deserve it.

Mr. ISAKSON. Mr. Speaker, I yield 3 minutes to the gentleman from California (Mr. MCKEON), distinguished member of the Committee on Education and the Workforce.

Mr. MCKEON. Mr. Speaker, I rise in strong support of this important resolution and in recognition of the hard work of our Nation's teachers.

As a former member of the local school board and President of that school district for 9 years, as a father of six and grandfather of 16, I understand the crucial role that teachers play in the lives of our children and in our communities. We have for too long taken their role for granted and have come to expect our teachers to perform heroic acts of teaching despite ever-rising challenges.

I believe that as a Nation we must no longer take for granted the ability for teachers to somehow magically prepare our students. We must join together at the national, State and, most importantly, at the local level in working together to address these challenges facing our teachers, our schools and our students.

At the national level, we must ensure that Federal education programs are flexible enough to allow local schools to make decisions which meet their specific needs. At the same time, we must ensure that these funds are used effectively and that they are used for activities that demonstrate increased academic achievement for all students.

I am pleased to say that as chair of the Subcommittee on Postsecondary Education, Training and Life-Long Learning, I am working with Members to craft a bipartisan bill which will address some of these important issues. I am especially pleased to be working with the ranking member of the subcommittee, the gentleman from California (Mr. MARTINEZ), who has deep insight into this important area.

I would like to take just a moment, along with this resolution, to thank teachers who have had an impact on me personally. I have four younger brothers. We went to school in the Los Angeles unified school system. All five of us had Mrs. Peters for kindergarten.

I can think back to teachers at all levels, high school, junior high, elementary school, university, that have had an impact on my life. I do not know that I ever took the time to thank them, I know I did not thank them adequately, for the job that they have done. There is probably not a day that goes by that I do not think of some lesson that I learned from some teacher. Probably outside of my parents, teachers have had more impact on my life than anyone else.

I go visit schools whenever I am home in the district. I like to go in a

classroom, probably for a selfish reason, because I always feel good when I leave, after seeing an enthusiastic, motivated teacher that is devoting and dedicating their life to helping our young people to make this a better world.

Our district at home, each year the members of the community have a night where they honor teachers. I was not able to be there this week, but I would like to thank them for taking the time to honor our teachers, because I do think that that is very important. I tell teachers when I visit that you can count the number of seeds in an apple, but you cannot count the number of apples in a seed. One little seed can grow into a giant apple tree that grows apples for many, many years and has great impact. That is what our teachers mean to us.

Mr. MARTINEZ. Mr. Speaker, I yield such time as she may consume to the gentlewoman from Texas (Ms. JACKSON-LEE).

Ms. JACKSON-LEE of Texas. Mr. Speaker, I thank the ranking member for his leadership and for yielding me this time.

What a special time to come on the floor of the House to honor those champions, those heroes who really are the basis of making our country great. This is a salute to teachers, and it means all teachers in all capacities but particularly those who educate our children.

I come personally and as the parent of two children recognizing the importance that teachers have in the lives of children. I also work and chair the Congressional Children's Caucus. Members who have joined that Caucus have committed themselves to promoting children as a national agenda. Where would we be without that strong and abiding force of those who believe in education, particularly those who treat young children with the kind of respect and the kind of belief in themselves that many of our teachers have and do with respect to our children?

I spend a lot of time in my schools, in particular our public schools, our elementary, our middle school and our secondary. I work a lot with our private schools. I know that each and every time I come upon a teacher it is someone who has expressed a love and affection for children, someone who cares for children, someone who wants to see children thriving and growing.

In the light of the events that have happened over the past couple of years, when teachers have been highlighted and spotlighted, unfortunately not for good but for the tragedy of maybe being injured, what comes to mind is certainly the heroic teacher in the Littleton, Colorado, tragedy, the stories that came out from the young people who said he put their lives ahead of his.

How many times we know that that occurs. And maybe not necessarily to

that degree, where a teacher has lost his or her life, but we realize that teachers who believe in what they do most often put the needs of their students in front of their personal needs. They extend their days, they take them on field trips, they guide and counsel them, they help them get into college, they help them get scholarships, they help them get into summer programs. So often the teachers who have taught my children have come to me and said, I think this program would be good for your child or that program, something a parent is not aware of.

At the same time in the public school setting, I know that teachers extend themselves. They are also the hall monitors, the people who participate on retreats or the ones who are the guiders of extracurricular activities, at the basketball games or football games.

And so, Mr. Speaker, I am delighted to be able to stand today to pay special tribute and applaud this resolution as an appropriate statement that this Congress should make and certainly the United States should make, that teachers are a vital part of our history, a vital part of our society.

I know, for one, that I am a product of the teachers who educated and helped educate me. I know that parents and home and church have a viable part in a child's education, but I can assure my colleagues that there are many teachers who I took in confidence and who helped me along the way, who made me feel better, and also that I had the ability to achieve albeit through some rocky times.

Can I just say to each and every one of them who may be sitting at home or in fact have another day's work tomorrow, in preparing a lesson plan or dealing with a student, that we do appreciate you, we salute and honor you. You are American heroes. We hope that this Congress will continue to stand behind you as you educate and provide and secure our children's lives.

Mr. ISAKSON. Mr. Speaker, I am pleased to yield 2½ minutes to distinguished gentlewoman from Texas (Ms. GRANGER), the original sponsor of this resolution.

Ms. GRANGER. Mr. Speaker, as a former teacher myself and as the daughter of two teachers it is my great privilege to cosponsor this important resolution, and it is my great pleasure to speak out on its behalf. Someone has said that teaching is not a lost art, but regard for it is a lost tradition.

Mr. Speaker, I rise today to praise the guardians of America's future, and those are our teachers. The issue of education generally and teachers specifically is as important as it is timely.

I approach this issue from a simple philosophy. Education is a Federal concern, a State responsibility and a local function. Education is a team sport, and it requires all of us to do our part.

As a Member of Congress, I believe one of the most important steps we can take to support the schools of our Nation is to encourage the teachers of our schools. I have always believed that teachers are a very special breed. While most people spend their lives building careers, most teachers spend their careers building lives. That is why it is so important that we take the time to honor our teachers as indeed they should be honored.

Moreover, we need to be encouraging the very best and brightest to join the teaching profession. We can all agree that teachers do not earn the kind of money they should, but the rewards of teaching cannot be measured in dollars and cents. Teachers see the fruits of their labor in lives that have changed.

So today we want to express the sense of the United States Congress that our teachers are an essential part of America's greatness. I know every one of us can point to a teacher in our past who helped to shape us, make us who we are. Though years ago we may have left their classes, their classes have never left us. From the teachers of the past we learned the traits we use today, how to type and how to calculate but how to read and how to write and how to think. These are lessons that have served us all well, and we will all do well to thank those who taught them to us.

That is exactly what this resolution does. As we end this century, let us begin a renewed commitment. In the debate over the future of education, there are a few things we can all agree on. Let us commit ourselves to having schools that are safe and curriculum that is sound. Let us commit ourselves to having our children learn to read today so they can read to learn throughout their lives. And let us commit ourselves to having teachers who know the subject they are teaching and the name of the child they are teaching it to.

Mr. Speaker, too often in Washington we talk in terms of politics, but this issue is different. Education is not a matter of right versus left. It is a matter of right versus wrong. It is always the right time to do the right thing. Let us pass this teacher appreciation resolution. Let us begin to renew our schools by recognizing our teachers. After all, they literally hold our future in their hands.

Mr. MARTINEZ. Mr. Speaker, I yield such time as she may consume to the gentlewoman from Ohio (Mrs. JONES).

Mrs. JONES of Ohio. Mr. Speaker, I rise in support of our Nation's teachers.

I am a graduate of the Cleveland Public School System of Cleveland, Ohio. I can remember all the wonderful teachers that were my teachers.

From kindergarten, I can remember Ms. Chapman's name, all the way up to teachers that I had in junior high and

high school. In fact, several of my elementary teachers that taught me French were my French teachers in high school. So every chance I have an opportunity to talk about how great teachers are, I am glad to be able to say that. I need to put their names in the RECORD, Ms. Gilliam and Ms. DiPadova. I speak French as a result of the great work of those wonderful women.

As we pause today to celebrate teachers across our country, I wish that every child in these United States could have as memorable a moment in their lifetime as me with the teachers that I had in the public school system. I can even name some of my college and law school teachers that I remember very well.

Like the prior speaker, I would encourage all of us to assure our children that are in school today, be they black or white, urban or suburban or rural, that they have teachers who have the opportunity to teach.

Many teachers in our school systems today have to be mother, they have to be father, they have to be uncle, grandmother, grandfather, psychologist, disciplinarian, nurse, doctor; and they should not have to be all of those things. They should be able to teach in an environment that is safe. They should be able to teach in a classroom where there are 15 students or less. They should be able to have all of the accoutrements that go with teaching, the books they need at the time they need them, the room should be clean.

Mr. Speaker, as we rise in support of teachers today, I just want to add my kudos to all the teachers that I had. I praise the teachers who teach today. May God continue to bless them.

Mr. ISAKSON. Mr. Speaker, I yield 2 minutes to the gentleman from Delaware (Mr. CASTLE), distinguished member of the committee.

Mr. CASTLE. Mr. Speaker, I thank the gentleman for yielding me this time.

For years now we have been looking to how to restore civility to the House. Now I know all we have to do is introduce a resolution supporting our teachers and we find the thing that all of us agree upon.

I in Delaware have had the privilege of being in every single public school in my State—do not try that if you are in a big State—and almost all the private schools as well. When you spend 1 to 3 hours there, you obviously are going to touch in a lot of classrooms and watch a lot of teachers teaching.

There may not be good teachers in our classrooms in Delaware, I cannot say for sure there is, but I have not seen one. I have seen devoted men and women who are trying to care for their kids, sometimes in one-on-one circumstances, other times in larger classroom circumstances. These are individuals who are committed to their task at hand.

I am sure it is just as true in every other State in the Nation as it is in the State of Delaware. When you choose teaching, you choose a profession which is of profound importance to every young person in this country and to our society as a whole.

□ 1630

We have done, I think, remarkably well in the people that we have been able to attract to the teaching profession and retain in the teaching profession. They truly care about our children. They truly make the effort to teach as well as they possibly can.

Like others here, I, too, have memories. Maybe I was not as good a student as some of the others here because not all my memories are as good as I would like them to be, but it is actually some of those more difficult classes where teachers are more demanding that I have the greatest memories now of what they did for me and what they meant to all of us.

A quality education, it is the best gift we can possibly give our children, and the teachers are there every step of the way encouraging them, helping them, making sure they are on the road to success.

I am sure that the teaching profession may seem like a thankless job at times. We have all heard that expressed, and we have to worry when we see what happened in Littleton, Colorado. That affects all teachers. But as teachers, the teachers of this country really are shaping the future of the country.

I am fond of saying to a whole room of elected officials and corporate heads and everything else, that teachers are the most important people in our State, and sometimes people come back and, "What about my father? He's a teacher." But teachers are extraordinarily important, and we should thank them not only today but at all times.

Mr. MARTINEZ. Mr. Speaker, I yield the balance of the time to the gentleman from Texas (Mr. HINOJOSA).

The SPEAKER pro tempore (Mr. COBLE). The gentleman from Texas is recognized for 3½ minutes.

Mr. HINOJOSA. Mr. Speaker, today it is my honor to join in saluting teachers in communities all across America as students, parents, school administrators and the public celebrate the teaching profession. Few other professionals touch so many people in such a lasting way as teachers do.

Mr. Speaker, I think each and every one of us can recall that one special teacher who inspired us, who guided us and who helped make us the person we are today, and I know I can. Teachers open children's minds to the magic of ideas, knowledge and dreams. They keep American democracy alive by laying the foundation for good citizenship, and they fill many roles as listeners,

explorers, role models, motivators and mentors. Long after our school days are only memories, teachers continue to influence us.

I know that at elementary school Miss Halcomb did exactly that. In middle school Audrey Geoff did that for me. In high school math, E.R. Broughton; in high school government, Lucille Parrish; in high school English, Eddie McNail. From my youth I recall a proverb that has stayed with me throughout the years: Better than a thousand days of diligent study is one day with a great teacher.

Today and all throughout the year celebrate teaching. Take the time to recognize the lasting contributions that educators make to our community and thank those special teachers who have truly made a difference in each of our lives.

Mr. ISAKSON. Mr. Speaker, I yield 2 minutes to the gentleman from Colorado (Mr. TANCREDO).

Mr. TANCREDO. Mr. Speaker, I was impressed that my colleagues, the gentleman from Texas (Mr. HINOJOSA) and the gentlewoman from Ohio (Mrs. JONES), could remember so many of their teachers, and I was just sitting here thinking if I could remember any of my elementary and secondary teachers, and I do remember the first names of all of them, but I cannot remember much more. The first name was: Sister.

I rise in support of the House Resolution, pay tribute to the hard work of our Nation's teachers. As a former public school teacher, I take great pride in my former colleagues and believe that teachers are a national treasure. Those are teachers in public schools, private schools and, of course, parents who take on that huge responsibility of home schooling, and who have provided such wonderful models for their children and have done such a wonderful job in teaching their children.

But I would especially like to take this moment to pay tribute to an educator who through his heroism 2 weeks ago inspired us all. His name is David Sanders, and he gave his life to save the lives of several students at Columbine High School, Littleton, Colorado, my district. Dave Sanders was a business teacher and the coach of the girls' basketball and softball teams at Columbine, but he was also a friend to the hundreds of students at the school who looked at him for guidance and support.

Two weeks ago, during the rampage at Columbine, David Sanders saved a number of students from ricocheting bullets and then went upstairs in the school to aid other students. While leading two dozen students down a hallway to safety, Mr. Speaker, he was shot twice in the chest, and 3½ hours later David Sanders passed away, however, not before asking nearby students to tell his family that he loved them.

Later Rick Bath, Columbine softball coach, said about his friend: "There

were just so many good qualities about him, you always knew that he would just be there for you. All he ever wanted to do was teach since he was 21. He would not have known what else to do."

Mr. Speaker, today the community of Littleton, Colorado joins me in thanking David Sanders for the sacrifice that he made for his students and his fellow teachers during last Tuesday's massacre and for making a difference in the lives of children at Columbine and, as a matter of fact, all over America.

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

Mr. Speaker, I do not have any other speakers, and I am ready to yield back the balance of my time. I would just make a concluding statement in regard to the Columbine High School incident.

I read the other day in a paper where there were many instances of teachers' heroism. There was one teacher who herded a group of children into a room, and then closed the door and set her body in front of the door so that if any shots came through, they would hit her, not the students. I do not think that we can ever make any commendation high enough to reward someone with that kind of heroism.

Mr. Speaker, I think that teachers across this country by and large are the same kind of quality as teachers who are dedicated to their children. As many people have said today in honoring the teachers they can remember, I, like the gentleman from Colorado (Mr. TANCREDO) cannot remember a lot of last names, but I can remember a lot of first names, and I realize that my success in life was attributable to what they taught me.

So again, I honor the teachers of the United States of America.

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

Mr. ISAKSON. Mr. Speaker, I yield 2 minutes to the distinguished gentleman from South Carolina (Mr. DEMINT).

Mr. DEMINT. Mr. Speaker, I rise in strong support today of this resolution honoring the nearly 3 million teachers across America that work every day to secure the future of our children.

Yesterday I had the opportunity to visit two of Mrs. Becham's classes at East Side High School in Greenville, South Carolina. These were two hour-and-a-half-long government classes, and these students wore me out with questions, and it reminded me of the incredible energy it takes every day, day in and day out, for these teachers to open the minds and to fill these minds with the knowledge that will help these students be successful in life. I thank Mrs. Becham, and I thank her that she wanted her students not only to hear about Congress, but she persisted until she got the Congressman right there in her room.

I am thankful myself for teachers because my wife and I have four children

from junior high through college. I am thankful for all the teachers that helped to shape their lives. I am thankful for the teachers, so many good ones, that when I was not such a good student did so much for me, particularly Mrs. Humphries in the 9th grade, when she handed me back one paper with red marks all over it and I expected to hear how bad it was, when she said:

"Jim, you're a good writer. You've got a lot of good ideas."

Mr. Speaker, I ignored the red marks, and I took it to heart that I was a good writer, and that is what I made as my profession, and I thank Mrs. Humphries.

Today is a good day to honor all of teachers. We need to treat them as the professionals that they are. We have given them almost an impossible job to do. We have given them so much of the blame that they are not responsible for, and I am thankful today that we are giving them a little bit of the credit that they so richly deserve.

GENERAL LEAVE

Mr. ISAKSON. Mr. Speaker, before introducing our final speaker, I ask unanimous consent that all Members have 5 legislative days in which to revise and extend their remarks on House Resolution 157.

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

There was no objection.

Mr. ISAKSON. Mr. Speaker, I yield 2 minutes to the distinguished gentleman from Pennsylvania (Mr. PITTS).

Mr. PITTS. Mr. Speaker, this week we honor those who assist parents and take our children to the next levels of learning, America's teachers. Teachers have motivated our children. Teachers have helped our children to mature.

Here is a teacher through the eyes of a second grader, Kacie Hershey in my district, and I quote:

I like Mr. Durante because he is funny and because he teaches us math. Now he is teaching us about Japan and how to count to 10 in Japanese.

When teachers like Mr. Durante make learning fun for their students, whole new worlds are opened.

Mr. Speaker, I do not think it can be said any better than the way it is stated in this resolution, and I quote again:

Many people spend their lives building careers. Our teachers spend their careers building lives.

What could be more true? America's teachers rise every day out of their commitment to mold and shape young lives. As a former public school math and science teacher myself, I can attest to the amount of time, and energy, and creativity and patience that it takes to lead our students to the next step of discovery, be it in literature, math, music theory or physics.

Earlier today I honored Elaine Suvukas of Hempfield High School for

leading an excellent group of students in the "We the People, the Citizen, the Constitution" academic competition on the Constitution and the Bill of Rights. Her students know America's Constitution probably better than many Members of Congress. She stirs her students to excellence. Excellent teachers like Miss Suvukas are all over this country using the resources that they have been given to the best of their ability for the betterment of our students, and we need to get more resources directly to our teachers, dollars into the classroom, and then we can truly honor their work.

Mr. Speaker, that is one very clear way that we can say thanks to our public school teachers across the country. After all, these are the people who are influencing our children and teaching young minds the value of reading, writing and arithmetic.

Except for parents at home, no adult is closer to the learning process of our kids. Teachers are the ones who have the power to affect the learning and help them so that they can compete. Let us arm them with the tools they need.

So, as we honor our teachers this week, let us continue the process throughout the year. Our children and our children's children are the most precious resources that we have, and that is why we must recognize their invaluable contributions of spending their entire days with them, shaping their lives.

To our teachers: I thank them. Their work is greatly needed, appreciated and admired.

Mr. PACKARD. Mr. Speaker, I would like to extend my sincere gratitude to our nation's teachers. Their dedicated service should be acknowledged every day, not just during National Teacher Appreciation Week.

As a father, grandfather and former school board member, I have a great deal of personal respect for those who educate our youth. I believe these individuals know our children better than some Washington bureaucrat. We should strive to give them programs that return educational decisions to those most qualified to make them, the parents, teachers, and local school boards.

Currently, only 65 percent of federal education funds actually make it to classrooms. Too many needed funds are spent on unnecessary and inefficient bureaucracies, rather than on local schools. We must make a commitment to send more education dollars to schools, libraries, teachers, and students. Our children are this nation's most precious resource. The future of a child's education is essential to the future of our nation.

Mr. Speaker, again I would like to extend my gratitude to those who make teaching our children more than simply a daily job. I will continue to support those whom we entrust with our children's future.

Mr. RODRIGUEZ. Mr. Speaker, I rise today to pay tribute to our nation's teachers. It is with great appreciation that I recognize teachers across America who are shaping a brighter future for our children.

Today teachers face many challenges in the classroom, challenges that often force them to give more of their time and energy on matters other than teaching. Increased classroom sizes, crumbling infrastructure, and new social challenges in the lives of children require our teachers to wear many different hats. They play a vital role in not only setting a solid academic foundation for all students, but also teaching our students basic life skills to succeed in the future. To say the least they are extraordinarily influential in shaping the lives of our students.

I would like to thank teachers everywhere for their time and commitment. As a former school board member and the husband of an elementary school teacher I know that teachers do not stop working when the school bell rings. A teacher's job never stops. Each day brings new challenges and new opportunities. Many evenings are spent reviewing papers and preparing for the next day's class, and teachers often devote their time to extra-curricular activities on evenings and weekends. They have one of the most important jobs in the country and should be praised for their diligence in the classroom.

As we mark National Teachers Day this week, we cannot fail to mention one teacher in Littleton, Colorado, William Sanders, who gave his life defending and protecting his students. Teachers across the nation share his love of students and devotion to their well-being. Unfortunately, he paid the ultimate price and we should honor and remember his sacrifice.

We must provide our teachers with the means to do their job well. If they don't, our children lose. Without an education, our children will not be prepared to compete in the global economy, they will not be empowered to escape poverty, they will not have the tools to succeed. But worst of all, they will never know the joy of challenging and expanding their minds. It is most appropriate to honor our teachers who daily engage our children in the art of learning.

Mr. RYAN of Wisconsin. Mr. Speaker, I rise today in support of the resolution, and to express my profound appreciation for the teachers that played such an important role in my life.

From my days as a student at Roosevelt, St. Mary's, Marshall and finally graduation from Craig Sr. High, my teachers had a positive impact on my early learning habits as well as my future successes.

I'd like to single out for recognition, however, one teacher in particular, Mr. Sam Loizzo. Sam was my high school United States Government teacher. What distinguishes Sam is his ability to involve students in all aspects of learning activities. Students become active participants in the educational process, not casual observers, and they're trained to apply the lessons learned in his classroom. Sam's students don't simply learn about our government, but they gain an appreciation for the structure and framework by which this great country was founded.

Sam taught the value of civic responsibility. He encouraged me to research the role of the founding fathers and the Constitution. In fact, Sam was here on Capitol Hill with students from Craig Sr. High just last week impressing

upon them the very same values he had shared with me.

For over 20 years, Sam has been building friendships with his students, one on one relationships like ours that exist still today. He is a role model and a friend.

Sam has a remarkable influence upon the lives of all the students that have an opportunity to sit in his class. Sam is indeed a credit to his profession.

Through experience, skill and dedication, teachers like Sam are creating an environment in which every child in his or her class feels important and challenged.

The students of today will soon take active roles in business, education, government, and other important positions in society. Today's teachers, in coordination with parents and families, are doing a wonderful job of equipping those students for the tasks they will face after graduation.

I want to take this opportunity to not only recognize teachers like Sam, but to thank all of them for their contributions to future generations.

Mr. SCHAFFER. Mr. Speaker, today Americans celebrate National Teacher Day, a day set aside to honor dedicated individuals. I would like to take a moment to recognize educators of excellence across the Fourth Congressional District for their contribution to our state.

Teachers are a diverse group. Some teach children, some adults. Some give instruction in vocations, others liberal arts. Some educate children with special needs. Others teach English to students from other countries. Some coach basketball. Some are parents schooling their own children. Although different in many ways, good teachers have this in common: They are individuals devoted to excellence, possessing talent, patience, fortitude, and a personal love of learning.

Mr. Speaker, as you know, excellence in education has been the focus of my efforts since my days in the Colorado State Senate. As the son of two retired school teachers and the father of three children who attend public schools (and one on her way), no issue is closer to my heart and home. Exceptional school teachers deserve our admiration, not only for their hard work but for the sheer weight of their accomplishments—the cultivation of an educated citizenry. These inspirational individuals give me a glimpse into what the future can hold if we let it. If we continue to improve our system by recognizing and building on the achievements of great educators, the sky is the limit for American education.

Empowering good teachers is essential to education reform. We can do this by ensuring more education funds reach the classroom, for example, by passing the Dollars to the Classroom Act. This act would require 95 percent of federal education money be spent in classrooms. Currently, as little as 39 cents of every dollar reaches the classroom. This Act would increase education spending in Colorado by as much as \$11 million simply through efficiency savings in Washington. More importantly, this money would go to support teachers, not bureaucrats, and special interests.

After all, studies have shown the single most important factor in a quality education is

a good teacher. Caring and talented teachers are of immeasurable worth to our society. They are the pride of our community and essential to our quality of life. In the words of Historian Henry Brooks Adams, "A teacher affects eternity; he can never tell where his influence stops." Let us honor them today.

The SPEAKER pro tempore. All time has expired.

The question is on the motion offered by the gentleman from Georgia (Mr. ISAKSON) that the House suspend the rules and agree to the resolution, House Resolution 157.

The question was taken.

Mr. ISAKSON. 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 and the Chair's prior announcement, further proceedings on this motion will be postponed.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Debate has concluded on the first three motions to suspend the rules.

Pursuant to clause 8 of rule XX, the Chair will now put the question on each motion to suspend the rules on which further proceedings were postponed earlier today in the order in which those motions were entertained.

Votes will be taken in the following order:

H. Con. Res. 84, as amended, by the yeas and nays;

H. Con. Res. 88, by the yeas and nays; and

House Resolution 157, by the yeas and nays.

The Chair will reduce to 5 minutes the time for the third electronic vote in this series.

URGING CONGRESS AND THE PRESIDENT TO FULLY FUND INDIVIDUALS WITH DISABILITIES EDUCATION ACT

The SPEAKER pro tempore. The pending business is the question of suspending the rules and agreeing to the concurrent resolution, H. Con. Res. 84, as amended.

The Clerk read the title of the concurrent resolution.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Pennsylvania (Mr. GOODLING) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 84, as amended, on which the yeas and nays are ordered.

The vote was taken by electronic device, and there were—yeas 413, nays 2, answered "present" 1, not voting 17, as follows:

[Roll No. 105]
YEAS—413

Abercrombie	DeLauro	Jackson-Lee
Ackerman	DeLay	(TX)
Aderholt	DeMint	Jefferson
Allen	Deutsch	Jenkins
Andrews	Diaz-Balart	John
Archer	Dickey	Johnson, E. B.
Armey	Dicks	Johnson, Sam
Bachus	Dixon	Jones (NC)
Baird	Doggett	Jones (OH)
Baker	Dooley	Kanjorski
Baldacci	Doolittle	Kaptur
Baldwin	Doyle	Kasich
Ballenger	Dreier	Kelly
Barcia	Duncan	Kennedy
Barr	Dunn	Kildee
Barrett (NE)	Edwards	Kilpatrick
Barrett (WI)	Ehlers	Kind (WI)
Bartlett	Ehrlich	King (NY)
Barton	Emerson	Kingston
Bass	Engel	Klecza
Bateman	English	Klink
Becerra	Eshoo	Knollenberg
Bentsen	Etheridge	Kolbe
Bereuter	Evans	Kucinich
Berkley	Everett	Kuykendall
Berry	Ewing	LaFalce
Biggert	Farr	LaHood
Bilbray	Fattah	Lampson
Bilirakis	Filner	Lantos
Bishop	Fletcher	Larson
Blagojevich	Foley	Latham
Bliley	Forbes	LaTourette
Blumenuauer	Ford	Lazio
Blunt	Fossella	Leach
Boehlert	Fowler	Lee
Boehner	Frank (MA)	Levin
Bonilla	Franks (NJ)	Lewis (CA)
Bonior	Frelinghuysen	Lewis (GA)
Bono	Frost	Lewis (KY)
Borski	Gallegly	Linder
Boswell	Ganske	Lipinski
Boucher	Gejdenson	LoBiondo
Boyd	Gekas	Loftgren
Brady (PA)	Gephardt	Lowe
Brady (TX)	Gibbons	Lucas (KY)
Brown (FL)	Gilchrest	Luther
Brown (OH)	Gillmor	Maloney (CT)
Bryant	Gilman	Maloney (NY)
Burr	Gonzalez	Manzullo
Burton	Goode	Markey
Buyer	Goodlatte	Martinez
Callahan	Goodling	Mascara
Calvert	Gordon	Matsui
Camp	Goss	McCarthy (MO)
Campbell	Graham	McCarthy (NY)
Canady	Granger	McCollum
Cannon	Green (TX)	McDermott
Capps	Green (WI)	McGovern
Capuano	Greenwood	McHugh
Cardin	Gutierrez	McInnis
Castle	Gutknecht	McIntosh
Chabot	Hall (OH)	McIntyre
Chambliss	Hall (TX)	McKeon
Chenoweth	Hansen	McKinney
Clay	Hastings (FL)	McNulty
Clayton	Hastings (WA)	Meehan
Clement	Hayes	Meek (FL)
Clyburn	Hayworth	Meeks (NY)
Coble	Hefley	Menendez
Coburn	Herger	Metcalf
Collins	Hill (IN)	Mica
Combest	Hill (MT)	Millender-
Condit	Hilleary	McDonald
Conyers	Hilliard	Miller (FL)
Cook	Hinchesy	Miller, Gary
Cooksey	Hinojosa	Miller, George
Costello	Hobson	Minge
Cox	Hoefel	Mink
Coyne	Hoekstra	Moakley
Cramer	Holden	Mollohan
Crane	Holt	Moore
Crowley	Hooley	Moran (KS)
Cubin	Horn	Moran (VA)
Cummings	Hostettler	Morella
Cunningham	Hoyer	Murtha
Danner	Hulshof	Myrick
Davis (FL)	Hunter	Nadler
Davis (IL)	Hutchinson	Napolitano
Davis (VA)	Hyde	Neal
Deal	Inslee	Nethercutt
DeFazio	Isakson	Ney
DeGette	Jackson (IL)	Northup
Delahunt		Norwood