

remember that this music is not just African-American music. This music is American music—an integral part of all Americans' heritage.

Mr. RANGEL. Madam Speaker, I rise today to acknowledge the tremendous contributions of black music to American culture. From times of slavery to the Civil Rights Movement, Black music has served the Black community as a source of inspiration and strength and continues to serve as a narrative of Black History and culture.

Spirituals that grew from the cries of slaves have evolved over hundreds of years to the Gospel, Soul, R&B, Jazz, Blues, and Rock & Roll we know today. Black music is enjoyed by the larger community in the U.S. and by an ever larger global community.

Black music was and continues to be a tool to reveal the very soul of the black man to the rest of America. In times of division and hate, black music was one of the few cultural artifacts that was shared with all Americans. "Freedom Songs" used during the civil rights movement like "We Shall Not be Moved," "Lift Every Voice and Sing," and "We Shall Overcome," were sung by all and served as unifiers rather than dividers.

Many of the most celebrated musicians in the history of Jazz, Soul and Blues were African Americans; Lena Horn, Billie Holiday, Charlie Parker, Miles Davis, Duke Ellington and John Coltrane are all legends in their own right and have brought innovation and freshness to music that continues to inspire musicians today.

Black music is much more than words and rhythm: it is an encapsulation and reaffirmation of a cultural identity that was formed out of years of struggle and triumph. It is distinctive in the way that it uplifts the spirit and enthalls the intellect. We must recognize that black music has served for generations as more than a pastime; it has been a source of strength and inspiration for a brighter future.

Ms. FOXX. Madam Speaker, I yield back the balance of my time.

Mr. SARBANES. Madam Speaker, again, I urge my colleagues to support H. Con. Res. 372, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Maryland (Mr. SARBANES) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 372.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. SARBANES. Madam 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.

CONGRATULATING JAMES MADISON UNIVERSITY FOR 100 YEARS OF SERVICE AND LEADERSHIP

Mr. SARBANES. Madam Speaker, I move to suspend the rules and agree to

the resolution (H. Res. 1051) congratulating James Madison University in Harrisonburg, Virginia, for 100 years of service and leadership to the United States, as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 1051

Whereas on March 14, 1908, Virginia Governor Claude A. Swanson signed into law legislation for the establishment of the new State Normal and Industrial School for Women;

Whereas in 1938, the institution was renamed Madison College in honor of the Nation's fourth president, James Madison;

Whereas in 1966, the Virginia General Assembly approved full coeducational status for the college, and men were enrolled as resident students for the first time;

Whereas James Madison University (JMU) enrolls nearly 17,000 students and employs 3,000 full-time and part-time faculty and staff;

Whereas in 2007, the US News and World Report ranked JMU as the top public, master's level university in the South for the 17th time;

Whereas also in 2007, the US News and World Report noted JMU's graduation rate, at 80 percent, was the highest among all public and private schools in the South;

Whereas JMU has been led by presidents Julian Ashby Burruss, Doctor Samuel Page Duke, Doctor G. Tyler Miller, Doctor Ronald E. Carrier, and Doctor Linwood H. Rose;

Whereas JMU offers 106 degree programs, including 68 undergraduate programs, 30 graduate programs, 2 education specialist programs, and 6 doctoral programs; and

Whereas JMU has conferred more than 98,000 degrees: Now, therefore, be it

Resolved, That the House of Representatives congratulates James Madison University for 100 years of leadership and service to the Harrisonburg/Rockingham County region, the Commonwealth of Virginia, and the Nation.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Maryland (Mr. SARBANES) and the gentlewoman from North Carolina (Ms. FOXX) each will control 20 minutes.

The Chair recognizes the gentleman from Maryland.

GENERAL LEAVE

Mr. SARBANES. Madam Speaker, I request 5 legislative days during which Members may revise and extend and insert any extraneous material on H. Res. 1051 into the RECORD.

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

There was no objection.

Mr. SARBANES. I yield myself such time as I may consume.

Madam Speaker, I rise today in support of H. Res. 1051, which celebrates James Madison University's 100 years of service and leadership. Founded in 1908, the State Normal and Industrial School for Women eventually became what is now known as James Madison University. Beginning with only 150 students and 15 faculty members, the small school has grown into a prestigious university.

Today, James Madison enrolls over 17,000 students and offers a wide range of courses. With 68 undergraduate majors, 40 graduate and certificate degrees and six doctoral programs, JMU boasts a strong academic program. By coupling this strong educational base with student support, the university is able to graduate 81 percent of its students. According to the United States Department of Education, JMU is ranked 16th nationally for its graduate rate and is first among all schools in the South.

Much has changed in James Madison University's 100 year history, but some of the core principles have remained consistent. The university still strives to empower its students to make a difference and use their education to positively impact the world around them. In fact, JMU ranks 14th on the Peace Corps list of top volunteer producing universities and the ONE campaign listed the school among their top 100 most active schools in the Nation.

This year, James Madison University grew its impact with the graduation of its 100,000th student. As the university community celebrates this accomplishment, JMU will take a moment to reflect on a century of achievement. The university will also take a look ahead to the next 100 years of inquiry, learning and discovery.

Madam Speaker, once again I express my support for James Madison University, and I urge my colleagues to support this resolution.

Madam Speaker, I reserve the balance of my time.

Ms. FOXX. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I rise today in support of House Resolution 1051, congratulating James Madison University in Harrisonburg, Virginia, for 100 years of service and leadership to the United States.

If one word could describe James Madison University, unquestionably that word would be "bold." For 100 years, the institution that began as "the little school that could" has charged through the century like a bullet train. The campus began with two buildings, now called Jackson Hall and Maury Hall, that sat on farmland at the outer edge of Harrisonburg. Constant growth and expansion have been a hallmark for the campus ever since. Today, JMU extends over 650 acres of rolling Shenandoah Valley hills and includes more than 100 buildings.

Founded in 1908 with unmatched enthusiasm that, after a century, has not diminished, today James Madison University's mission reaffirms the university's long-time commitment to meeting the needs of its students. In its earliest years, JMU's academic offerings included only what would now be called technical training or junior college courses. Today, the university offers more than 100 degree programs on the

bachelors, masters, educational specialist and doctor levels.

As the university crosses into the new century, the rest of the world is beginning to take notice. Through the individual achievements and service that put the power of knowledge to work embodying President James Madison's belief that a self-governing people "must arm themselves with the power which knowledge gives," JMU is developing, through education, leaders who are well-prepared to help shape the future of the Nation.

I am honored to stand before the House today and recognize this fine university. I congratulate the university's president, Linwood Rose, the board of visitors, the students, alumni, and James Madison University for reaching this milestone, and wish the university continued success.

I ask my colleagues to support the resolution.

I reserve the balance of my time.

Mr. SARBANES. I reserve the balance of my time.

Ms. FOXX. Madam Speaker, I yield such time as he may consume to my esteemed colleague from Virginia (Mr. GOODLATTE).

Mr. GOODLATTE. Madam Speaker, I rise today to honor James Madison University and ask my colleagues to support House Resolution 1051. I want to thank my colleague from North Carolina and my colleague from Maryland for managing this legislation on the floor, and the chairman and ranking member of the committee for their support of this resolution, which recognizes an outstanding institution of higher education which I am proud to represent in the Sixth Congressional District of Virginia.

This resolution celebrates James Madison University on the occasion of its 100th anniversary, which held a week-long celebration culminating with the centennial celebration on March 14, 2008. The entire JMU community celebrated with galas, portrait unveilings of JMU dignitaries, statue presentations, and a photograph of nearly 3,000 students, faculty, staff and alumni forming a "human 100" to celebrate the centennial.

James Madison University, located in my congressional district in Harrisonburg, Virginia, is surrounded by the beautiful Shenandoah Valley and has proved to be a catalyst in Western Virginia, building on the agricultural base of the region to create a center for higher education and innovation.

James Madison University has grown from its establishment as the Normal and Industrial School for Women in 1908 to its renaming to Madison College in 1938 and eventually to James Madison University, where it presently enrolls nearly 17,000 students and employs 3,000 full-time and part-time faculty and staff.

Since its establishment, James Madison University has been led by Presi-

dents Julian Ashby Burress, Dr. Samuel Page Duke, the namesake of JMU's mascot, the "Duke Dog," Dr. G. Tyler Miller, Dr. Ronald Carrier, and the current President, Dr. Linwood H. Rose.

In my service of representing the Sixth District of Virginia and JMU, it has been a true pleasure to work with former President Dr. Ron Carrier and current President Dr. Linwood Rose as they have skillfully guided James Madison University into the 21st century.

Madam Speaker, from its inception, James Madison University has been at the forefront of education. Originally a teachers college, today JMU provides groundbreaking research in information technology, security and alternative fuel sources, and offers more than 100 degree programs, including 68 undergraduate, 30 masters, two educational specialists and six doctor programs. In its 100 yearlings of existence, James Madison University has conferred more than 98,000 degrees.

Based on this outstanding curriculum, in 2007 U.S. News and World Report, for the 17th time, ranked JMU as the top public, masters-level university in the South, and JMU's graduation rate, 80 percent, was the highest among all public and private schools in the South.

Madam Speaker, James Madison University's alumni have impacted the Commonwealth of Virginia, the United States and the entire world. Madison graduates travel to the farthest corners of the Earth to perform groundbreaking research and provide leadership in corporate boardrooms, athletic fields, State legislatures, and even here on Capitol Hill.

I am pleased to have introduced this resolution, cosponsored by the entire Virginia delegation and more than 50 Members of Congress, that recognizes the rich history and accomplishments of this remarkable institution on the occasion of its 100th anniversary.

I urge all the Members of this body to join us in congratulating James Madison University on its 100th anniversary and to support this resolution.

Mr. SARBANES. I reserve the balance of my time.

Ms. FOXX. Madam Speaker, as we reflect on the last 100 years of JMU's history, I want to talk a little bit about a very dark time in our history, the tenure of former President Carter.

During Carter's administration, the Nation suffered from oil shortages. These shortages led to record high gas prices that ultimately persuaded the President to turn to the American public for answers. Following a Camp David summit on energy, he addressed the country saying, "We can't go on consuming 40 percent more energy than we produce. When we import oil, we are also importing inflation plus unemployment."

"We have got to use what we have. The Middle East has only 5 percent of

the world's energy, but the United States has 24 percent."

And this one, which President Carter thought was one of the most vivid statements. "Our neck is stretched over the fence and OPEC has the knife."

It is truly frightening how technology has advanced since 1977, yet here we are today faced with the same issues that this Democratic Congress refuses to address. When it comes to energy production, while our global competitors are pursuing 21st century technologies, America is stuck in the 1970s.

On electricity production alone, for example, just to keep up with the new demand, by 2030 the United States must build 747 new coal plants, 52 new nuclear plants, 2,000 new hydroelectric generators, and add 13,000 new megawatts of renewable power. The dire need to increase domestic oil and gas production is no different, yet the Democratic majority refuses to lead.

Republicans are committed to a comprehensive energy reform policy that will increase the supply of American-made energy, improve energy efficiency and encourage investment in groundbreaking research and advance alternative and renewable energy technologies. With 21st century technologies and the strictest standards in the world, America can and must produce more of our own energy right here at home and protect our environment at the same time.

I wonder what President James Madison would think of the situation we find ourselves in, and wonder if he would agree with many people who have compared the views of the 2008 presumptive nominee of the Democrat Party with President Carter and the failed policies of his administration.

I call on the Democratic leadership to bring forth the proposals that Republicans have made that will help solve the problems, and not put America through what we went through in the 1970s all over again.

I yield back the balance of my time.

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Mr. SARBANES. Madam Speaker, I don't know what James Madison would have thought specifically about the issue raised, but I know he had an abiding confidence in the ingenuity of the American people, as did all of our Founding Fathers and I think every President since. And we have been held back from the kinds of investments and partnerships that the American people could join with that ingenuity to move us forward, we have been held back by a lack of investment and emphasis on that kind of investment from the current administration. So I look forward to a time when we can join in partnership with the American people and take advantage of that ingenuity that James Madison and so many others recognized from the earliest days.

What an accomplishment for any university to just be there for 100 years. The fact that James Madison University has reached this milestone with such a terrific list of accomplishments is truly deserving of the recognition that we seek to bestow upon the university today, and I urge my colleagues to support H. Res. 1051.

Mr. MORAN of Virginia. Madam Speaker, I rise today to commemorate the centennial of James Madison University.

Established in Harrisonburg, Virginia, by the Virginia General Assembly in 1908 as the State Normal and Industrial School for Women, the school's first student body was made up of 209 students and 15 faculty members. In 1938, its name was changed to Madison College in honor of the fourth President of the United States, James Madison. In 1966, the university became a coeducational institution, and in 1976, the university's name was changed to James Madison University. Today, the university enrolls nearly 17,000 students and employs 3,000 full-time and part-time faculty and staff.

In addition to its expansion in physical size dramatic and student enrollment, JMU has experienced dramatic growth in academic prestige and popularity over the past 20 years. For the 13th consecutive year and 17th time, James Madison University ranked as the top public, master's-level university in the South in the highly regarded annual survey on academic quality conducted by U.S. News & World Report. JMU also had the highest graduation rate—80 percent—among both public and private colleges in the South. Last spring, a record 16,050 students applied for 3,300 spots in the 2007–2008 freshman class.

James Madison University is also notable for encouraging its students to engage in the global community. According to the Institute of International Education, JMU ranks second nationally among master's-level institutions for the total number of students studying abroad. With 65 of its alumni serving as Peace Corps volunteers in developing countries, JMU also ranks second in the nation among medium-sized colleges and universities for graduates currently serving as volunteers with the U.S. service program.

Over the past 100 years, James Madison University has grown from a small technical college for women into a thriving academic institution that exemplifies the full promise of a public university. Throughout its growth, JMU has maintained its core mission of providing a terrific education and producing well-rounded alumni prepared to contribute to society, while at the same time fostering an inclusive and high-spirited atmosphere that complements its beautiful location in the Shenandoah Valley.

Madam Speaker, it is truly an honor to have James Madison University in the State of Virginia and to recognize its 100 years of achievement. I ask all my colleagues to support this resolution and to congratulate the impressive achievements of James Madison University.

Mr. SARBANES. I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Maryland (Mr.

SARBANES) that the House suspend the rules and agree to the resolution, H. Res. 1051, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the yeas have it.

Mr. SARBANES. Madam 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 CONGRESS REGARDING TERRITORIES OF THE UNITED STATES

Mr. SARBANES. Madam Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 2) expressing the sense of the Congress that schools in the United States should honor the contributions of individuals from the territories of the United States by including such contributions in the teaching of United States history, as amended.

The Clerk read the title of the concurrent resolution.

The text of the concurrent resolution is as follows:

H. CON. RES. 2

Whereas individuals from Puerto Rico, the United States Virgin Islands, American Samoa, Guam, and the Northern Mariana Islands have contributed to many aspects of the history and culture of the United States, including its politics, athletics, and music;

Whereas many students do not know the location or the significance of these places;

Whereas the diversity of the citizens of the United States strengthens the Nation, and individuals from the territories of the United States contribute to that diversity; and

Whereas it is important for students to study the history of these geographic areas as part of United States history: Now, therefore, be it

Resolved by the House of Representatives (the Senate concurring), That it is the sense of the Congress that children in the United States should understand and appreciate the contributions of individuals from Puerto Rico, the United States Virgin Islands, American Samoa, Guam, and the Northern Mariana Islands and the contributions of such individuals in United States history.

Amend the title so as to read: "Concurrent resolution expressing the sense of the Congress that children in the United States should understand and appreciate the contributions of individuals from the territories of the United States and the contributions of such individuals in United States history."

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Maryland (Mr. SARBANES) and the gentlewoman from North Carolina (Ms. FOX) each will control 20 minutes.

The Chair recognizes the gentleman from Maryland.

GENERAL LEAVE

Mr. SARBANES. Madam Speaker, I request 5 legislative days during which Members may revise and extend and in-

sert extraneous material on H. Con. Res. 2 into the RECORD.

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

There was no objection.

Mr. SARBANES. I yield myself such time as I may consume.

Madam Speaker, I rise today in support of H. Con. Res. 2, which recognizes the contributions of individuals from Puerto Rico, the United States Virgin Islands, American Samoa, Guam, and the Northern Mariana Islands to the United States. Many individuals from these territories have added and continue to add tremendous cultural, political, and athletic contributions to America.

Some examples of these remarkable individuals include Roberto Clemente, David Hamilton Jackson, and Agueda Iglesias Johnston. Roberto Clemente, a native of Puerto Rico, was a legendary major league baseball player with the Pittsburgh Pirates and an altruistic global public servant. I will say as an aside that Roberto Clemente put the Baltimore Orioles in fits during the World Series when I was growing up, and I have a vivid memory of that. While displaying extraordinary athletic feats on the baseball diamond, his selfless nature, not his play, cast him as an national icon and an exemplary role model. Unfortunately, Roberto Clemente died in a plane crash as he was trying to deliver aid to Nicaraguan earthquake victims.

David Hamilton Jackson is another outstanding individual to recognize. Jackson spearheaded the transfer of the United States Virgin Islands territory from the Danish into the hands of the local residents. Jackson, born in the Virgin Islands, parlayed his power into making local Virgin Island residents also United States residents. Jackson served as an educator, legislator, labor leader, and lawyer, and is known as one of the most important figures from the West Indies.

Agueda Iglesias Johnston was Guam's leading educator and well-known patriot. After Japan invaded the island in 1942, she both served as a teacher and principal during dangerous times in Guam. Amidst the perilous state, Johnston showed bravery when many feared. She communicated over the radio about the progress of the war, and she also aided an American Navy soldier, George Tweed, to escape capture by the Japanese. In Guam, she is known for her outstanding commitment, bravery, and service.

Puerto Rico, the U.S. Virgin Islands, American Samoa, Guam, and the Northern Mariana Islands have many, many historical figures, events, and pivotal historic moments that highlight the legacy of their respective homelands. Children in the United States should understand and appreciate the contributions of citizens from