

in accordance with such conditions as the Architect of the Capitol may prescribe.

The concurrent resolution was agreed to.

A motion to reconsider was laid on the table.

# RECOGNIZING THE BENEFITS AND IMPORTANCE OF SCHOOL-BASED MUSIC EDUCATION

Mr. KUHLMAN of New York. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 45) recognizing the benefits and importance of school-based music education, and for other purposes, as amended.

The Clerk read as follows:

## H. CON. RES. 45

Whereas school music programs enhance intellectual development and enrich the academic environment for students of all ages;

Whereas students who participate in school music programs are less likely to be involved with drugs, gangs, or alcohol and have better attendance in school;

Whereas the skills gained through sequential music instruction, including discipline and the ability to analyze, solve problems, communicate, and work cooperatively, are vital for success in the 21st century workplace;

Whereas the majority of students attending public schools in inner city neighborhoods have virtually no access to music education, which places them at a disadvantage compared to their peers in other communities;

Whereas local budget cuts are predicted to lead to significant curtailment of school music programs, thereby depriving millions of students of an education that includes music;

Whereas the arts are a core academic subject, and music is an essential element of the arts;

Whereas every student in the United States should have an opportunity to reap the benefits of music education; and

Whereas NAMM, the International Music Products Association, highlights during the month of March the important role that school music programs play in the academic and social development of children: Now, therefore, be it

*Resolved by the House of Representatives (the Senate concurring), That—*

(1) it is the sense of the Congress that music education grounded in rigorous instruction is an important component of a well-rounded academic curriculum and should be available to every student in every school; and

(2) the Congress recognizes NAMM, the International Music Products Association, for its efforts to emphasize the importance of school music programs in the academic and social development of children.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from New York (Mr. KUHLMAN) and the gentleman from Tennessee (Mr. COOPER) each will control 20 minutes.

The Chair recognizes the gentleman from New York (Mr. KUHLMAN).

## GENERAL LEAVE

Mr. KUHLMAN of New York. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on H. Con. Res. 45.

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

There was no objection.

Mr. KUHLMAN of New York. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of House Concurrent Resolution 45, which highlights the benefits and importance of school-based music education. I would like to thank my colleague, the gentleman from Tennessee (Mr. COOPER), and my colleague, the gentleman from California (Mr. CUNNINGHAM), for their leadership on this issue and for introducing the resolution we are considering here today.

Research has shown that students' involvement in their school music program is crucial to a complete education. Musical study develops critical thinking and self-discipline skills and improves a child's early cognitive development, basic math and reading abilities, self-esteem, SAT scores, ability to work in teams, spatial reasoning skills, and school attendance.

In an analysis of the United States Department of Education data on more than 25,000 secondary school students, researchers found that students who report consistent high levels of involvement in instrumental music over the middle and high school years show "significantly higher levels of mathematics proficiency by grade twelve," regardless of students' socio-economic status.

A 1999 report by the Texas Commission on Drug and Alcohol Abuse found that individuals who participated in band or orchestra reported the lowest levels of current and lifelong use of alcohol, tobacco, and illicit drugs. So it is not surprising, Mr. Speaker, that children involved with music education are more likely to graduate from high school and attend college and are less likely to be involved with gangs and substance abuse.

In fact, many colleges and universities view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. For these reasons, Mr. Speaker, I support House Concurrent Resolution 45 that recognizes the benefits and importance of school-based music education.

This resolution before the House today is simple and straightforward. It states that it is the sense of this Congress that music education grounded in rigorous instruction is an important component of a well-rounded academic curriculum and should be available to every student in every school. It also recognizes the International Music Products Association for their efforts to designate a Music in School Month in order to highlight an important role that school music programs play in the academic and social development of children.

Music in Our Schools Month began as a single statewide celebration in 1973

and has grown over the decades to encompass a day, a week; and in 1985 March was designated as a month-long celebration of music in our schools.

Music education is important to our children. It can broaden and strengthen their education and improve their lives. I join my colleagues in commending music educators and organizations across the country for the key roles they play in helping our children succeed in school and throughout life.

As former President Gerald Ford said, "Music education opens doors that help children pass from school into the world around them, a world of work, culture, intellectual activity, and human involvement. The future of our Nation depends on providing our children with a complete education that includes music."

Mr. Speaker, I urge my colleagues to support music education in our schools and House Concurrent Resolution 45, which highlights the benefits and the importance of school-based music education.

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

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

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

Mr. COOPER. Mr. Speaker, I first would like to thank my new friend, the gentleman from New York (Mr. KUHLMAN). I believe he took the place of one of the great gentlemen of our time, Mr. Amo Houghton, who represented that area of New York State extremely well for many years. I would also like to thank my good friend from California (Mr. CUNNINGHAM) for his sponsorship of this bill.

This same measure passed the House of Representatives last session by 402 to zero, remarkable widespread and bipartisan support; and I wish we could see that level of support across our great Nation for music education in our schools, because this is truly a worthwhile endeavor.

I have the good fortune of representing Nashville, Tennessee, which as many of you know is Music City, USA. Nashville and the surrounding communities are probably home to more singers, song writers, and talented musicians than perhaps any other community in the world. It is truly a remarkably creative place. We like to say that literally everyone who lives there is a singer, song writer, or musician. It is just that some of them have not cut their demos yet.

There is so much that music offers, and we should be able to support music for its own sake. But as my friend, the gentleman from New York (Mr. KUHLMAN), has already said, music helps so many other endeavors in school as well: math, science. It helps kids of all types as well. It helps our high-achieving kids, and it helps our low-achieving kids. So this is a truly valuable part of our school curriculum. It should be offered in all our schools so all of our

children have the chance to learn the joys of music.

I think as many of you all realize, some of the most important intimate moments of our lives are usually associated with a song, a song that we carry in our hearts throughout our days and a song that was written somewhere, sometime by a remarkably talented individual who found that song in his or her heart.

So music is important to our lives. It is important that we cultivate a love for music from the age of our youngest children so that they can grow up and develop their full God-given potential, whether it be music or whether it be math or science or reading or art or any of the other great disciplines that they are learning in our school systems.

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So I would encourage Members to support this resolution.

I would encourage our local school boards across the country not to repeat the mistake that we saw evidenced in that movie called *Mr. Holland's Opus*. Some of my colleagues may have seen it. It is a story of a fabulous schoolteacher, a music teacher and a school system, who knows where, who taught so well for decades, who taught band, introducing kids to the pleasure of marching music as well as an introduction to other forms of music, and yet, in the case of Mr. Holland, he was terminated by the local school board for lack of funds.

It is important that our children have a broad, balanced education, that it include music, and there is no better time than the month of March for that love of music to demonstrate.

So I appreciate my colleagues in the House. I appreciate the Committee on Education and the Workforce allowing a waiver of the normal jurisdiction so the bill could be brought forward in a timely manner.

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

Mr. KUHLMAN of New York. Mr. Speaker, I yield 5 minutes to the distinguished gentleman from Nevada (Mr. PORTER), a member of the Committee on Education and the Workforce.

Mr. PORTER. Mr. Speaker, I thank the gentleman for the time, and I thank my colleague the gentleman from Tennessee (Mr. COOPER) and the gentleman from California (Mr. CUNNINGHAM) for their leadership on this particular resolution.

I am proud to be a cosponsor of H. Con. Res. 45. Representing Clark County, Nevada, one of the fastest growing communities in the country and one of the fastest growing school districts in the country, we also have one of the finest music departments for our children.

I would like to go back in time just for a moment. I am one of those students that, in the early 1960s, had the opportunity to start in the first grade with piano lessons. Of course, I resisted

taking these piano lessons. I did not want to go, but I did follow the advice of my mom and dad and later joined the school band, was involved in programs, but I would tell my colleagues from firsthand that music has been a major part of my life.

I know friends that have found it as a career, have made a decision to go into the music field, but it is an art form, and I feel that we have a responsibility as leaders to make sure that this art form is continued and expanded.

I mentioned I have some friends that have moved into the music field. They, too, have been inspiration for me, but as I see what is happening to our children today with the pressures that are upon our families, music is a key way for recreation but also for excitement that music provides. It is truly an art form.

As was mentioned earlier, music is one of those items that I think brings back memories of specific times. We hear a specific song or I play a song today that will bring back memories from years gone by, but life is not a snapshot. It is a moving picture, and as we enjoy those memories of life, music provides one of those avenues for us to share in moments of time, and music should and must remain a major part of our curriculum in our schools.

I have this maybe far-out idea that someday music could be the language of world peace because music crosses all boundaries, all religions, all races, all nationalities, and at some point in time, I truly believe that music can be one of those tools to bring us all together as a Nation and as a country.

Mr. Speaker, I stand here today in support of H. Con. Res. 45 and encourage its passage.

Mr. COOPER. Mr. Speaker, I yield such time as he may consume to the gentleman from Illinois (Mr. DAVIS), my good friend and colleague, a man whose own voice has remarkable musical qualities. It is bass, but it is music.

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

Mr. Speaker, I have always been told that music is a universal language, and so I rise today in support of H. Con. Res. 45 to recognize the benefits and importance of school-based music education. Unfortunately, Mr. Speaker, the reality our schools face today is one of budget cuts yet while trying to maintain a well-rounded curriculum for our children. After-school programs, art classes, intramural sports, late bus routes and even music classes are being eliminated.

We know music education helps young minds to develop creatively and express emotions. We know that studies show that early music training can enhance a child's ability to reason and think critically and that children exposed to music at a young age learn better in other subjects.

We also know that children trained in music score significantly higher on reading tests than those who were not.

We know that secondary students who participated in band or orchestra reported the lowest lifetime and current use of all substances such as alcohol, tobacco and other illicit drugs.

The College Board identifies the arts as one of the six basic academic subject areas students should study in order to succeed in college, and the Department of Education agrees by listing the arts as subjects that college-bound middle and junior high school students should take, stating that many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them.

Although the Department of Education sees music education as a prerequisite to college and countless studies have shown the vast impact of music education, it is still missing for too many schools, particularly public schools in inner city neighborhoods having virtually no access to music education. Local budget cuts are depriving approximately 30 million students of an education that includes music.

It is not only at the local level that is forcing schools to abandon music education, but the lack of Federal funding as well. Without music education, so many of our great musicians that we admire today would be doing something else.

Not only musicians, but it has been noted that even the very best entrepreneurs and technical designers in the Silicon Valley industry are nearly, without exception, practicing musicians. The school music program was there for them, and we need to have it there for the next generation of musicians, thinkers and entrepreneurs.

So, Mr. Speaker, I gladly rise in support of this resolution and urge its passage.

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

Mr. KUHLMAN of New York. Mr. Speaker, I yield myself such time as I may consume.

I thank the gentleman from Tennessee (Mr. COOPER), and certainly the gentleman from Illinois (Mr. DAVIS), and my good friend and colleague, the gentleman from Nevada (Mr. PORTER) for lending their melodious vibes to support of this resolution.

Mr. GEORGE MILLER of California. Mr. Speaker, I am pleased to rise in support of this resolution.

H. Con. Res. 45 recognizes that music education grounded in rigorous instruction is an important component of a well-rounded academic curriculum, and should be available to every student in every school. The serious study of music has been demonstrated to complement other areas of academic study, while also providing students with a substantive background in the arts that will serve them throughout their lives.

This resolution is going to pass today—probably by a near unanimous vote. While all of us who support music education are gratified by that outpouring of congressional support, I must point out that it is insufficient unless backed up by a willingness to help

schools offer quality music education programs.

Unfortunately, music education is facing severe cuts in thousands of school districts throughout the Nation, including in the Mt. Diablo Unified School District in my congressional district. Fourth graders in that District may lose their music programs because of budget cuts necessitated in large part because this Congress has failed to follow through on its promises to fund public education adequately. These classes are the foundation for the district's celebrated middle and high school band programs, and eliminating music education would be a loss to those students. Yet the district is struggling to find money for teacher salaries.

Since we passed the No Child Left Behind Act in 2001, both the Bush Administration and the Congress, which is under the control of the President's party, have reneged on the resources our schools urgently need to implement the laudable goals of that law—better accountability, better achievement, better instruction. With the President's latest budget, we are some \$40 billion below the funding level we promised teachers, principals, students and parents when we passed the law.

Some may use that underfunding as an excuse to call for a weakening in the law's goal of making sure that every child attends a quality school, is taught by a skilled teacher, and attains educational achievement at grade level. I believe that this nation is strong enough, and wealthy enough, that we can fund both the basic education requirements contained in No Child Left Behind, and classes in the music, arts, drama, social and emotional learning and other topics critical to a child's intellectual and social development. What this Congress has lacked, and continues to lack, is the will. Congress is happy to declare its support for a broad range of goals, but it too often fails to follow through and deliver to those who are depending on us.

So I congratulate the authors of this resolution for reminding us that there is more to education than reading and writing, as critical as they are, and that other areas of instruction can actually enhance student performance in these other core subjects. I will look for similar support from the House when we offer amendments to increase the shamefully low education budgets that are placing our schools and teachers under unnecessary and unfair pressure.

Mrs. JONES of Ohio. Mr. Speaker, I rise to support H. Con. Res. 45, recognizing the benefits and importance of school-based music education.

Music allows us to celebrate and preserve our cultural heritages, and also to explore the realms of expression, imagination, and creation resulting in new knowledge. Therefore, every individual should be guaranteed the opportunity to learn music and to share in musical experiences.

Studies show that learning music can improve math and science skills, language skills, and increase spatial I.Q. Music is also designated a core academic subject in the No Child Left Behind Act (No Child Left Behind Act of 2002, Title IX, Part A, Sec. 9101 (11)).

A research team exploring the link between music and intelligence reports that music training, specifically piano instruction, is far superior to computer instruction in dramatically enhancing children's abstract reasoning skills necessary for learning math and science.

The experiment included four groups of pre-schoolers: one group received private piano/keyboard lessons; a second group received singing lessons; a third group received private computer lessons; and a fourth group received no training. Those children who receive piano/keyboard training performed 34 percent higher on tests measuring spatial-temporal ability than the others. These findings indicate that music uniquely enhances higher brain functions required for mathematics, chess, science and engineering.

In times of stringent fiscal resources public schools are often compelled to sever certain types of programs like music and arts education. Some schools are forced to seek outside sources of funding for such programs. During times of scarce resources and rigorous budget climates many programs valuable to our children's early childhood development have been sacrificed.

Mr. Speaker, I rise to reiterate my support for H. Con. Res. 45 and school-based music education.

Mr. BURGESS. Mr. Speaker, I rise today to commend those who support music education in North Texas. Music serves as both an enjoyable pastime and an important educational tool for our children. On March 1, 2005, I voted in favor of House Concurrent Resolution 45 which recognizes many key benefits of school-based music education.

Specifically, H. Con. Res. 45 recognizes that school-based music programs enhance intellectual development and enrich the academic environment for all ages. Students who participate in music programs are less likely to be involved with drugs, gangs, or alcohol and have better attendance. Additionally, skills gained through sequential music instruction include discipline and the ability to analyze, solve problems, communicate, and work cooperatively which are vital for success in the 21st century workplace.

This House Concurrent Resolution also recognizes music as a core academic subject and that every student in the United States should have an opportunity to reap the benefits of music education.

I voted for H. Con. Res. 45 because of the overwhelming success of these programs in the 26th District. In 2004, the Denton Independent School District and the Lewisville Independent School District, both located in the 26th Congressional District of Texas, were recognized as among the "100 Best Communities for Music Education" in America. On a recent visit to Westlake Academy, I learned that the 5th graders attended mandatory violin lessons as it was shown to greatly improve their mathematics skills.

These school districts realize the great importance of school-based music education. I believe these programs are vital to the overall development of our youth.

I am proud of the education system in Texas; especially our involved parents and teachers at the Denton Independent School District, the Lewisville Independent School District and Westlake Academy who commit their lives and time to fostering our children.

Mr. HOYER. Mr. Speaker, I am pleased to support this resolution, H. Con. Res. 45, recognizing the benefits and importance of school-based music education programs.

I have long been a strong advocate for music education programs, both in my home state of Maryland and nationally. I believe that

music education should be available to students of all ages and a part of every student's academic experience.

Music education programs enrich the whole student, and are a critical component to a well-rounded academic curriculum. In my home state of Maryland, educators and administrators have worked to integrate music and arts programs into academic curriculums in order to provide students with these important benefits. At a time when education programs are struggling for adequate funding and state and local governments across the country face tremendous budget pressures, it is more important than ever to highlight and emphasize the importance of music education programs.

Music education can also enhance intellectual development and skills integral to improved learning. Skills learned through the study of music help children become better students. Skills learned through music transfer to improve study skills, communication skills, and cognitive skills. Also, studies have shown that students involved in music classes are less likely to be disruptive, have better attendance, and are more likely to receive academic honors and awards.

Studies have also shown that participation in school-based music education can increase student success. For example, in 2001 the College-Bound Seniors National Report showed that students with coursework in music performance and music appreciation scored notably higher on the SATs than students with no arts participation. Studies have shown that participation in music classes correlate with increased proficiency in mathematics and success in science.

We must place a high value on music education. I am pleased to support this resolution supporting the importance of music education programs and urging that the benefits of music education should be available to every student.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I rise in support of H. Con. Res. 45 which recognizes the benefits and importance of school-based music education. School music programs not only enhance intellectual development and enrich the academic environment for students, but also provide a creative outlet for children. Children are far less likely to participate in gang or drug related behaviors if they are getting the proper inclusive education they need. As a member of the Congressional Arts Caucus, I find that learning through the arts inspires and motivates children to explore the world and their potential to contribute to it. The expertise acquired through music instruction, including problem solving skills, communication, and work ethic are imperative for success in this centuries workplaces.

As Chairperson and co-founder of the Congressional Children's Caucus, I am troubled by the increasing number of schools and school districts that are cutting their funding for music based education. In my district of Houston, TX, our Governor demand for a 7 percent budget cut in education. Budget cuts such as this negatively affect access to music education. Restricting school music programs places our students at a disadvantage that will adversely affect them later on. A study in the Journal of Research in Music Education found that of 811 minority students, 36 percent identified their music teachers as their role models. This alone indicates the importance of equal opportunity for music based education in all of our nation's schools.

Thanks to organizations such as Community Help In Music Education (CHIME), we are working to ensure every student in the United States should have an opportunity to reap the benefits of music education. In the words of the late President John F. Kennedy, "One of our greatest assets in this country are the talented boys and girls who devote their early lives to music . . . [Music] is a part of American life which I think is somewhat unheralded around the world."

Mr. HIGGINS. Mr. Speaker, I rise today in strong support of H. Con. Res. 45 as offered by my colleague, Mr. COOPER, to acknowledge the importance of music education in our schools. I thank Mr. COOPER for bringing this resolution to the floor today and for bringing this issue to the Congress' attention.

Every student in the United States should have the best education possible. Such an education should be founded on a broad-based curriculum that incorporates instruction in a range of subjects. This includes not only math, science, history and English, but also physical education, music and the arts. An extensive knowledge base gives our children the skills they need to succeed in and enhances their lives.

Music education has innumerable benefits to students, ranging from higher levels of academic performance to improved social and motor skills. School-based music instruction is fundamental in our continuing efforts to improve the education of America's children.

Music adds a vital dimension to the scholastic experience. In the pursuit of quality education in America, teachers aim to boost scores in math and reading tests. Recent studies show that music lessons for young children result in a significant increase in their IQ levels and can help children develop analytical and problem solving skills.

Music can open up doors for a child. It can be a medium for expression, a method for learning and it can open a young student's eyes to career possibilities, faraway cultures or simply allow them to reach the farthest depths of their imagination.

Mr. Speaker, I am proud to stand with my colleagues in recognition of the importance of school music programs and in support of this resolution. Music education must continue to be a part of American education.

Mr. KUHLMAN of New York. 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 New York (Mr. KUHLMAN) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 45, as amended.

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

A motion to reconsider was laid on the table.

#### CONGRATULATING JEWISH COMMUNITIES ON THEIR SEVEN YEAR COMPLETION OF THE 11TH CYCLE OF THE DAILY STUDY OF THE TALMUD

Mr. PORTER. Mr. Speaker, I move to suspend the rules and agree to the reso-

lution (H. Res. 124) congratulating Jewish communities on their seven year completion of the 11th cycle of the daily study of the Talmud.

The Clerk read as follows:

H. RES. 124

Whereas the 11th cycle of the daily learning of the 2,711 pages in the Babylonian Talmud, through the Daf Hayomi study program will culminate on March 1, 2005, the 20th day of Adar I 5765 in the Jewish calendar;

Whereas this will complete a formidable 7½ year educational and daily study cycle introduced in 1923 at Agudath Israel's first International Congress in Vienna by Polish Rabbi Meir Shapiro, whose purpose was "to enhance the sense of unity of Jews worldwide";

Whereas Jews throughout the world will be celebrating joyously in honor of the celebration, including 120,000 Jews in North America, and more than 50,000 in 3 major locations in the New York area will be technologically and spiritually linked to hundreds of similar celebrations throughout the world;

Whereas the 10th Daf Yomi cycle was completed on September 28, 1997 with 26,000 people at Madison Square Garden linked by satellite to dozens of communities around the world;

Whereas the teachers and students of the Talmud have displayed the remarkable ability to take individual efforts and combine them in striving toward a common vision and goal; and

Whereas this monumental achievement in study, dedication, perseverance, and persistence is a lesson for contemporary society and for people of good will everywhere: Now, therefore, be it

*Resolved*, That the House of Representatives congratulate the students and teachers of the Daf Yomi program on the occasion of their celebration of the completion of the 11th cycle of the Daf Hayomi, and wishes them well on beginning the 12th cycle.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Nevada (Mr. PORTER) and the gentleman from Illinois (Mr. DAVIS) each will control 20 minutes.

The Chair recognizes the gentleman from Nevada (Mr. PORTER).

GENERAL LEAVE

Mr. PORTER. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and include extraneous material on H. Res. 124, the resolution under consideration.

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

There was no objection.

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

On behalf of the Committee on Government Reform, I rise in strong support of H. Res. 124. This legislation congratulates the people of Jewish faith across America and around the world on their completion of the eleventh cycle of the Babylonian Talmud. Thousands of Jews worldwide read a page a day of the 2,711-page Talmud for nearly 7½ years.

This incredible reading program, called Dafyomi, ends today, March 1, 2005, after beginning September 29, 1997.

It consists of the Mishnah, which was the original written version of the Oral

Torah, and the Gemara which is essentially a commentary on the Mishnah. Together, these two intertwined texts form Talmud, which serves today as an explanation of the law as described in the five books of Moses: Genesis, Exodus, Leviticus, Numbers and Deuteronomy.

Simply put, it was written to help Jews better understand God's will.

It is called the Babylonian Talmud because, at the time of its composition in the 5th century A.D., the contributing rabbis and a significant portion of the Jewish population lived in Babylon, outside the bounds of the Roman Empire. The rabbis contemplated, discussed, argued and told stories to express their positions on the law. They recorded their thoughts, and the end product, the Gemara, accompanied the Mishnah and the two texts became known as the Babylonian Talmud.

Jews began reading Talmud in the current cycles in 1923. A Polish rabbi named Meir Shapiro intended to unite Jews all over the world by having them study the same page each day. For almost 82 years, Jews have done just that, and today marks the end of the 11th cycle of Rabbi Shapiro's vision.

Mr. Speaker, Talmud readers here in America can attend countless celebrations this evening. Tonight, they can also tune in to a simulcast of the worldwide commemoration of the 7½-year cycle completion.

I want to thank my distinguished colleague, the gentleman from New York (Mr. WEINER) for introducing this meaningful resolution. I congratulate the students, the scholars and all people of Jewish faith who will complete this monumental undertaking today.

In southern Nevada, where I am from, we have the fastest growing Jewish community in the country. So I am proud to be here today to talk about this important occasion.

This is a terrific matter for the House to recognize and bring to light for all Americans one of the solemn rituals of Judaism.

It is also important to note that there is no rest for the devoted. As the resolution declares, we all wish our Talmud readers well with the twelfth cycle that begins, believe it or not, tomorrow.

Mr. Speaker, I urge the adoption of H. Res. 124.

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

Mr. DAVIS of Illinois. Mr. Speaker, I want to thank the gentleman from Nevada for bringing this resolution to the floor, and I am pleased to yield such time as he might consume to the gentleman from New York (Mr. NADLER), a cosponsor of this resolution.

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

Mr. Speaker, I am proud to join my colleague the gentleman from New York (Mr. WEINER) in sponsoring this resolution on the completion of the 11th cycle of the daily study of the Talmud.