

I yield back the balance of my time.

□ 1800

Mr. SARBANES. Madam Speaker, I don't know what James Madison would have thought specifically about the issue raised, but I know he had an abiding confidence in the ingenuity of the American people, as did all of our Founding Fathers and I think every President since. And we have been held back from the kinds of investments and partnerships that the American people could join with that ingenuity to move us forward, we have been held back by a lack of investment and emphasis on that kind of investment from the current administration. So I look forward to a time when we can join in partnership with the American people and take advantage of that ingenuity that James Madison and so many others recognized from the earliest days.

What an accomplishment for any university to just be there for 100 years. The fact that James Madison University has reached this milestone with such a terrific list of accomplishments is truly deserving of the recognition that we seek to bestow upon the university today, and I urge my colleagues to support H. Res. 1051.

Mr. MORAN of Virginia. Madam Speaker, I rise today to commemorate the centennial of James Madison University.

Established in Harrisonburg, Virginia, by the Virginia General Assembly in 1908 as the State Normal and Industrial School for Women, the school's first student body was made up of 209 students and 15 faculty members. In 1938, its name was changed to Madison College in honor of the fourth President of the United States, James Madison. In 1966, the university became a coeducational institution, and in 1976, the university's name was changed to James Madison University. Today, the university enrolls nearly 17,000 students and employs 3,000 full-time and part-time faculty and staff.

In addition to its expansion in physical size dramatic and student enrollment, JMU has experienced dramatic growth in academic prestige and popularity over the past 20 years. For the 13th consecutive year and 17th time, James Madison University ranked as the top public, master's-level university in the South in the highly regarded annual survey on academic quality conducted by U.S. News & World Report. JMU also had the highest graduation rate—80 percent—among both public and private colleges in the South. Last spring, a record 16,050 students applied for 3,300 spots in the 2007–2008 freshman class.

James Madison University is also notable for encouraging its students to engage in the global community. According to the Institute of International Education, JMU ranks second nationally among master's-level institutions for the total number of students studying abroad. With 65 of its alumni serving as Peace Corps volunteers in developing countries, JMU also ranks second in the nation among medium-sized colleges and universities for graduates currently serving as volunteers with the U.S. service program.

Over the past 100 years, James Madison University has grown from a small technical college for women into a thriving academic in-

stitution that exemplifies the full promise of a public university. Throughout its growth, JMU has maintained its core mission of providing a terrific education and producing well-rounded alumni prepared to contribute to society, while at the same time fostering an inclusive and high-spirited atmosphere that complements its beautiful location in the Shenandoah Valley.

Madam Speaker, it is truly an honor to have James Madison University in the State of Virginia and to recognize its 100 years of achievement. I ask all my colleagues to support this resolution and to congratulate the impressive achievements of James Madison University.

Mr. SARBANES. I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Maryland (Mr. SARBANES) that the House suspend the rules and agree to the resolution, H. Res. 1051, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. SARBANES. Madam 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.

SENSE OF CONGRESS REGARDING TERRITORIES OF THE UNITED STATES

Mr. SARBANES. Madam Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 2) expressing the sense of the Congress that schools in the United States should honor the contributions of individuals from the territories of the United States by including such contributions in the teaching of United States history, as amended.

The Clerk read the title of the concurrent resolution.

The text of the concurrent resolution is as follows:

H. CON. RES. 2

Whereas individuals from Puerto Rico, the United States Virgin Islands, American Samoa, Guam, and the Northern Mariana Islands have contributed to many aspects of the history and culture of the United States, including its politics, athletics, and music;

Whereas many students do not know the location or the significance of these places;

Whereas the diversity of the citizens of the United States strengthens the Nation, and individuals from the territories of the United States contribute to that diversity; and

Whereas it is important for students to study the history of these geographic areas as part of United States history: Now, therefore, be it

Resolved by the House of Representatives (the Senate concurring), That it is the sense of the Congress that children in the United States should understand and appreciate the contributions of individuals from Puerto Rico, the United States Virgin Islands, American Samoa, Guam, and the Northern Mariana Islands and the contributions of such individuals in United States history.

Amend the title so as to read: "Concurrent resolution expressing the sense of the Congress that children in the United States should understand and appreciate the contributions of individuals from the territories of the United States and the contributions of such individuals in United States history."

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Maryland (Mr. SARBANES) and the gentlewoman from North Carolina (Ms. FOXX) each will control 20 minutes.

The Chair recognizes the gentleman from Maryland.

GENERAL LEAVE

Mr. SARBANES. Madam Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on H. Con. Res. 2 into the RECORD.

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

There was no objection.

Mr. SARBANES. I yield myself such time as I may consume.

Madam Speaker, I rise today in support of H. Con. Res. 2, which recognizes the contributions of individuals from Puerto Rico, the United States Virgin Islands, American Samoa, Guam, and the Northern Mariana Islands to the United States. Many individuals from these territories have added and continue to add tremendous cultural, political, and athletic contributions to America.

Some examples of these remarkable individuals include Roberto Clemente, David Hamilton Jackson, and Agueda Iglesias Johnston. Roberto Clemente, a native of Puerto Rico, was a legendary major league baseball player with the Pittsburgh Pirates and an altruistic global public servant. I will say as an aside that Roberto Clemente put the Baltimore Orioles in fits during the World Series when I was growing up, and I have a vivid memory of that. While displaying extraordinary athletic feats on the baseball diamond, his selfless nature, not his play, cast him as an national icon and an exemplary role model. Unfortunately, Roberto Clemente died in a plane crash as he was trying to deliver aid to Nicaraguan earthquake victims.

David Hamilton Jackson is another outstanding individual to recognize. Jackson spearheaded the transfer of the United States Virgin Islands territory from the Danish into the hands of the local residents. Jackson, born in the Virgin Islands, parlayed his power into making local Virgin Island residents also United States residents. Jackson served as an educator, legislator, labor leader, and lawyer, and is known as one of the most important figures from the West Indies.

Agueda Iglesias Johnston was Guam's leading educator and well-known patriot. After Japan invaded the island in 1942, she both served as a teacher and principal during dangerous times in Guam. Amidst the perilous state, Johnston showed bravery when many feared. She communicated over

the radio about the progress of the war, and she also aided an American Navy soldier, George Tweed, to escape capture by the Japanese. In Guam, she is known for her outstanding commitment, bravery, and service.

Puerto Rico, the U.S. Virgin Islands, American Samoa, Guam, and the Northern Mariana Islands have many, many historical figures, events, and pivotal historic moments that highlight the legacy of their respective homelands. Children in the United States should understand and appreciate the contributions of citizens from the territories of the U.S. Ensuring America's youth know the contributions of these great territories and their impact on American culture creates a better understanding of our Nation's history.

Madam Speaker, once again, I express my support for recognizing the important contributions of individuals from these territories of the United States.

I reserve the balance of my time.

Ms. FOXX. Madam Speaker, I yield myself such time as I may consume.

I rise today in support of House Concurrent Resolution 2, expressing the sense of the Congress that schools in the United States should honor the contributions of individuals from the territories of the United States by including such contributions in the teaching of the United States history.

Scholars say that teaching history to children has many important lifelong benefits. History provides them with identity. Studying history improves their decision-making and judgment. History highlights models of good and responsible citizenship. History also teaches students how to learn from the mistakes of societies' past. History helps them understand change and societal development, and it provides a context from which to understand others.

Students today need to be engaged in substantive historical content. Only through curriculum that provides solid, exciting historical narratives and working with materials firsthand will students grasp the essential events of American history and proficiently comprehend the crucial issues of modern society.

Included in our schools' history curriculum should be a look at the contributions of individuals from the territory of the United States. From revolutionary times through the second World War, these territories have played significant roles in American history.

Individuals who lived in U.S. territories, including Puerto Rico, Guam, the U.S. Virgin Islands, Midway Islands, the Mariana Islands, and American Samoa have all contributed to the history and cultural fabric of our country in unique ways. As such, the stories of their accomplishments and challenges should be passed down to our young people and included when we talk about the rich history of this great country.

I ask my colleagues to support this resolution.

I reserve the balance of my time.

Mr. SARBANES. Madam Speaker, it is my privilege at this time to yield such time as she may consume to the gentlelady from the Virgin Islands, the sponsor of this important bill, Mrs. CHRISTENSEN.

Mrs. CHRISTENSEN. Madam Speaker, I am proud to rise in strong support of House Concurrent Resolution 2 today, which I introduced on the first day of this Congress and which expresses the sense of Congress that children in the United States should understand and appreciate the contributions of individuals from the United States Virgin Islands, Puerto Rico, American Samoa, Guam, and the Northern Mariana Islands to the U.S. history. I am joined in this bill by 46 cosponsors.

This bill began with young people and it is for young people, but it is also for all Americans. A few years ago, I was on the campus of the Charlotte Amalie High School in St. Thomas, and as I was leaving some students gathered around to greet me and ask questions. It is because of one of those questions that I introduced this resolution.

A young lady expressed her concern and frustration that so many stateside children and adults as well knew so little about the Virgin Islands. Is it is a complaint I have heard often from other students coming up for Close Up and other legislative classrooms. They challenged me to do something about it.

While it has taken longer than I would have liked, I am pleased that House Concurrent Resolution 2 is being considered today, and I would like to thank Chairman MILLER, Ranking Member McKEON, and all of the committee members for their support as well as my staff and the staff of the Education and Labor Committee for their work on bringing this resolution to the House floor.

Madam Speaker, the United States presently maintains sovereignty over three unincorporated territories and two commonwealths, the U.S. Virgin Islands, Puerto Rico, Guam, American Samoa, and Northern Mariana Islands. All, including the now Freely Associated States of Palau, Micronesia, and Marshall Islands, have contributed to the defense and the richness of the United States in politics, music, arts, science, sports, education, as well as in many other areas.

And there have been many historic events in the past that unfortunately are not well known by the rest of our country. As depicted in this painting that is the cover on a book about many of the relationships between the then Danish West Indies and the early years of this country, it is reported that it was a ship in Christiansted Harbor in St. Croix that gave the first foreign recognition to the early Stars and Stripes in June of 1776. In another fact, one of the earliest flags was designed

by a Markoe, again from the then Danish West Indies.

Madam Speaker, among outstanding Virgin Islanders in American history, we are also proud to count Alexander Hamilton, one of the great Founding Fathers of our Nation, the first Secretary of the Treasury and the author of the Nation's financial system. Hamilton lived in St. Croix, U.S. Virgin Islands, then the Danish West Indies during his formative years and before coming to the then Colonies. It is while on the U.S. Virgin Islands that, according to noted historian Richard Brookhiser and others, that Hamilton learned accounting and trade which spanned international borders and where he began to develop his philosophy of life and politics. One of his earliest recorded writings is a descriptive and moving account of a hurricane which was published in the local newspaper when he was around 16, in 1772.

More recently, one of New York's premier politicians of the mid 1900s was J. Raymond Jones, also known as the Silver Fox, from St. Thomas, who ran politics in New York City and is credited as a mentor by our own greater leader in this Congress, Congressman and Chairman CHARLES RANGEL. He played an important role in laying the political foundation of that city, which continues to this day.

We were active and remain active in the U.S. labor movement. Men like Ashley Totten was one of A. Phillip Randolph's lieutenants, and instrumental in the founding of the Brotherhood of Sleeping Car Porters.

In the entertainment business, people like Kelsey Grammer grew up in St. Thomas, and he is well known for his character on Cheers and its spinoff, Frasier. Benny Benjamin, the well-known songwriter of songs like "I Don't Want to Set the World on Fire," John Lucien, and others were from my home.

There are also individuals like Casper Holstein who played a role in the Harlem Renaissance, and Barbara Christian, an influential feminist literary scholar and critic who was born in St. Thomas, Virgin Islands.

And, of course, we have also made major contributions in sports, with Tim Duncan of the San Antonio Spurs, Raja Bell of the Phoenix Suns who both hail from St. Croix. And in the past we had Giants catcher Valmy Thomas whose daughter Shelley works in our office, Joe Christopher and Horace Clarke, and many others in major league baseball. Boxing legends such as Emile Griffith and Julian Jackson are from the Virgin Islands. And none of us could match the number of major league football players who come from American Samoa.

But it should not take an NBA game or a boxing match to bring about awareness of the U.S. territories. Our children should begin to learn about the U.S. territories within the context of U.S. history.

Madam Speaker, it is the diversity of the citizens of the United States that

strengthens this Nation, and individuals from the territories have contributed to that diversity and continue through today. The sad reality is that far too many of our fellow Americans do not even know where the U.S. territories are located, not to mention the important contributions that they have made not only to U.S. history but to world history.

A full history program should include curricula that give students a balanced learning of all of the historic contributions that impact people who live in the United States, including contributions made by the people of the territories, the Commonwealth of the United States, and the Freely Associated States.

This bill will be a giant step forward in ensuring that all Americans, however separated by geography, are fully a part of the told and taught history of our great country, as we are today an integral part of its unfolding future. And to the children and young people of Guam, American Samoa, the Northern Mariana Islands, the Freely Associated States, Puerto Rico, and the U.S. Virgin Islands, this bill is for you.

I urge my colleagues to pass House Concurrent Resolution 2.

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

Ms. FOXX. Madam Speaker, unfortunately, as I was listening to the Delegate speak, I realized that the failed energy policies of the Democratic majority are going to be hurting these very groups of folks, because people can't afford to fly there for vacation; the prices of tickets have gone up so much that it is going to hurt significantly the tourism industry.

Also, I think as we study the history of the contributors from the territories of the United States, we need to call attention to people to the history of the actions of the Democrats and Republicans in relation to American-made oil and gas, which is a history of support and opposition.

When it comes to taking meaningful steps to provide affordable energy to the American people, Congress has the ability and responsibility to act. Unfortunately, a clear pattern has emerged over the years as one party consistently has fought to increase access to home-grown energy reserves while the other has consistently voted to expand America's dependence on foreign unstable energy instead.

□ 1815

We have compiled the facts by the issues.

ANWR exploration: House Republicans, 91 percent supported; House Democrats, 86 percent opposed.

Coal-to-liquid: House Republicans, 97 percent supported; House Democrats, 78 percent opposed.

Oil shale exploration: House Republicans, 90 percent supported; House Democrats, 86 opposed.

Outer Continental Shelf exploration: House Republicans, 81 percent sup-

ported; House Democrats, 83 percent opposed.

Refinery increased capacity: House Republicans, 97 percent supported; House Democrats, 96 percent opposed.

I reserve the balance of my time.

Mr. SARBANES. Madam Speaker, at this time it is my pleasure to yield such time as she may consume to the gentlewoman from Guam (Ms. BORDALLO), and I would say I have benefited from having my office right across the hall from her office because she has sponsored a number of cultural activities in the hallway between our offices, so I have learned a lot about Guam since I got here.

Ms. BORDALLO. I thank the gentleman.

Madam Speaker, today the teaching of history to our children and young adults is an integral part of the learning experience and the American elementary and secondary education system. History is a formidable, important part of the curriculum and the intellectual development of our youth. It is through history that we learn about, recall, and reflect upon lessons of the past and it is through history that we learn to responsibly recognize and seize the opportunities of the future. History is an exercise of self-awareness. It helps each citizen understand his or her place and role in our society, and it helps us establish a continuity for progress.

It is through history that we learn about and come to appreciate our roots, our heritage, our culture, our progress as a society, and our relationships to one another and about how our family and our community relate to the broader world and to the generations that have come before us and those that follow us. Through history, our children learn about people and the faces and the stories behind the names that have helped shape our great democratic experiment.

The teaching of United States history is fundamental to the American classroom. Yet, the teaching of history can be elevated today with greater incorporation of facts related to the territories and our fellow Americans who call the territories home. Integration into the modern day curriculum of the accounts of relationships and the circumstances surrounding the entry of each of the territories into the American family is both appropriate and needed if our teaching of American history is to be complete and meaningful. Learning about the contributions of illustrious persons from the territories complements this goal and is a proven, effective means of sharing our history.

Today, American children, for example, learn about Squanto, George Washington, Paul Revere, Lewis and Clark, Buffalo Bill Cody, Susan B. Anthony, Francis Scott Key, Orville and Wilbur Wright, Rosa Parks, and many, many other notable Americans. But, Madam Speaker, the names and the stories of historic figures in the territories are not known, and we have many historic

leaders, as my colleague pointed out from her own territory of the Virgin Islands.

Today, our school children learn the capital cities of Jefferson City, Boise, Concord, Tallahassee, and many others. But San Juan, Pago Pago, and Hagatna, for example, they are unfamiliar to their ear and rarely can be pinpointed on the map. Our territorial flags, seals, trees, flowers, birds, et cetera, they are all too frequently overlooked or a mystery, our history under appreciated.

How many young students today know that Guam was discovered by Magellan in 1521, and Guam was governed under Spain for 100 years. Today, too few Americans know and realize that the territory of Guam was bombarded, attacked and invaded by Imperial Japanese forces concurrent with the attack on Pearl Harbor. Too few Americans know and learn about the loyalty and courage of the people of Guam in suffering at the hands of a brutal enemy, while their homeland, sovereign American soil, was occupied. Guam is the only American community to have been occupied since the War of 1812.

This resolution is an exercise about learning to appreciate the cultures and the history of our islands, where our U.S. flag flies. House Concurrent Resolution 2 expresses the sense of this Congress that schools and educators all across these 50 United States and right here in our Nation's capital city should strive to teach our children about the territories and should in their noble profession seek to honor the contributions of individuals from each of these territories.

For over a century now individuals from Guam, Puerto Rico, American Samoa, the United States Virgin Islands, and the Northern Mariana Islands have contributed to the growth and development of our country. Individuals from the territories have stood shoulder to shoulder with their brothers and sisters in harm's way, and I am speaking about the war in Iraq and Afghanistan. They have worn the uniform in times of war, and boast some of the highest enlistment rates in our military. Many have paid the ultimate sacrifice from World War I to the present day war against terrorism.

Some have gone on to distinguished military careers as officers. Others have made contributions in the fields of medicine, law, music and the arts. Some have become incredible teachers in their own rights, and work to preserve our history and expand the circle of awareness about the beautiful tapestry and the rich history of the people of the United States territories.

The textbooks, the classroom discussions, the maps, the globes, the technology, the learning games, all could stand to include more pages, more study questions, and more focus on the territories.

I want to thank my colleague, Congresswoman CHRISTENSEN, for her leadership in working to incorporate the

territories into history for America's schoolchildren.

I stand here today proud of our own schoolchildren on Guam. This debate is on the heels of their participation last week for the first time in the national competition for National History Day, and my colleague spoke about this. His office is located right across from mine, and they all performed in the hallway. History students from George Washington High School, Untalan Middle School, Agueda Johnston Middle School and Guam High School all competed with students from all across the United States at the University of Maryland, College Park, in the national competition with research papers, exhibits, performance and documentaries. This occurred, as I said, just last week. And they also went on a field trip in Washington, DC.

So, Madam Speaker, I stand in full support, in strong support for the passage of this very important House Concurrent Resolution 2.

Mr. SARBANES. I inquire whether the gentlelady has any additional speakers.

Ms. FOXX. Madam Speaker, I don't have any additional speakers, but I have some additional comments.

Mr. SARBANES. Madam Speaker, in that case, I reserve the balance of my time.

Ms. FOXX. Madam Speaker, I yield myself such time as I may consume.

I went over the list of differences in ways that Republicans have suggested that Americans become energy independent from foreign sources of oil. I want to give a summary of those now.

I have stated that the gap has been as much as 97 percent of House Republicans supporting increasing refinery capacity, and 96 percent Democrats opposing increased refinery capacity.

The summary of all of the issues I have outlined was 91 percent of House Republicans have historically voted to increase the production of American made oil and gas, while on average 86 percent of House Democrats have historically voted against increasing the production of American made oil and gas.

My interest and the interest of other Republicans is in keeping this country as the greatest country in the world and ending our dependence on foreign oil. I call on the Democratic majority to join with Republicans in taking action toward this goal.

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

Mr. SARBANES. Madam Speaker, I know it is incredibly difficult for the minority to resist the impulse to lob this energy rhetoric into every single discussion we have here on the floor. I am not going to take the bait, particularly on this resolution because this is such an important resolution that has been put forward. It encourages and it guides us on how we can teach this valuable, valuable history of the U.S. territories to all Americans so that they can gain a deeper appreciation of it. I

want to thank those who spoke today, Congresswoman BORDALLO and Congresswoman CHRISTENSEN, for contributing their perspective on this important bill, and I want to urge my colleagues to support it unanimously if they could.

Mr. FORTUÑO. Madam Speaker, I am tremendously proud to be a co-sponsor of House Concurrent Resolution 2, which expresses the sense of this Congress that schools in the United States should honor the contributions of individuals from the U.S. territories by including such contributions in the teaching of American history. This Resolution will encourage schools to teach—and students to learn—about the rich history and vibrant cultures of the U.S. territories and the many achievements of individuals born there. I want to commend Congresswoman CHRISTENSEN for introducing H. Con. Res. 2.

In the case of Puerto Rico, the impact that our native sons and daughters have had on every aspect of American society cannot be overstated. Can you imagine preparing a history of Major League baseball without devoting at least a chapter to Roberto Clemente and the hundreds of Puerto Rican players who have followed in his wake? Likewise, consider how much the film industry owes to great actors like Jose Ferrer, Raul Julia and Benicio del Toro—to name just a few. Beyond athletics and the arts, many Puerto Ricans have made important contributions in the fields of politics, business and law. With respect to national service, students and teachers may not be aware—but should be—that residents of Puerto Rico and the other U.S. territories serve in the U.S. military. They ought to know that Puerto Rico sends a higher percentage of its residents to the armed forces than all but one other U.S. jurisdiction and that four Puerto Ricans have won the Medal of Honor. H. Con. Res. 2 will help ensure that students in our Nation's schools learn basic but largely unknown facts about the U.S. territories—how they were acquired, what political and civil rights residents of the territories have and do not have when compared to their fellow citizens in the states, and the prospects for change.

Unsurprisingly, there are still many people in our great Nation—children and adults—who do not know the names of the U.S. territories or their location on a map. It is my hope that, by teaching students about the history of the territories and the individual accomplishments of their residents, we can foster better understanding of and greater appreciation for the many contributions that the territories have made to American life.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Maryland (Mr. SARBANES) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 2, as amended.

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

The title was amended so as to read: "Concurrent resolution expressing the sense of the Congress that children in the United States should understand and appreciate the contributions of in-

dividuals from the territories of the United States and the contributions of such individuals in United States history."

A motion to reconsider was laid on the table.

APPOINTMENT AS MEMBERS TO COMMISSION ON THE ABOLITION OF THE TRANSATLANTIC SLAVE TRADE

The SPEAKER pro tempore. Pursuant to section 4(a) of the Commission on the Abolition of the Transatlantic Slave Trade (Public Law 110-183), and the order of the House of January 4, 2007, the Chair announces the Speaker's appointment of the following members on the part of the House to the Commission on the Abolition of the Transatlantic Slave Trade:

Mr. Donald Payne, Newark, New Jersey

Mr. Howard Dodson, New York, New York

Ms. Evelyn Brooks Higginbotham, Cambridge, Massachusetts.

□ 1830

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. Res. 1242; H. Con. Res. 372; and H. Res. 1051, each by the yeas and nays.

The first electronic vote will be conducted as a 15-minute vote. Remaining electronic votes will be conducted as 5-minute votes.

HONORING THE LIFE OF LOUIS JORDAN ON THE 100TH ANNIVERSARY OF HIS BIRTH

The SPEAKER pro tempore. The unfinished business is the vote on the motion to suspend the rules and agree to the resolution, H. Res. 1242, on which the yeas and nays were ordered.

The Clerk read the title of the resolution.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Maryland (Mr. SARBANES) that the House suspend the rules and agree to the resolution, H. Res. 1242.

The vote was taken by electronic device, and there were—yeas 348, nays 0, not voting 86, as follows:

[Roll No. 438]

YEAS—348

Abercrombie	Baldwin	Bishop (GA)
Ackerman	Barrett (SC)	Bishop (NY)
Aderholt	Barrow	Bishop (UT)
Akin	Bartlett (MD)	Blumenauer
Altmire	Barton (TX)	Blunt
Andrews	Bean	Boehner
Arcuri	Berkley	Bonner
Baca	Berry	Bono Mack
Bachmann	Biggert	Boozman
Bachus	Bilbray	Boren
Baird	Bilirakis	Boswell