

I urge my colleagues would join me in supporting H.R. 3313.

Mr. BORSKI. Mr. Speaker, I yield 2 minutes to the gentlewoman from New York (Mrs. LOWEY).

Mrs. LOWEY. Mr. Speaker, I thank our ranking member and the chairman for their support of this important bill, and I rise in strong support of H.R. 3313, the Long Island Sound Restoration Act.

As the co-chair of the Long Island Sound Congressional Caucus, I am especially proud to stand here today in support of a bill that reaffirms our commitment to Long Island Sound. Protecting our fragile waterways and coastal environments is essential, and the bill we are considering today will strengthen our efforts to preserve Long Island Sound.

Long Island Sound is a national treasure, but this extraordinary environmental economic and recreational asset has been damaged by years of pollution and neglect. It is absolutely crucial to expand the Federal Government's role in controlling pollution and in stewarding our coastal resources throughout the Sound.

One of my proudest achievements since coming to Congress was working to establish the Environmental Protection Agency's Long Island Sound office in 1991, which coordinates the implementation of the Sound's Comprehensive Conservation and Management Plan. The Plan is working to bring the Sound back to life again. But we need to do much more.

EPA estimates that simply meeting the appalling backlog of water quality infrastructure upgrades nationwide will cost \$140 billion over the next 20 years. And the amount needed to address the health and environmental concerns around Long Island Sound alone over the next two decades is \$1 billion. This critical legislation supports these efforts by significantly increasing authorization levels for the Long Island Sound office and targets these important resources towards implementation of the Sound's cleanup plan.

The Long Island Sound Restoration Act is another important tool in our arsenal to expand the Federal Government's role in restoring Long Island Sound, and I urge my colleagues to support this fragile resource by voting for H.R. 3313.

Mr. OBERSTAR. Mr. Speaker, I rise in support of H.R. 3313, the Long Island Sound Restoration Act.

The Long Island Sound is a unique, urban watershed nestled among one of the most densely populated regions of this country. Like many of the salt-water estuaries along the coast of the United States, the Long Island Sound supports a variety of uses and demands, including providing vital habitat to numerous fish and wildlife species, as well as recreational and commercial activities.

However, increasing pressures from residential, industrial, and agricultural develop-

ment have dramatically altered the natural conditions of this region, and have increased the discharge of pollutants into the Sound.

In 1987, upon the realization that additional efforts were needed to protect our Nation's salt-water estuaries, Congress authorized the establishment of the National Estuaries Program (NEP), within EPA, to restore and protect these resources. The Long Island Sound was one of the original waterbodies to be designated as an Estuary of National Significance under the NEP.

The Management Conference convened to develop a Comprehensive Conservation and Management Plan (CCMP) for the Long Island Sound identified several issues meriting special attention, including low oxygen conditions due to excessive nutrient loading, toxic and pathogen contamination, and the degradation and loss of marine habitat. Of these concerns, hypoxia, caused by excessive discharges of nitrogen from both point and non-point sources, was identified as the priority problem.

In 1990, Congress recognized that additional resources were needed to realize improvements in the Sound, and created a new office within the Environmental Protection Agency to assist in achieving these improvements. The Long Island Sound Program Office has been charged with assisting and supporting the implementation of the Long Island Sound CCMP.

The legislation we are considering today, H.R. 3313, extends the reauthorization of this office, as well as make additional changes aimed at achieving greater improvements to the Sound watershed.

The bill, as amended by the Committee on Transportation and Infrastructure, reauthorizes the Long Island Sound Program Office through 2003, and authorizes \$80 million per year through 2003 in grants for projects and studies which will help implement the CCMP.

In addition, this legislation encourages the Administrator of EPA, through the Long Island Sound Program Office, to use existing regulatory authorities to implement the CCMP, including efforts to establish, within the process for granting watershed general permits, a system for trading nitrogen credits and any other measures that are cost-effective and consistent with the goals of the CCMP.

It is important to note that this legislation does not expand the authorities of the EPA with respect to pollution credit trading; it merely encourages the Administrator to use existing authorities to achieve water quality goals within the Sound.

Finally, H.R. 3313 provides enhanced assistance to distressed communities within the Long Island Sound basin for repayment of construction loans under the Clean Water Act.

This legislation grants the Administrator authority to provide additional loan subsidization, including principal forgiveness, to distressed communities within the Sound. Principal forgiveness provides significant assistance to distressed communities in the repayment of construction loans without the unintended consequence of significantly diminishing the corpus of State Revolving Loan funds.

I support this bill and urge its approval.

Mr. CROWLEY. Mr. Speaker, I support H.R. 3313, the Long Island Sound Restoration Act.

I congratulate Representative NANCY JOHNSON for crafting this bi-partisan legislation that represents an excellent step in the right direction towards cleaning up and maintaining the water quality of Long Island Sound.

A great many of my constituents benefit from this water body—whether it be vacationing on her beautiful beaches, working on her shores or eating the fish products caught in the Sound. Long Island Sound is a vital lifeline for the people of my district and of the whole tri-state area.

Unfortunately, with the population explosion along the shores of Long Island Sound, new threats are appearing.

This legislation will increase the funding for the Long Island Sound Office by \$77 million. Additionally, this legislation will address the efforts to reduce nitrogen discharges into the Sound and authorizes the surrounding states to provide additional subsidies to designated distressed communities from a state's clean water fund.

Finally, this legislation will not hinder the environmentally important dredging efforts occurring in communities surrounding Long Island Sound. In my district, dredging operations have vastly improved both the economic as well as the environmental climate in a number of communities.

As a deliberative body, we must ensure that important dredging projects, such as ones occurring in Flushing Bay and New York Harbor continue unencumbered.

I urge my colleagues to support this valuable, environmental legislation.

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Mr. BORSKI. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Pennsylvania (Mr. SHUSTER) that the House suspend the rules and pass the bill, H.R. 3313, as amended.

The question was taken.

Mr. SHUSTER. 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.

#### SENSE OF THE HOUSE IN SUPPORT OF AMERICA'S TEACHERS

Mr. McKEON. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 492) expressing the sense of the House of Representatives in support of America's teachers.

The Clerk read as follows:

H. RES. 492

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 California (Mr. McKEON) and the gentleman from California (Mr. MARTINEZ) each will control 20 minutes.

The Chair recognizes the gentleman from California (Mr. McKEON).

Mr. McKEON. Mr. Speaker, I yield myself 2½ minutes.

Mr. Speaker, I rise in strong support of this important resolution in recognition of our Nation's teachers, and I would like to start off by simply saying thank you.

Thank you to all of the teachers who have shaped the lives of American school children. Thank you for your selfless and sometimes exhausting commitment to the children of this country, and thank you for protecting America's future.

Mr. Speaker, I believe in many cases that we take teachers for granted and simply expect them to single-handedly prepare our students to face the challenges of life and become productive members of society.

Here in Congress, we have a responsibility to ensure that Federal education programs allow local officials and schools the flexibility to make decisions based upon their specific needs. Again, I want to stress the flexibility is the key.

Last year, in bipartisan fashion, the House passed the Teacher Empowerment Act to help address the needs of local schools and teachers relating to their recruiting, hiring and training of teachers.

While this legislation requires school districts to both decrease class size and improve the quality of training for teachers, it leaves the exact balance between the two at the discretion of those at the local level who best know the needs of their schools and communities.

I know I am not alone when I say I was privileged to have teachers who had a profound impact on my develop-

ment, not only as a student but as a person. One of the greatest rewards of my job now is the opportunity to visit schools and witness the great work that our teachers are doing and the difference they are making.

It is almost universally true that every successful person, regardless of their field, can include the role of teachers as significant in the process of achieving that success.

Mr. Speaker, in closing, I want to reiterate my thanks to all the teachers across our Nation who mean so much to our children and, consequently, to every citizen of this country both now and in the future.

Teachers certainly deserve recognition, and I am honored to be able to be here on National Teacher Day to associate myself with this resolution.

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. 492, which recognizes the unique and important contributions of America's teachers and urges all Americans to pay tribute to our Nation's teachers.

Were it not for the benefit of an outstanding teacher, many of us would not have been as successful as we have been. When I was in the sixth grade, I had a very dedicated and perceptive teacher named Ms. Casson.

Mr. Speaker, I will never forget Ms. Casson. Ms. Casson saw through my poor attitude and recognized it as my frustration over losing my battle with math.

We were doing a math test and I didn't understand decimals, fractions, et cetera, and instead of doing the lesson, I was doing drawings I was making drawings, and she snuck up behind me and came down with a ruler across my hands and woke me up. And from there, she took the time to work with me and would not let me give up on myself; although, I gave her cause to do so on many occasions.

Due to Ms. Casson's patience and persistence, I was not only able to conquer my difficulties with math, but also master other subjects as well.

As a result, I was able to finish school in an era when most young Hispanics did not finish high school, much less receive postsecondary education.

My experience with Ms. Casson made me realize that a good teacher can mean the difference between success and failure for a student, not only in school, but in life.

Recent studies show that teacher quality is the single most important factor in student achievement. However, today's teachers face greater challenges than they ever have before.

Classes are larger and more unmanageable. Classroom space is inadequate and often in poor and even unsafe conditions. And discipline problems and school violence are an all-time high.

On top of it, we know the teacher candidates often do not receive adequate training; new teachers are not supported by their school systems; and current teachers are not provided with meaningful professional development. Under these circumstances, even Ms. Casson would have had problems.

Mr. Speaker, Congress tried to address a number of those issues, in which the gentleman from California (Mr. McKEON) alluded to, during the 1998 reauthorization of the Higher Education Act by creating the Loan Forgiveness Program for individuals who agree to teach for 5 years in a high-risk school district and by encouraging schools of education to improve the quality of their teacher education programs.

We have another opportunity to provide greatly needed support to new and current teachers through the reauthorization of ESEA. We can provide them with smaller classes, safe and adequately-equipped classrooms, and the support of mentor teachers and relevant professional development. However, while I have no doubt that every Member of Congress supports helping our Nation's teachers, ESEA is currently caught up in a tangle bipartisan politics in both House and Senate; therefore, I suggest that if we really are sincere about recognizing paying tribute to our Nation's teachers, that we not only pass H. Res. 492, but also put aside our differences and pass ESEA that includes resources necessary for teachers to succeed in today's classrooms.

As such, I rise in support of Ms. Casson and the millions of teachers like her who are doing perhaps the most difficult and important job in America and in support of H. Res. 492 and an ESA bill that we can all be proud of.

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

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

First of all, I want to congratulate the gentlewoman from Texas (Ms. GRANGER) who was the driving force behind bringing this resolution to the floor.

Mr. Speaker, after parents, whether the child succeeds or fails academically will, in a great degree, be determined by the quality of the teacher in the classroom. This is why our Even Start Program and all family literacy programs work to help make sure the parent becomes child's first and most important teacher.

This is why, in a bipartisan way, the Committee on Education and the Workforce brought to the floor of the House the Teacher Empowerment Act, so that the second most important person in the child's academic life, the

teacher, can be the most qualified person to fill that role.

I hope the Senate will pass that bill so that it can be presented to the President for his signature.

Public school teaching is the most difficult and yet important job in America today, and I join my colleagues in paying tribute to the dedication to achieving the goal of a totally literate America, as I do for all teachers, private, parochial school, as well as teachers of the home school.

I think of Ms. Yost when I think of the teaching profession. Ms. Yost was my grade 1-4 teacher in a one-room school, teaching all four grades, where she had an average of 40 students per year. She was the art teacher, the music teacher, the reading teacher, the writing teacher, the arithmetic teacher, as well as the counselor, the psychologist and, yes, even the custodian. She was brilliant and dedicated and one of the role models who caused me to become a public school teacher, counselor, and administrator for 22 years.

I thank the teachers for their dedication. America's future lies very heavily on their shoulders.

Mr. MARTINEZ. Mr. Speaker, I yield 3 minutes to the gentleman from California (Mr. BACA).

Mr. BACA. Mr. Speaker, I want to thank my distinguished colleague the gentleman from Southern California (Mr. MARTINEZ) for yielding me the time. I want to commend him for his hard work on behalf of education and support of America's teachers.

Mr. Speaker, I want to also recognize my colleague the gentleman from Southern California (Chairman MCKEON). I commend him for his hard work on the Subcommittee on Postsecondary Education, Training and Lifelong Learning.

I also want to commend our colleague the gentlewoman from Texas (Ms. GRANGER) for sponsoring this important education resolution.

Education is an important aspect of America. Education is the foundation and it is the fruits that we bear in improving the quality of life. Education defines who we are.

I want to commend many of our teachers who are out there today in our public schools. As it has been stated, they are teaching in an area where it is very difficult, conditions are not the best, they are teaching in diverse areas with a multitude of many languages.

I believe that if a lot of us look at America and where we are today, we are here today because we have had good teachers that were willing to sacrifice and are willing to teach us and are willing to work with us.

Too often in today's society we fail to recognize these teachers that are willing to give of their time and effort to make sure that the quality of life is improved. When we look at every busi-

ness person, every individual in our society, they have been touched by some teacher some way along the lines.

Whether it had been in elementary, whether it had been in intermediate, whether it had been a secondary, or whether it had been at a community college or State college or university, it was these teachers who cared and motivated these students, who gave them the self-esteem that said that they have the confidence to go on in society and be what they want.

That is why it is important that we today remember and recognize and support this H. Res. 492 in distinguishing this week as the 15th Annual Teachers Appreciation Week.

America's investment in education represents an investment in our future. The measures of investment we make in our children's future reflects America's commitment to our future growth and future strength.

On Friday, in conjunction with Teachers Appreciation Week, I am sponsoring an educational summit in San Bernardino. This summit will bring together teachers and students, along with officials of the public and private sector. This summit will explore education in the new millennium and improve technology in teacher training.

As we seek to show our appreciation of America's teachers, it is important that we give them the tools needed to get the job done.

Last week I introduced legislation to give teachers added help by bringing technology into the classroom and training teachers as they prepare for the 21st century. This bill will help teachers achieve the technology training that they will need in order to educate students today and tomorrow. We must demonstrate to America and recognize and give teachers the honor they fully deserve.

I strongly urge support of our teachers. I appreciate this resolution.

Mr. MCKEON. Mr. Speaker, I yield 1½ minutes to the gentleman from Missouri (Mr. BLUNT), the chief deputy whip.

Mr. BLUNT. Mr. Speaker, I am pleased to be here today on National Teachers Day in honor of this important day.

I was able to cosponsor this legislation along with the gentleman from Tennessee (Mr. CLEMENT), my co-chair of the House Education Caucus, with the gentleman from Pennsylvania (Chairman GOODLING) and the gentleman from California (Chairman MCKEON) and others.

One out of five Members of the House, including the gentlewoman from Texas (Ms. GRANGER), who drafted this resolution, have been full-time educators at one time in their career. Members of this House know from personal experience what it is like to be in the classroom, to be an administrator,

to work with the responsibilities of teachers.

This resolution honors and recognizes the unique and important achievement of America's teachers. It urges all Americans to take a moment to thank teachers and pay tribute to our Nation's teachers.

I would like to mention just briefly a teacher in the Springfield school district that is being recognized this week as the Teacher of the Year in that district.

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Ms. Mae Tribble originally aspired to be a pediatric nurse so she could help others in need. However, while she was in college at Southwest Missouri State University and while working with the Springfield Park Board, she discovered the challenge and the reward of teaching. She has now taught for 27 years. She currently teaches the second grade at Pittman Elementary School. She has taught at other schools in the Springfield district and the Strafford district. Her education includes teaching first grade, second grade, disabilities K-6, reading and math. She is an outstanding teacher.

Teachers make a difference in people's lives, Mr. Speaker. They expand our only expandable resource, the potential of young people, the potential of our country. I am glad we recognize them today.

Mr. MARTINEZ. Mr. Speaker, I yield 3 minutes to the gentleman from Tennessee (Mr. CLEMENT).

Mr. CLEMENT. I thank the gentleman from California (Mr. MARTINEZ), who has served us so well in this House and been a real leader on education issues for yielding me this time.

Mr. Speaker, I am pleased to join with the gentlewoman from Texas (Ms. GRANGER) and the gentleman from Missouri (Mr. BLUNT) in introducing this legislation to honor America's teachers. I know this body often disagrees on various issues but I think this is one of them that we can sure work together on. As cochair of the House Education Caucus, a former college President and a parent of two teenage daughters, I am pleased to take this opportunity to honor the outstanding work our teachers do every day. I fondly remember many of the teachers who instilled in me and in my children the love of learning and the desire to set and obtain goals.

Few other professionals touch so many people in such a lasting way as teachers do. Teacher Appreciation Day affords us the opportunity to recognize the contributions that educators make to our community and to thank those special teachers who have made a difference in our lives and the lives of our children.

I would like to especially honor the teachers of the year in my congressional district. Jennifer Snoot has

taught in Tennessee's public schools for 9 years and is currently at Old Center Elementary School. Janet Stout, a teacher at Cameron Middle School, has taught for 14 years. And Martha Burton, who teaches at Pearl-Cohn Business Magnet High School, has taught for 15 years. All of these three are dedicated teachers who have epitomized the dedication and commitment of America's teachers and helped our children so very much.

There is no more important or challenging job than that of our Nation's teachers. 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 and mentors, encouraging our children to reach farther than they would have thought possible. Teachers continue to influence us long after our school days are only memories.

Seldom do we recognize the importance of their job or the depth of their commitment to our children. While many people spend their lives building careers, teachers spend their careers building lives. For this they deserve our support, praise and gratitude.

Teachers often put in countless extra hours outside of the classroom preparing lessons, reading and correcting papers and working with students who need just a little extra help. They do this because they love their job, care about their students and are committed to ensuring that our children have the best chance at success. All this under often trying circumstances and with less than adequate resources and support.

I thank the thousands of teachers who have dedicated themselves to educating and believing in our children. I encourage all of my colleagues to take a moment as the school year winds to a close to thank those teachers who have made a difference in the lives of our children and our children's children. They are truly the unsung heroes of our communities.

Mr. MCKEON. Mr. Speaker, I yield 2 minutes to the gentlewoman from Texas (Ms. GRANGER), the author of this resolution.

Ms. GRANGER. I thank the gentleman from California for yielding me this time.

Mr. Speaker, Benjamin Disraeli once said, "The fate of our Nation depends on the education of our children." Today I rise to honor the men and women who determine the fate of our Nation and our children, its teachers. These are the men and women who rise each day to make a difference. They go to work early, working with children who need a little extra help. They find the creativity to keep algebra fresh and at the end of the day they even may wipe away a few tears. These are the men and women who teach our children not only how to earn a living but also how to make a life.

I have one of those special teachers in my district. Her name is Carole Brown and she is a second grade teacher. Carole was recently nominated Birdville Independent School District Teacher of the Year. Her coworkers wrote in her nomination that Carole is "the teacher that every child deserves." They said Carole finds the time and resources to meet every child's individual needs.

One parent of a special needs child said in a letter to Carole:

I often think of the difficulty we experienced last year in dealing with my son's disruptive behavior prior to his attention deficit hyperactivity diagnosis. My heart went out to my son and you each day as I observed class. Your encouragement gave me the desire and strength to seek the medical attention my son needed. My son is on the road to success now. My heartfelt appreciation and respect for you is difficult to express in words. I pray that I have conveyed a portion of that gratitude to you. I hope the very best for you and I praise God for your dedication in providing excellence in education.

Mr. Speaker, Carole Brown truly believes every child can learn. She is the embodiment of the Texas education philosophy, leave no child behind. Today I salute Carole Brown and the other men and women out there who are molding our future by teaching our children as my own mother did for 47 years and as I did for 9.

Mr. MARTINEZ. Mr. Speaker, I yield 3 minutes to the gentleman from Illinois (Mr. BLAGOJEVICH).

Mr. BLAGOJEVICH. Mr. Speaker, we have done a lot of talking the last few years about renewing our investment in education. School construction, computers and Internet access, school safety, up-to-date textbooks and library books, all of these are vital pieces in our efforts to improve local schools. But too often in this debate, Mr. Speaker, we have failed to focus on the need to invest in our most valuable resource, teachers. Next to a good parent, I cannot think of anyone more important to a child than a good teacher. A good teacher can provide guidance and help reinforce lessons in character and values taught by parents. And a good teacher can open the minds of children and show them that the pursuit of their dreams can be more than just a dream. But somehow our society has devalued teaching. We no longer place teachers on a pedestal of honor and respect. Instead we lionize professional athletes. We deify movie stars. Even lawyers and politicians whom most people, with all due respect for those of us here, do not like are viewed by children as people who have actually made it in America.

But they do not view teachers that way. Today a common cliché is, "Those who can do and those who can't teach." Think about what that statement means. We have so devalued the profession of teaching that we consider it a refuge to those who cannot make it

elsewhere. That is so wrong. If we in the Congress are going to talk about how we are going to make our country a better place for our children, then elevating teachers must be a central part of that discussion. We must give teachers the tools to succeed. Talk to a teacher and she will tell you that she is more interested in additional training and professional development than she is in more money. I think good teachers should have both.

Last year with the help of Speaker Hastert we were able to appropriate money for a teachers academy for the Chicago Public Schools. Congress needs to continue to support efforts like this, both to improve our schools and to demonstrate to our young people that America recognizes what teaching is, a noble profession worthy of their pursuit.

Mr. MCKEON. Mr. Speaker, I yield 2 minutes to the gentleman from Georgia (Mr. ISAKSON), a strong member of the Committee on Education and the Workforce.

Mr. ISAKSON. I thank the gentleman from California (Mr. MCKEON) for the introduction and for yielding me the time.

Mr. Speaker, I am particularly honored to stand as a member of the Committee on Education and the Workforce and thank the gentlewoman from Texas (Ms. GRANGER) for bringing this measure to floor and thank the gentleman from Pennsylvania (Mr. GOODLING) for his better than two decades' commitment to America's teachers, America's children and most recently his successful guidance to the passage of our commitment with the Individuals with Disabilities Education Act. And I associate myself with the remarks of the gentleman from California (Mr. MARTINEZ) and my sincere hope in addition to our verbal tribute that we pay tribute to education by finally passing the reauthorization to ESEA in a bipartisan fashion in the interest of all children.

But if we read House Resolution 492, it has two parts. First to thank all teachers and then second to take a moment, every American, to thank a teacher for the commitment that they make. In my remaining time, I would like to do just that by paying tribute to Ms. Linda Morrison, an advanced placement history, government and international affairs teacher at North Cobb High School in Acworth, Georgia, a woman who for better than two decades has brought government and history alive to children of great diversity, not of great economic prosperity. She has made our history and this government real. Year in and year out, her students go to New York and win or place in Model U.N. and throughout public service in our State today, many of her students serve their fellow man because of the inspiration of Linda Morrison.

But like most and like all of us, she has achieved this through her difficulties. In the last 2 years, the greatest 2 years of her career, she has inspired children, led them to entering and winning the Model U.N., been a model teacher in Georgia and fought breast cancer successfully. Through chemotherapy and all its terrors, day in and day out remaining in the classroom to teach our children. I want to take my responsibility in this resolution to thank that teacher, Ms. Linda Morrison, who to me exemplifies the countless thousands of teachers in Georgia and in America who teach and educate our children.

Mr. MARTINEZ. Mr. Speaker, I yield 2½ minutes to the gentlewoman from California (Ms. WOOLSEY).

Ms. WOOLSEY. Mr. Speaker, I am pleased to join my colleagues in doing two things, honoring our teachers and saying thank you to our ranking member the gentleman from California (Mr. MARTINEZ) for all he has done for education and as usual complimenting the gentleman from California (Mr. MCKEON) for what he does.

I am pleased to join my colleagues in expressing my strong support and deep appreciation for America's teachers. Mr. Speaker, in appreciation of all of our teachers, I would like to suggest that we in Congress give them a gift. The idea came from a teacher in my district who wrote an article about what he thinks is wrong with American education.

In this article, which I will include for the RECORD, Paul Eggenberger writes that the problem with our education system is not the students, is not the administrators, and it is certainly not the teachers. The problem, and I quote Mr. Eggenberger, is with our culture. Families are fractured, they are too busy to care, they are in a hurry to raise academic standards, a hurry to eat, a hurry to get to work, a hurry to get to the soccer game, a hurry to get home.

He goes on: "We don't have time for our kids, to listen to them, to get involved in their lives, to discipline and to guide them."

There is much we can do right here in Congress to support families so that they will have the time their children need. Initiatives such as paid leave for new parents, coordinated family services at schools and universal school breakfast are just a few good examples of how to give parents more time with their children and give children the attention and the support they need to be good students and good citizens.

Mr. Speaker, I include the Eggenberger article in its entirety:

[From the Press Democrat, May 4, 2000]

A FORMER TEACHER TELLS WHY HE LEFT  
(By Paul Eggenberger)

Ten years ago, with the encouragement of my friends and family, I decided to respond to the call to teach. I sold a successful busi-

ness, invested \$20,000 in my education and enrolled in the teacher credential program at Sonoma State University. Now, after eight years, I have resigned my teaching position. Given the current discussion about education by the various "experts" I thought it might be useful if I shared a few observations.

The problem with our educational system is not the students. It is unfair for adults to blame children for our failure to educate them. They are only responding to the people and activities that affect their lives. They don't make the video games, TV programs, books, magazines, sports, friends, music and schools that they are exposed to.

The problem with our educational system is not the teachers. They are doing the best they can when you consider the low wages, lack of supplies, poor and outdated textbooks, insufficient curriculum materials and lack of administrative support. I well remember my shock upon entering the school environment after owning my own business for 15 years. Any employee who ever worked for me would have quit within a few days if placed into the environment of today's teachers. The norm in the school I worked in was at least 50 hours a week not including committees, sporting events, clubs, fundraisers, PTA meetings, etc. That means the average teacher with the equivalent education of a master's degree earned about \$15 an hour.

The problem with our educational system is not the administration. They are in a constant juggling match to make the best of insufficient funding, high turnover and unrealistic demands from the state. No corporation or dotcom would think of trying to improve its product without investing in capital improvement or research and development. But that's what our schools must do because of lack of funding and unclear direction from the state.

The problem is with our culture. Families are fractured. They are too busy to care. They are in a hurry to raise academic standards, a hurry to eat, a hurry to get to the soccer game, a hurry to get to work, a hurry to get home, a hurry to get rich. Parents are self-involved or stressed out. Single moms can't get child support from irresponsible, absent dads. TV has replaced conversation and literacy. Sex has replaced love.

We don't have time for our kids, to listen to them. To get involved in their lives. To develop deep relationships with them. To discipline and guide them. To teach them wisdom. To teach them respect. To teach by example.

No, instead we have taught them to look out for themselves, to get gratification from video games and gangs, drugs and sex, fast food and fast cars. To take the easiest way out. To stay uninvolved, uncommitted, unloving. To always blame someone else. After all, that's what adults do. Is it any wonder they don't want to learn?

I came to Congress seven years ago determined to make education our nation's number one priority. Today, as a Member of the Education Committee, I remain committed to that goal and I spend much of my time looking at ways we can tackle the problems in our schools.

But while we in Congress focus a lot on what's wrong with education, we must remember that there's a lot that's right.

Every day, in classrooms around the country, teachers are reaching out and connecting with their students. We are lucky to have outstanding teachers around the country preparing our children for a successful future.

Despite new challenges and increasing demands, teachers in my District come to school everyday determined to make a difference.

Today, National Teachers Day, I'd like to honor Marin County Teacher of the Year Mary Beth Vanosky and Sonoma County Teacher of the Year Susie Conte—who are two examples of the hard-working teachers we are fortunate to have in the North Bay.

As a teacher with 25 years' experience, Ms. Vanosky doesn't consider teaching her fifth through eighth grade students her only job. Throughout her career, Ms. Vanosky has consistently served as a master teacher for student teachers and a mentor teacher to colleagues who were either new to teaching or new to their grade level. She knows that learning truly is a life-long process. For that reason, she hasn't stopped playing the role of student herself. Despite her years at the head of the class, Ms. Vanosky is constantly expanding her know-how with post-graduate studies at the University of Wisconsin, Arizona State University and San Francisco State University.

In Sonoma County, Susie Conte gets high marks from students, colleagues and parents for the work she does teaching preschool and helping special needs students at Bennett Valley Elementary School. She has developed education programs for autistic children, formed a support group for parents of special-needs children and helped make classrooms safer for all children.

Even after the school bell rings, Ms. Conte keeps giving. Once her school work is done, Ms. Conte makes time to volunteer with the Special Olympics and the YWCA's Women's Safe House.

Mary Beth Vanosky and Susie Conte are just two examples of what's right about American education. While we have set aside National Teachers Day to pay tribute to educators, we must keep in mind that everyday teachers like Ms. Vanosky and Ms. Conte are working to make the future bright.

Mr. MCKEON. Mr. Speaker, I yield 1½ minutes to the gentleman from Pennsylvania (Mr. PITTS), a good friend of education.

Mr. PITTS. Mr. Speaker, I want to thank my colleagues for sponsoring this resolution to honor America's teachers. This week we honor those who challenge our children to learn and grow and prepare to be leaders of tomorrow. When I graduated from college, my first job was teaching in public schools, and I have never forgotten the lessons I learned in the classroom years ago. Teachers, second only to parents, have the future of our Nation in their hands. This resolution honoring and recognizing the unique and important achievements of our teachers urges Americans to take a moment to thank and pay tribute to them.

Elaine Savukas is a teacher from my district in Hempfield High School, Lancaster County, Pennsylvania. She teaches an AP government class and guides her students as they participate in the We the People competition. Each of her students is a scholar, if you will, in the Constitution, able to match wits with students across America. I

can hardly think of a better way to prepare a student for a life of good citizenship than to challenge them to know the ins and outs of our unique form of government.

□ 1600

America is a great country because of our foundational document, the Constitution. But America is also great because of the generations of dedicated teachers like Elaine Savukas. I want to thank Elaine today for her dedication, her professionalism, and there are countless thousands of other teachers in America who deserve equal thanks. Let us pass this resolution, express to America's teachers just how much we appreciate what they do every day.

Mr. Speaker, I urge my colleagues to support the resolution.

Mr. MARTINEZ. Mr. Speaker, I yield 2½ minutes to the gentleman from North Carolina (Mr. ETHERIDGE).

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

Mr. Speaker, as the father of an outstanding public school teacher and as a former State superintendent of my State schools, I rise in strong support of this resolution and I am a proud cosponsor of it as well, which really expresses the sense of this House for the support of America's teachers. I also want to thank all of the teachers who have touched my life through the years and made a difference.

Mr. Speaker, what a difference a couple of years can make. Not long ago, this Chamber's majority engaged in teacher-bashing with reckless abandon. Rather than praise teachers as this bipartisan resolution rightly does, until recently, politicians in this Congress routinely took potshots at teachers and bad-mouthed our public schools for partisan gain. So today's resolution is a welcome change from the past.

Mr. Speaker, talk really is cheap. Although this resolution is a very nice statement, this Congress needs to do more than talk the talk. We must walk the walk. This Congress must pass the many important legislative initiatives that are bottled up in one committee or another.

With our schools bursting at the seams and with our children crowded into trailers, this House must act on common sense school construction legislation, and as our teacher shortage is critical in this country and reaching a crisis proportion, we need to pass legislation for 100,000 teachers. As we debate the issues of youth violence and values in our society, this Congress needs to pass character legislation to help our children learn the lessons of respect, responsibility, honesty, integrity, courage, kindness, and those basic values that we look to.

Mr. Speaker, today is National Teachers Day, and this week is the 15th annual National Teachers Appreciation

Week. But every day should be Teachers Appreciation Day. We need to raise the standards in this country for the profession of educators. Congress must exert the leadership and the moral authority to give every teacher in this country the high regard that he or she richly deserves.

This resolution is a good step in that direction, and I commend its bipartisan support. However, we must take action to support our teachers and pass legislation that will improve education for our children.

Mr. MCKEON. Mr. Speaker, I yield 1½ minutes to the gentleman from Illinois (Mr. SHIMKUS), a good friend of education.

Mr. SHIMKUS. Mr. Speaker, it is with great pride that I rise today as cosponsor of House Resolution 492 which recognizes and honors America's teachers. As a former high school teacher myself, I understand the hard work and values teachers add to a child's life.

At the end of this month, I will have the opportunity to attend the graduation of Collinsville class of 2000 when I will receive the Alumni Award and I will have the chance to address the students and the graduates. I will thank administrators Ron Ganshin and Rees Hoskin and Margaret Linder. But more importantly, I will thank my teachers, Ron Adams, Kathy Baker, Richard Crabtree, Lloyd Dunne, Fay Fultz, Robert Johnson, Russ Keene, Jenet Kanel, Joe Naylor, Mark Nelson, Terry Smith, Joe Spurgeon, Neal Strebel, Steve Shults, Charles Suarez and Don Davisson, and many others whom my faltering memory and the lack of a yearbook have made it difficult for me to recall. Some are still in the profession, some no longer, and some have passed away. They have encouraged my thoughts and my dreams. They have supported my goals and my aspirations. I thank them for their work, and in thanking them, I thank all teachers today.

Teachers have one of the most important jobs in our society, but it is often thankless. I urge all of us to make teacher appreciation not something we do once a year, but a practice and a habit that we practice year-round.

Mr. MARTINEZ. Mr. Speaker, I yield 2 minutes to the gentlewoman from California (Mrs. CAPPS).

Mrs. CAPPS. Mr. Speaker, today is National Teacher Appreciation Day, and I wish to pay tribute to 4 remarkable teachers on the central coast of California. What a joy this is.

Last month Tory Babcock, an English teacher at Santa Ynez High School, was named Santa Barbara County Teacher of the Year. She was cited for her work in challenging students to embrace reading and writing, as well as her professionalism, her enthusiasm and success in motivating students in the classroom and beyond. She will be considered for California Teacher of the Year in the fall.

Dr. Ed Avila was recently chosen by Hispanic Magazine as Hispanic Teacher of the Year. Dr. Avila is the director of the Endeavour Academy, an engineering and applied science preparatory school within a public school. A national panel of Hispanic leaders and educators selected Dr. Avila for exhibiting excellence in curriculum innovation, subject competence and the ability to motivate students.

Just last week, Kevin Statom was chosen by Lucia Mar School District as Teacher of the Year. As head of the Arroyo Grande High School math department, Mr. Statom has been praised specifically for his efforts to get disinterested students turned on to math. Students at the high school praised him for spending at least 20 hours a week outside the classroom giving them the extra help they need.

Finally, Mark Fairbank, a Paso Robles High science teacher, was recently chosen as one of the three best teachers in California. He is also under consideration for the Presidential Award for Excellence in Mathematics and Science Teaching. Mr. Fairbank is an expert in alternative learning tools and cross curricular learning that can help students who learn visually, such as those with dyslexia.

Mr. Speaker, the Central Coast of California has much to be proud of. I am glad that we here in Congress are taking the time to honor our teachers. The education of our children and, indeed, of our future as a Nation rests on the quality of our Nation's teachers.

Mr. MCKEON. Mr. Speaker, I yield 1½ minutes to the gentlewoman from Kentucky (Mrs. NORTHUP), a strong supporter of education.

Mrs. NORTHUP. Mr. Speaker, I wish to rise and add my voice to the others in recognition of our teachers who have made such a difference in our lives. Most of us can think back to the years that we went through school, and the teachers that touched us in many different ways, in bringing out our talents and helping us to be successful in school. Those teachers were very different, some were very strict, we thought some of them were very specific; other ones were more creative and brought us in through different ways. But all of them had one thing in common: They gave us a sense of how important education is. They taught us what was important for us to know, and they gave us a love of learning.

Today, on this teacher appreciation resolution, I wish to, first of all, thank the teachers in my life, teachers that touched my life and who were largely unthanked in the years where they were making such an important difference to so many children.

Secondly, I would like to thank the teachers that are in the classroom today. We are almost at the end of this school year, and many children will walk out of the classroom door and will

fail to recognize at this moment in their lives how much their teachers have meant to them this year and will mean to them for the rest of their lives.

So, for the children that walk out of the classroom door this year, let us, here in Congress, invite the American people across this country to thank them in these children's stead so that they will know how important they are today and for the future generations.

Mr. MARTINEZ. Mr. Speaker, might I inquire of the time remaining?

The SPEAKER pro tempore (Mr. BARRETT of Nebraska). The gentleman from California (Mr. MARTINEZ) has 1½ minutes remaining; the gentleman from California (Mr. MCKEON) has 5½ minutes remaining.

Mr. MCKEON. Mr. Speaker, I yield 30 seconds to the gentleman from California (Mr. MARTINEZ).

Mr. MARTINEZ. Mr. Speaker, I yield 1 minute to the gentleman from Wisconsin (Mr. KIND).

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

As a member of the Committee on Education and the Workforce, I am proud to be able to support this resolution recognizing the significance of teachers and the quality of education in our country. I would urge all Americans to use this week as an opportunity to thank their teachers in their own communities.

Mr. Speaker, outside of the active involvement of parents in their children's life and the education process, I think it is irrefutable that the best determination of how well a child is going to perform in our school system today is the quality of teachers that are in the classroom. They are doing remarkable work, even though more and more are being asked of them. I feel an important obligation that we as policymakers provide them with the tools and the resources they need to do their job better.

Many of the teachers have been contacting us as Members of Congress in light of the Elementary and Secondary Education Act, asking for additional funding or resources for ongoing training and professional development programs so that they can enhance their skills in working with our children. They are also calling for resources to reduce class sizes so that there is more individualized attention for the students and better safety in the classrooms and better discipline.

So I would encourage the policymakers to support the Elementary and Secondary Education Act and to thank the teachers who have made such a big difference in many of our lives and encourage the continued work that they are doing.

Mr. MARTINEZ. Mr. Speaker, I yield 1 minute to the gentleman from Texas (Mr. GREEN).

Mr. GREEN of Texas. Mr. Speaker, I rise today to pay tribute to one of our

Nation's most valuable resources, the dedicated men and women who serve as teachers. I know that dedication, because I have been married for 30 years to a high school algebra teacher. I come home at night in our district at 9:30 or 10:00 and exhausted, and she is still grading papers or inputting grades into the computer.

Our teachers are hard-working professionals who are on the front lines of our struggle to provide a quality education for every child in America. Day in and day out they work hard so that our children can be prepared for whatever they want to be in the future. Teacher appreciation week is our time to show the appreciation for teachers. I would like to say that we could do much better.

We should be able to put aside our differences and pass worthwhile legislation like H.R. 1196, which would repeal the 60-month limit on student loan interest deductibility and help relieve the burden of student loan debt for our teachers; H.R. 4555, the Teacher Technology Training Act, so that local money could be provided to train teachers in computer-related skills in the classroom; the School Construction Act to modernize our school facilities; and H.R. 1623, the Classroom Size Reduction and Teacher Quality Act.

Mr. Speaker, there are lots of things we can do outside of just recognizing our teachers this week.

Mr. MCKEON. Mr. Speaker, I yield 2 minutes to the gentleman from California (Mr. HORN), a good friend and colleague and a former university president.

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

Mr. Speaker, I rise today on National Teachers Day to pay tribute to America's teachers. Every day I can go through in my mind the teachers I had from first grade through the senior year of high school, not to mention the college teachers. I wish to give these men and women the honor and recognition that they deserve. I also wish to thank them for their service and their dedication to the Nation's young people.

Our educational system is only as good as the teachers in it. Every day, American teachers face a variety of challenges, including overcrowded classrooms, crumbling facilities, safety concerns and severely limited resources. Given the importance of education to our children's future, it is unacceptable that teachers should have to tolerate these conditions.

The best way I can think of to celebrate National Teachers Day is to enact educational reform to give teachers the resources and the flexibility that they so desperately need. Teachers make an invaluable contribution to the Nation and they deserve our gratitude. They touch our children's lives in countless ways and open up a world of

possibilities to young people. For this reason, I am honored to support this resolution recognizing and thanking America's teachers.

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

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 H. Res. 492.

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

There was no objection.

□ 1615

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

Mr. Speaker, I want to thank the gentleman from California (Mr. MARTINEZ). We have had the good fortune of working together during this Congress. It has been a real joy working together with him. I do not know how many other opportunities we will have, but I want to thank him and let him know that I really have appreciated working with him, and appreciate his friendship. He is a great man and he has done a lot for this country. He has been a great Congressman.

Mr. DINGELL. Mr. Speaker, today I praise one of the too often under appreciated professions in our society: teachers. In doing so, I would like to offer my sincere thanks for their often thankless, but noble efforts.

To quote Cicero, "what nobler a profession, or more valuable to the state, than that of a man who instructs the rising generation." Teachers, next to parents, are the most influential people in the lives of our children. Like parents, they prepare students for the future. Teachers serve as role models, mentors, and friends. They strive to work with parents and guardians so that the full potential of each child may be realized.

Mr. Speaker, teaching has never been an easy job, and it hasn't gotten easier in recent years. Currently, the people to whom we entrust our children must teach in classes so large many of us would find it impossible to maintain order, let alone create an atmosphere that is conducive to learning. Many teachers must work in dilapidated buildings, where heating, plumbing and cooling systems are insufficient. At a time when many of us would find it impossible to function without a computer, teachers are confronted with the task of preparing kids to work in an increasingly technological society without the use of this most basic piece of equipment.

Not only do teachers deserve our thanks, they also deserve access to the best tools possible. Our nation's future is, after all, in their hands. We, in Congress, would be wise to enact a proposal similar to Vice President GORE's teacher assistance plan. We need to invest the necessary money to hire more teachers to reduce class sizes, modernize old schools and build new ones, and provide opportunities for teachers to get additional training so they can better prepare kids for the future. We must also draw educated and idealistic young men and women into teaching by

providing student loan assistance to future teachers.

Many of my colleagues and our Nation's Governors, acting either in haste, desperation, or stupidity, have continually tried to undermine real education reform by grasping at "revolutionary schemes" such as vouchers, which have proved to be as destructive to public schools as well as ineffective in raising student performance. They have attempted to privatize public schools, where 90 percent of America's children are educated. In an attempt to highlight the problems faced by public schools, they have used teachers and schools alike as punching bags to further their own risky, underhanded schemes that only divert education money away from where it's most needed. I stand before you today to say we should not tolerate this rascality any longer. Our teachers, our kids, and our Nation's future deserve better.

Mr. Speaker, I am hopeful that we can all work together, write quality legislation, help our schools, and thank our teachers for their efforts by showing them we know how important educating our children—and their role in this mission—is to America's future.

Mr. COSTELLO. Mr. Speaker, I rise today in strong support of H. Res. 492, sense of the House in support of America's teachers.

America's teachers are one of our most valuable resources. Since coming to Congress I have worked hard to improve our schools by helping teachers in my district express their concerns and support legislation to promote the noble profession they have chosen. In fact, my wife, Georgia, is a principal at Central Junior High School in Belleville, IL. I am proud of her accomplishments with the hundreds of students she comes in contact with every day as well as all of the teachers in the 12th District of Illinois.

Mr. Speaker, as a parent and grandparent of school-age children I cannot think of a career more important than that of our Nation's teachers. Every day teachers are faced with numerous crises including nurturing children from broken homes, children facing the growing threat of youth violence in our schools, and school buildings that do not meet safety standards.

I applaud the countless generations of teachers for living up to the day to day challenge of preparing our children for the outside world. I urge all of my colleagues to join me in strong support of this resolution. Our teachers deserve this praise and recognition.

Mr. QUINN. Mr. Speaker, I rise in support of H. Res. 492, expressing the sense of the House of Representatives in support of America's teachers.

As a former high school English teacher, I am very familiar with the ability of teachers to have an impact on the lives of children. Teachers are some of the first role models many children have. They give us the tools to become well-rounded adults and upstanding citizens. Teachers are exceptional people who bring their love of learning and share their enthusiasm to work to share with their students everyday. Tirelessly, they impart their knowledge of any variety of subjects, from grammar to music to algebra. Inspired by the flicker of understanding in their students' eyes, they rely on the gratitude of their students and their

families rather than on monetary rewards as their compensation.

Indeed, our teachers are our Nation's greatest resource. They build the foundation of knowledge in our future generations, which will one day not only rule the world, but fundamentally change it for the better. Teachers fundamentally mold the character of our Nation's future leaders. We should all take the time to stop and remember the important influence that our teachers had upon our lives. In fact, we should all make an effort to go back and thank our teachers, or even just a single teacher who may have had a special impact on our educational experience in order to say "thank you." This is the greatest way that we can recognize our teachers and repay our gratitude for all that they shared with us.

Mr. PAUL. Mr. Speaker, I am pleased to support the resolution of the gentlewoman from Texas expressing Congress' appreciation for the valuable work of America's teachers. I would also like to take this opportunity to urge my colleagues to support two pieces of legislation I have introduced to get the government off the backs, and out of the pockets, of America's teachers. The first piece of legislation, H.R. 1706, prohibits the expenditure of federal funds for national teacher testing or certification. A national teacher test would force all teachers to be trained in accordance with federal standards, thus dramatically increasing the Department of Education's control over the teaching profession. Language banning federal funds for national teacher testing and national teacher certification has been included in both the House and Senate versions of the Elementary and Secondary Education Act (ESEA).

I have also introduced the Teacher Tax Cut Act (H.R. 937) which provides every teacher in America with a \$1,000 tax credit. The Teacher Tax Cut Act thus increases teachers' salaries without raising federal expenditures. It lets America's teachers know that the American people and the Congress respect their work. Finally, and perhaps most importantly, by raising teacher take-home pay, the Teacher Tax Cut Act encourages high-quality people to enter, and remain in, the teaching profession.

Mr. Speaker, these two bills send a strong signal to America's teachers that we in Congress are determined to encourage good people to enter and remain in the teaching profession and that we want teachers to be treated as professionals, not as Education Department functionaries. In conclusion, I urge my colleagues to vote for this resolution recognizing the hard work of America's teachers. I also urge they continue to stand up for those who have dedicated their lives to educating America's children by cosponsoring my legislation to prohibit the use of federal funds for national teacher testing and to give America's teachers a \$1,000 tax credit.

Mr. UNDERWOOD. Mr. Speaker, I am thankful for the opportunity to speak in support of House Resolution 492. I would also like to take this opportunity to thank Representative KAY GRANGER of the 12th District of Texas for introducing this resolution which pays tribute to all teachers in the United States and aptly commemorates National Teachers Day, which we are celebrating today.

My family comes from a long line of teachers, my mother is a former teacher, I am a

former teacher and academic vice president and my daughter is a teacher in my district in Guam. As a former educator, I well appreciate the challenges all teachers face. It is often said that teaching is a thankless job. Although, it is the case with most teachers to be overworked by the growing volume of students in classrooms and overwhelmed by the constant shortage of teachers entering the ranks of the teaching profession from year to year, the impacts they make in shaping our lives and our futures is enormous and immeasurable. I would like to take this time to commemorate the remarkable commitment and contributions teachers make to our lives and highlight the contributions of Guam's Teacher of the Year for 2000, Mr. Josh Ledbetter.

Mr. Ledbetter has come to teaching at a later period in his life than most rookies. Now at the young age of 49 and after many years serving our country in the U.S. Navy, followed by a brief career as a journalist, Mr. Ledbetter found teaching to be his calling. Mr. Ledbetter received his teaching degree from the University of Guam in 1993. Since then he has taught for nearly six years as a first grade teacher at the Maria Ulloa Elementary, the Harry S. Truman Elementary and before transferring to the brand new Machananao Elementary School in Guam.

Mr. Ledbetter is a testament to what it means to go the extra mile in the classroom. He brings constant innovation to teaching and emphasizes the need to bring relevance to his teaching. As a project, Mr. Ledbetter asked his students to bring in unneeded items from their homes. Students brought in an array of unneeded items including bottle caps buttons, plastic bread fasteners. Mr. Ledbetter incorporated these household materials to teach students concepts in mathematics through grouping the materials the students were so familiar with; first with a base of four, five, six, and then using a base of ten. The students became so comfortable with the idea of grouping that they had mastered the concepts before the time they reached the use of base ten.

Mr. Ledbetter has broadened his commitment to education through his participation in various organizations, including the International Reading Association, the University of Guam Language Arts Conference and Symposium, the National Council of Teachers of English and numerous other projects to the pursuit of education.

Mr. Ledbetter is currently pursuing his masters and doctorate degrees at the University of Guam and plans yet another career change, this time as a professor at the University of Guam's College of Education, teaching cadres of young adults about the importance of teaching. I wish him much success.

It gives me much pleasure to recognize and highlight the contributions that teachers like Josh Ledbetter make to our community. Mr. Speaker, I would like to thank all teachers for their constant contributions to instill and shape the lives of our children and our communities.

Mr. CROWLEY. Mr. Speaker, today, National Teacher's Day, we honor our nation's teachers and recognize the lasting contribution they make in our children's lives. Teachers are fundamental to the future successes of our children. They inspire our children to learn and

instill them with the tools they need to be successful in their careers and in their lives.

People who enter the teaching profession don't do it for the money—they do it out of love. That love is reflected in the countless hours they spend outside the classroom, preparing lesson plans, being involved in extra curricular activities, and even buying supplies with their own money. Mr. Speaker, the average teacher spends \$408 of his or her money each year to meet the needs of their students.

Let me tell you about the teachers we have in my district. They certainly don't teach for the money—in fact many salaries barely pay rent—but they are the most dedicated workforce I know.

I invited the Secretary of Education, Richard Riley, to my district to witness first hand the problems the schools in my district face with overcrowding. He visited on April 27, 2000, along with the new chancellor of the New York City Board of Education and we had a very informative and productive tour and meeting.

When deciding which school to highlight for Secretary Riley, I selected PS 19, which operates at 157% capacity, and is one of the most, if not the most, overcrowded elementary school in the City of New York.

I contacted the Principal at PS 19, Catherine Zarbis, who agreed to open up her school during their spring break, to show the Secretary and the Chancellor their overcrowded conditions and numerous portable classrooms.

When we visited the school the day before, we found many teachers there—on their spring break—cleaning their classrooms, making new room and hall decorations, and preparing lesson plans. These teacher came in, on their own free time, to clean the building and prepare for the Secretary's visit. In fact, everyone from the teachers to custodial staff to the security personnel pitched in for this event. I want to personally recognize everyone for their hard work: Principal Catherine Zarbis, Assistant Principal Roseann Napolitano, Assistant Principal Dina Erstein; Mr. Miria Villegas, Mrs. Janina Juszcak; and Mrs. Kathleen Kistakis, who is affectionately called Mrs. K by her students. The custodial staff: Mr. Thomas Zerella, the Custodial Engineer; Ms. Renee Rhein; Mr. William Bischoff; Mr. Fernando Seara; Mr. Louis Bischoff; Mr. Leonard Rooney; Mr. David Fasano; Mr. Wilmer Romero; Mr. Omar Yahia. And the parent volunteers: Mrs. Zoraya Torres; Mrs. Ana Hernandez; and Mrs. Julliana Bonetti. These educators truly represent what teachers really stand for and should serve as role models to us here in Congress as well as our children.

I urge my colleagues to put aside partisanship and help these teachers—reduce their class size average of 36, give them full classrooms, instead of converted closets, bathrooms, hallways, and attics. We need to pass substantial school construction legislation as well as class size reduction, implement after school programs, safe and drug free schools, and provide access to technology. Our teachers and our children deserve it.

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

The SPEAKER pro tempore (Mr. SHIMKUS). The question is on the mo-

tion offered by the gentleman from California (Mr. MCKEON) that the House suspend the rules and agree to the resolution, H. Res. 492.

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, the Chair will reduce to 5 minutes the minimum time for electronic voting on four additional motions to suspend the rules on which the Chair has postponed further proceedings. Such votes will be taken immediately following this vote.

The vote was taken by electronic device, and there were—yeas 422, nays 0, not voting 12, as follows:

[Roll No. 149]

YEAS—422

Abercrombie	Clyburn	Gekas	Norwood	Shuster
Ackerman	Coble	Gibbons	Nussle	Simpson
Ackerholt	Coburn	Gilchrist	Oberstar	Sisisky
Allen	Collins	Gillmor	Obey	Skeen
Andrews	Combest	Gilman	Oliver	Skelton
Archer	Condit	Gonzalez	Ortiz	Slaughter
Armye	Conyers	Goode	Ose	Smith (MI)
Baca	Cook	Goodlatte	Owens	Smith (NJ)
Bachus	Cooksey	Goodling	Oxley	Smith (TX)
Baird	Costello	Gordon	Packard	Smith (WA)
Baker	Cox	Goss	Pallone	Snyder
Baldacci	Coyne	Graham	Pascrell	Souder
Baldwin	Cramer	Granger	Pastor	Spence
Ballenger	Crane	Green (TX)	Paul	Spratt
Barcia	Crowley	Green (WI)	Pease	Stabenow
Barr	Cummings	Greenwood	Pelosi	Stark
Barrett (NE)	Cunningham	Gutierrez	Peterson (MN)	Stearns
Barrett (WI)	Danner	Gutknecht	Peterson (PA)	Stenholm
Bartlett	Davis (FL)	Hall (OH)	Petri	Strickland
Barton	Davis (IL)	Hall (TX)	Phelps	Stump
Bass	Davis (VA)	Hansen	Pickering	Stupak
Bateman	Deal	Hastings (FL)	Pickett	Sununu
Becerra	DeFazio	Hastings (WA)	Pitts	Sweeney
Bentsen	DeGette	Hayes	Pombo	Talent
Bereuter	Delahunt	Hayworth	Pomeroy	Tancredo
Berkley	DeLauro	Hefley	Porter	Tanner
Berman	DeLay	Heger	Portman	Tauscher
Berry	DeMint	Hill (IN)	Price (NC)	Tauzin
Biggert	Deutsch	Hill (MT)	Pryce (OH)	Taylor (MS)
Billbray	Diaz-Balart	Hilleary	Quinn	Taylor (NC)
Billakis	Dickens	Hilliard	Rahall	Terry
Bishop	Dicks	Hinchey	Ramstad	Thomas
Blagojevich	Dingell	Hinojosa	Rangel	Thompson (CA)
Bliley	Dixon	Hobson	Regula	Thompson (MS)
Blumenauer	Doggett	Hoeffel	Reyes	Thornberry
Blunt	Dooley	Hoekstra	Reynolds	Thune
Boehlert	Doolittle	Holden	Riley	Thurman
Boehner	Doyle	Holt	Rivers	Tiahrt
Bonilla	Dreier	Hoolley	Rodriguez	Tierney
Bonior	Duncan	Horn	Roemer	Toomey
Bono	Dunn	Hostettler	Rogan	Towns
Borski	Edwards	Houghton	Rogers	Traficant
Boswell	Ehlers	Hoyer	Rohrabacher	Turner
Boucher	Ehrlich	Hulshof	Ros-Lehtinen	Udall (CO)
Boyd	Emerson	Hunter	Rothman	Udall (NM)
Brady (PA)	Engel	Hutchinson	Roukema	Upton
Brady (TX)	English	Hyde	Roybal-Allard	Velázquez
Brown (FL)	Eshoo	Inslie	Royce	Vento
Brown (OH)	Etheridge	Isakson	Rush	Viscosky
Bryant	Evans	Istook	Ryan (WI)	Vitter
Burr	Everett	Jackson (IL)	Ryun (KS)	Walden
Burton	Ewing	Jackson-Lee	Sabo	Walsh
Callahan	Farr	(TX)	Salmon	Wamp
Calvert	Fattah	Jefferson	Sanchez	Waters
Camp	Filner	Jenkins	Sanders	Watkins
Canady	Fletcher	John	Sandlin	Watt (NC)
Cannon	Foley	Johnson (CT)	Sanford	Watts (OK)
Capps	Forbes	Johnson, E. B.	Sawyer	Waxman
Capuano	Ford	Johnson, Sam	Saxton	Weiner
Cardin	Fossella	Jones (NC)	Scarborough	Weldon (FL)
Carson	Fowler	Jones (OH)	Schaffer	Weldon (PA)
Castle	Frank (MA)	Kanjorski	Schakowsky	Weller
Chabot	Franks (NJ)	Kaptur	Scott	Wexler
Chambliss	Frelinghuysen	Kasich	Sensenbrenner	Weygand
Chenoweth-Hage	Frost	Kelly	Serrano	Whitfield
Clay	Gallegly	Kennedy	Sessions	Wicker
Clayton	Ganske	Kildee	Shadegg	Wilson
Clement	Gejdenson	Kilpatrick	Shaw	Wolf
			Shays	Woolsey
			Sherman	Wu
			Sherwood	Wynn
			Shimkus	Young (AK)
			Shows	

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Buyer	Kuykendall	Moakley
Campbell	Lucas (OK)	Payne
Cubin	McCollum	Wise
Gephardt	McIntosh	Young (FL)

□ 1638

So (two-thirds of those present having voted in favor thereof) the rules were suspended and the resolution was agreed to.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.