

nearly 20 years, and little growth is expected in the foreseeable future to meet the demand for glass or glass packaging.

Add to all of this the rising energy costs, including a 150 percent increase in natural gas prices over the past 4 years, that have only made matters worse. The much-needed growth will have to be found in places like Asia and Australia, and that means we must take the Chinese head on and with every boost our government can give the soda ash industry.

In order to allow all U.S. soda ash producers to compete on a level playing field with the likes of China, India and synthetic producers around the world and, in turn, create jobs here in the United States, we need to promote a lower tax burden on the industry, a reduced royalty rate and more affordable energy costs that are such a crucial part of the economic mix.

□ 1530

The U.S. soda ash industry pays in the ballpark of \$100 million in taxes to Federal, State, and local governments. Due to the growth of China's soda ash exports, it is essential that we provide temporary relief to the soda ash indus-

try in the form of royalty rate reduction. This reduction is intended not to increase the bottom line on soda ash companies; it is intended entirely to grow the market and increase the number of jobs.

H.R. 4625 reduces the royalty rate from 6 percent to 2 percent in order to help the industry achieve increased export growth and competitiveness in the emerging world market.

The hard-working men and women in the soda ash industry have my commitment to continue working to help open new markets and create the good-paying jobs that will help our communities grow and to push for a real energy policy for the Nation that will help smooth out some of the volatility in the natural gas markets by increasing domestic production.

Mr. Speaker, H.R. 4625 is supported by the majority and the minority of the committee, and I urge adoption of this bill.

U.S. CONGRESS,  
CONGRESSIONAL BUDGET OFFICE,  
Washington, DC, July 19, 2004.

Hon. RICHARD W. POMBO,  
Chairman, Committee on Resources,  
House of Representatives, Washington, DC.

DEAR MR. CHAIRMAN: The Congressional Budget Office has prepared the enclosed cost

estimate for H.R. 4625, the Soda Ash Royalty Reduction Act of 2004.

If you wish further details on this estimate, we will be pleased to provide them. The CBO staff contact is Megan Carroll.

Sincerely,  
ELIZABETH M. ROBINSON  
(For Douglas Holtz-Eakin, Director).

Enclosure.

H.R. 4625—Soda Ash Royalty Reduction Act of 2004

Summary: H.R. 4625 would provide royalty relief to producers of sodium compounds and related products on federal land. CBO estimates that enacting H.R. 4625 would increase direct spending by \$3 million in 2005 and \$15 million over the next five years (with no effect after 2009). Enacting the bill would not affect revenues.

H.R. 4625 contains no intergovernmental or private-sector mandates as defined in the Unfunded Mandates Reform Act (UMRA). The royalty reduction required by the bill would temporarily reduce federal payments to three states—Wyoming, Colorado, and California—by about \$3 million a year over the 2005–2009 period.

Estimated cost to the Federal Government: The estimated budgetary impact of H.R. 4625 is shown in the following table. The costs of this legislation fall within budget function 300 (natural resources and environment).

	By fiscal year, in millions of dollars—									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
CHANGES IN DIRECT SPENDING										
Estimated budget authority .....	3	3	3	3	3	0	0	0	0	0
Estimated outlays .....	3	3	3	3	3	0	0	0	0	0

Basis of estimate: H.R. 4625 would reduce the federal royalty rate for sodium compounds and related materials produced on federal land over the 2005–2009 period. Based on information from the Minerals Management Service about the amount of royalties expected to be generated by production of those materials under current law, CBO estimates that this bill would reduce federal receipts by \$6 million in 2005 and \$30 million over the next five years. Those forgone receipts would be partially offset by a corresponding decrease in direct spending for payments to the states in which they are generated. Hence, CBO estimates that the next increase in direct spending under H.R. 4625 would total \$3 million in 2005 and \$15 million over the 2005–2009 period.

Intergovernmental and private-sector impact: H.R. 4625 contains no intergovernmental or private-sector mandates as defined in UMRA. The royalty reduction required by the bill would temporarily reduce federal payments to three states—Wyoming, Colorado, and California—by about \$3 million a year over the 2005–2009 period.

Estimate prepared by: Federal Costs: Megan Carroll, Impact on State, Local, and Tribal Governments: Theresa Gullo, Impact on the Private Sector: Crystal Taylor.

Estimate approved by: Peter H. Fontaine, Deputy Assistant Director for Budget Analysis.

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

(Ms. BORDALLO asked and was given permission to revise and extend her remarks.)

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

Mr. Speaker, I am pleased to rise in support of H.R. 4625, the Soda Ash Roy-

alty Relief Act of 2004, authored by the gentlewoman from Wyoming (Mrs. CUBIN).

Soda ash, a chemical produced from trona ore, means mining jobs in southwest Wyoming. These jobs, however, may disappear if we do not provide some measure of relief for our domestic trona producers who are fighting to stay competitive in today's global economy.

Simply put, Mr. Speaker, unfair competition from China threatens to dismantle the American soda ash industry. The pending bill would, for a limited time, enhance the competitiveness of our domestic producers by providing a royalty reduction on trona produced on Federal lands.

At a time when too many American jobs are being lost, we must do what is necessary to keep our workforce here at home strong and competitive. We, on this side of the aisle, have no objection to passage of this bill.

Mr. Speaker, I have no further speakers; and I yield back the balance of my time.

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

I would like to thank the gentlewoman from Guam (Ms. BORDALLO) for her work on this issue and for managing so many of the bills today. She certainly does a good job in the committee, and it is great working with her. Always having someone that we can have confidence in really helps move the process along.

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

The SPEAKER pro tempore (Mr. STEARNS). The question is on the motion offered by the gentlewoman from Wyoming (Mrs. CUBIN) that the House suspend the rules and pass the bill, H.R. 4625.

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

A motion to reconsider was laid on the table.

HONORING SANDRA FELDMAN ON HER RETIREMENT FROM THE PRESIDENCY OF THE AMERICAN FEDERATION OF TEACHERS

Mr. CASTLE. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 714) honoring Sandra Feldman on the occasion of her retirement from the presidency of the American Federation of Teachers for her tireless efforts to improve the quality of teaching and learning.

The Clerk read as follows:

H. Res. 714

Whereas Sandra Feldman was born in New York City and attended its public schools;

Whereas Ms. Feldman is a former public elementary school teacher, having taught 2nd and 3rd graders at PS 34 in Manhattan;

Whereas Ms. Feldman began her advocacy efforts on behalf of children and other disadvantaged individuals during the 1960's civil rights movement;

Whereas Ms. Feldman rose through the ranks of the United Federation of Teachers to the position of executive director and to the Federation's presidency in 1986;

Whereas Ms. Feldman was elected in May 1997, as the President of the American Federation of Teachers, becoming the 15th president in the Federation's history and the first female president since 1930;

Whereas Ms. Feldman is widely recognized as an expert on urban education and a strong advocate for disadvantaged children;

Whereas Ms. Feldman was selected as one of the "100 Most Influential Women in America" by *Ladies Home Journal*; and

Whereas educational experts continue to seek the service of Ms. Feldman on numerous high-level commissions and task forces designed to tackle the most pressing problems in our education system: Now, therefore, be it

*Resolved*, That the House of Representatives recognizes Sandra Feldman on the occasion of her retirement from the presidency of the American Federation of Teachers for—

(1) her decades of work on behalf of disadvantaged children; and

(2) her outstanding contributions and leadership in improving the quality of teaching and learning.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Delaware (Mr. CASTLE) and the gentleman from Guam (Ms. BORDALLO) each will control 20 minutes.

The Chair recognizes the gentleman from Delaware (Mr. CASTLE).

GENERAL LEAVE

Mr. CASTLE. 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. 714.

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

There was no objection.

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

Mr. Speaker, I rise in support of House Resolution 714, which honors Sandra Feldman on the occasion of her retirement from the presidency of the American Federation of Teachers and for her efforts to improve the quality of teaching and learning.

Ms. Feldman was born in New York City and educated in its public schools, including James Madison High School and Brooklyn College. She holds a masters degree in English literature from New York University.

A former teacher and United Federation of Teachers chapter leader of PS-34 Manhattan, she joined the UFT staff as a field representative in 1966. She was promoted through the ranks to executive director, a post in which she supervised all aspects of the union's work. In 1983, she was elected secretary of the UFT, the union's second highest office, before becoming president in 1986.

From 1986 through 1997, Ms. Feldman was president of the 130,000-member United Federation of Teachers in New York City, the largest union local in the United States and an affiliate of the AFT. During that time, she also served as a vice president of the AFT.

In May of 1997, Sandra Feldman was elected as president of the 1.3 million-

member American Federation of Teachers. She served as the 15th president of the AFT and the union's first female President since 1930. According to AFT publications, membership increased by more than 350,000 in her 7 years as president.

Ms. Feldman is widely recognized as an authority on urban education and an advocate for children and has long been willing to examine innovative approaches in efforts to raise student achievement. Her long-standing commitment to social justice dates back to her involvement with the early civil rights movement, both locally and nationally, when she was arrested during the Freedom Rides and other protests in the 1960s. U.S. Presidents, Governors, and mayors have appointed her to numerous commissions and task forces, tackling educational, economics, child welfare, labor, and other social issues.

This resolution honors Sandra Feldman on the occasion of her retirement from the American Federation of Teachers and recognizes her contributions to teaching and learning in this country. I urge my colleagues to support this resolution.

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

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

Mr. Speaker, I rise in support of House Resolution 714. This resolution honors a great American committed to a great cause. Sandra Feldman's tenure at the AFT has solidified that organization's influential and positive role in education reform.

Sandra Feldman's career first focused on improving teaching and learning as part of the civil rights movement of the 1960s. Her work as a second and third grade teacher in New York City's public schools solidified her view that a high-quality teacher is one of the key elements of successful learning.

To the benefit of teachers everywhere, Ms. Feldman was elected to the presidency of the United Federation of Teachers New York affiliate of the AFT in 1986. She was subsequently elected to the AFT presidency in 1997.

While holding the presidency of the AFT, Ms. Feldman has helped to improve the conditions under which our teachers work, but she has also been a tireless advocate for improved teaching and learning. Successful teaching includes better pay and benefits. But Ms. Feldman also recognized that we have to ensure our teachers have the skills and the professional development to do their jobs well. Her focus on quality has allowed many school systems to redouble their efforts to improve academic achievement.

While Ms. Feldman has recently retired, her legacy will continue to improve education in this country for many, many years to come. I urge the Members to support this resolution.

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

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

I just want to add that all of the words that were spoken on both sides I think are particularly applicable to Sandra Feldman and the work she did with the AFT, who, in my judgment, was open-minded about change and progression in education; and for that I think she deserves a tremendous amount of credit. We wish her well as she goes off into her retirement.

Mr. GEORGE MILLER of California. Mr. Speaker, I rise in support of H. Res. 714. This resolution honors a woman who has been one of the most influential and positive forces on public education for many years.

Last week, Sandra Feldman retired from the presidency of the American Federation of Teachers, which represents 1.3 million teachers—from pre-schools to universities—throughout this nation.

Through this resolution, the Congress joins her colleagues in the AFT, and throughout the education field, in recognizing and honoring her contributions to teaching and to the improved status and professionalism of educators.

Ms. Feldman's involvement in improving the quality of education began as an advocate for children during the civil rights movement in the 1960s.

She understood, as we should all, that the right to a sound public education is one of the most basic of our civil rights.

Without that education and training; opportunities are cut off from young people in higher education, employment and promotions.

Her work continued as a public elementary school teacher in 2nd and 3rd grade classrooms at PS 34 in Manhattan. She was elected to the presidency of the United Federation of Teachers in 1986, and then the AFT presidency in 1997.

Ms. Feldman's tenure as president of AFT has been marked by tireless efforts to improve teaching and learning in our country. Ms. Feldman's strong national leadership on standards based reform helped strengthen student performance and expand the skills of teachers.

Along with many Members of Congress, state and local legislators, and local board of education, I have long sought Ms. Feldman's advice and counsel in the development of education and child development policy.

She has never failed to respond to requests for her expert advice, serving on innumerable task forces and commissions, and as a regular witness before Congress.

Quite simply, her leadership at the AFT has enabled the nation to improve teacher quality and make academic achievement a reality.

The contributions of Ms. Feldman to our educational system has been immeasurable. This resolution only recognizes these contributions in a small way. The true measurement of Ms. Feldman's efforts are seen in our schools.

Her impact can be seen with an increased focus on teacher quality and better working conditions for teachers. But also her impact is evident in the strength and desire by our schools to improve teaching and learning.

Her leadership at the AFT has brought increased commitment to closing the achievement gap and ensuring all children can succeed.

This is the type of leadership that will continue to strengthen our educational system for

years to come, and that will open the door of opportunity to millions of children who otherwise may well have languished in underfunded, unsupported schools throughout this country. That is a legacy that any teacher can be very proud of.

I urge all Members to support this resolution, to recognize a great educator and advocate for teachers and schools, and to wish Sandy the very best for her years of contribution to her country.

Mr. LANGEVIN. Mr. Speaker, I rise today to pay tribute to the impressive career of Ms. Sandra Feldman, as she retires from her presidency of the American Federation of Teachers (AFT). For many years, Ms. Feldman has tirelessly served our nation's teachers, paraprofessionals and school-related personnel, local, state and federal employees, higher education faculty and staff, nurses and healthcare professionals, and public schoolchildren. A New York City native, Ms. Feldman taught in New York City public elementary schools, served in the United Federation of Teachers as secretary from 1983 to 1986 and its president from 1986 to 1997. In 1997, Ms. Feldman was elected as the 15th president of the AFT and the union's first female president since 1930.

Ms. Feldman's unwavering support for teachers and her allegiance to America's children have contributed to many successes in our public schools. She engaged AFT in the fight to attract and retain a first-class workforce, to secure funds for critical services in the public schools and to provide access to professional development programs for teachers and faculty. In 2001, her leadership helped secure a number of positive measures in the No Child Left Behind Act. Since the passage of the law, she has continued to be a voice for children and teachers, striving to implement new guidelines in a way that will truly reach all children.

Ms. Feldman chose not to seek reelection as president of the AFT this year, as she focuses on her health. I sincerely thank Ms. Feldman for her decades of work on behalf of disadvantaged children, her outstanding contributions and leadership in improving the quality of teaching and learning. I wish her every success in her fight against cancer.

Ms. Feldman will be succeeded by a Rhode Island native—Mr. Edward J. McElroy, who I have had the pleasure of working with over the years. I am confident that Mr. McElroy will continue to champion the causes of the teachers, public schools, and most importantly our children.

Again, I thank Ms. Feldman for her dedication to our children and urge all my colleagues to support H. Res. 714.

Mr. HOLT. Mr. Speaker, today I rise to commend Sandra Feldman on the occasion of her retirement from the Presidency of the American Federation of Teachers. I am pleased to be an original cosponsor of H. Res. 714, honoring Sandra Feldman.

Ms. Feldman has served as President of the American Federation of Teachers since 1997. In that time, she has dedicated herself completely to advancement of education. H. Res. 714 shows all Americans that a life committed to our youth and to our future does not go unnoticed.

I am thankful to my colleagues on both sides of the aisle who have voiced support for this bill and for the scores of citizens and ac-

tivists around the country who have supported similar efforts.

I urge all members of this body to join me in my praising of Sandra Feldman and her exemplary leadership.

Sandra Feldman has been involved with public schools from her youth. As a child she attended a public school in New York City. Upon graduation, she attended Brooklyn College and received a Master's degree in English Literature from New York University.

Eventually Ms. Feldman moved to the other side of the classroom and became a teacher herself, teaching to 2nd and 3rd graders in Manhattan.

Still, Ms. Feldman's dedication to teaching and learning extended well beyond the classroom. In the 1960's, she became both teacher and an advocate.

As an advocate, Ms. Feldman rose through the ranks of both the United Federation of Teachers and the American Federation of Teachers, serving as executive director of the UFT and eventually as President of both organizations.

Her journey was not only unique, but inspiring. She was the first female President of the United Federation of Teachers in more than sixty years. She has earned recognition as an urban education expert and a persistent advocate for disadvantaged children. And she has served on numerous commissions, worked with UNICEF, and tackled issues ranging from child-welfare and labor to school vouchers. She has been recognized by the *Ladies Home Journal* as one of the "100 Most Influential Women in America." And today, she deserves the recognition of the U.S. House of Representatives.

Mr. Speaker, these brief words cannot adequately describe a lifetime of service and commitment to the betterment of this great nation. Words can never truly convey the gratitude that my colleges and I feel toward Sandra Feldman for her consistent unwavering support for disadvantaged children and our nation's education system. But the reality is, our country and its children and its schools are better off because of her years of service.

I ask my colleagues to support the passage of H. Res. 714 to recognize Sandra Feldman's contributions and leadership in improving the quality of teaching and learning.

Mr. KILDEE. Mr. Speaker, I rise in support of H. Res. 714. This resolution honors one of the most influential individuals in American education today. As a former public school teacher, I am pleased to honor Ms. Feldman on her retirement.

Ms. Feldman's leadership at the American Federation of Teachers has made teacher quality and improved working conditions for teachers one of the primary factors in ensuring academic success. Her advocacy on behalf of children and teachers alike have greatly improved education reform in this country. For this, we owe Ms. Feldman our thanks.

The value of a public education is immeasurable. Ms. Feldman's work at the AFT lifted the value of education in the minds of the public. Most importantly however, Ms. Feldman has defined the importance of teacher quality. This legacy will continue to help children for many years to come. I urge my colleagues to support this resolution and I yield back the balance of my time.

Ms. EDDIE BERNICE JOHNSON of Texas. I rise to honor the distinguished career and re-

tirement of Sandra Feldman as outgoing President of the American Federation of Teachers. She is truly an extraordinary trailblazer of the American educational system.

Defying odds and raising standards is second nature to Sandra Feldman. The daughter of laborers and a product of New York City's educational system, Sandra Feldman has dedicated her life and her passion to her community and this nation in improving teaching and learning for all Americans.

Since taking the reins of the AFT in 1997 as the 15th president and its first woman president, the organization and its state affiliates have been an unprecedented rise in state and national standardized test scores. The AFT has also increased graduation and retention rates in schools determined to be "at risk."

This great advocate of education has been an invaluable tool in our nation's efforts to make our public schools accountable and equipped with quality teachers, textbooks and other materials needed to ensure that the truly free people are also an educated people.

Mr. Speaker, as we recognize Ms. Feldman, I would also like to extend this recognition and honor to the Texas Federation of Teachers, particularly those in my district of Dallas. Facing extreme budget cuts from the state and new standardized test scores, the teachers of the Dallas Independent School District have risen to the challenge to make sure that their students are able to compete on the equal footing.

Mr. Speaker, as I concluded, I urge my colleagues to join me in recognizing an unwavering pioneer in the realm of education—Ms. Sandra Feldman.

Mr. HOYER. Mr. Speaker, I rise today to honor Sandra Feldman, who has retired as president of the American Federation of teachers.

A union activist for nearly 40 years, Sandy started her career as a teacher, and was elected AFT president in 1997 after serving as president of the United Federation of Teachers in New York City for more than a decade.

Under her tenure, the AFT continued its strong advocacy for educational reforms, but also expanded its efforts into educational research. The AFT released major studies on the teaching of reading, and on how to improve teacher training.

She also personally advocated for more aggressive early childhood efforts, including "Kindergarten-Plus" which would allow disadvantaged children to start kindergarten in the summer, and keep them in school during the summer before first grade.

In addition to her work on strengthening and reforming public education, Sandy has been a tremendous advocate for the right to collectively bargain, and has worked to strengthen health care and retirement benefits for her members.

Her dedication to her members and their families is legendary. She has left an enduring imprint on the lives of generation of union workers. Her tireless efforts to secure a better quality of life for working people is a testament to her tremendous energy and commitment to others. Her experience, determination and vision will be greatly missed.

Mr. ENGEL. Mr. Speaker, I rise to pay tribute to Sandra Feldman as she retires from the American Federation of Teachers (AFT) and thank her for her valuable contributions to education and dedication to the teaching profession. As a former New York City school

teacher and member of the United Federation of Teachers myself, I can personally attest to her strength of conviction and determination. Having known her for many years, it is also a great privilege to count her a personal friend.

Throughout her career, Sandra Feldman became known as an authority on urban education and an advocate for children. No stranger to activism, she began her advocacy work during the 1960s civil rights movement. A former public school student herself, she then taught in one of New York City's public elementary schools. I had the privilege of working with Sandra Feldman when she was President of the United Federation of Teachers in New York City, the largest union local in the United States. She later took over as President of the American Federation of Teachers in 1997, leading its more than 1 million members.

Throughout her career, U.S. presidents, governors and mayors have appointed her to numerous commissions and task forces tackling educational, economic and child-welfare, labor and social issues. However, Sandra Feldman's interests went beyond the field of education; she serves as a board member or activist in many community and civic organizations.

A dedicated activist, educator and leader, I thank Sandra Feldman for her work throughout her career and sincerely congratulate her on her retirement as president of the AFT.

Mr. RODRIGUEZ. Mr. Speaker, I rise today to join my colleagues in honoring a wonderful leader and educator, Ms. Sandra Feldman, as she retires from her role as President of the American Federation of Teachers.

As the 15th president of the American Federation of Teachers and the union's 1st female president since 1930, Ms. Feldman has led the more than 1 million members of her union since 1997.

A native of New York, Sandra Feldman is a self-described "kid from Coney Island." She grew up in a city-owned slum in Brooklyn that was condemned for all the years she lived there and worked her way through the public education system. She attended Brooklyn College on a scholarship and later received a master's degree in English Literature from New York University.

Sandra Feldman is a lifelong civil rights and union activist. She rose from union ranks to serve as president of the United Federation of Teachers in New York City, a post she held from 1986 to 1997, when she was elected AFT president. She recognizes that children are America's most valuable resource and, as such, they must have guidance from able-bodied professionals to develop into productive members of society.

Recognized as an authority on urban education and an advocate for children, her longstanding commitment to social justice dates back to her involvement with the early Civil Rights movement. As such, she has been recognized by many United States Presidents, governors and mayors to tackle the social issues of education, the economy, child-welfare and labor.

Mr. Speaker, I thank her for her many efforts and sacrifices, as she continues to work to increase the rights of public school teachers and the quality of education for our young children and I ask that my colleagues join me in congratulating this wonderful American.

Ms. NORTON. Mr. Speaker, I rise with words of strong praise for Sandra Feldman, a

woman who has spent her life in service to others, as she retires from the presidency of the American Federation of Teachers.

Sandy Feldman's educational journey took her first to children as a teacher in the New York City Public Schools, continued with her service to teachers, children and working people, and culminated in her seven outstanding years as President of the AFT.

Equal rights has been an overarching theme of Sandy Feldman's life. I met Sandy when we both were kids in the civil rights movement. The movement was nascent, but Sandy already was deeply engaged. It was no surprise to me that Sandy Feldman would become the leader of a great union or that she would fight so effectively and productively for the rights of its members. However, for Sandy and the American Federation of Teachers, the value added has been the union's leadership on education itself.

In many circles, Sandra Feldman is equally well-known as an educational innovator. She has regarded her work for the advancement of teachers as part and parcel of the advancement of education for children. She has understood that it is impossible for children to get what they need and deserve if teachers are underpaid and without a say in the working conditions under which they teach.

One example of her forward thinking is her handling of charter schools. Recognizing how they were embraced by many families seeking public school alternatives, Sandy Feldman has been able to reconcile charter school popularity with the maintenance of strong public schools and the rights of teachers in districts willing to work in the same spirit of respect for all concerned.

Sandy's energy, ability to move people and fertile mind for unique educational innovation will be missed, but she has set such a high mark that unions and school districts alike will long be following the path she has so ably laid out.

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

The SPEAKER pro tempore. 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.

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.

#### COMMUNICATION FROM STAFF ASSISTANT OF HON. MARCY KAPTUR, MEMBER OF CONGRESS

The SPEAKER pro tempore laid before the House the following communication from Dan Foote, Staff Assistant of the Honorable MARCY KAPTUR, Member of Congress:

CONGRESS OF THE UNITED STATES,  
HOUSE OF REPRESENTATIVES,  
Washington, DC, July 16, 2004.

Hon. J. DENNIS HASTERT,  
House of Representatives,  
Washington, DC.

DEAR MR. SPEAKER: This is to notify you formally, pursuant to Rule VIII of the Rules of the House of Representatives, that I have been served with a civil subpoena for testimony issued by the Court of Common Pleas for Lucas County, Ohio.

After consultation with the Office of General Counsel, I have determined that compliance with the subpoena is inconsistent with the precedents and privileges of the House.

Sincerely,

DAN FOOTE,  
Staff Assistant.

#### RECESS

The SPEAKER pro tempore. Pursuant to clause 12(a) of rule I, the Chair declares the House in recess until approximately 6:30 p.m.

Accordingly (at 3 o'clock and 40 minutes p.m.), the House stood in recess until approximately 6:30 p.m.

□ 1830

#### AFTER RECESS

The recess having expired, the House was called to order by the Speaker pro tempore (Mr. BURGESS) at 6 o'clock and 30 minutes.

#### ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, proceedings will resume on motions to suspend the rules previously postponed.

Votes will be taken in the following order:

H.R. 1587, by the yeas and nays;  
Senate Concurrent Resolution 114, by the yeas and nays; and

Senate 2264, by the yeas and nays.  
The first and third electronic votes will be conducted as 15-minute votes. The second vote of this series will be a 5-minute vote.

#### VIET NAM HUMAN RIGHTS ACT OF 2004

The SPEAKER pro tempore. The unfinished business is the question of suspending the rules and passing the bill, H.R. 1587, as amended.

The Clerk read the title of the bill.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from New Jersey (Mr. SMITH) that the House suspend the rules and pass the bill, H.R. 1587, as amended, on which the yeas and nays are ordered.

The vote was taken by electronic device, and there were—yeas 323, nays 45, not voting 65, as follows:

[Roll No. 391]  
YEAS—323

Ackerman	Bereuter	Boswell
Aderholt	Berkley	Boucher
Akin	Berman	Boyd
Alexander	Berry	Bradley (NH)
Allen	Bilirakis	Brady (PA)
Andrews	Bishop (NY)	Brady (TX)
Baca	Bishop (UT)	Brown (OH)
Bachus	Blackburn	Brown (SC)
Baird	Blumenauer	Brown, Corrine
Barrett (SC)	Blunt	Brown-Waite,
Bartlett (MD)	Boehert	Ginny
Barton (TX)	Boehner	Burgess
Bass	Bonilla	Burns
Beauprez	Bono	Burr
Becerra	Boozman	Burton (IN)