

Many—too many—have given their lives in such service. Indeed, we all appreciate that our freedoms are hard-fought. More important, we understand that their continued survival requires us to be prepared, in the words of President Kennedy, “to pay any price, bear any burden, meet any hardship, support any friend, and oppose any foe.” It’s clear that the Army is ready to meet that challenge.

We cannot predict the security threats our nation will face in the future. But like its sister services, the Army is preparing to meet them. It is undergoing a transition that will increase its mobility and fighting power. It is transforming itself in anticipation that future crises will require a different set of talents and assets than the wars of the 20th century. To their success, I pledge my continuing support.

Mr. Speaker, this annual birthday commemoration is important because it allows us to confer appropriate recognition on the men and women who serve in today’s Army. These men and women, like their predecessors, prepare every day and are ready to go into battle. We pray their service may not be required, but we know that their strength and preparedness are our best weapons in keeping aggressors at bay. Of increasing importance is their role in peacetime and humanitarian operations around the world. To the last, they are ready to use their best efforts to fulfill whatever missions they are tasked to perform.

When I was in the Army during the Vietnam War, I served with the 173rd Airborne. My fellow sky soldiers served with valor. Each upheld the longstanding traditions that characterize the Army—duty, honor, and selfless sacrifice. Indeed, earlier this spring, I was privileged to attend a ceremony in which President Clinton awarded the Medal of Honor to a sky soldier, Specialist Four Alfred Rascon, who during that War was a medic assigned to the Reconnaissance Platoon that came under heavy fire. His extraordinarily courageous acts saved a number of his fellow sky soldiers and, as stated in the citation, “are in keeping with the highest traditions of military service and reflect credit upon himself, his unit, and the United States Army.”

Mr. Speaker, in Army units around the world, there are many Alfred Rascons—individuals ready to place their lives in harm’s way. Few will receive a Medal of Honor, but all have the same love of freedom, same love of country, and same dedication to duty. Our nation cannot be better served.

It is truly a privilege to join nearly 480,000 men and women in commemorating the 225th anniversary of their United States Army. I join my Congressional colleagues, and all Americans, in saluting them.

Mr. RODRIGUEZ. Mr. Speaker, this week we mark an important day in American history—June 14, 1775 is the day the United States Army was born. The birth of the Army was the prelude to the birth of freedom for our country the following year. This Army earned, and continues to earn, the respect of our allies, for fear of our opponents, and the honor and esteem of the American people.

The Army’s ninth oldest installation was established in 1876 on land donated by the city of San Antonio, Texas. In 1890 the post was named Fort Sam Houston and it has continuously performed five basic roles and missions; as a headquarters, a garrison, a logistical base, mobilization and training, and a medical facility. By 1912 it was the largest Army post in the United States.

Highlights of the post’s illustrative history include:

Geronimo and thirty-two other Apaches were briefly held prisoner there.

The 1st US Volunteer Cavalry (Roosevelt’s Rough Riders) was organized and trained at Fort Sam Houston before heading for San Juan Hill.

Military aviation was born at Fort Sam Houston in 1910 when Lieutenant Benjamin D. Foulois began flight operations there in Army Aircraft #1, a Wright biplane.

Lieutenant Dwight D. Eisenhower met Mamie Doud on the porch of the officers’ mess, married her, and lived in Building 688 on the post.

George C. Marshall, Douglas MacArthur, and John J. Pershing were among sixteen officers who served at Fort Sam Houston and later became general officers and distinguished leaders in the First and Second World Wars.

In 1917 over 1,400 buildings were constructed in three months to house and train more than 112,000 soldiers destined to serve in World War I.

The Army’s first WAAC company arrived in 1942 to train and serve.

Fort Sam Houston, known as the home of Army medicine, has been a leader in the medical field since its first 12-bed hospital was built in 1886. Today, with a new, state of the art, medical treatment facility, the Brooke Army Medical Center, and the Army’s Medical Department Center and School, Fort Sam Houston continues the important medical role it has played since the post was founded.

As we honor the United States Army, our nation’s oldest service, now celebrating its 225th birthday, it is fitting we reflect on the historic role Fort Sam Houston, Texas, has played, and continues to play, in the defense of our country. It is a tangible connection with the history of the Army and the United States. It is important we preserve its legacy for future generations.

Mr. ORTIZ. Mr. Speaker, I rise today in support of H.J. Res. 101, a resolution commemorating the 225th Birthday of the United States Army. I thank the Chairman and Ranking Democrat for bringing this resolution to the floor today.

I know that all Americans share an appreciation for the United States Army, but few know the Army actually predates the existence of this Congress. In mid-June of 1775, the Continental Congress, the predecessor of the U.S. Congress, authorized the establishment of the Continental Army. The Continental Army became the United States Army after the adoption of the United States Constitution, giving Congress the responsibility “to raise and support Armies” in Section 8, clause 12 of Article I.

Through this resolution we consider today, Congress notes the valor, commitment and sacrifice made by American soldiers during the course of our history; we commend the United States Army and American soldiers for 225 years of selfless service; and we call upon the people of the United States to observe this important anniversary with the appropriate ceremonies and activities. Many have observed that the freedoms and liberty we enjoyed in the 20th Century were a result of the wars fought by the United States military, which has the Army as its backbone.

As a former soldier in the Army, I have a unique appreciation for the work it does. As a

member of the House Armed Service Committee which now writes policy to guide the same Army in which I served, I also have a unique appreciation for the job we ask the Army to do today. We ask them to do a dangerous and difficult job. They bleed and die for the cause of liberty and democracy. There is no way those who have not served can understand the everyday life of a ground or airborne soldier.

Let me speak to why it is important that Congress commends the Army so publicly today. As our overall force has drawn down, I find there is more and more of a disconnect between those who fight our wars and the civilians whose interests they protect. It is civilian command and control that is one of the most meaningful aspects of democracy. It is also the closeness of the citizenry and the military that is, in and of itself, representative of a free society.

I urge my colleagues to support this resolution, but I urge them to do more than just that. I implore them, and the American people, to seek a greater understanding of today’s military and the mission we expect them to do; appreciation of the job they do will follow.

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

The SPEAKER pro tempore (Mr. TERRY). The question is on the motion offered by the gentleman from South Carolina (Mr. SPENCE) that the House suspend the rules and pass the joint resolution, H.J. Res. 101.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the joint resolution was passed.

A motion to reconsider was laid on the table.

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EXPRESSING THE SENSE OF CONGRESS REGARDING BENEFITS OF MUSIC EDUCATION

Mr. MCINTOSH. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 266) expressing the sense of Congress regarding the benefits of music education.

The Clerk read as follows:

H. CON. RES. 266

Whereas there is a growing body of scientific research demonstrating that children who receive music instruction perform better on spatial-temporal reasoning tests and proportional math problems;

Whereas music education grounded in rigorous instruction is an important component of a well-rounded academic program;

Whereas opportunities in music and the arts have enabled children with disabilities to participate more fully in school and community activities;

Whereas music and the arts can motivate at-risk students to stay in school and become active participants in the educational process;

Whereas according to the College Board, college-bound high school seniors in 1998 who received music instruction scored 53 points higher on the verbal portion of the Scholastic Aptitude Test and 39 points higher on the math portion of the test than college-bound high school seniors with no music or arts instruction;

Whereas a 1999 report by the Texas Commission on Drug and Alcohol Abuse states

that individuals who participated in band or orchestra reported the lowest levels of current and lifelong use of alcohol, tobacco, and illicit drugs; and

Whereas comprehensive, sequential music instruction enhances early brain development and improves cognitive and communicative skills, self-discipline, and creativity: Now, therefore, be it

Resolved by the House of Representatives (the Senate concurring), That it is the sense of the Congress that—

(1) music education enhances intellectual development and enriches the academic environment for children of all ages; and

(2) music educators greatly contribute to the artistic, intellectual, and social development of American children, and play a key role in helping children to succeed in school.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Indiana (Mr. MCINTOSH) and the gentlewoman from California (Ms. SANCHEZ) each will control 20 minutes.

The Chair recognizes the gentleman from Indiana (Mr. MCINTOSH).

GENERAL LEAVE

Mr. MCINTOSH. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on House Concurrent Resolution 266.

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

There was no objection.

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

Mr. Speaker, today we have a great opportunity to acknowledge the importance of music education, and to honor music educators across the Nation who contribute so much to the intellectual, social, and artistic development of our children.

Music education has touched the lives of many young people in my State of Indiana and across this Nation. It has taught them teamwork and discipline while refining their cognitive and communication skills. Music education enables children with disabilities to participate more fully in school, while motivating at-risk students to stay in school and become active participants in the educational process.

Daily, daily in this country music educators bring these benefits to our children. Without these committed, hard-working individuals, professional educators who impart the benefits of music education, they would never be realized by their students. Those educators are heroes in the lives of so many students.

In passing this resolution, this House commends their work and their impact on the development of our young people.

For me personally, Mr. Speaker, music education has played an important role. When I was a child, I first was given piano lessons, learned to play the piano. Later I played the tuba in the high school band in Kendallville, Indiana. I learned to play that instrument and played it in the band, as we went into marching band. Doing that

taught me a great deal about discipline and hard work, and it is my fondest hope that my little girl Ellie will also love music and will learn to play an instrument of her own, as much as I did.

Recently I had the privilege of speaking with a teacher, Mr. Bill Pritchett, who is the director of bands at Muncie Central High School in my home district and in my hometown of Muncie. Mr. Pritchard was at a field hearing held by Chairman Goodling and the Committee on Education and the WorkForce. He sees about 600 students a day.

As I spoke with him about his work, it became very clear to me the passion that he brought to that was imparted onto those children, and that a well-run music program provides an effective way for those children to enhance their education.

His program, much like other music programs across this country, also encourages parental and community involvement, practice and discipline, school pride, ability and self-esteem, socialization and cooperation. In the area of cognitive development, studies are abundant showing that music education already enhances education and brain activity.

Mr. Robert Zatorre, a neuroscientist at McGill University in Montreal, made this very poignant observation: "We tend to think of music as an art or a cultural attribute. But in fact, it is a complex human behavior that is as worthy of scientific study as any other."

Studies indicate that music education dramatically enhances a child's ability to solve complex math problems and science problems. Further, students who participate in music programs often score significantly higher on standardized tests.

Accordingly, the college-bound high school seniors in the class of 1998 who received music education in their high school career scored 53 points, let me repeat that, 53 points higher on the verbal portion of the SAT and 39 points higher on the math portion than those college-bound students who had no music or arts instruction.

Recent studies by psychologist Francis Rauscher at the University of Wisconsin at Oshkosh indicate that young children who receive music education score 34 percent higher on spatial and temporal reasoning tests. So we see that our young people already have an impact when they are taught to appreciate music in the schools.

This study demonstrates a clear correlation between music education and math and science aptitude.

Gwen Hunter, a music teacher in DeSoto and Albany Elementary Schools in my district in Indiana recently sent me a letter. I want to quote from her letter today for my colleagues.

Ms. Hunter said, "I feel strongly that the arts broaden children's creativity, self-esteem, and emotional well-being. Music is an area of study that builds

cognitive, affective, and psychomotor skills that can be transferred to other areas of interest. It caters itself to the different types of learners by offering opportunities to visual learners, listening learners, and kinesthetic learners. Music education allows students the opportunity to develop and demonstrate self-expression."

Ms. Hunter is so right. Developing and demonstrating self-expression is a positive way, and it also directs young people away from more destructive behaviors. Basically, studies show kids who are in band, choir, or otherwise involved in music are less likely to get into trouble, less likely to use drugs.

A 1999 report by the Texas Commission on Drug and Alcohol Abuse found that those individuals who participated in band or orchestra reported the lowest levels of current or lifelong use of alcohol, tobacco, and illegal drugs.

As we can see, Mr. Speaker, music education is an important academic discipline that can provide a deep, lasting contribution to a child's education on so many different levels.

Unfortunately, there are families in our country who cannot afford to buy the instruments for their children, and schools who do not have the resources to provide students with those instruments. Fortunately, there are opportunities for Members of this House and any Americans who are listening today to make a difference and to help those children who want to acquire an instrument, because this week, June 16, June 12 through 16, NBC's Today Show will focus on the importance of music education in supporting VH1's Save the Music Campaign.

During this week, VH1, along with their national partners, NAMM, the International Music Product Association, and the American Music Conference, will be conducting a nationwide instrument drive, Save the Music Campaign. They will be collecting instruments for needy schools at over 7,500 member sites of NAMM, as well as at over 300 Border Books locations.

Anyone who happens to have an old trumpet, flute, clarinet, saxophone, maybe even a tuba, hiding in their attic, let me ask them tonight, take that old instrument to one of their local music stores or a local Borders Bookstore and turn it in, donate it, so some child somewhere in America will be able to enjoy that instrument.

In so doing, you will open up a world of their dreams where they can enjoy music, learn it for themselves, and be able to experience the benefit of music education.

I do want thank VH1, NAMM, AMC, and Borders Books for providing this opportunity for more of our Nation's children to have the proven benefits of music education.

As we stand here today recognizing the value of music education, I encourage everyone, Members of Congress, school administrators, teachers, charitable groups, parents, and concerned

Americans, to get involved in supporting music education in their local schools.

Mr. Speaker, I appreciate the opportunity to bring this resolution to the floor and to talk about the benefits of music education. I urge all of my colleagues to support the resolution.

Mr. Speaker, I reserve the balance of my time.

□ 2310

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

Mr. Speaker, I am proud to be here today to support this resolution. I am a cosponsor of this resolution authored by my colleague, the gentleman from Indiana (Mr. MCINTOSH), who I serve with on the House Committee on Education and the Workforce.

This legislation speaks to an element of everyday life in America. We may sometimes overlook the important role that music plays in our society, but it has been a part of human culture since the beginning of time. That is why music must be a part of our education system.

Not only does music education increase our children's ability to excel in the complex challenges they will face in subjects such as math and science, music prepares students to face the challenges outside of the school building. Music teaches self-discipline, communication, and teamwork skills. The whole is greater than the sum of the school band's part. Music keeps our children out of gangs, away from drugs and alcohol. These things apply to all of our children, and that is why all of our children should have the opportunity to play music, especially in school.

I was a little disappointed to see a program aimed at using the arts to help at-risk children succeed academically eliminated, and I am looking forward to working on a more bipartisan approach to this educational policy. Music education has proven its successes time and time again.

For example, in the Silicon Valley, where amazing numbers of our Nation's brightest engineers are musicians, or in our medical schools where the number of students admitted from backgrounds in music sometimes outnumbered those who come with a background from biochemistry, for example; and in third grade classrooms, where learning about whole notes and half notes and quarter notes is what teachers are using to teach fractions and all of this is made possible by a very special group of professionals, music teachers.

Today we honor those gifted educators who expand children's worlds through music, and we thank them and we commend them for their work.

These are the people who take on extra jobs so they can teach music to our children. These are the people who often spend their own money, like many other teachers, to purchase program supplies so that in times of

school budget cuts our children will not suffer and they will have their music.

I urge my colleagues to join me in honoring America's music teachers and in supporting our Nation's music programs.

Mr. Speaker, I reserve the balance of my time.

Mr. MCINTOSH. Mr. Speaker, I yield such time as he may consume to the gentleman from Pennsylvania (Mr. GOODLING), the distinguished chairman of our committee.

Mr. GOODLING. Mr. Speaker, I thank the gentleman from Indiana (Mr. MCINTOSH) for yielding me this time.

Mr. Speaker, I rise today in support of H. Con. Res. 266, expressing the sense of Congress regarding the benefits of music education. First I want to thank music teachers across the country for their efforts. Music education is an important part of a well-rounded education and its benefits last a lifetime. I also want to thank the gentleman from Indiana (Mr. MCINTOSH) for bringing this legislation forward. He is a valued member of the Committee on Education and the Workforce. It is clear from his efforts on the committee and on the floor today that education of our Nation's children is an issue that is very important to him.

I know from my experience as a teacher that music education can improve discipline and educational achievement. However, there is now a growing body of scientific evidence to support this.

Recent studies indicate that music education at an early age results in improved math and science aptitude. According to the College Board, students with four or more years of arts education score significantly higher on the SAT than those without an arts background. According to the March 15, 1999, edition of Neurological Research, second and third graders that first learned eighth, quarter, half and whole notes, scored 100 percent higher on fractions tests than their peers who were taught fractions using traditional methods alone.

Equally important are the findings of the Texas Commission on Drug and Alcohol Abuse. In its 1999 report, it found that individuals who participated in band or orchestra reported the lowest level of current and life-long use of alcohol, tobacco and illicit drugs. Clearly, the benefits of music education can last a lifetime.

I remain concerned that when schools and school districts face financial hardships, music education is often one of the first subjects cut.

This Congress is taking concrete steps to improve our music education programs. Recently my committee favorably reported H.R. 4141, the Education OPTIONS Act, which will make arts and music education an allowable use of funds in our after-school and drug prevention programs. It will also make improvements to the arts and education program and for the first

time allow music educators to have a role in the grant-making process.

Many of my colleagues know how important my music is to me. Some walking past my office late at night may even have heard me playing my piano. It would truly be a tragedy if we lived in a world where we did not teach music to our children. Unfortunately when I retire and leave, the piano is too heavy to carry to give away to someone else. I will have to see whether they can come and pick it up.

Mr. MCINTOSH. Mr. Speaker, will the gentleman yield?

Mr. GOODLING. I yield to the gentleman from Indiana.

Mr. MCINTOSH. I thank the gentleman for that thought.

Mr. GOODLING. I commend our country's music teachers for their efforts and for the role they play in the lives of our children, and I urge my colleagues to join me by supporting this legislation and vote yes on final passage.

Ms. SANCHEZ. Mr. Speaker, I yield 3 minutes to the gentleman from Tennessee (Mr. CLEMENT). He is a Member of this body who has long led our efforts on behalf of school music education.

Mr. CLEMENT. Mr. Speaker, this resolution has been brought forward expressing the importance of music education to the floor tonight.

Mr. Speaker, I come from Nashville, Tennessee, which we call Music City USA, this week to celebrate Fan Fair. We will have people from all over the country to meet their favorite country music singers and listen to their music.

Music has had a profound impact on my home State, influencing many Tennesseans, enriching our lives. As Fan Fair gears up and VH-1 teams in concert with the Today Show to promote Save the Music programs, which is something that we are all proud of, I just cannot say what music and art have done in the lives of so many people. I am delighted to be an original cosponsor of this legislation because music education is something that is extremely important and should be important to all of us.

I have been a supporter of music and art education in schools for a long time because I know firsthand how influential it is. Both my daughters have taken music lessons and play the violin and the piano. I have seen firsthand the benefits their music education has afforded them developmentally, socially, and academically. I believe that we must provide our students with this opportunity. We can all appreciate the cultural and social benefits music education provides. Children who are involved in music programs gain not only appreciation for music and the arts but also self-confidence and social skills.

Beyond this, music education directly affects a child's ability to excel academically. Lessons learned through music classes transfer to study skills, communication skills, and cognitive skills. Music study helps students learn

to work effectively in the school environment without resorting to violent or inappropriate behavior.

Clearly, the benefits of music education extend far beyond the music classroom. Just as we would not think of doing away with math or science or history, we should not consider eliminating music from our schools' curricula.

I urge my colleagues to join me in supporting this resolution.

□ 2320

Ms. SANCHEZ. Mr. Speaker, I yield 4 minutes to the gentleman from American Samoa (Mr. FALEOMAVAEGA).

(Mr. FALEOMAVAEGA asked and was given permission to revise and extend his remarks.)

Mr. FALEOMAVAEGA. Mr. Speaker, I first want to commend the gentleman from Indiana (Mr. MCINTOSH) for his sponsorship of this resolution which I think is commendable. I want to commend also the gentleman from Pennsylvania (Mr. GOODLING), the chairman of the full committee, and the gentlewoman from California (Ms. SANCHEZ) for managing on our side of the aisle this piece of legislation.

I want to suggest to the gentleman from Pennsylvania (Mr. GOODLING), my good friend, that I would be more than happy to accept his piano before he goes back to his home district in Pennsylvania. I would be more than happy to take him up on that.

To the gentleman from Tennessee (Mr. CLEMENT), my good friend, I do not know if other Members have had the privilege, but I have had the privilege of meeting Elvis Presley personally because we first participated in the movie that he made in Hawaii, which was called "Paradise Hawaiian Style" and for which I was privileged to work as an extra. I met the great Elvis, a fantastic humble person. I just thought I wanted to note that to the gentleman from Tennessee since so much of Elvis' history and his eloquence is being one of the greatest musicians in our country.

Mr. Speaker, I do rise today in support of the special recognition of the benefit of teaching music to children in our Nation's educational system. I started playing musical instruments early in my own life. I play the piano. I play the guitar. I play the ukulele. I even play the balilaika. I do not even know if any of my colleagues know what that is. That is a Russian guitar. I play even the autoharp. Now my little daughter is trying to teach me how to play the violin.

I enjoy playing these instruments, Mr. Speaker. I know it has benefited me throughout my life. I have seen the positive influence it can have on others. Music have been an integral part of Pacific Island cultures for thousands of years. To this day, we pass on our traditional songs from generation to generation.

It is true this music in our traditional legends that a 3,000-year-old cul-

ture has survived. For example, in my own Samoan culture, music is the thing that ties our whole Samoan community throughout the world. I have noticed the same to be true for other cultures as well. From Africa to Europe to Asia to the Pacific, music helps keep our societies together.

It is my hope that with our increased ability to communicate globally, we can use new technologies to find new ties to bind us together throughout the world.

Recently, studies have shown that there are clear benefits to including musical instruments as part of a well-rounded academic program. Students of music seem to score higher on standardized tests, have lower rates of abuse of alcohol, tobacco, and illicit drugs, and have improved cognitive and communicative skills, self-discipline and creativity.

What is music, Mr. Speaker? Music defines our humanity, whether it be times of sorrow or happiness; and above all, music lifts our souls and brings us closer to that divine source from whence all form of life depend upon. So let us hear it for music education.

Ms. SANCHEZ. Mr. Speaker, I yield myself such time as I may consume to conclude.

Mr. Speaker, I just would like to say that one of the things that the gentleman from Indiana (Mr. MCINTOSH) spoke about earlier was this whole idea of looking through one's closets and getting that instrument out and donating it to a local school so that our children can have music in their lives. It is a real exciting thing to do.

Our office recently was able to get our hands on some excess music sheets. We had the entire office filled back in the district. We noticed all of the school music directors that we had all of this music that they could come by and browse and pick out for free and take back with them in order to use it for the education of our children.

It was amazing because, before our office opened at 8:30 in the morning, there was a line of music professors from the different high schools and the elementary schools waiting to see what we had. They came in, and I tell my colleagues that we thought it would run for about 3 or 4 days in the district where they could come in and look through and take back with them whatever they wanted. The fact of the matter is that, within 3 hours, about 80 percent of the material had been carted off by our music teachers in our district.

So I would just say that there is a great need and a great desire, in particular that these music teachers do really take their time to go and find material and bring it back and teach our children. It is a great experience. In my own elementary and secondary education, I also played an instrument in the band and was in the choir. So it is a great thing for our children.

With that comment, let us do the right thing for our children. Let us

have music in their lives. When they have it in their lives, we have it in our lives.

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

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

Mr. Speaker, I want to thank the gentlewoman from California (Ms. SANCHEZ) for her leadership on the committee. Her remarks tonight reminded me that my wife, Ruthie, has told me several times about how she in her education had missed out on multiplication tables because her dad was in the Navy, so they moved from school to school. The year when she was to learn multiplication was different in each of the schools, and somehow it fell between the cracks.

So a beloved aunt of hers, Kathy McManis, one summer spent the summer working with Ruthie teaching her to learn multiplication through songs that they would make up about the multiplication tables. So that was an early example in our family of music education really transcending over into learning math, as the gentlewoman from California (Ms. SANCHEZ) mentioned about the class that learned fractions through song. So it can be done.

I also want to mention that undoubtedly history will write that there was another Elvis sighting here tonight to bless this effort of ours. I appreciate the gentleman from American Samoa (Mr. FALEOMAVAEGA). Someday I will ask him to play "Nothing But a Hound Dog" on that Russian guitar and entertain all of us with that.

Also, I want to especially thank the gentleman from Tennessee (Mr. CLEMENT). Oftentimes in Congress, the person who first starts working on the issue is not the one who ends up bringing it forward to the floor. Really, credit goes to the gentleman from Tennessee (Mr. CLEMENT) for years ago realizing how important this was crafting the support for this issue, helping to write the resolution. I want to record that credit really goes to him for this being a child of his that he thought of, and now we are able to carry it to fruition. There is no stronger advocate, really, of music education in the House than the gentleman from Tennessee (Mr. CLEMENT). We owe him a great deal of appreciation for that.

I want to also thank the teachers from Indiana, Mr. Bill Pritchett, Ms. Gwen Hunter, Janet Morris, Mr. Don Ester who helped us put together the material for this, and all the music teachers across this great land of ours who put in those hours of dedication and effort and go scrounging for material, as the gentlewoman from California (Ms. SANCHEZ) described, the ones who she was able to help in her office. They are truly dedicated to making sure that the children who they work with have a great opportunity and have their horizons broadened.

Two of my teachers, Mr. Peter Bottomly and Mr. Phil Zent, served as

role models for me in high school. They were both band directors when I was there and really brought out the love of music in the teaching for all of us in high school band at that time. The discipline that I learned there while mastering the tuba has indeed served me well.

But with that, Mr. Speaker, let me thank my colleagues. I appreciate the chance to bring this resolution to the floor. I am proud of our House tonight for taking up this resolution on exactly how important music education is in our country.

Mr. HOLT. Mr. Speaker, I rise in support of H. Con. Res. 266, legislation expressing the sense of the House regarding the benefits of music education. I am proud to join my colleagues in passing this bipartisan proposal today in the House of Representatives.

As a teacher, I can testify to the value that music and art can have in a well-rounded academic program. There is a growing body of scientific research demonstrating that children who receive music instruction perform better on spatial-temporal reasoning tests and proportional math problems.

Opportunities in music and the arts have also enabled children with disabilities to participate more fully in school and community activities.

There is something special about music and the arts that speak to what is special and unique in the human spirit. Music and the arts can motivate at-risk students to stay in school and become active participants in the educational process. They teach all students about beauty and abstract thinking.

According to the College Board, college-bound high school seniors in 1998 who received music instruction scored 53 points higher on the verbal portion of the Scholastic Aptitude Test and 39 points higher on the math portion of the test than college-bound high school seniors with no music or arts instruction.

Other data shows that individuals who participate in band or orchestra reported the lowest levels of current and lifelong use of alcohol, tobacco, and illicit drugs. Comprehensive, sequential music instruction assists brain development and improves cognitive and communicative skills, self-discipline, and creativity.

Mr. Speaker, music education enhances intellectual development and enriches the academic environment for children of all ages. I am proud to join with my colleagues in passing this bipartisan resolution in recognition of these facts.

Mr. BARRETT of Nebraska. Mr. Speaker, I rise today in strong support of H. Con. Res. 266, and in honor of all the music educators and their students across the country. We've all heard the statistics about how studying music helps kids learn math, and how students who participate in fine arts programs are less likely to use drugs or alcohol. And behind those statistics, are real teachers, making a difference every day in the lives of real kids.

Each year, in Nebraska the Omaha World-Herald presents the "My Favorite Teacher" award to teachers across the state. This year, two music educators won the prize. One of the teachers, Jean McGee, is an elementary music specialist at Sandoz Elementary in my hometown. She was nominated by her student Drew Nguyen (pronounced: New yen)

who wrote in his nomination, "My teacher . . . taught me so much in my life so far . . . Her music is the glory in my days, even rough ones."

Drew's comments remind me of my own experiences. When I was young, my music teachers helped instill in me a real appreciation for music. Because of their efforts and my parents' encouragement, I was able to turn my music lessons into a job with a jazz band that helped pay my way through college. Later, while I was in the Navy, I enjoyed playing in military bands and dance bands. My summers were spent playing so-called "one nighters" throughout the midwest. Because of music, I developed lifelong friends, and savor the memories of one nighters "on the road with the band."

For many students, like Drew and me, music teachers provided the opportunities to learn—not just about music scores and techniques, but also about how the arts can enrich daily life. I applaud all music teachers who continue to teach a truly universal language, and their students, and urge passage of H. Con. Res. 266.

Mr. SWEENEY. Mr. Speaker, I rise today in strong support of House Concurrent Resolution 266 expressing the sense of Congress regarding the benefits of music education.

The value of a musical education in our society is immeasurable. Music affords free expression and sharing of ideas and feelings. In this way, music represents our most basic Constitutional right of free speech and expression. Musical performers are ambassadors to other nations who spread the joys of our music and democracy.

Music not only provides connections between cultures, but also across generations. Music has allowed me to form a closer bond with my children. Every summer we sit on the lawn of Saratoga Performing Arts Center in upstate New York, introducing each other to the symphony, rhythm and blues, country, Irish folk music, and rock and roll. Our experiences sparked a deep appreciation for music and truly allows us to enjoy the finer things in life.

My own musical experiences with the trombone are among my most cherished school memories. These musical studies boosted my self esteem and confidence. Music education still has this same valuable impact on millions of Americans today.

I cannot imagine America without music. I encourage my children, and all Americans, to immerse themselves in musical education. Sit down and listen to music together. Invite someone to a concert, musical or recital. Sign up for a music class. Discover the wonders of playing a musical instrument or turn on the car radio and enjoy the freedom music represents.

Mr. Speaker, please join me in voting in favor of House Concurrent Resolution 266, expressing the sense of Congress regarding the benefits of music education.

Mr. REYES. Mr. Speaker, growing up along the United States/Mexico border, music has always had a profound influence on my life. Music, like art, dance, and drama are windows through which we view culture. Music is a language that is understood by diverse people across the world and ties us together in our common humanity. With much of the strife and civil unrest that takes place in our world, music is one of those gifts that helps bridge cultural, social, and political gaps between people.

In our schools, I truly believe that music education enhances intellectual development and enriches the academic environment for children of all ages. I think that an investment in music education is an investment in the health and well-being of our society. Music education gives our children the opportunity to explore and experience something that has deep meaning and significance to all of us. This is critically important and should not be taken lightly.

The notes and scales in the musical scores are the threads that help us build and maintain the tapestry of culture. We all gain value through music, and we, as the 106th Congress, should support music education as an integral part of our educational curriculum. I urge my colleagues to support House Concurrent Resolution 266, expressing the sense of the Congress regarding the benefits of music education.

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

The SPEAKER pro tempore (Mr. TERRY). The question is on the motion offered by the gentleman from Indiana (Mr. MCINTOSH) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 266.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the concurrent resolution was agreed to.

A motion to reconsider was laid on the table.

□

□ 2330

SPECIAL ORDERS

The SPEAKER pro tempore (Mr. TERRY). Under the Speaker's announced policy of January 6, 1999, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

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The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Georgia (Ms. MCKINNEY) is recognized for 5 minutes.

(Ms. MCKINNEY addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

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RECOGNIZING AWARD OF MEDAL OF HONOR TO PRESIDENT THEODORE ROOSEVELT

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

Mr. BUYER. Mr. Speaker, I rise today to bring attention to a great man, a man of immense stature to the history of this Nation, a strong, moral family man and a visionary conservationist, a man who distinguished himself in peace and in war and who would at the age of 43 become the first great American voice of the 20th century and our 26th President, Theodore "Teddy" Roosevelt.

My esteemed colleague the gentleman from New York (Mr. LAZIO) initially brought this case to my attention in 1997. As chairman of the House