

role models for me in high school. They were both band directors when I was there and really brought out the love of music in the teaching for all of us in high school band at that time. The discipline that I learned there while mastering the tuba has indeed served me well.

But with that, Mr. Speaker, let me thank my colleagues. I appreciate the chance to bring this resolution to the floor. I am proud of our House tonight for taking up this resolution on exactly how important music education is in our country.

Mr. HOLT. Mr. Speaker, I rise in support of H. Con. Res. 266, legislation expressing the sense of the House regarding the benefits of music education. I am proud to join my colleagues in passing this bipartisan proposal today in the House of Representatives.

As a teacher, I can testify to the value that music and art can have in a well-rounded academic program. There is a growing body of scientific research demonstrating that children who receive music instruction perform better on spatial-temporal reasoning tests and proportional math problems.

Opportunities in music and the arts have also enabled children with disabilities to participate more fully in school and community activities.

There is something special about music and the arts that speak to what is special and unique in the human spirit. Music and the arts can motivate at-risk students to stay in school and become active participants in the educational process. They teach all students about beauty and abstract thinking.

According to the College Board, college-bound high school seniors in 1998 who received music instruction scored 53 points higher on the verbal portion of the Scholastic Aptitude Test and 39 points higher on the math portion of the test than college-bound high school seniors with no music or arts instruction.

Other data shows that individuals who participate in band or orchestra reported the lowest levels of current and lifelong use of alcohol, tobacco, and illicit drugs. Comprehensive, sequential music instruction assists brain development and improves cognitive and communicative skills, self-discipline, and creativity.

Mr. Speaker, music education enhances intellectual development and enriches the academic environment for children of all ages. I am proud to join with my colleagues in passing this bipartisan resolution in recognition of these facts.

Mr. BARRETT of Nebraska. Mr. Speaker, I rise today in strong support of H. Con. Res. 266, and in honor of all the music educators and their students across the country. We've all heard the statistics about how studying music helps kids learn math, and how students who participate in fine arts programs are less likely to use drugs or alcohol. And behind those statistics, are real teachers, making a difference every day in the lives of real kids.

Each year, in Nebraska the Omaha World-Herald presents the "My Favorite Teacher" award to teachers across the state. This year, two music educators won the prize. One of the teachers, Jean McGee, is an elementary music specialist at Sandoz Elementary in my hometown. She was nominated by her student Drew Nguyen (pronounced: New yen)

who wrote in his nomination, "My teacher . . . taught me so much in my life so far . . . Her music is the glory in my days, even rough ones."

Drew's comments remind me of my own experiences. When I was young, my music teachers helped instill in me a real appreciation for music. Because of their efforts and my parents' encouragement, I was able to turn my music lessons into a job with a jazz band that helped pay my way through college. Later, while I was in the Navy, I enjoyed playing in military bands and dance bands. My summers were spent playing so-called "one nighters" throughout the midwest. Because of music, I developed lifelong friends, and savor the memories of one nighters "on the road with the band."

For many students, like Drew and me, music teachers provided the opportunities to learn—not just about music scores and techniques, but also about how the arts can enrich daily life. I applaud all music teachers who continue to teach a truly universal language, and their students, and urge passage of H. Con. Res. 266.

Mr. SWEENEY. Mr. Speaker, I rise today in strong support of House Concurrent Resolution 266 expressing the sense of Congress regarding the benefits of music education.

The value of a musical education in our society is immeasurable. Music affords free expression and sharing of ideas and feelings. In this way, music represents our most basic Constitutional right of free speech and expression. Musical performers are ambassadors to other nations who spread the joys of our music and democracy.

Music not only provides connections between cultures, but also across generations. Music has allowed me to form a closer bond with my children. Every summer we sit on the lawn of Saratoga Performing Arts Center in upstate New York, introducing each other to the symphony, rhythm and blues, country, Irish folk music, and rock and roll. Our experiences sparked a deep appreciation for music and truly allows us to enjoy the finer things in life.

My own musical experiences with the trombone are among my most cherished school memories. These musical studies boosted my self esteem and confidence. Music education still has this same valuable impact on millions of Americans today.

I cannot imagine America without music. I encourage my children, and all Americans, to immerse themselves in musical education. Sit down and listen to music together. Invite someone to a concert, musical or recital. Sign up for a music class. Discover the wonders of playing a musical instrument or turn on the car radio and enjoy the freedom music represents.

Mr. Speaker, please join me in voting in favor of House Concurrent Resolution 266, expressing the sense of Congress regarding the benefits of music education.

Mr. REYES. Mr. Speaker, growing up along the United States/Mexico border, music has always had a profound influence on my life. Music, like art, dance, and drama are windows through which we view culture. Music is a language that is understood by diverse people across the world and ties us together in our common humanity. With much of the strife and civil unrest that takes place in our world, music is one of those gifts that helps bridge cultural, social, and political gaps between people.

In our schools, I truly believe that music education enhances intellectual development and enriches the academic environment for children of all ages. I think that an investment in music education is an investment in the health and well-being of our society. Music education gives our children the opportunity to explore and experience something that has deep meaning and significance to all of us. This is critically important and should not be taken lightly.

The notes and scales in the musical scores are the threads that help us build and maintain the tapestry of culture. We all gain value through music, and we, as the 106th Congress, should support music education as an integral part of our educational curriculum. I urge my colleagues to support House Concurrent Resolution 266, expressing the sense of the Congress regarding the benefits of music education.

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

The SPEAKER pro tempore (Mr. TERRY). The question is on the motion offered by the gentleman from Indiana (Mr. MCINTOSH) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 266.

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

A motion to reconsider was laid on the table.

□

□ 2330

SPECIAL ORDERS

The SPEAKER pro tempore (Mr. TERRY). Under the Speaker's announced policy of January 6, 1999, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

□

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Georgia (Ms. MCKINNEY) is recognized for 5 minutes.

(Ms. MCKINNEY addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

□

RECOGNIZING AWARD OF MEDAL OF HONOR TO PRESIDENT THEODORE ROOSEVELT

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Indiana (Mr. BUYER) is recognized for 5 minutes.

Mr. BUYER. Mr. Speaker, I rise today to bring attention to a great man, a man of immense stature to the history of this Nation, a strong, moral family man and a visionary conservationist, a man who distinguished himself in peace and in war and who would at the age of 43 become the first great American voice of the 20th century and our 26th President, Theodore "Teddy" Roosevelt.

My esteemed colleague the gentleman from New York (Mr. LAZIO) initially brought this case to my attention in 1997. As chairman of the House

Committee on Armed Services' Subcommittee on Military Personnel, I worked with the gentleman from New York and former Pennsylvania Representative Paul McHale, the Roosevelt family, representatives of the Theodore Roosevelt Association, authors and historians to correct a historical oversight. Our crusade has been to see that then Colonel Teddy Roosevelt be awarded the Medal of Honor posthumously for conspicuous gallantry at the Battle of San Juan Heights during the Spanish American War.

On July 1st of 1898, Colonel Roosevelt led the First United States Volunteer Cavalry Regiment, the Rough Riders, into action alongside Army regulars at San Juan Heights outside Santiago, Cuba. During the battle, the Rough Riders encountered a regular Army unit that was reluctant to press the attack. Roosevelt boomed, "Step aside and let my men through," then proceeded to lead his men through a hail of enemy gunfire during the assault up Kettle Hill, one of two hills comprising San Juan Heights. His leadership was so compelling that many of the regular Army officers and men fell in line with the Rough Riders.

Mr. Speaker, Colonel Roosevelt's heroic performance on that day is well documented, but I believe it is enlightening to review some of the historical details:

Number one. Roosevelt's actions demonstrated an utter disregard for his own safety and were consistent with the actions of those that were awarded the Medal of Honor during the Spanish American war. Of the 22 officers and soldiers who were awarded the Medal of Honor that day, 21 received it because they gave up cover and exposed themselves to enemy fire. Once the order to attack was received, Colonel Roosevelt mounted his horse and rode up and down the ranks in full view of enemy gunners. During the final assault on Kettle Hill, he remained on horseback, exposing him to the withering fire of the enemy. If voluntary exposure to enemy fire was the criteria for award of the Medal, then Colonel Roosevelt clearly exceeds the standard.

By driving his Rough Riders through the ranks of a stalled regular Army unit to pursue the attack on Kettle Hill, Colonel Roosevelt changed the course of the battle. This is what a decoration for heroism is all about, the raw courage to make decisions and put your life in jeopardy to win the battle. His decisive leadership in pressing the attack saved American lives and brought the battle to a successful conclusion.

The extraordinary nature of Colonel Roosevelt's bravery was confirmed by two Medal of Honor awardees who recommended him for the Medal of Honor on that day: Major General William Shafter and Colonel Leonard Wood, original commander of the Rough Riders and later military governor of Cuba. Both men were eminently qualified to judge whether Roosevelt's ac-

tions qualified him for the award. The Army thought so much of these two men that they named forts after them.

Yet despite the preponderance of evidence and the endorsement by these two Medal of Honor awardees, the War Department never acted upon their recommendation. I believe there is credible evidence that politics, not an honest assessment of Colonel Roosevelt's valor, was the prime reason the recommendation for the Medal of Honor was never approved. The McKinley administration's fear of a yellow fever epidemic prompted them to delay the troop's return from the war, a decision that Roosevelt publicly criticized. Seeking to quickly defuse the issue, the McKinley administration reversed course and brought the troops home. The then Secretary of War, Russell Alger, resented the public embarrassment that he received as a result of the criticism from the hero of San Juan Heights, Teddy Roosevelt. Lacking records to substantiate why the decoration was disapproved at the time, I believe that Secretary Alger had the opportunity and motivation to deny Teddy Roosevelt the Medal of Honor by simply just not acting on it.

Mr. Speaker, the Medal of Honor is this Nation's highest military award for bravery in combat. Since 1863, more than 3,400 extraordinary Americans have been awarded the Medal of Honor by the President in the name of the Congress. President Theodore Roosevelt's name would be an honorable and noteworthy addition to this most hallowed of lists. His raw courage and the fearless, bold decisiveness that he demonstrated while leading his Rough Riders up Kettle Hill on horseback altered the course of the battle, saved American lives and epitomized the selfless service of all Medal of Honor awardees.

On February 22, Secretary of Defense William Cohen forwarded a memorandum to President Clinton recommending that Theodore Roosevelt be posthumously awarded the Medal of Honor. I join the gentleman from New York (Mr. LAZIO) and former Representative Paul McHale in commending the Department of Defense for following the lead of Congress by choosing to acknowledge President Roosevelt's heroic leadership and courage under fire during the Spanish American War. He will join 109 other soldiers, sailors and Marines who were awarded the Medal of Honor for their actions during that conflict.

However, it troubles me that for some inexplicable reason that President Clinton has delayed acting upon Secretary Cohen's recommendation. I urge President Clinton to announce the award now.

□

AWARDING MEDAL OF HONOR TO
PRESIDENT THEODORE ROOSEVELT

The SPEAKER pro tempore. Under a previous order of the House, the gen-

tleman from New York (Mr. LAZIO) is recognized for 5 minutes.

Mr. LAZIO. Mr. Speaker, I yield to the gentleman from Indiana.

Mr. BUYER. Moreover, it is my sincerest hope that the award ceremony will be conducted here in Washington as befits a celebration that honors a truly larger than life American. Lastly, I spoke with Tweed Roosevelt today, a direct descendant of Teddy Roosevelt, and I endorse the Roosevelt family's desire that President Roosevelt's Medal of Honor permanently reside next to his Nobel Peace Prize in the Roosevelt Room of the White House. That is the working room of the West Wing just off the Oval Office. I can think of no better tribute to the greatness of President Roosevelt than to bring together in one room the accolades that he received as both a warrior and as a peacemaker. What finer example could we offer the leader of our Nation, what better inspiration for our future Presidents to strive for excellence in their quest of the greater understanding.

Mr. Speaker, I would like to commend Congress for its work to secure the Medal of Honor for Teddy Roosevelt. We have attempted to right a historical wrong and we have come to learn more about why Theodore Roosevelt was one of our greatest historical figures. He displayed the qualities of a great leader: courage, cunning, intellect, boldness and charisma all founded on deep moral purpose. His courage and the enthusiasm that his courage generated motivated his Rough Riders on the battlefield at San Juan Heights and inspired a generation of Americans as they emerged from the chaos of the late 19th century.

Mr. Clinton, we urge you to avoid further delay and expeditiously award the Medal of Honor to Colonel Theodore Roosevelt.

Mr. LAZIO. Mr. Speaker, I thank the gentleman from Indiana, and I want to begin by acknowledging his terrific work in terms of bringing this issue to the forefront of this Congress and all of his partnership with me in these last 3 years as we have been fighting for this sense of justice. People say why do we care about giving Theodore Roosevelt the Congressional Medal of Honor 102 years after he earned it. I think it comes down to simple justice. The fact is that Theodore Roosevelt is one of our greatest Americans. His face appears on Mount Rushmore. He has been known as one of America's greatest Presidents. Before that, he was a Governor of the State of New York. He was a great conservationist and a reformer.

□ 2340

He was the architect of the modern Navy, and in many ways help shape American foreign policy as we entered the global age. But it is for none of those reasons that Theodore Roosevelt deserves the Congressional Medal of Honor. It is for the facts that the gentleman from Indiana (Mr. BUYER) has laid out.