

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