

Then in 1992, Mr. Thomas founded The Dave Thomas Foundation for Adoption, a non-profit organization that supports over 134,000 children in America's foster care system waiting for permanent and loving homes.

Virtually every well-conducted social research study that has examined the impact of adoption on a child concludes that adoption is far more preferable than state custody. The adoption of a child into a traditional two-parent, man and woman family, has profoundly positive social benefits for the child and family as well as for our society.

Mr. Speaker, I urge all members of Congress to support the Dave Thomas Resolution. America has lost an important champion for children with the death of Dave Thomas. It is fitting and appropriate that we honor his good deeds today. We all hope and pray that his good work will continue on, despite his passing.

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

The SPEAKER pro tempore (Mr. WALDEN). The question is on the motion offered by the gentleman from Florida (Mr. WELDON) that the House suspend the rules and agree to the resolution, H. Res. 336.

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

A motion to reconsider was laid on the table.

HONORING CONTRIBUTIONS OF CATHOLIC SCHOOLS

Mr. TIBERI. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 335) honoring the contributions of Catholic schools.

The Clerk read as follows:

H. RES. 335

Whereas America's Catholic schools are internationally acclaimed for their academic excellence, but provide students more than a superior scholastic education;

Whereas Catholic schools ensure a broad, values-added education emphasizing the life-long development of moral, intellectual, physical, and social values in America's young people;

Whereas the total Catholic school student enrollment for the 2000-2001 academic year was 2,647,301, the total number of Catholic schools is 8,146, and the student-teacher ratio is 16 to 1;

Whereas Catholic schools provide more than \$17,239,224,112 a year in savings to the Nation based on the average public school per pupil cost;

Whereas Catholic schools teach a diverse group of students and over 25 percent of school children enrolled in Catholic schools are minorities;

Whereas the graduation rate of Catholic school students is 95 percent, only 3 percent of Catholic high school students drop out of school, and 83 percent of Catholic high school graduates go on to college;

Whereas Catholic schools produce students strongly dedicated to their faith, values, families, and communities by providing an intellectually stimulating environment rich in spiritual, character, and moral development; and

Whereas in the 1972 pastoral message concerning Catholic education, the National Conference of Catholic Bishops stated, "Edu-

cation is one of the most important ways by which the Church fulfills its commitment to the dignity of the person and building of community. Community is central to education ministry, both as a necessary condition and an ardently desired goal. The educational efforts of the Church, therefore, must be directed to forming persons-in-community; for the education of the individual Christian is important not only to his solitary destiny, but also the destinies of the many communities in which he lives": Now, therefore, be it

Resolved, That the House of Representatives—

(1) supports the goals of Catholic Schools Week, an event sponsored by the National Catholic Educational Association and the United States Catholic Conference and established to recognize the vital contributions of America's thousands of Catholic elementary and secondary schools; and

(2) congratulates Catholic schools, students, parents, and teachers across the Nation for their ongoing contributions to education, and for the key role they play in promoting and ensuring a brighter, stronger future for this Nation.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Ohio (Mr. TIBERI) and the gentleman from Michigan (Mr. KILDEE) each will control 20 minutes.

The Chair recognizes the gentleman from Ohio (Mr. TIBERI).

GENERAL LEAVE

Mr. TIBERI. 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. 335.

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

There was no objection.

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

Mr. Speaker, I rise today to recognize the contributions of America's Catholic elementary and secondary schools and congratulate these schools, students, teachers, and parents for the dedication to education in our country. I would like to thank the sponsor of the legislation, the gentleman from Colorado (Mr. SCHAFFER) and the gentleman from Ohio (Mr. BOEHNER), the chairman of the Committee on Education and the Workforce, for their help in bringing this resolution to the floor today.

This resolution recognizes Catholic schools and Catholic Schools Week. This is an event sponsored by the National Catholic Education Association and the United States Catholic Conference and established to recognize the vital contributions of America's Catholic schools.

Catholic schools are widely acclaimed for their academic success. I am fortunate enough, being from central Ohio, to have one school in my district, a Catholic school, that has been recognized for that success. They are a past recipient of the U.S. Department of Education's Blue Ribbon Schools Award for Excellence. This is the highest award any private or public school can achieve. In fact, St. Francis DeSales, a Catholic high school in Co-

lumbus, is a past recipient of that award.

But Catholic schools provide much more than just a superior scholastic education. They ensure a broad values-added education emphasizing the life-long development of a student of moral, intellectual, physical, and social values in all of our young people. They produce students dedicated to their faith, values and families and communities. Indeed, they are central to building a sense of community in this country that all Americans should have the opportunity to enjoy.

I am proud, Mr. Speaker, to be an original cosponsor of this resolution. I strongly support its adoption.

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

Mr. KILDEE. Mr. Speaker, I rise in support of this resolution. I yield myself such time as I may consume.

Mr. Speaker, today's resolution recognizes the contributions of Catholic schools. Mr. Speaker, I attended Catholic schools. I received a high quality education from these schools and have benefited greatly. Children all across America have benefited from a Catholic education.

Certainly we can all agree that Catholic schools are a strong and positive force in American education. Fortunately, the truly great aspect of American education is its diversity. We must have an educational structure that can provide anyone in any city in any State with the opportunity to succeed.

The House's recent bipartisan support for the education reforms in H.R. 1, signed into law by President Bush, have strengthened these opportunities. The educational recipe for success in our country certainly includes Catholic schools, schools with other religious backgrounds, nonreligious private schools, along with our public schools. It is this variety, this diversity that truly makes American education powerful and helps make American education successful in its mission.

Mr. Speaker, today we are recognizing the educational and societal contributions that Catholic schools make to our Nation. We must recognize the importance and value that all pieces of our educational structure have in the lives of our children.

Mr. Speaker, in closing, I want to thank the author of this resolution for bringing it to the floor today.

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

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

I would just like to point out that Catholic school enrollment continues to increase in the United States of America, with more than 2.6 million students nationwide for this last past academic year. Catholic schools also teach a diverse group of students. Over 25 percent of schoolchildren enrolled in Catholic schools are minorities.

Mr. Speaker, the graduation rate of Catholic school students is 95 percent,

and only 3 percent of Catholic high school students drop out of school, and 83 percent of Catholic high school graduates go on to college.

Mr. Speaker, I yield 5 minutes to the gentleman from Ohio (Mr. BOEHNER), the chairman of the Committee on Education and the Workforce.

Mr. BOEHNER. Mr. Speaker, I thank the gentleman from Ohio for yielding me this time.

Mr. Speaker, I rise in strong support today of House Resolution 335, which recognizes and honors the contributions of Catholic schools in the United States. I commend the gentleman from Colorado (Mr. SCHAFER) for his leadership in sponsoring this legislation, and I congratulate the gentleman from Ohio (Mr. TIBERI), a member of the committee, for bringing it to the floor today. As we all know, Catholic schools throughout our Nation have a storied and well-earned tradition of academic excellence and I am pleased to join my colleagues in recognizing them.

This resolution is straightforward. We are honoring and we congratulate Catholic schools, students and teachers, for their continued contributions to education and society and the vital role they play in promoting and ensuring a stronger and brighter future for this Nation. This week is the national Catholic Schools Week, and it is fitting that today we are focusing upon the important role that Catholic schools provide in giving us a well-rounded education for America's young people, one that gives special attention to the academic, moral, and social development of our children. The very appropriate theme of this year's week is "Catholic schools: Where Faith and Knowledge Meet."

As Ernestine Sanders, the President and CEO of the Cornerstone Schools Association, a Catholic "mini-district" in Detroit, Michigan, has said, and I quote, "At his core, a citizen is not a good citizen without virtue, without integrity, without honor, without a love for the other."

I am proud of how all Catholic schools emphasize intellectual, spiritual, moral, and social values and produce well-rounded citizens. Catholic schools have found a way to teach students not only academic knowledge, but also real life lessons in service to mankind and respect for one's neighbors.

Mr. Speaker, I can personally attest to the outstanding contributions and dedication of Catholic schools, as I am a proud product of Catholic schools in Ohio, having attended St. Peter and Paul Elementary School in Reading, Ohio, and Archbishop Moeller High School in Cincinnati, Ohio, and then went on to graduate from another Catholic institution, Xavier University, which is also located in Cincinnati.

In the great State of Ohio, Catholic schools have made a positive impact on the lives of hundreds of thousands of students.

□ 1445

For example, Fenway High School in Middletown, Ohio, Chaminade-Julienne High School in Dayton, Ohio, and Badin High School in Hamilton, Ohio, are all excellent schools that have profoundly influenced the lives of their students and continue to make significant contributions to our community.

The top priority of the past year in our Committee on Education and the Workforce was H.R. 1, a landmark reauthorization of the Elementary and Secondary Education Act, which provides services and benefits to both public and private schools.

Across our country, many Catholic schools participate in the programs and activities assisted by these funds. One of the primary goals of H.R. 1 was to improve achievement for all students, and thereby close the achievement gap between disadvantaged students and their peers.

Unfortunately, these gaps have remained stubbornly wide over the last 3 decades. However, without our Nation's Catholic schools and the dedicated teachers who serve them, the achievement gaps today would even be wider. In fact, some data indicates that one of four Catholic school students are from underprivileged backgrounds.

Coupled with the fact, pointed out by the gentleman from Ohio (Mr. TIBERI), that 98 percent of Catholic school students graduate and 83 percent of them go on to pursue a higher education, it is clear that Catholic schools have been very successful in educating all of the students who enter their doors.

Indeed, of the total students enrolled in Catholic schools, almost 14 percent are not of the Catholic faith. These students come from a wide variety of faiths and they have chosen to attend a Catholic school. Catholic schools and educators have had tremendous success in reaching out to all students and their parents who are seeking the best possible education for their children. This is especially true for inner-city schools, where in some cases the majority of students enrolled are non-Catholic.

Malcolm Forbes in his book "What Big Cities Owe to Catholic Schools" said, "Catholic schools provide hugely consequential oases of impact and hope. Their value is literally and figuratively beyond measure."

I strongly concur with this statement, and I urge my colleagues to vote today in support of this resolution.

Mr. KILDEE. Mr. Speaker, I yield 3 minutes to the gentleman from Illinois (Mr. DAVIS).

Mr. DAVIS of Illinois. Mr. Speaker, I thank the gentleman from Michigan for yielding time to me.

Mr. Speaker, I am pleased to be a co-sponsor of House Resolution 335 in recognition of Catholic Schools Week. Catholic schools play a tremendous role in preparing young men and women for meaningful citizenship and to become future leaders.

In fact, the Archdiocese of Chicago, with 267 elementary and 45 secondary

schools, 6,000 teachers, and 130,000 students, operates the largest nonpublic school system in the Nation. This is a school system that can claim many noteworthy achievements, including above-average attendance rates, graduation rates, and college attendance rates.

Every year, the U.S. Department of Education designates schools that demonstrate excellence as Blue Ribbon Schools of Excellence. Two of the 29 schools nationwide that have received this designation three times are run by the Archdiocese of Chicago.

Equally noteworthy is the commitment of Catholic schools to educating inner-city students, who oftentimes are left behind. Through the Big Shoulders Fund, scholarships and educational programs are provided to 114 Catholic schools that serve inner-city students. Seventy percent of the elementary and high school students in the Big Shoulders program are minorities, and 36 percent are non-Catholic. Ninety-six percent of the Big Shoulders secondary school students graduate high school, and a remarkable percentage, 88 percent, go on to college.

So on the occasion of Catholic Schools Week, I offer heartfelt appreciation to the Catholic school professionals whose dedication to our Nation's children is enormous. I always say that teaching is one of the most noble of all professions, and I would certainly take my hat off to all of those who help to prepare students through a good Catholic education.

Mr. TIBERI. Mr. Speaker, I yield 2 minutes to the gentleman from Ohio (Mr. BOEHNER), chairman of the committee.

Mr. BOEHNER. I thank my colleague for yielding time to me.

Mr. Speaker, I failed to mention that we are joined by the president of the Ohio Senate, Mr. Richard Finan. I bring this to the attention of Members because he is a friend to all those who would serve in the State legislature; but he is another fine example of one who was raised by and attended Catholic schools.

As a matter of fact, he is a proud alumnus of the University of Dayton, where he serves on the board of directors at UD, a fine Marianist university in Dayton, Ohio.

But he is with us today, and it really goes to show you what a good solid education will do for all of us. As many know, I have 11 brothers and sisters; and my father did not make a lot of money, he owned a bar; but he felt strongly about the need for all of us to get a good education, and made the sacrifice to send all of us to parochial schools, to the point where heaven knows how my mother was ever able to balance the books and make this happen, but I thank them for their commitment to me and my 11 brothers and sisters, because without that commitment, God only knows, I may not be here today.

Mr. KILDEE. Mr. Speaker, I yield 3 minutes to the gentleman from New Jersey (Mr. PASCRELL).

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

Mr. Speaker, I stand on this floor as a proud graduate of St. George's Elementary School and St. John the Baptist High School and Fordham University. Some might say I am an exception to the rule, since there are so many great graduates of parochial schools, and particularly we talk today about Catholic schools. The Catholic education I received provided me with the tools to not only forge success in life, but gave me an unending desire to serve my fellow man. That is where I learned this, besides, of course, from my home.

I stand before the Members as the father of three sons who also attended Catholic school. Not too long ago in our Nation's history, Roman Catholics were not welcomed in many parts of our society. That has changed. My Catholic education taught me that every American, no matter their religion, their creed, their color, had an equal right and should get an equal chance to the American dream.

When we celebrate the 28th annual Catholic Schools Week, I am proud to report that Catholic schools continue to be a vibrant patch of the American quilt. The 8,146 Catholic schools in this Nation serve more than 2.6 million students. That is a lot of students that would be in the public schools. We support the public schools, but we are here talking about a major portion of our society are in Catholic schools.

As a child and lifelong resident of my major city, Paterson, New Jersey, I am proud to report that 46 percent of the Catholic schools are in urban areas. Many of these schools educate our most vulnerable students.

Catholic schools continue to be as diverse as America. One in every four Catholic students, or students in a Catholic school, are minority. The results continue to be outstanding. Eighty-three percent of the Catholic high school students go on to higher education and only 3 percent drop out, a figure well below the national average.

For the three sons that I sent to Catholic school, I knew, along with learning the three Rs, their spirits would be nurtured. This is the same Catholic spirit I learned in school: a spirit of tolerance, of compassion, and service to our fellow man; a spirit that translates so easily to the secular world of public service this Chamber honors.

I am pleased to add my voice to the chorus of those celebrating the wonderful achievements of these wonderful American institutions.

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

Mr. KILDEE. Mr. Speaker, I yield 3 minutes to the gentlewoman from California (Ms. ESHOO).

Ms. ESHOO. Mr. Speaker, I thank the gentleman for yielding time to me. I thank our ranking member and everyone that is a part of this tribute to Catholic schools and the education, the superb education that they provide for students across our country.

This Congress is devoted to education and to improvement in our public education system. This is something that is a value of the American people; and they want it implemented in classrooms across the country, so I am proud to have been part of the effort to improve public education.

In our country, we also have other institutions of learning. Certainly, Catholic schools have given their best and produced students for the betterment of our Nation. I am a product of a Catholic education, and I am proud of that. I know that my teachers, along with my parents, helped shape me to be who and what I am today.

I am very proud of my children being graduates of Catholic schools. My daughter Karen today is the head of the middle school, St. Joseph's, in Atherton, California. Her husband, Jim, my wonderful son-in-law, is part of a high school faculty at Convent of the Sacred Heart.

So I want to pay tribute to all of the lay people that are part of Catholic education across our Nation, and to the great orders, the sisters. I am a product of the Sisters of Notre Dame de Namur, and my children, of the Religious of the Sacred Heart. To the brothers, to the priests, to the nuns that have made Catholic education what everyone in this country has come to believe it represents, our thanks. They have contributed mightily to the betterment of our Nation and have deepened our spirituality and shaped citizens for decade after decade after decade.

I am very proud that the House of Representatives has chosen for the third year in a row to make this a tradition in the House where we pay tribute to Catholic schools and all that they have done. I thank everyone that is part of this effort.

Mr. PAUL. Mr. Speaker, I am pleased to join the sponsors of the H. Res. 335 in honoring the success of Catholic Schools in providing a quality education to millions of children around the country. However, I am concerned that this resolution also contains language that violates the spirit, if not the letter, of the establishment clause of the first amendment, thus insulting the millions of religious Americans who are struggling to educate their children free from federal control and endangering religious liberty.

The success of Catholic schools has been remarkable. Catholic schools operating in the inner-city have been able to provide an excellent education to students written off by the educational establishment as "unteachable." Contrary to the claims of their critics, Catholic schools do not turn away large numbers of children in order to limit their enrollment to the "best and the brightest." In fact, a few years ago the Archdiocese of New York offered to enroll all students who had been expelled from

New York's public schools! Mr. Speaker, I have introduced legislation, the Family Education Freedom Act (H.R. 368) which would help more parents afford to send their children to Catholic, or other religious schools, by providing them with a \$3,000 tax credit for K-12 education expenses.

While I join with the sponsors of this legislation in praising Catholic schools, I am disturbed by the language explicitly endorsing the goals of the United States Catholic Conference. The Catholic Conference is an organization devoted to spreading and advancing Catholicism. While the Conference may advance other social goods through its work, these purposes are secondary to its primary function of advancing the Catholic faith. This is especially true in the case of Catholic schools which were founded and are operated with the explicit purpose of integrating Catholic doctrine into K-12 education.

Therefore, even though Congress intends to honor the ways Catholic schools help fulfill a secular goal, the fact is Congress cannot honor Catholic schools without endorsing efforts to promulgate the Catholic faith. By singling out one sect over another, Congress is playing favorites among religions. While this does not compare to the type of religious persecution experienced by many of the founders of this country, it is still an example of the type of federal favoritism among religions that the first amendment forbids.

What is the superintendent of a Baptist private school or a Pentecostal home schooler going to think when reading this resolution? That Congress does not think they provide children with an excellent education or that Congress does not deem their religious goals worthy of federal endorsement? In a free republic the legislature should not be in the business of favoring one religion over another. I would also like to point out the irony of considering government favoritism of religion in the context of praising the Catholic schools, when early in this century Catholic schools were singled out for government-sanctioned discrimination because they were upholding the teachings of the Catholic Church.

Allowing Congress to single out certain religions for honors not only insults those citizens whose faith is not recognized by Congress, it also threatens the religious liberty of those honored by Congress. This is because when the federal government begins evaluating religious institutions, some religious institutions may be tempted to modify certain of their teachings in order to curry favor with political leaders. I will concede that religious institutions may not water down their faith in order to secure passage of "Sense of Congress resolutions," however, the belief that it is proper to judge religious institutions by how effectively they fulfill secular objectives is at the root of the proposals to entangle the federal government with state-approved religions by providing taxpayer dollars to religious organizations in order to perform various social services. Providing taxpayer money to churches creates the very real risk that a church may, for example, feel the need to downplay its teaching against abortion or euthanasia in order to maintain favor with a future pro-abortion administration and thus not lose its federal funding.

Of course, the idea that politicians should bestow favors on religions based on how well they fulfill the aims of the politicians is one

that should be insulting to all believers no matter their faith. After all, despite what a few of my colleagues seem to think, Mr. Speaker, we in Congress are neither omnipotent nor divine.

In conclusion, Mr. Speaker, I join the sponsors of H. Res. 335 in their admiration for the work of Catholic schools. However, I also have reservations about the language singling out the religious goals of one faith for praise.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I rise in support of this measure to recognize the role Catholic Schools have played in the education of America's Children.

This week Catholic elementary and secondary schools nationwide celebrate the 28th annual Catholic Schools Week. Saint Philips High School and Saint Pius High School in my District will be celebrating this week. This event was established to increase support for private Catholic schools and to recognize their accomplishments and contributions to the country.

"Catholic Schools Week" celebrates education that goes beyond preparation for a secular life; it is an education that prepares students for a Christian life. Parents who chose to send their children to Catholic Schools do so because they not only want their children to have an excellent education in reading, writing and arithmetic, they also want them to have a Christian education.

Although public schools can prepare children for a secular life through a good education, they are Constitutionally bound to not extend their role as educators into the area of religious education. I encourage parents who would like the benefits of public education and the rewards of faith based education to make a commitment to work with those religious communities that share their beliefs in the development of after school and weekend parochial programs.

This bill states that Congress supports the goals of Catholic Schools Week, an event sponsored by the National Catholic Educational Association and the U.S. Catholic Conference, and congratulates Catholic schools, students, parents, and teachers for their contributions to education.

Catholic schools teach a diverse group of students, 24 percent of whom are minorities. Moreover, only three percent of Catholic high school students drop out of school and 83 percent go on to attend college.

Finally by providing an intellectually stimulating environment rich in moral guidance, Catholic schools produce students and, ultimately, citizens who are strongly dedicated to their faith and communities.

I offer my heart felt thanks to the Catholic Schools and other religious schools across the nation for their dedication to excellence in the classroom as they prepare young people to achieve excellence in life.

Mr. UNDERWOOD. Mr. Speaker, I rise today in strong support of H. Res. 335, which celebrates the significant contributions that Catholic schools make each and every day throughout the nation. I would like to take this opportunity to thank my colleague Mr. SCHAFER for continuing in the tradition of recognizing the role of Catholic schools in our nation and around the globe.

My district of Guam is nearly half a world away from Washington, D.C. and is home to more than 100,000 Roman Catholics, who encompass an overwhelming majority of the resident population. Guam has a centuries-old

history and tradition of Roman Catholicism since the island was discovered by Ferdinand Magellan in 1521. Magellan, who was voyaging around the world, was the first European to land on Guam. He was accompanied by several of his chaplains when he stepped ashore in the southern village of Umatac. Centuries later, local residents continue to celebrate the history of the discovery of Guam with a re-enactment of Magellan's landing.

The year 1662 ushered the first of multiple arrivals of Spanish missionaries to the island. Over time, various types of Catholic teachings have provided Guam's children with educational skills. The first missionaries began the tradition of "Eskuelan Pale," or Catholicism classes, which taught basic reading and comprehension skills and religious doctrines. Today Guam's Catholic schools strive for academic excellence and continue to instill moral values in their students.

Several religious orders and countless cadres of lay teachers have provided educational guidance and have broadened opportunities for Guam's school children since the end of World War II, when a formal Catholic school system was established. The School Sisters of Notre Dame, Sisters of Mercy, Dominican Sisters, the religious orders of Capuchin, Franciscans, Jesuits, and Marists have all served to educate Guam's school children.

Three institutions offer a Catholic high school education in Guam. These include: Notre Dame High School in Talofofo, which is Guam's only co-ed Catholic High School; the Academy of Our Lady of Guam in Hagatna; and Father Duenas Memorial School in Mangilao, which together serve an enrollment of approximately 1,100 students. There are seven elementary and middle schools, including: Bishop Baumgartner Memorial School in Sinajana; Our Lady of Mt. Carmel School in Agat; Saint Anthony School in Tamuning; Saint Francis School in Yona; San Vicente School in Barrigada; Santa Barbara School in Dededo and Dominican School in Yigo, which together serve an enrollment of 2,300 students. Finally, four Catholic nursery schools in Guam bridge the continuum of education from infancy to elementary. These include: the Dominican Child Care Center in Ordot; the Infant of Prague in Mangilao; Maria Artero in Agana Heights; and Mercy Heights in Tamuning.

As a former educator who was raised in the Catholic faith, I certainly appreciate the education provided by Catholic schools. Three of my five children have attended Catholic schools in Guam and in Virginia and 10 of my 16 staffers in both my District and D.C. offices are products of the Catholic school system in Guam and the Philippines. Additionally, my aunt, Mary Underwood, was instrumental in the establishment of the Catholic school system after World War II. She was also the first native of Guam to commit her life as a nun to the devotion and service of the Catholic church.

Catholic schools continue to provide a broad, value-added education and to shape the life-long development of moral, intellectual, physical and social values of students. This week marks National Catholic Schools Week, which is the culmination of an annual celebration of the significant educational role of Catholic schools across the nation and around the globe.

At this time, I would like to commend the contributions of all Catholic schools, students,

parents, teachers and administrators in Guam and across the nation. I would also like to recognize the important contributions of the Archdiocese of Hagatna, which oversees the administration of all of Guam's Catholic schools, and, particularly, to applaud the service of Archbishop Anthony Apuron, for continuing in the tradition of fostering excellence in the education and moral well-being of the children of Guam.

I stand in support of this resolution and urge my colleagues to join in support of the passage of H. Res. 335.

Mr. SMITH of New Jersey. Mr. Speaker, I would like to express my strong support for H. Res. 335, a resolution recognizing the valuable contributions of Catholic Schools.

This week marks the 28th Anniversary of National Catholic Schools Week, a week dedicated to honor the achievements and successes of Catholic Schools throughout the U.S. More than 2.6 million children are enrolled in the 8,146 Catholic Schools in our country.

A Catholic education challenges students through a combination of high standards, strong motivation, effective discipline, and an atmosphere of caring. These characteristics foster excellence in students. In a society where academic and moral standards are constantly being debased and watered down, Catholic schools consistently deliver a level of student performance that is well supported by the evidence. Too often these days, our kids are bombarded with mushy, well-meaning rhetoric that says that everybody can score "above average." Too many school systems have adopted the false notion that filling our children with a bogus sense of self-esteem is more important than actually ensuring that they master their subject material. President Bush rightfully denounces "the soft bigotry of low expectations." Fortunately, Catholic schools are part of the solution of the problem of low expectations.

Catholic school student test performance in the three grade levels of the National Assessment of Educational Progress exceeds public school test results by an average of 4.5 percent in math, 4.8 percent in science, and 12.5 percent in reading. Only 3 percent of Catholic school students drop out of school, compared to a 14 percent dropout rate of students in public schools. In addition, 83 percent of Catholic high school graduates go on to college, as compared to 52 percent of public high school graduates. While there are a variety of factors that can partially account for these differences, sociologists and education theorists cannot explain all of these differences away without acknowledging that challenging our students and expecting more from them inspires students to work harder and take more pride in their academic work.

Catholic schools recognize parents and family as primary educators, while fostering a shared vision among the two. As the father of four children who have attended Catholic schools, I know they strive to create a special bond between families and the school.

As Pope John Paul II said, "... and so the purpose of Catholic Education is to communicate Christ to you, so that your attitude toward others will be that of Christ."

Obviously, children do not from their core moral values because of what schools teach them. Respect for life, and for the rights of others, does not start at school. It starts at

home. But that does not mean that our schools don't have a role to play in helping parents instill in their children a sense of right and wrong. Schools can help parents, or they can help undermine their efforts. I am proud that Catholic schools are working every day to help parents to instill decency fair play, and respect for others. Parents know their job is not an easy one these days. Their moral lessons are constantly being undermined by contradictory messages that bombard our kids from every possible direction. It's very reassuring to parents of Catholic school students to know that at least their child's school can be counted upon to be an ally in this struggle.

Lastly, in honoring the contributions of Catholic schools, we must not forget or neglect the vital role of our public school system. Both school systems assist and teach each other. Many troubled children have transferred out of the public school system and have been turned around in a Catholic school. This symbiotic relationship strengthens both systems.

Mr. Speaker, I ask that all members lend their support to H. Res. 335, and pass it unanimously.

Mr. CROWLEY. Mr. Speaker, as we celebrate Catholic School Week, I rise today to express my support for H. Res. 335, honoring the contributions of Catholic schools to our children and our country.

For centuries Catholic schools have been a gift to the nation as well as to the Catholic church. They have helped millions of children become informed and caring citizens. In New York, His Eminence Edward Cardinal Eagan, Archdiocese of New York and Bishop Thomas V. Daily, Diocese of Brooklyn and Queens are part of a long standing American tradition of providing quality religious instruction to New York City children, where the Catholic schools are older than the public schools, dating back to the year 1800. I am particularly proud of St. Joseph's in Astoria, whose supportive and dedicated parents I was happy to write a letter in praise of earlier this week.

Mr. Speaker, from Head Start to high school, Catholic schools prepare our children to be positive influences on the lives of others, particularly in urban and inner city areas. They promote academic excellence and spiritual enrichment. Their values-centered instruction produce students strongly dedicated to their faith, their families, and the communities. They provide hope and promise to those who may be bereft of it. Perhaps most importantly, they have created opportunities to integrate the families and children of many nationalities and cultures into America and into New York.

Mr. Speaker, more than 24 percent of school children enrolled in Catholic schools, such as St. Bartholomew's in Elmhurst, are minorities, many new to our country and the English language.

In my district alone, roughly 30 schools serve over 8,000 students, 74 percent of which are minorities, many of whom are immigrants. To these children, Catholic schools perform the tireless work of uplifting all boats, and ensure that no child in their care is left behind. Their value to our education system and to society as a whole is—literally and figuratively—beyond measure. I know these things because I myself am a product of Catholic schools. The dedicated teachers at Power Memorial High School, and the principles of the Church that guided them helped me become the man I am today. In addition three of my

relatives received the divine calling to dedicate themselves to the Lord's work. My Uncle, Father John Crowley is currently the Pastor of St. John of the Cross Church in Vero Beach, Florida. Another Uncle, Father Paul Murphy is a Catholic priest in Philadelphia and my Aunt, Sister Mary Rose Crowley, is a member of the Sisters of Notre Dame, in West Palm Beach.

Mr. Speaker, Catholic school and the Church had a profound influence on my family and myself in the way we learned to see the world. But the world today is a lot different than the one most of us grew up in. So perhaps the most significant contribution of Catholic schools remains their dedication to lend purpose and guidance to those lost in poverty and tough neighborhoods.

In my district, Catholic schools initiate school enrichment, in particular "user-friendly" after-school and special education programs benefiting youngsters throughout the Bronx and Queens, providing direction to children who might otherwise be lost to the streets. These programs and the strong support parochial schools provide to children surrounded by urban challenges provided wholesome influences and much needed structure, making an invaluable difference in countless lives.

Mr. Speaker, I ask that you please join me in honoring the 200,000 Catholic educators in our country. They serve the 2.6 million students attending approximately 8,200 Catholic elementary and secondary schools in America. We thank them for their dedication, their service, and their commitment to our children.

Mr. UDALL of New Mexico. Mr. Speaker, I rise today in support of H. Res. 335 that honors the contributions of Catholic Schools throughout our country. Whatever our religious affiliations we can all admit that for many generations our parochial schools have achieved positive results in providing an excellent education.

The graduation rate of Catholic school students is 95 percent, 83 percent of Catholic high school graduates go on to college, and only 3 percent of Catholic high school students drop out of school. The Catholic schools throughout New Mexico have mirrored these national statistics by providing a high standard of excellence in the way they educate their students.

For example, the LaSallian Christian Brothers founded St. Michael's High School, in my Congressional District, in 1859. One hundred and forty-three years later, St. Michael's continues to provide many of the families of northern New Mexico with a parochial education that emphasizes both its religious, academic, and social goals.

Catholic schools, such as St. Michael's, promote positive values, a sense of spirit and support by educating each student in the spirit of faith and of academic excellence.

I encourage my colleagues to support this resolution that honors the contributions Catholic schools have made to our society.

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

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

The SPEAKER pro tempore (Mr. WALDEN of Oregon). The question is on the motion offered by the gentleman from Ohio (Mr. TIBERI) that the House suspend the rules and agree to the resolution, House Resolution 335.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds of those present have voted in the affirmative.

Mr. TIBERI. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

RECESS

The SPEAKER pro tempore. Pursuant to clause 12 of rule I, the Chair declares the House in recess until 5 p.m.

Accordingly (at 2 o'clock and 57 minutes p.m.), the House stood in recess until 5 p.m.

□ 1700

AFTER RECESS

The recess having expired, the House was called to order by the Speaker pro tempore (Mr. SWEENEY) at 5 p.m.

MESSAGE FROM THE SENATE

A message from the Senate by Mr. Monahan, one of its clerks, announced that the Senate has passed a concurrent resolution of the following title in which the concurrence of the House is required:

S. CON. RES. 95. Concurrent resolution providing for a conditional adjournment or recess of the Senate and a conditional adjournment of the House of Representatives.

ELECTION OF MEMBER TO COMMITTEE ON ARMED SERVICES

Mr. ARMEY. Mr. Speaker, I offer a resolution (H. Res. 337) and I ask unanimous consent for its immediate consideration.

The Clerk read the resolution, as follows:

H. RES. 337

Resolved, That the following Member be and is hereby elected to the following standing committee of the House of Representatives:

Armed Services: Mr. WILSON of South Carolina.

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

There was no objection.

The resolution was agreed to.

A motion to reconsider was laid on the table.

PROVIDING FOR CONDITIONAL RECESS OR ADJOURNMENT OF SENATE AND CONDITIONAL ADJOURNMENT OF HOUSE OF REPRESENTATIVES

The SPEAKER pro tempore laid before the House the following privileged Senate concurrent resolution (S. Con. Res. 95) providing for a conditional adjournment or recess of the Senate and