

□ 1242

Mr. SCHAFFER changed his vote from "yea" to "nay."

So (two-thirds having voted in favor thereof) the rules were suspended and the bill was passed.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

Stated for:

Mr. PUTNAM. Mr. Speaker, on rollcall No. 14 I was inadvertently detained. Had I been present, I would have voted "yea."

RAIL PASSENGER DISASTER FAMILY ASSISTANCE ACT OF 2001

The SPEAKER pro tempore (Mr. SHIMKUS). The pending business is the question of passage of the bill, H.R. 554, on which further proceedings were postponed earlier today.

The Clerk read the title of the bill.

The SPEAKER pro tempore. The question is on the passage of the bill, on which the yeas and nays are ordered.

This is a 5-minute vote.

The vote was taken by electronic device, and there were—yeas 404, nays 4, not voting 24, as follows:

[Roll No. 15]
YEAS—404

Abercrombie	Cannon	Edwards
Aderholt	Cantor	Ehlers
Akin	Capps	Ehrlich
Allen	Capuano	Emerson
Andrews	Cardin	Engel
Armey	Carson (IN)	English
Baca	Carson (OK)	Eshoo
Bachus	Castle	Etheridge
Baird	Chabot	Evans
Baker	Chambliss	Everett
Baldacci	Clay	Farr
Baldwin	Clayton	Fattah
Balenger	Clement	Ferguson
Barcia	Coble	Filner
Barr	Collins	Fletcher
Barrett	Combest	Ford
Bartlett	Condit	Frank
Barton	Conyers	Frelinghuysen
Bass	Costello	Frost
Becerra	Cox	Gallely
Bentsen	Coyne	Ganske
Bereuter	Cramer	Gekas
Berkley	Crane	Gephardt
Berman	Crenshaw	Gibbons
Berry	Crowley	Gillmor
Biggert	Culberson	Gilman
Bilirakis	Cummings	Gonzalez
Bishop	Cunningham	Goode
Blagojevich	Davis (CA)	Goodlatte
Blumenauer	Davis (FL)	Gordon
Blunt	Davis (IL)	Goss
Boehlert	Davis, Jo Ann	Graham
Boehner	Deal	Granger
Bonilla	DeFazio	Graves
Bonior	DeGette	Green (TX)
Borski	Delahunt	Green (WI)
Boswell	DeLauro	Greenwood
Boucher	DeLay	Grucci
Boyd	DeMint	Gutknecht
Brady (PA)	Deutsch	Hall (OH)
Brady (TX)	Diaz-Balart	Hall (TX)
Brown (FL)	Dicks	Hansen
Brown (OH)	Dingell	Harman
Brown (SC)	Doggett	Hart
Bryant	Dooley	Hastings (FL)
Burr	Doolittle	Hastings (WA)
Buyer	Doyle	Hayes
Callahan	Dreier	Hayworth
Calvert	Duncan	Hefley
Camp	Dunn	Herger

Hill	McCrery	Sanchez
Hilleary	McDermott	Foley
Hilliard	McGovern	Fossella
Hinchey	McHugh	Gilchrest
Hinojosa	McInnis	Gutierrez
Hobson	McIntyre	Istook
Hoefel	McKeon	Lewis (CA)
Hoekstra	McKinney	Meek (FL)
Holden	McNulty	Mollohan
Holt	Meehan	Ortiz
Honda	Meeks (NY)	Royce
Hooley	Menendez	Sawyer
Horn	Mica	Slaughter
Hostettler	Millender-	
Houghton	McDonald	
Hoyer	Miller (FL)	
Hulshof	Miller, Gary	
Hunter	Miller, George	
Hutchinson	Mink	
Hyde	Moakley	
Inslee	Moore	
Isakson	Moran (KS)	
Israel	Moran (VA)	
Issa	Morella	
Jackson (IL)	Murtha	
Jackson-Lee	Myrick	
(TX)	Nadler	
Jefferson	Napolitano	
Jenkins	Neal	
John	Nethercutt	
Johnson (CT)	Ney	
Johnson (IL)	Northup	
Johnson, E. B.	Norwood	
Johnson, Sam	Nussle	
Jones (NC)	Oberstar	
Jones (OH)	Obey	
Kanjorski	Olver	
Kaptur	Osborne	
Keller	Ose	
Kelly	Otter	
Kennedy (MN)	Owens	
Kennedy (RI)	Oxley	
Kerns	Pallone	
Kildee	Pascrell	
Kilpatrick	Pastor	
Kind (WI)	Payne	
King (NY)	Pelosi	
Kingston	Pence	
Kirk	Peterson (MN)	
Klecza	Peterson (PA)	
Knollenberg	Petri	
Kolbe	Phelps	
Kucinich	Pickering	
LaFalce	Pitts	
LaHood	Platts	
Lampson	Pombo	
Langevin	Pomeroy	
Lantos	Portman	
Largent	Price (NC)	
Larsen (WA)	Pryce (OH)	
Larson (CT)	Putnam	
Latham	Quinn	
LaTourette	Radanovich	
Leach	Rahall	
Lee	Ramstad	
Levin	Rangel	
Lewis (GA)	Regula	
Lewis (KY)	Rehberg	
Linder	Reyes	
Lipinski	Reynolds	
LoBiondo	Riley	
Lofgren	Rivers	
Lowe	Rodriguez	
Lucas (KY)	Roemer	
Lucas (OK)	Rogers (KY)	
Luther	Rogers (MI)	
Maloney (CT)	Rohrabacher	
Maloney (NY)	Ros-Lehtinen	
Manzullo	Ross	
Markey	Rothman	
Mascara	Roukema	
Matheson	Roybal-Allard	
Matsui	Rush	
McCarthy (MO)	Ryan (WI)	
McCarthy (NY)	Ryun (KS)	
McCollum	Sabo	

Sanders	Foley	Meek (FL)	Thornberry
Sandlin	Fossella	Mollohan	Towns
Saxton	Gilchrest	Ortiz	Watkins
Scarborough	Gutierrez	Royce	Young (AK)
Schakowsky	Istook	Sawyer	
Schiff	Lewis (CA)	Slaughter	
Schrock			
Scott			
Sensenbrenner			
Serrano			
Sessions			
Shadegg			
Shaw			
Shays			
Sherman			
Sherwood			
Shimkus			
Shows			
Simmons			
Simpson			
Sisisky			
Skeen			
Skelton			
Smith (MI)			
Smith (NJ)			
Smith (TX)			
Smith (WA)			
Snyder			
Solis			
Souder			
Spence			
Spratt			
Stark			
Stearns			
Stenholm			
Strickland			
Stump			
Stupak			
Sununu			
Sweeney			
Tanner			
Tauscher			
Tauzin			
Taylor (MS)			
Taylor (NC)			
Terry			
Thomas			
Thompson (CA)			
Thompson (MS)			
Thune			
Thurman			
Tiahrt			
Tiberi			
Tierney			
Toomey			
Tortman			
Trafficant			
Turner			
Udall (CO)			
Udall (NM)			
Upton			
Velázquez			
Visclosky			
Vitter			
Walden			
Walsh			
Wamp			
Waters			
Watt (NC)			
Watts (OK)			
Waxman			
Weiner			
Weldon (FL)			
Weldon (PA)			
Weller			
Wexler			
Whitfield			
Wicker			
Wilson			
Wolf			
Woolsey			
Wu			
Wynn			
Young (FL)			

□ 1257

Mr. FLAKE and Mr. SCHAFFER changed their vote from "yea" to "nay."

Mr. TANCREDO changed his vote from "present" to "nay."

So the bill was passed.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

PERSONAL EXPLANATION

Mr. BURTON of Indiana. Mr. Speaker, during rollcall votes No. 14 and 15 I was unavoidably detained. Had I been here I would have voted "yea" on rollcall vote No. 14 and "yea" on rollcall vote No. 15.

PERSONAL EXPLANATION

Mr. ORTIZ. Mr. Speaker, on rollcall Nos. 14 and 15, I was unavoidably detained. Had I been present, I would have voted "yea" on both votes.

PERSONAL EXPLANATION

Ms. CAPITO. Mr. Speaker, I regret that I was unable to attend the recorded votes today, February 14, 2001. I was traveling with President George W. Bush on his visit to my district in West Virginia. Had I been present, I would have voted "yea" on both rollcall No. 14 and 15.

AFFECTING REPRESENTATION OF MAJORITY AND MINORITY MEMBERSHIP OF SENATE MEMBERS OF JOINT ECONOMIC COMMITTEE

Mr. SAXTON. Mr. Speaker, I ask unanimous consent to take from the Speaker's table the Senate bill (S. 279) affecting the representation of the majority and minority membership of the Senate Members of the Joint Economic Committee, and ask for its immediate consideration in the House.

The Clerk read the title of the Senate bill.

The SPEAKER pro tempore (Mr. SHIMKUS). Is there objection to the request of the gentleman from New Jersey?

There was no objection.

The Clerk read the Senate bill, as follows:

S. 279

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That notwithstanding any other provision of law, and specifically section 5(a) of the Employment Act of 1946 (15 U.S.C. 1024(a)), the Members of the Senate to be appointed by the President of the Senate shall for the duration of the One Hundred Seventh Congress, for so long as the majority party and the minority party have equal

NAYS—4

Flake	Schaffer
Paul	Tancredo

NOT VOTING—24

Ackerman	Capito	Cubin
Bono	Clyburn	Davis, Thomas
Burton	Cooksey	M.

representation in the Senate, be represented by five Members of the majority party and five Members of the minority party.

The Senate bill was ordered to be read a third time, was read the third time, and passed, and a motion to reconsider was laid on the table.

PROVIDING FOR ADJOURNMENT OF HOUSE FROM FEBRUARY 14, 2001, TO FEBRUARY 26, 2001, AND RECESS OR ADJOURNMENT OF SENATE FROM FEBRUARY 15, 2001, OR FEBRUARY 16, 2001, TO FEBRUARY 26, 2001

Mr. SAXTON. Mr. Speaker, I offer a privileged concurrent resolution (H. Con. Res. 32), and ask for its immediate consideration.

The Clerk read the concurrent resolution, as follows:

H. CON. RES. 32

Resolved by the House of Representatives (the Senate concurring), That when the House adjourns on the legislative day of Wednesday, February 14, 2001, it stand adjourned until 2 p.m. on Monday, February 26, 2001, and that when the House adjourns on Monday, February 26, 2001, it stand adjourned until 12:30 p.m. on Tuesday, February 27, 2001, for morning-hour debate, or until noon on the second day after Members are notified to reassemble pursuant to section 2 of this concurrent resolution, whichever occurs first; and that when the Senate recesses or adjourns at the close of business on Thursday, February 15, 2001, or Friday, February 16, 2001, on a motion offered pursuant to this concurrent resolution by its Majority Leader or his designee, it stand recessed or adjourned until noon Monday, February 26, 2001, or until such time on that day as may be specified by its Majority Leader or his designee in the motion to recess or adjourn, or until noon on the second day after Members are notified to reassemble pursuant to section 2 of this concurrent resolution, whichever occurs first.

SEC. 2. The Speaker of the House and the Majority Leader of the Senate, acting jointly after consultation with the Minority Leader of the House and the Minority Leader of the Senate, shall notify the Members of the House and the Senate, respectively, to reassemble whenever, in their opinion, the public interest shall warrant it.

□ 1300

The concurrent resolution was agreed to.

A motion to reconsider was laid on the table.

AUTHORIZING THE SPEAKER, MAJORITY LEADER, AND MINORITY LEADER TO ACCEPT RESIGNATIONS AND MAKE APPOINTMENTS AUTHORIZED BY LAW OR BY THE HOUSE, NOTWITHSTANDING ADJOURNMENT OF THE HOUSE

Mr. SAXTON. Mr. Speaker, I ask unanimous consent that notwithstanding any adjournment of the House until Monday, February 26, 2001, the Speaker, majority leader, and minority leader be authorized to accept resigna-

tions and to make appointments authorized by law or by the House.

The SPEAKER pro tempore (Mr. SHIMKUS). Is there objection to the request of the gentleman from New Jersey?

There was no objection.

SPECIAL ORDERS

The SPEAKER pro tempore. Under the Speaker's announced policy of January 3, 2001, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

INTERNATIONAL BASIC EDUCATION

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from North Dakota (Mr. POMEROY) is recognized for 5 minutes.

Mr. POMEROY. Mr. Speaker, I would like to inform my colleagues that I, along with the gentleman from Wisconsin (Mr. GREEN), will this afternoon be briefly addressing the importance of an issue we care passionately about: children's education, children's basic education, girls' education, and our U.S. international assistance dollars in helping developing countries make schools and educational opportunities available.

Last Congress I had the privilege of serving on the House Committee on International Relations. From that position, I began to focus on identifying which foreign aid dollars could actually make a lasting difference and bring systemic changes in the areas that we are trying to help.

Too often we are just late to the crime scene. Whether it is famine, war, epidemic, we are just trying to pick up after the catastrophe has already occurred. We need to commit our scarce foreign assistance dollars in ways that help bring lasting improvements, build better opportunities, and prevent these cycles of tragedy.

As I researched the question, I became convinced of the value of one development investment in particular: international basic education. I was intrigued to learn that educating children, particularly making a special effort to get girls into schools, because so often they are not allowed to participate, yields a higher rate of return than virtually any other effort we can make in the international developing world.

The data seemed almost too good to be true. With increased education, women live healthier lives. They marry later, live longer, have fewer children, and their children have vastly superior survival rates. The data compiled by the World Bank and other international organizations report that for every year of education a little girl receives beyond grade four, there is a 10 percent reduction in family size, a 15

percent drop in child malnutrition, a 10 percent reduction in infant mortality, and up to a 20 percent increase in wages and microenterprise development.

The statistics support what economists and development experts already know: educating children, again especially girls, creates a powerful impact, improving the lives of little children, subsequently improving the lives of their families, and improving the lives resulting later in the villages and the entire communities.

After hearing all this, I had a strong desire to actually see some of these schools, see our U.S. assistance dollars in action; and so along with my colleague, the gentleman from Green Bay, Wisconsin (Mr. GREEN), we made a bipartisan effort sponsored by some of the NGOs that are implementing these assistance dollars to look firsthand to see how this was working.

Our trip left me with a rock-solid conviction that the data on girls education is correct. In both Ghana and Mali, our taxpayer dollars have made a significant difference in the lives of children and families. And even more effectively than the dollars that are used, we were struck by the deep commitment in terms of USAID officials, the professionals in the NGO community implementing these programs, the families and the personnel from the countries making these little schools run themselves. This is driving systemic change in these areas.

We visited many classrooms, spoke to parents and community leaders and learned firsthand of the changes being made. This picture reflects a meeting with parents we had in a very small rural village. This individual, the village hunter, the one responsible for bagging the game to feed the village, told us that with the children even getting basic primary education, the cotton traders buying their products can no longer cheat them by the scales. They use the children to make certain they get a fair deal. Time and time again we heard of this kind of change.

We heard from parents that now children can help them find when they are buying medicine that has already got expiration dates; they will help them watch for expiration dates on foods and help them write letters; that schools are a safe place for them to be. They no longer have to worry about the children when they go to market.

We heard from the village chief and president of a parents' association tell us that educating a little girl is like lighting a dark room. He said that their school is giving priority to girls' participation in enrollment, making a difference for the first time in bringing girls into primary education and the opportunities that flow from that. The parents told us that once the girls