

recognize those schools that are providing the education America's students need to succeed. I am pleased to join with my colleagues in honoring the contributions of Catholic schools. After all, our children are our country's most precious resource.

Mr. MURPHY. Mr. Speaker, I rise today to honor and recognize the annual celebration of "Catholic Schools Week." Each year, the National Catholic Educational Association and the United States Catholic Conference sponsors a week-long celebration recognizing the outstanding educational contributions of America's Catholic schools. Catholic schools locally and nationally will mark this festive occasion by hosting many community, parish and school events.

In Pennsylvania alone, Catholic elementary and secondary schools educate approximately 240,000 students yearly. These schools operate with complete devotion to each and every student, providing them with solid values and academic skills needed in becoming responsible citizens of Pennsylvania and the Nation. Catholic institutions tout a 95 percent graduation rate, and 83 percent of Catholic school graduates pursue higher degrees—a very impressive statistic.

Not only do Catholic schools boast these high standards and excellent achievements, but fervently instill in their students the idea and necessity for commitment to family and the community. Most, if not all, Catholic students willingly provide countless hours of volunteer service to the local parish as well as the entire community. This only proves that Catholic school students are strongly dedicated to their faith, values, family and community.

Not long ago, President Bush signed into law a comprehensive education reform package emphasizing accountability, local control and flexibility, expanded options for parents, and funding for effective programs. Given Catholic schools' record of success and standard of excellence, it is only fitting that these private institutions continue to serve as a model for public education reform in America.

Mr. Speaker, it is with great pleasure that I congratulate and express great appreciation to the Nation's Catholic schools on the occasion of "Catholic Schools Week." I especially salute the many Catholic school teachers, principals, and school administrators in the 18th Congressional District of Pennsylvania for their hard work and dedication which has benefited so many young people. My best to all the students in their continuing academic careers and future endeavors.

Mr. ISRAEL. Mr. Speaker, I rise in support of this resolution to honor the contribution of Catholic schools.

Catholic schools play an important role in my district on Long Island and across the country in educating not only Catholics, but also many non-Catholic and minority students. Schools such as St. Anthony's Huntington, the Academy of St. Joseph in Brentwood, St. Dominic in Oyster Bay, St. John the Baptist in West Islip, and others throughout Long Island are models of educational excellence.

With limited budgets, but with unlimited devotion, the teachers and administrators provide a real public service—focusing on developing the heart, mind and spirit of their students. With a 95 percent graduation rate and 83 percent of students continuing on to higher education, their valuable service is more than evident.

I rise to support their role today and urge my colleagues to support this resolution commending the contribution of Catholic schools.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I rise in support of H. Res. 26 honoring the contributions of Catholic schools. My 18th Congressional District in Houston has a number of outstanding Catholic schools that have contributed to the well being and education of thousands of students.

Catholic schools ensure a broad-based education for students in elementary grades. This education includes the emphasis on character, values, and moral development. More than 26 percent of school children enrolled in Catholic schools nationwide are minorities. In minority communities, Catholic schools serve a special purpose—they integrate students into a moral and spiritual doctrine that carries lifelong benefits.

This weekend, I attended a celebration in my district at the St. Philip Neri Catholic Church. The church has an exemplary school for students pre-kindergarten through the 5th grade. The school was founded more than 30 years ago.

I support the goals of Catholic Schools Week and congratulate the schools, students, parents, and teachers for their ongoing contributions to education. Catholic schools have played a key role in educating our students. Catholic schools have long been dedicated to teaching a diverse group of students, and I applaud their work. As we continue to seek methods to reform our nation's schools, Catholic schools serve as a model for discipline, for a broad-based education, and for values. Catholic schools are internationally acclaimed for their academic excellence. I strongly support H. Res. 26 and the accomplishments of Catholic schools everywhere.

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

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

The SPEAKER pro tempore (Mr. CULBERSON). The question is on the motion offered by the gentleman from Delaware (Mr. CASTLE) that the House suspend the rules and agree to the resolution, House Resolution 26, as amended.

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. CASTLE. 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.

#### SUPPORTING EFFORTS TO PROMOTE GREATER AWARENESS OF NEED FOR YOUTH MENTORS AND INCREASED INVOLVEMENT WITH YOUTH THROUGH MENTORING

Mr. OSBORNE. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 25) supporting efforts to promote greater awareness of

the need for youth mentors and increased involvement with youth through mentoring.

The Clerk read as follows:

#### H. RES. 25

Whereas mentors serve as role models, advocates, friends, and advisors to young people in need;

Whereas numerous studies document that mentors help young people augment social skills, enhance emotional well-being, improve cognitive skills, and plan for the future;

Whereas, for some children, having a caring adult mentor to turn to for guidance and encouragement can make the crucial difference between success and failure in life;

Whereas, 17.6 million young people, nearly half the youth population, want or need mentors to help them reach their full potential;

Whereas there exists a large "mentoring gap" of unmet needs, with only 2.5 million youth in formal mentoring relationships, leaving 15 million young people still in need of mentors;

Whereas the celebration of National Mentoring Month will institutionalize the Nation's commitment to mentoring and raise awareness of mentoring in its various forms;

Whereas a month-long focus on mentoring will tap into the vast pool of potential mentors and motivate adults to take action to help a young person;

Whereas National Mentoring Month will encourage organizations of all kinds, including businesses, faith communities, government agencies, schools, and more, to engage their constituents in mentoring;

Whereas the celebration of National Mentoring Month would above all encourage more people to volunteer as mentors, to the benefit of the Nation's children; and

Whereas on January 2, 2003, President George W. Bush signed a proclamation naming January 2003 as National Mentoring Month and called upon the people of the United States to recognize the importance of being role models for youth, to look for mentoring opportunities in their communities, and to celebrate this month with appropriate ceremonies, activities, and programs: Now, therefore, be it

Resolved, That the House of Representatives—

(1) commends those who give their time and talents to support mentoring programs; and

(2) supports efforts to promote greater awareness of the need for youth mentors and increased involvement with youth through mentoring.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Nebraska (Mr. OSBORNE) and the gentlewoman from California (Mrs. DAVIS) each will control 20 minutes.

The Chair recognizes the gentleman from Nebraska (Mr. OSBORNE).

#### GENERAL LEAVE

Mr. OSBORNE. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks on House Resolution 25.

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

There was no objection.

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

Mr. Speaker, not long ago I read the results of a study that was done on the Fullerton County Public Schools in

1940, and in this study the teachers in the Fullerton schools were asked what their main concerns were. The list read like this: Number one concern was talking in class; number two was chewing gum in school; number three was getting out of turn in line when you went from one class to another; and number four was not putting waste in the wastepaper baskets.

More recently someone went back to the Fullerton public schools and asked the same question; what was the main concern that the teachers had. The list had changed somewhat. The number one concern was drug and alcohol abuse; secondly was gangs; and then followed weapons, teenage pregnancy, teenage suicide, and violence.

I guess this study, as I saw it, Mr. Speaker, resonated with my own experience of 40 years working with young people, because when I first started working with young people in about 1960, the out-of-wedlock birth rate was roughly 5 percent; today it is 33 percent. We have 18 million fatherless young people in our country today. Most of them have not even seen their father or met them.

In 1960, a relatively small percent of our young people were living in homes without both biological parents. Today, almost half live in homes without both biological parents. Drug abuse and gangs remained relatively unheard of in 1960. Today, as everyone knows, they are a major problem in this country. We have become the most violent Nation in the world for teenage homicides and suicide.

So I guess the question begs itself, Mr. Speaker, as to where we are headed as a Nation. I think if we examine the data on a year-to-year basis, it is a little hard to tell where we are moving, but if we look at it in 40- to 50-year increments, 1940 versus 2003, we can see some alarming trends.

So the question is, Mr. Speaker, what do we do at this point? What can we do? We cannot legislate families staying together. We cannot legislate strong values. But one thing we can do, Mr. Speaker, is we can provide mentoring for young people. A mentoring relationship is a one-to-one relationship with a positive adult role model who, number one, cares unconditionally about a young person.

It is very powerful for a young person in a school when an adult, who is not a parent, not a grandparent, not a teacher, not a preacher, has no axe to grind, but simply cares enough about that young person to show up and spend time with that young person every week.

Secondly, a mentor is one who affirms. A tremendous number of our young people today are growing up without affirmation. Whether it be at home or at school with their peers, no one is saying, I really approve of you, I believe in you, I know you can do this, you can accomplish something. And essentially that is what a mentor does. They are someone who affirms

and sees something in a young person that that young person may not even know they have within themselves.

Thirdly, I think a mentor is one who provides a vision. So many young people today simply have no role model in their lives. They dropped out of school early, are working at a minimum paying job and have no great aspirations. Many times a mentor can see something in a young person that points in a direction that certainly is much more productive than that.

□ 1630

Mr. Speaker, mentoring works. Research studies indicate that mentoring reduces drug and alcohol abuse by a great deal, sometimes as much as 50 percent. It reduces teenage pregnancy, teenage violence, and gang membership. It improves peer and family relationships, self-confidence, school attendance, grades and graduation rates. It is estimated that currently 17 million children need a mentor in our society today, and less than 1 million have that experience.

The mentoring initiative is critical to our Nation's well-being. I think most of the great nations of the world that have fallen apart have disassembled from within. I think we need to address the problem what is going on with our young people, and mentoring does this. I hope that this body supports mentoring programs as we recognize National Mentoring Month.

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

Mrs. DAVIS of California. Mr. Speaker, I yield myself such time as I may consume.

(Mrs. DAVIS of California asked and was given permission to revise and extend her remarks.)

Mrs. DAVIS of California. Mr. Speaker, I am honored to join the gentleman from Nebraska (Mr. OSBORNE) in support of House Resolution 25, which recognizes the critical role of mentors in our children's lives.

On the day following our Nation's 37th Super Bowl, I can think of no better way to commemorate the very spirit of this bill than by sharing the inspirational story of Mr. Lincoln Kennedy, who plays right tackle for the Oakland Raiders. Lincoln grew up and attended Morris High School in my hometown of San Diego, California. And just as it is today, the student body at Morris was largely diverse and comprised of children from mostly working-class backgrounds. The school football field doubled as the team's practice field, and ongoing electrical problems allowed for day games only.

High school football coach John Schacklett spotted the 6 foot 6 inch freshman and immediately recognized his potential. He urged him to try out for the school's football team, and Lincoln agreed.

Although forced to play in tennis shoes because the school was unable to acquire the size 17½ cleats that he required, it did not take long for Lincoln

to develop under the constant guidance and encouragement of a coach who not only believed in him, but took the time to invest in him. And what a difference it made.

Lincoln returned to his hometown on January 26, 2003, to play in Super Bowl XXXVII. Reflecting back on the achievements of his life, Lincoln wondered what he would have done had Coach Schacklett not approached him that fateful day, recognized that he possessed something special, and pushed him to recognize it, too.

"I wonder how I ever would have gotten to college and gotten a college education or what type of job I would be doing right now," he said. Fortunately, as a result of the mentoring of Coach John Schacklett, Lincoln will never need to worry about the answer to that question.

The significance of this story should not be underestimated. Lincoln Kennedy represents the millions of youth in this country who stand to benefit immensely from the support of a positive role model. And Coach Schacklett represents the millions of mentors who also benefit from the rewarding and enriching experience of investing in a young person's life and later watching that person grow and succeed.

This case illustrates what we have known for years, and what my colleague just spoke about, that mentoring makes a difference. It provides children and young adults with a stronger sense of self-esteem and optimism for the future. It fuels their ambitions and pushes them to realize their own potential. It helps them to visualize a future other than what they might have aspired to.

We know that this learning experience is a two-way street. Mentoring often brings together people of various ethnic, religious, or socioeconomic backgrounds. It is easy to turn to those with whom we share obvious similarities. The mentoring relationship, however, often forces us outside of our own comfort zone, allowing us to view the world from different perspectives and appreciate one another's experiences and life circumstances.

In today's world, particularly, this level of understanding has never been more important; and we must do all that we can to foster these relationships.

Mr. Speaker, President Bush's declaration of January 2003 as National Mentoring Month marked a significant stride in this direction. With the passage of this resolution, I hope to reinforce the positive impact that mentoring can have on so many of our children's lives.

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

Mr. OSBORNE. Mr. Speaker, I yield 3 minutes to the gentleman from Ohio (Mr. BOEHNER), the chairman of the Committee on Education and the Workforce, whose support for mentoring has been very much appreciated.

Mr. BOEHNER. Mr. Speaker, I thank the gentleman from Nebraska (Mr.

OSBORNE) for bringing this resolution to the floor today and his willingness to manage this bill, and thank the gentleman for his commitment to mentoring. As someone who has mentored countless numbers of young men during his coaching career, he certainly comes to this with great passion and has brought great passion to this issue to the committee, and especially last year during the consideration of No Child Left Behind when the gentleman from Nebraska (Mr. OSBORNE) took the lead and pushed for mentoring programs within the Secondary and Elementary Education Act.

The gentlewoman from California (Mrs. DAVIS), also a member of the Committee on Education and the Workforce and a staunch supporter of mentoring, played a role in ensuring that mentoring became an important part of No Child Left Behind.

We all know the importance of mentors to children, many of whom come from families where there may not be a father or there may not be a mother, and having these mentors to help mostly underprivileged children is a great advantage in terms of helping them understand that there is another world out there and their future may in fact be brighter.

As I have said before, I believe not only do children benefit from having mentors, but I think mentors may benefit even more than the children do by offering their services, making a commitment to their community, making a commitment to their local schools, and making a commitment to underserved children who need their help.

Mr. Speaker, because of all this, I believe that the resolution before us is certainly a good one and urge my colleagues to support it.

Mr. OSBORNE. Mr. Speaker, I yield 3 minutes to the gentleman from Delaware (Mr. CASTLE), who is chairman of the Subcommittee on Education Reform and also a strong supporter of mentoring.

Mr. CASTLE. Mr. Speaker, I thank the gentleman from Nebraska (Mr. OSBORNE) and the gentlewoman from California (Mrs. DAVIS) for offering this resolution today.

I do not know if there are many advocates for mentoring better than the gentleman from Nebraska (Mr. OSBORNE) and all he has done in his lifetime for this, and I think we are fortunate to have him in support of this issue on the floor on a number of occasions.

I, too, rise in support of the resolution that recognizes the benefits of mentoring for America's young people, the many contributions of mentors, and the need for more mentors to get involved in the lives of our youth.

Many children throughout the United States face difficult circumstances in their lives. For instance, too many of our youth become teenaged parents or do not complete high school. These are just two examples of youth who might benefit from the support and guidance of a caring and responsible adult.

In fact, the positive effects of mentoring include increased school attendance, improved rates of secondary school graduation and college attendance, decreased involvement with drugs and alcohol, and decreased violent behavior.

In early January, the President declared January 2003 as National Mentoring Month and in doing so, recognized the vital contributions of dedicated mentors and encouraged more Americans to make a difference in the hearts and souls of our communities by volunteering their time to meet the needs of America's youth. As President Bush said, mentors "provide friendship and support to young people who are facing challenging situations, serve as positive role models, and help to instill important values, goals and skills."

Mentoring programs come in all shapes and sizes, and often schools, churches and community groups come together to form mentoring partnerships. There are thousands of mentoring programs across the country, yet there is still a shortage of mentors. It is estimated that mentors are not available to a large percentage of young people who need or want them. Too many children in our Nation are growing up without support and guidance in their lives.

We cannot afford inaction. A small commitment of time, energy or financial support can change the life of a child. I am pleased to promote the greater awareness of the need for youth mentors, and I urge an "aye" vote on this resolution.

Mrs. DAVIS of California. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I would like to close by sharing some of the lessons I learned while serving as the executive director of the Aaron Price Fellows Program in my own community.

The first is that simply giving of yourself, be it your time, your advice, and even your interest, makes a difference. For a young person, the security and the confidence that comes from knowing that someone, someone outside of his or her own family believes in them and cares about them is immeasurable.

The second is that there is just no telling how far a young person who receives the sort of personal attention and one-on-one mentoring will go. I am proud to have two individuals on my staff who I personally mentored many years ago, and I cannot tell Members how meaningful it is for me to see how successful they have become today.

Finally, it is impossible to predict how involved or enthusiastic a mentor will become in a child's life. In my experience with the Fellows program, I have seen countless individuals become so invested in a young person's development that they surpassed any and all expectations of the job. I had the opportunity to demonstrate this myself as a mentor; and I can personally attest to the fact that the greater one's commitment, the richer the reward.

One of San Diego's outstanding leaders, who overcame a lifetime of adversity and built a successful life for himself despite the odds, once told me that the single most influential factor in his life was a childhood mentor. I believe that his story, and so many others, prove that mentoring can and does make a pivotal difference in a young person's life.

Mr. Speaker, I am delighted to join with my colleagues and thank the gentleman from Nebraska (Mr. OSBORNE) for bringing this resolution forward, and urge passage of House Resolution 25.

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

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

Mr. Speaker, I appreciate the gentlewoman's support of this resolution, and I might just mention there was a Mentoring for Success amendment that was added to H.R. 1, which provided for mentoring grants and programs around the Nation. It was interesting to note that we had over 1,300 applications for less than 300 grants. Obviously, there is great interest in mentoring around the country. We know that those monies will be put to good use, that thousands of young people will benefit; and above all, I believe it is important that we remember that this provides a national clearinghouse where we can evaluate all kinds of mentoring, what works and what does not work, and provide a central clearinghouse that we think will be very important.

Mr. KELLER. Mr. Speaker, I rise today to support the National Mentoring Month Resolution introduced by Congressman TOM OSBORNE. This resolution recognizes and supports the efforts of mentoring programs across our Nation. It embraces the notion that volunteer mentors can change the life of a troubled teen. This resolution celebrates the month of January as a month-long campaign focused on raising awareness of mentoring programs, their impact on our youth, and information on how to volunteer to become a mentor.

I am proud to be an original cosponsor to Congressman OSBORNE's resolution. Both Coach OSBORNE and I worked as mentors before coming to Congress and both felt a need to raise awareness of the cause once we were elected. Last year, we successfully passed the Mentoring for Success program, which provided money to start up new mentoring programs across the country. In addition, we founded the Congressional Mentoring Caucus, a bipartisan organization designed to disseminate information about the positive impact mentoring programs have on our Nation's children.

Mentoring programs offer many benefits to children, particularly as it relates to educating our children. These programs are proven to help prevent children from dropping out of high school. In the state of Florida, we had a big problem. Only 53 percent of our children were graduating from high school. So, in Central Florida, we decided to do something about it by creating the Orlando/Orange County Compact Program. The Compact Program is a mentoring program that matches up students at risk of dropping out of high school with

mentors from the business community. The mentors meet with the students one hour a week to work on homework and projects.

The results from this mentoring program have been dramatic. Over a period of 10 years, 98 percent of the children in the Compact Program have graduated from high school—the number one graduation rate in the United States.

I would also like to discuss the crime prevention benefits of mentoring programs. In Florida, 70 percent of the inmates in our jails and prisons are high school dropouts. It costs taxpayers \$25,000 a year for each federal prisoner, compared with only \$5,000 a year to educate a student in our public schools. Clearly, making the investment in mentoring programs now will save us literally hundreds of millions of dollars down the road in terms of reduced jail costs and reduced welfare costs.

In summary, mentoring programs make a meaningful difference in the lives of our young people; they improve education, prevent crimes, and will save us money. I urge all of my colleagues to support National Mentoring Month by participating in local programs in their home districts—together we can make a difference in the lives of our children!

Mr. MCCOLLUM. Mr. Speaker, as a co-chair of the Congressional Mentoring Caucus, I am pleased to join my colleagues today in supporting House Resolution 25. This important resolution commends those who contribute their time and talents to mentoring programs and supports efforts to promote greater awareness of the need for mentors. As we recognize National Mentoring Month, we should all celebrate the positive effects that mentors make in assuring brighter futures for young people.

Children who have mentors have a better chance of succeeding and are more likely to make positive choices. Young girls who have supportive mentors can grow up to be confident and powerful women by learning to make healthy decisions at an early age. The GirlVenture program in my home state of Minnesota has successfully connected more than 500 youth and 100 girls and their mothers with mentors who help them prepare for the workforce, become financially competent and make healthy life choices. GirlVenture also offers classes to help parents, educators and youth workers instill future-focused values in finances, relationships and leadership.

GirlVenture is just one example of the countless mentoring programs that are making a difference in the lives of young people. Unfortunately, there are far too many at-risk children who are on waiting lists, hoping to soon be matched with a caring mentor. According to the Mentoring Partnership of Minnesota, there are an estimated 75,000 young people who want and need an adult mentor in Minneapolis and St. Paul alone.

I urge my colleagues to join me in supporting this resolution to honor mentors and encourage others to give their time and guidance to a child. And I wish to commend those mentors who are currently helping to shape the lives of young people through mentoring.

Mr. BEREUTER. Mr. Speaker, as an original cosponsor of the resolution, this Member wishes to add his strong support for H. Res. 25, which supports efforts to encourage more individuals to become mentors. In addition to raising awareness, a key provision is to commend those who give their time and talents to support mentoring initiatives.

This Member would like to commend the distinguished gentleman from Ohio [Mr. BOEHNER], the Chairman of the House Committee on Education and the Workforce, and the distinguished gentleman from California [Mr. MILLER], the ranking member of the House Committee on Education and the Workforce for bringing this important resolution to the House Floor today; this issue is very timely as January 2003 is National Mentoring Month. This Member would also like to commend the distinguished gentleman from Nebraska [Mr. OSBORNE] for sponsoring H. Res. 25 and for his personal interest in establishing mentoring opportunities nationwide.

Many children throughout the United States face difficult situations—and when matched with a caring and responsible adult, positive results ensue. Research has shown that mentoring benefits young people in a positive manner by increasing school attendance, improving rates of secondary school graduation and college attendance, decreasing involvement with drugs and alcohol, and reducing violent behavior.

Mr. Speaker, in closing, this Member urges his colleagues to support H. Res. 25.

Ms. JACKSON-LEE of Texas. Mr. Speaker, in a time when our children face increased dangers from crime and other social ills, it is imperative that we seize upon every opportunity to ensure that their lives take a course that will deliver them safely to adulthood, properly equipped with the tools needed to thrive, grow and take over the responsibilities of leadership in our society.

We know that children learn and emulate what they are taught and have seen in their environment. Their realities are whatever society at large has presented—either through direct contact, or through the potentially boundless influence of television and the internet. We understand, however, that the best way to ensure that our children are imbued with the values, education and culture that a strong nation requires is to make sure that we take individual responsibility for the upbringing of every single child in our society.

Mentoring is an excellent way to reach beyond just our immediate families to embrace our extended family of young Americans. It is true that it takes a village to raise a child, and if each of us American villagers assumes the shared responsibility of looking after our most precious resources by mentoring them, we will go a long way toward making our society a better place.

Mentoring can take form in many ways—from serving as a tutor to a young person who needs academic help, to coaching young people in Little League and other sports events designed to instill confidence and leadership. Simply being a good example to a young person in our lives can leave an indelible positive mark that they will be likely to pass along to another youngster when they become of age.

January is National Mentoring Month, and we should encourage all Americans to serve as role models and mentors now and throughout their lives. The minimal sacrifice that it takes to expose a young person to what is good and to help shape their values system in a positive way can be best looked upon as priceless investment in our future. This is an investment that all Americans can afford to make, and one that none of us can afford to ignore.

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

The SPEAKER pro tempore (Mr. CULBERSON). The question is on the motion offered by the gentleman from Nebraska (Mr. OSBORNE) that the House suspend the rules and agree to the resolution, H. Res. 25.

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. OSBORNE. 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 approximately 6:30 p.m. today.

Accordingly (at 4 o'clock and 44 minutes p.m.), the House stood in recess until approximately 6:30 p.m.

□ 1832

## AFTER RECESS

The recess having expired, the House was called to order by the Speaker at 6 o'clock and 32 minutes p.m.

## SWEARING IN OF MEMBER-ELECT

The SPEAKER. Will the gentlewoman from Oregon (Ms. HOOLEY) kindly come to the well of the House and take the oath of office at this time.

Ms. HOOLEY of Oregon appeared at the bar of the House and took the oath of office, as follows:

Do you solemnly swear that you will support and defend the Constitution of the United States against all enemies, foreign and domestic; that you will bear true faith and allegiance to the same; that you take this obligation freely, without any mental reservation or purpose of evasion, and that you will well and faithfully discharge the duties of the office on which you are about to enter. So help you God.

The SPEAKER. Congratulations, you are now a Member of the 108th Congress.

## ANNOUNCEMENT BY THE SPEAKER

The SPEAKER. Pursuant to clause 8 of rule XX, the Chair will now put the question on motions to suspend the rules on which further proceedings were postponed earlier today.

Votes will be taken in the following order:

House Resolution 26, by the yeas and nays; and

House Resolution 25, by the yeas and nays.

The Chair will reduce to 5 minutes the time for any electronic vote after the first such vote in this series.