

voice, there are a variety of opportunities, the chance is probably far greater that that child will be able to go on and develop some sort of career in the musical field; or perhaps music will be a hobby, an add-on to their career.

Some of the most successful people in the world, such as software engineers and mathematicians, other folks like that, have music as a hobby, so it is a vitally important part of our curriculum. I think it is also an emotional need that so many of us have.

If anyone has seen the great movie, Mr. Holland's Opus, it helps show how young people, sometimes unlikely young people, can benefit from a musical education.

So I appreciate my friends across the aisle and my friend Mr. BISHOP from Long Island championing this measure to make sure that music is a part of our curriculum in all of our schools for all of our students.

Mrs. JONES of Ohio. Mr. Speaker, I rise today in strong support of H. Con. Res. 355, recognizing the importance of school based music education. In today's climate of high stakes testing, it's important to recognize that skills learned through studying music translate to skills that help students succeed in life.

Empirical data suggest that music students perform higher than their counterparts on the Scholastic Aptitude Test, and also demonstrate higher math skills. Studies also show that students who participate in a band or orchestra show the lowest lifetime use of alcohol, tobacco and illicit drugs. Students that participate in music classes are less likely to be disruptive students in class. Among minority students, more identify their music teachers as role models than any other subject area. These students demonstrate higher self-esteem and thinking skills than their counterparts.

As a parent, I know that students who learn to think critically, perform analysis, and express themselves through written and verbal communication have a greater chance at success in life. Within a larger context, music is an essential cultural thread. How many people, whether listening to the O'Jays, Bon Jovi, or Jill Scott, know that the term "Rock and Roll" is African American slang dating back to the early 20th Century? But music, whether rock and roll, classical, or jazz has come to mean much more. Within my district, the Rock and Roll Hall of Fame and Museum and the Cleveland Institute of Music provide music history and distance learning programs for many schools that haven't been able to afford their own music education teachers. The usefulness of these music programs underscores the importance of filling student needs at a time when our society needs better teaching methods and a greater understanding of diversity, not less.

Educators with whom I meet, often express frustration that compressed school schedules and the focus on high stakes testing are failing to help our children develop the critical thinking skills needed to compete in an increasingly complex world. Music education aids critical thinking and more. I believe it imperative that we recognize its importance in the lives of our children, and strive to make school based music education available to all of America's youth.

Mr. HOYER. Mr. Speaker, I am pleased to support this resolution, H. Con. Res. 355, 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 of 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.

I frequently meet with artists, songwriters, musicians and other creators who are actively engaged in ensuring that schools and communities continue to work music and arts into the school curriculum. These artists know that music education can 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 class correlates with increased proficiency in mathematics and success in science.

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

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise today in strong support of H. Con. Res. 355, recognizing the benefits and importance of school-based music education.

Providing students with the opportunity to learn music is an essential component of a well-rounded education. Often times music programs are considered to be extracurricular activities, whose value and funding are disputed. The benefits and opportunities that music programs provide for students greatly outweigh the financial costs. Music classes enhance students' self esteem and social skills. In addition, several studies have shown that learning music increases students' abilities at reading and math. Learning music requires discipline and responsibility. This training persists throughout music students' academic careers.

I am fortunate enough to have one of the Nation's eminent arts schools in my district,

the Booker T. Washington High School for the Performing and Visual Arts. More than 700 diverse students attend Booker T. Washington, where talent and drive are the most important components for admission. Booker T. Washington has an outstanding success rate, graduating 99 percent of its students to higher education. The program has graduated 17 Grammy winners, including Nora Jones, Erykah Badu, and Roy Hargrove.

Booker T. Washington is so successful due to the presence of outstanding teachers and rigorous curriculum that provides students with a well rounded education. In addition, Booker T. Washington has brought technology to the forefront of music education and development. These students use computers for everything from ear training to recording and sound production. Dedication, enthusiasm, and proper resources has made Booker T. Washington one of the most successful arts schools in the country.

Mr. KELLER. Mr. Speaker, I continue to reserve the balance of my time.

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

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

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Florida (Mr. KELLER) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 355, 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.

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. today.

Accordingly (at 3 o'clock and 27 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. PRICE of Georgia) at 6 o'clock and 30 minutes p.m.

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.J. Res. 81, by the yeas and nays;
H. Res. 703, by the yeas and nays;
H. Res. 744, by the yeas and nays.

Proceedings on H. Res. 692 will be postponed until tomorrow.

The first and third electronic votes will be conducted as 15-minute votes.

The second vote in this series will be a 5-minute vote.

PROVIDING FOR THE APPOINTMENT OF PHILLIP FROST AS A CITIZEN REGENT OF THE BOARD OF REGENTS OF THE SMITHSONIAN INSTITUTION

The SPEAKER pro tempore. The pending business is the question of suspending the rules and passing the joint resolution, H.J. Res. 81.

The Clerk read the title of the joint resolution.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Michigan (Mr. EHLERS) that the House suspend the rules and pass the joint resolution, H.J. Res. 81, on which the yeas and nays are ordered.

The vote was taken by electronic device, and there were—yeas 406, nays 0, not voting 26, as follows:

[Roll No. 82]

YEAS—406

Abercrombie	Case	Frank (MA)	Lungren, Daniel
Ackerman	Castle	Franks (AZ)	E.
Aderholt	Chabot	Frelinghuysen	Lynch
Akin	Chandler	Gallegly	Mack
Alexander	Chocola	Garrett (NJ)	Maloney
Allen	Clay	Gerlach	Manzullo
Andrews	Cleaver	Gibbons	Marchant
Baca	Clyburn	Gillmor	Markey
Bachus	Coble	Gingrey	Marshall
Baird	Cole (OK)	Gohmert	Matheson
Baker	Conaway	Gonzalez	Matsui
Baldwin	Conyers	Goode	McCarthy
Barrett (SC)	Cooper	Goodlatte	McCaul (TX)
Barrow	Costa	Gordon	McCullom (MN)
Bartlett (MD)	Cramer	Graves	McCotter
Barton (TX)	Crenshaw	Green (WI)	McCrery
Bass	Crowley	Green, Al	McDermott
Bean	Cubin	Green, Gene	McHenry
Beauprez	Cuellar	Grijalva	McHugh
Becerra	Cummings	Gutierrez	McIntyre
Berkley	Davis (AL)	Gutknecht	McKeon
Berman	Davis (CA)	Hall	McKinney
Berry	Davis (FL)	Harman	McMorris
Biggert	Davis (IL)	Harris	McNulty
Bilirakis	Davis (KY)	Hart	Meehan
Bishop (NY)	Davis (TN)	Hastings (FL)	Meek (FL)
Bishop (UT)	Davis, Jo Ann	Hastings (WA)	Meeks (NY)
Blackburn	Davis, Tom	Hayes	Melancon
Blumenauer	Deal (GA)	Hayworth	Mica
Blunt	DeFazio	Hefley	Michaud
Boehlert	DeGette	Hensarling	Millender-
Boehner	Delahunt	Herger	McDonald
Bonilla	DeLauro	Herseth	Miller (FL)
Bonner	Dent	Higgins	Miller (MI)
Bono	Diaz-Balart, L.	Hinchey	Miller, Gary
Boozman	Diaz-Balart, M.	Hinojosa	Miller, George
Boren	Dicks	Hobson	Mollohan
Boswell	Dingell	Holden	Moore (KS)
Boucher	Doggett	Holt	
Boustany	Doolittle	Honda	
Boyd	Doyle	Hooley	
Bradley (NH)	Drake	Hostettler	Bishop (GA)
Brady (PA)	Dreier	Hoyer	Calvert
Brady (TX)	Duncan	Hulshof	Carson
Brown (OH)	Edwards	Hunter	Costello
Brown (SC)	Ehlers	Hyde	Culberson
Brown, Corrine	Emanuel	Inglis (SC)	DeLay
Brown-Waite, Ginny	Engel	Inslee	Emerson
Burgess	English (PA)	Israel	Evans
Burton (IN)	Eshoo	Issa	Fossella
Butterfield	Etheridge	Istook	
Buyer	Everett	Jackson (IL)	
Camp (MI)	Farr	Jackson-Lee	
Campbell (CA)	Fattah	(TX)	
Cannon	Feeney	Jefferson	
Cantor	Ferguson	Jindal	
Capito	Filner	Johnson (CT)	
Capps	Fitzpatrick (PA)	Johnson (IL)	
Capuano	Flake	Johnson, E. B.	
Cardin	Foley	Johnson, Sam	
Cardoza	Forbes	Jones (NC)	
Carnahan	Ford	Jones (OH)	
Carter	Fortenberry	Kanjorski	
	Fox	Kaptur	

Moore (WI)	Saxton
Moran (KS)	Schiff
Moran (VA)	Schmidt
Murphy	Schwartz (PA)
Murtha	Schwarz (MI)
Musgrave	Scott (GA)
Myrick	Scott (VA)
Nadler	Sensebrenne
Napolitano	Serrano
Neal (MA)	Sessions
Neugebauer	Shadegg
Ney	Shaw
Northup	Shays
Norwood	Sherman
Nunes	Sherwood
Nussle	Shimkus
Oberstar	Shuster
Obey	Simmons
Olver	Simpson
Ortiz	Skelton
Osborne	Smith (NJ)
Otter	Smith (TX)
Owens	Smith (WA)
Oxley	Snyder
Pallone	Sodrel
Pascrall	Solis
Pastor	Spratt
Paul	Stark
Pearce	Stearns
Pelosi	Strickland
Pence	Stupak
Peterson (MN)	Sullivan
Peterson (PA)	Tancredo
Petri	Tauscher
Pickering	Taylor (NC)
Pitts	Taylor (NC)
Platts	Terry
Poe	Thomas
Pombo	Thompson (CA)
Pomeroy	Thompson (MA)
Porter	Thornberry
Price (GA)	Tiahrt
Price (NC)	Tiberi
Pryce (OH)	Tierney
Putnam	Towns
Radanovich	Turner
Rahall	Udall (NM)
Ramstad	Upton
Rangel	Van Hollen
Regula	Velázquez
Rehberg	Viscosky
Reichert	Walden (OR)
Renzi	Walsh
Reyes	Wamp
Reynolds	Wasserman
Rogers (AL)	Schultz
Rogers (KY)	Waters
Rogers (MI)	Watt
Rohrabacher	Waxman
Ros-Lehtinen	Weiner
Ross	Weldon (FL)
Rothman	Weldon (PA)
Royalb-Allard	Weller
Royce	Westmoreland
Ruppertsberger	Wexler
Rush	Whitfield
Ryan (OH)	Wicker
Ryan (WI)	Wilson (NM)
Ryun (KS)	Wilson (SC)
Sabo	Woolsey
Salazar	Wu
Sánchez, Linda	Wynn
T.	
Sanchez, Loretta	Young (FL)

Stated for:		
Ms. SLAUGHTER. Mr. Speaker, on rollcall No. 82 I was unavoidably detained. Had I been present, I would have voted "yea."		
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RECOGNIZING THE 20TH ANNIVERSARY OF THE CHERNOBYL NUCLEAR DISASTER		
The SPEAKER pro tempore. The pending business is the question of suspending the rules and agreeing to the resolution, H. Res. 703.		
The Clerk read the title of the resolution.		
The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Iowa (Mr. LEACH) that the House suspend the rules and agree to the resolution, H. Res. 703, on which the yeas and nays are ordered.		
This will be a 5-minute vote.		
The vote was taken by electronic device, and there were—yeas 402, nays 1, not voting 29, as follows:		
[Roll No. 83] YEAS—402		
Abercrombie	Castle	Franks (AZ)
Ackerman	Chabot	Frelinghuysen
Aderholt	Chandler	Gallegly
Akin	Chocola	Garrett (NJ)
Alexander	Clay	Gerlach
Allen	Cleaver	Gibbons
Andrews	Clyburn	Gillmor
Baca	Coble	Gingrey
Bachus	Cole (OK)	Gohmert
Baird	Conaway	Gonzalez
Baker	Conyers	Goode
Baldwin	Cooper	Goodlatte
Barrett (SC)	Costa	Gordon
Barrow	Cramer	Graves
Bartlett (MD)	Crenshaw	Green (WI)
Barton (TX)	Crowley	Green, Al
Bass	Cubin	Green, Gene
Bean	Cuellar	Grilvalja
Beauprez	Cummings	Gutierrez
Becerra	Davis (AL)	Gutknecht
Berkley	Davis (CA)	Hall
Berman	Davis (FL)	Harman
Berry	Davis (IL)	Harris
Biggert	Davis (KY)	Hart
Bilirakis	Davis (TN)	Hastings (FL)
Bishop (NY)	Davis, Jo Ann	Hastings (WA)
Bishop (UT)	Davis, Tom	Hayes
Blackburn	Deal (GA)	Hayworth
Blumenauer	Defazio	Hefley
Blunt	DeGette	Hensarling
Boehlert	Delahunt	Herger
Boehner	DeLauro	Hereth
Bonilla	Dent	Higgins
Bonner	Diaz-Balart, L.	Hinchey
Bono	Diaz-Balart, M.	Hinojosa
Boozman	Dicks	Hobson
Boren	Dingell	Holden
Boswell	Doggett	Holt
Boucher	Doolittle	Honda
Boustany	Doyle	Hooley
Boyd	Drake	Hostettler
Bradley (NH)	Dreier	Hoyer
Brady (PA)	Duncan	Hulshof
Brady (TX)	Edwards	Hunter
Brown (OH)	Ehlers	Hyde
Brown (SC)	Emanuel	Inglis (SC)
Brown, Corrine	Engel	Inslee
Brown-Waite, Ginny	English (PA)	Israel
Burgess	Eshoo	Issa
Burton (IN)	Etheridge	Istook
Butterfield	Everett	Jackson (IL)
Camp (MI)	Farr	Jackson-Lee
Campbell (CA)	Fattah	(TX)
Cannon	Feeley	Jefferson
Cantor	Ferguson	Jindal
Capito	Filner	Johnson (CT)
Capps	Fitzpatrick (PA)	Johnson (IL)
Capuano	Flake	Johnson, E. B.
Cardin	Foley	Johnson, Sam
Cardoza	Forbes	Jones (NC)
Carroll	Ford	Jones (OH)
Chu	Foster	Womack (AL)