

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 be-

fore 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 Erstejn; Mr. Miria Villegas, Mrs. Janina Juszcak; and Mrs. Kathleen Ktistakis, 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 motion 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	Bonior	Cox
Ackerman	Bono	Coyne
Aderholt	Borski	Cramer
Allen	Boswell	Crane
Andrews	Boucher	Crowley
Archer	Boyd	Cummings
Armey	Brady (PA)	Cunningham
Baca	Brady (TX)	Danner
Bachus	Brown (FL)	Davis (FL)
Baird	Brown (OH)	Davis (IL)
Baker	Bryant	Davis (VA)
Baldacci	Burr	Deal
Baldwin	Burton	DeFazio
Ballenger	Callahan	DeGette
Barcia	Calvert	Delahunt
Barr	Camp	DeLauro
Barrett (NE)	Canady	DeLay
Barrett (WI)	Cannon	DeMint
Bartlett	Capps	Deutsch
Barton	Capuano	Diaz-Balart
Bass	Cardin	Dickey
Bateman	Carson	Dicks
Becerra	Castle	Dingell
Bentsen	Chabot	Dixon
Bereuter	Chambliss	Doggett
Berkley	Chenoweth-Hage	Dooley
Berman	Clay	Doolittle
Berry	Clayton	Doyle
Biggert	Clement	Dreier
Bilbray	Clyburn	Duncan
Bilirakis	Coble	Dunn
Bishop	Coburn	Edwards
Blagojevich	Collins	Ehlers
Bliley	Combest	Ehrlich
Blumenauer	Condit	Emerson
Blunt	Conyers	Engel
Boehlert	Cook	English
Boehner	Cooksey	Eshoo
Bonilla	Costello	Etheridge