

their critical thinking, by learning how to find, use and defend worthwhile information. In addition, students are encouraged to serve in anticipation of a lifetime of service to others. Kentucky Wesleyan's students meet the needs of others and positively impact the world around them.

Congratulations to President Dr. Cheryl King, the Kentucky Wesleyan students, faculty, and staff on over 150 years of service as an institution of higher education.

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

Mrs. DAVIS of California. Mr. Speaker, I reserve the balance of my time.

Mr. ROE of Tennessee. Mr. Speaker, I yield as much time as he may consume to Mr. GUTHRIE of Kentucky.

Mr. GUTHRIE. Mr. Speaker, I rise today to recognize Kentucky Wesleyan College, which for over 150 years has been dedicated to giving its students the tools they need to be successful in all areas of life.

A small liberal arts college, Kentucky Wesleyan offers a distinct collegiate experience that allows the undergraduates to grow academically, professionally, and spiritually. The college started from its modest beginnings in Millersburg, Kentucky, in 1858, with one building and with the first graduating class consisting of only one man.

Today, Kentucky Wesleyan has broken out and made incredible gains, with over 8,500 men and women having earned degrees, each continuing to uphold the traditions and values that were created so long ago. Over recent years, the college has renovated and expanded by updating the campus with new and refurbished buildings, adding new faculty and academic programs, and steadily increasing enrollment. Students at Kentucky Wesleyan are committed to making a difference and encouraged to be an example for others.

The president of the college, Dr. Cheryl D. King, who is also an alumna, has made it a point to develop personal relationships with the students. She is dedicated to making their collegiate experience a valuable and memorable one. Dr. King expresses the goals and values of the college perfectly in a letter to prospective students. In it she writes:

"Our students are encouraged to serve in anticipation of a lifetime of service to others. Last year, one-third of our students took part in community service opportunities. From overseas mission trips to numerous local projects, Kentucky Wesleyan students meet the needs of others and positively impact the world around them."

Kentucky Wesleyan has truly lived out its mission statement to foster a liberal arts education that nourishes, stimulates, and prepares future leaders intellectually, spiritually, and physically to achieve success in life. Under the leadership of Dr. King, I know the college will continue to grow and flourish.

I look forward to watching the strides they make and seeing the accomplishments of its students and alumni.

I am proud to represent Kentucky Wesleyan in Washington. I am proud to represent the community in which it exists, Owensboro, in Daviess County, and I wish them nothing but the best.

Mrs. DAVIS of California. Mr. Speaker, I continue to reserve the balance of my time.

Mr. ROE of Tennessee. I yield back the balance of my time.

Mrs. DAVIS of California. Mr. Speaker, I am very happy to bring House Resolution 837 forward. I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from California (Mrs. DAVIS) that the House suspend the rules and agree to the resolution, H. Res. 837.

The question was taken.

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

Mrs. DAVIS of California. Mr. Speaker, on that I demand the yeas and nays. The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

#### RECOGNIZING LAURINBURG NORMAL INDUSTRIAL INSTITUTE

Mrs. DAVIS of California. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 660) recognizing the distinguished history of the Laurinburg Normal Industrial Institute, as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

#### H. RES. 660

Whereas the Laurinburg Normal Industrial Institute (referred to as the "Laurinburg Institute") was founded on September 15, 1904, in Laurinburg, North Carolina, by Emmanuel McDuffie and his wife Tinny Etheridge McDuffie at the request of Booker T. Washington of the Tuskegee Institute and William Edwards of the Snow Hill Institute;

Whereas the Laurinburg Institute is the oldest of only four historically African-American boarding schools still remaining in the United States;

Whereas the Laurinburg Institute was founded to help provide suitable education and training in the common pursuits of life for African-Americans in the area of Laurinburg, North Carolina;

Whereas, on September 15, 1906, Emmanuel McDuffie, J.H. Davis, and Robert Leach incorporated the Laurinburg Institute at Laurinburg, North Carolina, for the instruction of African-American teachers and youth in various academic branches of study and in the best methods of theoretical and practical industry applicable to agriculture and the mechanical arts;

Whereas in 1956, the Laurinburg Institute began to build a new campus, integrated its faculty and student body, expanded its foreign student program, which consisted of

students from Russia, Africa, South America, Brazil, Portugal, the Caribbean, and other countries, and further solidified its nationally and internationally recognized athletic and music programs;

Whereas since 1904, the Laurinburg Institute has graduated students of color, and since 1954 many graduates have finished college or other post-secondary training;

Whereas the Laurinburg Institute's distinguished alumni include Sir John Swann, the former Premier of Bermuda and one of the first blacks to be a head of state in the Western Hemisphere, Joy Johnson, one of the first African-Americans elected to the North Carolina General Assembly after the Reconstruction era, John Birks "Dizzy" Gillespie, an internationally renowned jazz trumpeter, and Charles "Charlie" Scott, the first African-American scholarship athlete at the University of North Carolina at Chapel Hill, who later became a National Basketball Association (NBA) All-Star where he played for such teams as the Boston Celtics, Denver Nuggets, Los Angeles Lakers, and Phoenix Suns, winning an NBA championship with the Boston Celtics and a gold medal in the 1968 Summer Olympics;

Whereas in 2005, the North Carolina General Assembly passed Senate Joint Resolution 1178 which honored the lives of Frank and Sammie McDuffie, who were the second generation of McDuffie's to serve as administrators of the Institute, and the work of the Laurinburg Institute in producing educators, humanitarians, athletes, and civil rights and leaders;

Whereas in 2009, the Laurinburg Institute's President and Chief Executive Officer is Frank "Bishop" McDuffie, Jr., and his daughter, Frances McDuffie, serves as the Institute's Vice President and President; and

Whereas Frank "Bishop" McDuffie and Frances McDuffie are the third generation of McDuffie administrators of the Laurinburg Institute: Now, therefore, be it

*Resolved*, That the House of Representatives—

(1) recognizes the distinguished history of the Laurinburg Normal Industrial Institute;

(2) acknowledges the Laurinburg Institute's remarkable contribution to the education of African-Americans and other people in the State of North Carolina and the Nation; and

(3) commends the enterprise and dedication of the McDuffie family in creating and sustaining the Laurinburg Institute.

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

The Chair recognizes the gentlewoman from California.

#### GENERAL LEAVE

Mrs. DAVIS of California. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on House Resolution 660 into the record.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from California?

There was no objection.

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

Mr. Speaker, I rise in support of House Resolution 660, which recognizes the historical significance of the Laurinburg Institute, one of the Nation's oldest African American boarding high schools in the United States.

In the early 1900s, there were few educational opportunities for black students. The Laurinburg Institute, along with other African American boarding schools, answered the needs of many African Americans desiring an education.

The Laurinburg Institute was founded on September 15, 1904, in Laurinburg, North Carolina, by Emmanuel McDuffie and his wife, Tinny Etheridge McDuffie, at the urging of Booker T. Washington and William Edwards. Since then, the McDuffie family has remained committed to the school's mission, devoting their lives to its service for more than three generations.

The school has developed and created exceptional music and athletic programs. Over the years, Laurinburg Institute has graduated renowned musicians and professional athletes, most notably NBA All-Star Charles Scott. Other prominent alumni include musician Dizzy Gillespie and professional basketball player Sam Jones.

Today, this school offers a unique atmosphere for all students to succeed. The McDuffie family, through generations of hard work and dedication, has implemented a curriculum for their students to succeed. The institute has an enrollment capacity of 135 students and has a student body comprised of young men and women from across the country and the globe.

Once again, I support this resolution and thank Congressman KISSELL for bringing this bill forward. I urge my colleagues to support this bill.

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

Mr. ROE of Tennessee. Mr. Speaker, I yield myself as much time as I may consume.

Mr. Speaker, I rise today in support of House Resolution 660, recognizing the distinguished history of the Laurinburg Normal Industrial Institute founded in 1904 by Emmanuel McDuffie and his wife, Tinny. Laurinburg Institute is the oldest of only four historically African American boarding schools still in existence in the United States. It was founded to help provide suitable education and training in the common pursuits of life for African Americans in the Laurinburg, North Carolina, area.

At the turn of the century, Laurinburg Institute instructed African American teachers and youth in various academic branches of study and in the best methods of theoretical and practical industrial applications for agriculture and the mechanical arts. In 1956, the Laurinburg Institute built a new campus, integrated its faculty and student body, and expanded its foreign student program, which consisted of students from Russia, Africa, South America, and the Caribbean. It also further solidified its nationally and internationally recognized athletic and music programs. The Laurinburg Institute has graduated over 50,000 students.

Today, we recognize the distinguished history of the Laurinburg Institute and acknowledge its remarkable contribution to the education of African Americans. I commend the dedication of the McDuffie family in creating and sustaining the legacy of Emmanuel and Tinny McDuffie. Congratulations to its third-generation administrators, president and CEO, Frank McDuffie, and his daughter, Frances McDuffie, who serves as vice president and chief operating officer, as well as the faculty, staffs and students of Laurinburg Institute.

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

Mrs. DAVIS of California. Mr. Speaker, I am pleased to recognize for 10 minutes the gentleman from North Carolina, the sponsor of this legislation, Mr. KISSELL.

Mr. KISSELL. I would like to thank my colleague from California for yielding time to me.

Mr. Speaker, as we look at the Laurinburg Institute, or its official name, Laurinburg Normal Industrial Institute, there is a story to be told here that goes beyond some of the information that we have already received.

If you can imagine back prior to September 15, 1904, when the Laurinburg Institute was officially founded, if you could imagine the conversations that took place when Booker T. Washington at Tuskegee Institute came to the McDuffies, Emmanuel and Tinny Etheridge, and said, I have got an opportunity for you. They weren't talking about how they could become millionaires or how they could invest moneys.

No, it was something much more important than that. They were talking about education. They were talking about educating African American youth at a time before *Brown v. Board of Education*, a time when we did not talk about equality of education. In some cases we didn't talk about education of African American youth at all.

This was a time in the early 1900s only 40 years after the Civil War. We know our Nation was going through some tough times, and these people were talking about education.

There must be something that runs strong in the McDuffie family in terms of their genetics, because not only is this one of only four such schools that have survived till today; it is still run by the same family that started it. Four generations later of McDuffies, they are still running the same school. They are still concerned about education.

We know that the opportunity of education is to influence young people for generation upon generation because that influence never stops. Teachers know, and one of the great rewards of teaching is that they know that who they affect may not be the person who is in their classroom; it may be someone two or three generations down that

is affected directly by someone that they had taught and inspired.

This is what the McDuffie family has offered to us, Mr. Speaker: 50,000 graduates. Think of all of the families and all of the people that were affected by these 50,000 that would not have been if Booker T. Washington had not convinced the McDuffies that the best investment they could make is in education.

Now, we have heard a couple of the graduates mentioned. I would like to add a couple more names to that list. Sir John Swan was a premier of Bermuda, one of the first people of color that was a head of state in the Western Hemisphere. We mentioned Charlie Scott, who was the first African American ever to be awarded an athletic scholarship to the University of North Carolina. Now, as a Wake Forest graduate, I also have to mention another basketball player, Charlie Davis, who was the first African American Player of the Year in ACC history in basketball in 1971.

Once again, we are talking about thousands of people that came through this institute, thousands of people that were affected. Once again, the great joy of education is that its influence never ends.

I congratulate the McDuffie family. I congratulate the faculty and alumni and students of this great institution because they have survived, and they have made a difference in the lives of not only the people of Scotland County, which I am fortunate enough to represent as part of North Carolina's Eighth District, but they have also influenced the State of North Carolina and this great Nation of ours.

Mr. ROE of Tennessee. Mr. Speaker, just to dovetail, I do remember, I believe Charlie Scott played in the old ABA for the Virginia Squires. I have seen him play many times, a great athlete and a great human being.

As my colleague Mr. KISSELL from North Carolina clearly stated, an education doesn't just affect one person. It affects a family, it affects a community, it affects a nation. So this family that has had this commitment to education for over a century is to be commended.

I urge my colleagues to support this resolution.

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

Mrs. DAVIS of California. Mr. Speaker, I am honored. I certainly want to thank Mr. KISSELL for really giving us a more expanded view of the Laurinburg Institute. I appreciate his passion and interest in it.

I want to encourage my colleagues to support this resolution, House Resolution 660, recognizing the historical importance of the Laurinburg Institute.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from California (Mrs. DAVIS) that the House suspend the

rules and agree to the resolution, H. Res. 660, as amended.

The question was taken.

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

Mrs. DAVIS of California. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

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#### EXPRESSING SUPPORT FOR TEEN READ WEEK

Mrs. DAVIS of California. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 836) expressing support for Teen Read Week.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

#### H. RES. 836

Whereas 70 percent of 8th graders and 65 percent of 12th graders do not read at grade level;

Whereas for many adolescent students, ongoing difficulties with reading and writing figure prominently into the decision to drop out of school;

Whereas available data shows 85 percent of all juvenile offenders have reading problems and approximately one-third of all juvenile offenders read below the fourth-grade level;

Whereas advanced literacy across content areas is the best available predictor of the ability of students to succeed in introductory college courses;

Whereas research shows that teens who read for fun have better test scores and are more likely to succeed in the workforce;

Whereas Teen Read Week encourages teens to read a book for leisure purposes;

Whereas Teen Read Week recognizes that it is important for adolescents to read proficiently; and

Whereas October 18 to October 24, 2009, is Teen Read Week: Now, therefore, be it

Resolved, That the House of Representatives—

(1) supports the goals and ideals of Teen Read Week;

(2) recognizes that it is important for teens to be taught to read proficiently; and

(3) encourages teens to read for leisure and academic purposes.

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

The Chair recognizes the gentlewoman from California.

#### GENERAL LEAVE

Mrs. DAVIS of California. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous materials on House Resolution 836 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from California?

There was no objection.

Mrs. DAVIS of California. I yield myself as much time as I may consume.

Mr. Speaker, I rise today in support of House Resolution 836, which supports the goals and ideals of Teen Read Week from October 18 through October 24, 2009.

Teen Read Week was started in 1998 by the Young Adult Library Services Association as an initiative to encourage more teens to read. Research shows that strong literacy ability is correlated to academic success, but many of our youth are struggling to read and to write at proficient levels. For instance, 70 percent of eighth graders and 65 percent of 12th graders do not read at grade level. I find that unacceptable, and I know that my colleague does as well. The inability of students to read at grade level can tremendously affect a teenager's decision to stay in school. Also, strong literacy skills help predict college success in college introductory classes.

Critical reading and comprehension help students achieve their personal and professional goals. In addition to supporting Teen Read Week, this bill calls for more adolescents to read in their free time. While teens hover around video games, wide-screen television sets and computer screens, books are collecting dust on bookshelves. It is vital that we continue to encourage students to read for both their academic and personal purposes even though there are many things that do compete for their time. Teens, parents and teachers can all play a significant role in helping children and students achieve academic success.

With that, I want to thank Representative ROE for introducing this legislation. I urge my colleagues to support this bill and reserve the balance of my time.

Mr. ROE of Tennessee. Mr. Speaker, I yield myself as much time as I may consume, and I rise today in support of House Resolution 836, expressing support for Teen Read Week.

More than 20 percent of adults read below a fifth-grade level, which is well below the reading level needed to earn a minimum wage. Almost 44 million adults in the United States don't read well enough to read a short story to their child. It is estimated that illiteracy costs U.S. taxpayers more than \$20 billion per year. More than three out of four of those on welfare and 68 percent of people arrested are illiterate. In U.S. prisons, three out of five inmates cannot read.

The ability to read proficiently is one of the most important skills children and adolescents can acquire. This skill is important to people of all ages, from children just entering school to adults in the prime of their careers. Teen Read Week highlights the importance of encouraging teenagers to read.

Research has shown that children and teens who are proficient readers perform better in almost all school subjects. Therefore, it follows that teens who struggle to read are more likely to drop out of high school than those who do not. In addition, research

indicates that there's a strong link between teens who are juvenile offenders and the inability to read at grade level.

Teen Read Week takes place October 18 through 24, 2009. It was first recognized in 1998 and has taken place the third week of every October since that time.

Teen Read Week encourages teens to read for fun. Reading for fun highlights the importance and enjoyment of reading for teens and adolescents. Research has shown that teens who read for fun are more likely to succeed in the workforce than those who do not. The theme for Teen Read Week 2009 is "Read Beyond Reality."

By recognizing Teen Read Week, we show our support for promoting teen literacy and encouraging teens to read. I am honored to support this resolution, and I ask my colleagues to join me.

I reserve the balance of my time.

Mrs. DAVIS of California. I reserve the balance of my time, Mr. Speaker.

Mr. ROE of Tennessee. Mr. Speaker, I have just one comment. I have been the mayor of a city, Johnson City, Tennessee. A lot of information for the school system comes through us. And I was at a meeting one day, and one of the school board members was very exuberant about how we could use computers, and computers are the most important thing. I held my hand up, and I said, Look, I don't have a clue how a computer works, but I can read. So I read the manual, and in 30 minutes or 20 minutes' time, I'm online.

Reading changes lives. The statistics in this country are staggering. When you look at the amount of people in prisons and on welfare who cannot read, it is basically enslavement. We must in our education system—and I have thought of this many times—a good education where you can read may help solve the health care crisis, because people who can read can get a good job and provide for themselves.

So I would encourage my colleagues to support this and encourage the schools to help teach and encourage teen reading.

I yield back the balance of my time.

Mrs. DAVIS of California. Mr. Speaker, I know how important this is. We talk to young families about the importance of reading to their young children. But it's also important that we continue that enthusiasm in the home for their younger adults as they go through school.

Kids read to learn. There are so many places that they can go because they can read. Often it is true that young people have to read a lot of things in school, but they don't often read for their enjoyment. And until they start doing that, and they really understand what it can mean to them for the rest of their lives, they may not become the kind of readers that they probably would want to be and would benefit from.

So I'm delighted that my colleague has brought this forward. It helps us to