

HONORING THE COMMITMENT AND DEDICATION OF AMERICA'S TEACHERS

(Mr. BOOZMAN asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. BOOZMAN. Mr. Speaker, I rise today in support of legislation that honors the commitment and dedication of our Nation's teachers.

Today under Republican leadership the House is scheduled to take up two important education reauthorization bills that highlight our support for America's teachers. The Ready to Teach Act of 2003 and the Teacher Recruitment and Retention Act are two important bills that will help ensure that there is a quality teacher in every classroom, and that they are rewarded for their service.

As a former school board member and parent of three public school graduates, I have seen firsthand how hard our teachers work. It is only fair, then, that we create an environment that encourages and rewards their dedication.

Mr. Speaker, our children are blessed to have some wonderful teachers who are committed to their growth; however, we must ensure that these great people have incentives to continue to teach our children. These two bills are a step in the right direction, and I look forward to casting a vote of support for our teachers today.

THE TEACHER RECRUITMENT AND RETENTION ACT

(Mr. WILSON of South Carolina asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. WILSON of South Carolina. Mr. Speaker, I want to express how fortunate I feel today. We have the opportunity to assist an extremely important profession that is often overlooked: teachers. I have seen firsthand the difficulties and challenges these dedicated professionals face since my wife Roxanne is a teacher in Lexington District 2.

Today thanks to the leadership of the gentleman from Ohio (Chairman BOEHNER) of the Committee on Education and the Workforce, the House will vote to increase loan forgiveness to a group of teachers that are desperately needed in our country's rural and urban areas. Math, science and special ed teachers who commit to teach 5 years in a low-income school will receive up to \$17,500 in loan forgiveness through H.R. 438, the Teacher Recruitment and Retention Act.

I agree with President Bush that we must ensure all students receive a quality education. I urge my colleagues to support passage of the Teacher Recruitment and Retention Act.

In conclusion, God bless our troops.

REPUBLICANS GETTING THINGS DONE FOR AMERICA

(Mr. KINGSTON asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. KINGSTON. Mr. Speaker, when the Republicans took over the White House, the Senate and the House, the critics in this town came out of the woodwork, which does not take much to rile them up, but they said they are never going to get anything done. The first year in office Mr. Bush passed No Child Left Behind, a great bipartisan education reform package; this year taken on a world leadership role to liberate Iraq from the oppression of Saddam Hussein and make it possible to inspect for weapons of mass destruction; and now we are leading Iraq towards democracy. We have also passed economic relief in the form of tax relief for small businesses, for families and for farmers, something that will turn the economy around. And then earlier last month we passed Medicare reform with a prescription drug benefit.

We have other things that we are going to do for medicine. We are going to take on malpractice reform. It has already passed in the House. The other body is debating on it very soon. We are passing in the House health savings accounts so that people could set up a medical savings-type account approach to healthcare. We are taking on lots of new initiatives, and so the critics, they are always going to be here in Washington, DC., but if we look at the scorecard, it has been a very solid record.

Republicans in the House, Republicans in the Senate, Republicans at the White House are getting things done for the American people. We welcome the Democrats to join us. We do not want this to be a partisan show. We want bipartisan ideas because what this is about is not a better Republican Party, but a better America, and we need both parties and all people to participate.

PROVIDING FOR CONSIDERATION OF H.R. 2211, READY TO TEACH ACT OF 2003

Mrs. MYRICK. Mr. Speaker, by direction of the Committee on Rules, I call up House Resolution 310 and ask for its immediate consideration.

The Clerk read the resolution as follows:

H. RES. 310

Resolved, That at any time after the adoption of this resolution the Speaker may, pursuant to clause 2(b) of rule XVIII, declare the House resolved into the Committee of the Whole House on the state of the Union for consideration of the bill (H.R. 2211) to reauthorize title II of the Higher Education Act of 1965. The first reading of the bill shall be dispensed with. General debate shall be confined to the bill and shall not exceed one hour equally divided and controlled by the chairman and ranking minority member of the Committee on Education and the Workforce. After general debate the bill shall be considered for amendment under the five-

minute rule. It shall be in order to consider as an original bill for the purpose of amendment under the five-minute rule the amendment in the nature of a substitute recommended by the Committee on Education and the Workforce now printed in the bill. The committee amendment in the nature of a substitute shall be considered as read. All points of order against the committee amendment in the nature of a substitute are waived. No amendment to the committee amendment in the nature of a substitute shall be in order except those printed in the report of the Committee on Rules accompanying this resolution. Each amendment may be offered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, shall not be subject to amendment, and shall not be subject to a demand for division of the question in the House or in the Committee of the Whole. All points of order against such amendments are waived. At the conclusion of consideration of the bill for amendment the Committee shall rise and report the bill to the House with such amendments as may have been adopted. Any Member may demand a separate vote in the House on any amendment adopted in the Committee of the Whole to the bill or to the committee amendment in the nature of a substitute. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit with or without instructions.

The SPEAKER pro tempore (Mr. SIMPSON). The gentlewoman from North Carolina (Mrs. MYRICK) is recognized for 1 hour.

Mrs. MYRICK. Mr. Speaker, for purposes of debate only, I yield the customary 30 minutes to the gentleman from Massachusetts (Mr. MCGOVERN), pending which I yield myself such time as I may consume. During consideration of this resolution, all time yielded is for the purposes of debate only.

Mr. Speaker, yesterday, the Committee on Rules met and granted a structured rule for H.R. 2211, Ready to Teach Act of 2003. This is a very fair rule. We made five out of the eight amendments offered in order, and four of them are Democrat amendments. The Ready to Teach Act seeks to meet the call of the No Child Left Behind Act to place a highly qualified teacher in every classroom. It makes improvements to the Higher Education Act that will increase the quality of our Nation's teacher preparation programs.

I would like to commend the gentleman from Georgia (Mr. GINGREY) for his work on the Ready to Teach Act. I would also like to thank the gentleman from New York (Mr. BOEHLERT); the gentleman from Ohio (Mr. BOEHNER), chairman of the Committee on Education and the Workforce; and the gentleman from California (Mr. GEORGE MILLER), ranking member, for their continuing efforts to improve all aspects of our country's higher education system.

As we work to place highly qualified teachers in education classrooms across the Nation, I am particularly pleased that this legislation allows for

innovative programs that provide alternative options to the traditional teacher training programs. The key to producing highly qualified teachers is not the path by which they travel, but the destination they reach. Teachers trained through innovative options, or certified through alternative means, will still be held to the same standards of accountability and quality, but will not be constrained by artificial requirements that could place barriers between highly qualified individuals and the classrooms where they are desperately needed. In my community we run into this every day because of people who are qualified and have had years of experience in an area, but yet cannot get into the classroom.

Teaching is an honorable profession, and we need to attract and keep good, qualified teachers. This needs to be an attractive job so more people will enter the profession as well. H.R. 2211 continues the current law structure and authorizes three types of teacher training grants that each play a unique yet critical role in the education of tomorrow's teachers. Forty-five percent of the funds would be directed toward State grants, which must be used to reform teacher preparation requirements and ensure that current and future teachers are highly qualified. Forty-five percent of the funds would be directed toward partnership grants, which allow effective partners to join together, combining their strengths and resources to train highly qualified teachers to achieve success where it matters most, in the classroom. Ten percent of the funds would be directed toward teacher recruitment grants, which will help bring these high-quality individuals into the teaching programs and ultimately put more highly qualified teachers into the classroom.

H.R. 2211 also directs the Secretary of Education to give priority to applicants that will place an emphasis on recruiting minorities into the teaching profession.

The Ready to Teach Act of 2003 will improve the quality and accountability of our Nation's teacher preparation programs. I ask my colleagues to support this rule and the underlying legislation so that we can ensure that our children are receiving a world-class education.

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

Mr. MCGOVERN. Mr. Speaker, I yield myself such time as I consume.

I thank the gentlewoman from North Carolina (Mrs. MYRICK), my friend, for yielding me the customary 30 minutes.

Mr. Speaker, this rule provides for the consideration of H.R. 2211, the Ready to Teach Act of 2003. It is a relatively noncontroversial bill that reauthorizes programs under Title II of the Higher Education Act. The Committee on Education and the Workforce, Democrats and Republicans, worked together to produce a good bipartisan bill, but their hard work, Mr. Speaker, is being cheapened by the Republican

leadership in the process by which we are considering this bill today.

The Ready to Teach Act seeks to ensure that teacher training programs produce well-trained and well-prepared teachers who can fully address the educational needs of our children as mandated by the No Child Left Behind Act. It is supported by Members on both sides of the aisle, and I have no doubt that it will be approved later today.

□ 1030

But for some reason, Mr. Speaker, we are considering this bill under a restrictive rule.

Last night, eight amendments were offered in the Committee on Rules. Of those, seven amendments were offered by Democrats and one was offered by a Republican. If asked, the distinguished chairman of the Committee on Rules and his fellow committee Republicans will say that this is fair, that the Committee on Rules made in order four of the seven Democratic amendments and we should all be grateful and happy with their generosity.

But, Mr. Speaker, that is not the point; and the Members of this body know it. Critical amendments were not made in order, amendments that people feel very strongly about. With only a handful of amendments offered in the committee, for the life of me, I cannot figure out why the Republican leadership wants to shut down debate on this bipartisan bill, unless, of course, they are continuing their practice of disallowing amendments that might actually win, unless they are afraid they will not like the outcome if the House is allowed to work its will.

This is wrong, and I want all of my colleagues to know that, that with this rule, the Republican leadership has tainted the good work introduced by the Committee on Education and the Workforce.

Do not get me wrong: it is not the bill I have strong problems with, but rather it is the process. I commend the committee chairman, the gentleman from Ohio (Mr. BOEHNER); the ranking member, the gentleman from California (Mr. GEORGE MILLER); the subcommittee chairman, the gentleman from California (Mr. MCKEON); and the subcommittee ranking member, the gentleman from Michigan (Mr. KILDEE), along with the gentleman from Georgia (Mr. GINGREY), for their bipartisan cooperation on this bill.

Although this is a good bill, I would like to voice a couple of concerns. The reauthorization of the Higher Education Act of 1965 that this House approved in 1998 authorized the Teacher Quality Enhancement Grants for States and Partnerships at \$300 million annually. H.R. 2211 will authorize these critical grant programs at \$300 million for fiscal year 2004 and for such sums as necessary through FY 2008.

However, when compared to the fiscal year 2004 Labor, Health and Human Services and Education Appropriations Act, I find that the teacher quality en-

hancement grants are basically flat-funded at \$90 million. That is \$210 million less than what the Ready to Teach Act requires for the preparation of quality teachers.

Mr. Speaker, this is the same old song and dance. Once again, we are authorizing an education bill for critical education programs; and after we vote, we will all put out our press releases telling our constituents that we are strong supporters of education, and we will go home and say that education is our number one priority. But the reality, however, is that this Congress starves those programs in the appropriations process, starves them of the funds they need in order to successfully prepare our children for the future.

The numbers do not lie. For fiscal year 2004, the Republican leadership will provide less than one-third of what this bill would authorize for these programs. Do you know what that is, Mr. Speaker? It is deliberately deceptive. It is hypocritical. It is cynical. It is forcing unfunded mandates on our States and our teachers and our local school districts at a time when they are struggling with terrible budget problems. It is a lousy way to run education policy.

It is exactly what this House has done on the No Child Left Behind Act and the Individuals With Disabilities Education Act. You all remember the No Child Left Behind Act, Mr. Speaker. It was passed by the Congress and signed by the President with great fanfare and hundreds of press conferences and press releases. The President and the Republican leadership claimed that this bill proved that they cared deeply about our children and were dedicated to ensuring that every child in America got a quality education.

Well, Mr. Speaker, it was all smoke and mirrors, a big public relations scam. If you do not believe me, just look at the bill we are going to take up tomorrow. The No Child Left Behind Act is underfunded by \$8 billion in the Labor-HHS-Education bill, \$8 billion. The majority of the programs to strengthen or improve teacher preparation, teacher quality, teacher professional development and teacher training in the FY 2004 Labor-HHS-Education appropriations bill received funding levels well under the requirements set by the No Child Left Behind Act. Some are even level-funded or face reduced funding.

For example, in the FY 2004 appropriations bill, the funding for the Teacher Quality State Grants is \$244 million short of the funding level required 2 years ago under the No Child Left Behind Act, but each of our States and each of our school districts is still mandated to ensure that every single teacher of every academic subject be highly qualified by 2005, with or without the money to carry out that mandate.

This, Mr. Speaker, is the Congress that makes sure that these States do not have the money. The Republican leadership would rather make sure the

lives of millionaires are made even more comfortable than making sure there is a qualified teacher in every classroom and every school in this country.

So, here we are, authorizing another education bill, knowing, Mr. Speaker, that the Republican leadership has absolutely no intention of actually providing the funding that is promised. Our families and our schools deserve a heck of a lot better than a long list of broken promises. The money is there if we want it to be there. It is simply a matter of choice, a matter of priorities. I hope that as the appropriations process continues that this Congress begins to keep its word.

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

Mrs. MYRICK. Mr. Speaker, I am pleased to yield 4 minutes to the gentleman from Tennessee (Mr. DUNCAN).

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

Mr. DUNCAN. Mr. Speaker, I thank the gentlewoman from North Carolina for yielding me time.

Mr. Speaker, I rise in support of this bill and the rule that brings it to the floor today. I especially support the provisions allowing the use of funds for alternative routes to state certification or traditional preparation for teachers. We need to give, Mr. Speaker, local school boards more freedom and flexibility in this area.

This would help solve what we sometimes hear as the "teacher shortage" in this country, but that is a government-created teacher shortage by every respect of the word. Right now, if a person with great education and experience in a field wanted to teach, he or she could not do so without a degree in education, except under very limited circumstances.

For example, a person with a Ph.D. in chemistry and 25 years of experience as a chemist could not teach high school chemistry in most public schools. The local school board would have to hire a young person with no experience and many fewer chemistry courses instead of the much-better-educated person who wanted to teach as a career change or to perform some community service.

Some small private colleges have had financial problems in recent years, but professors with long experience have not been able to move to the public schools. A person who taught English for 30 years in a small college and then decided he wanted to teach in a public school, even though he had long experience teaching, would not be able to move because he perhaps had a Ph.D. in English or some other field instead of a degree in education.

We should allow local school boards and school systems to consider an education degree as a plus when other factors are fairly equal. But school boards should also be allowed to hire people with advanced degrees and long experience and/or great success in a field as

teachers at full pay, perhaps for some brief probationary period.

One respected member of the judiciary told me a couple of years ago he would like to retire early and teach school, but he would have to go through a year-long unpaid internship, which, with his age, education and experience, he simply did not need to do.

I remember reading in *The Washington Post* a year or two ago that one of the real experts in this field, Frederick W. Hess, a University of Virginia professor, called for a radical overhaul of teacher certification. He said if a person has a degree or degrees, can pass a difficult test in the subject and has no criminal records, local school principals are intelligent enough to hire good teachers.

Very highly qualified applicants, Mr. Speaker, should not be rejected just because they never took an education course. Our local principals and our local school boards have enough intelligence and sense to hire good teachers, and we should not put restrictions or hindrances in their way.

We need to get the best-qualified people we possibly can teaching the children of this Nation, and the best way we can do that is to give these local principals and local school boards more freedom and flexibility in who they are able to hire.

Mr. Speaker, I commend all of the people involved with this legislation and especially for putting in the part that allows these funds to be used for alternative routes to certification for traditional routes of preparation for teachers.

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

Mrs. MYRICK. Mr. Speaker, I yield such time as he may consume to the gentleman from Ohio (Mr. BOEHNER) the chairman of the Committee on Education and the Workforce, who has done an excellent job with this bill.

Mr. BOEHNER. Mr. Speaker, let me thank my good friend from North Carolina for yielding me time.

I rise today in support of the rule for H.R. 2211, the Ready to Teach Act. I believe this is a fair rule that allows for the thorough consideration of a measure that I believe will make a real difference in the lives of teachers and students alike.

I first would like to applaud the efforts of my colleague from Georgia (Mr. GINGREY), a new member on our committee, who has been a real leader in the effort to strengthen the programs that are training the teachers of tomorrow. His leadership on this bill is providing us with an opportunity to help teachers become highly qualified and ready to teach when they enter the classroom.

H.R. 2211, the Ready to Teach Act, seeks to meet the call of the bipartisan No Child Left Behind Act to place a highly qualified teacher in every classroom by the 2005-2006 school year. Congress has embraced that goal, realizing the critical role that highly qualified

teachers play in the successful education of our Nation's children.

That is why under No Child Left Behind we have provided significant new resources to help teachers become highly qualified. In fact, in the first year of No Child Left Behind alone, we increased grants for teacher-quality funding by 35 percent. And the funding increases keep oncoming. We have provided the resources, and the bill before us today will build upon that commitment by providing real reforms.

There is a good reason why we are moving forward with this bill and why it has received broad bipartisan support. The fact is teacher training programs are suffering from a serious lack of accountability that is posing a real threat as we seek to place highly qualified teachers in classrooms across the Nation.

The No Child Left Behind Act is about supporting the Nation's schoolteachers, and to do that we need to ensure that the programs preparing them for the classroom are fulfilling their obligation to give them the skills to meet the highly qualified standards in No Child Left Behind. That is what this bill will do; it will ensure that teacher training programs are meeting the obligation that they have to teachers to ensure that they are ready to teach.

The Ready to Teach Act will strengthen teacher-training programs, making improvements to ensure that the teachers of tomorrow are highly qualified and prepared to meet the needs of American students. The bill is designed to align teacher-training programs with the high standards of accountability and results provided for in No Child Left Behind.

The No Child Left Behind Act focuses on three key objectives, accountability, flexibility and effectiveness, to improve the quality of these programs.

The first objective, accountability, is essential if we are to gauge the effectiveness of the programs training our teachers. While current higher-education law contains some annual reporting requirements, these reporting measures have proven ineffective in measuring the true quality of teacher-preparation programs. In fact, the current requirements have often been manipulated, leaving data skewed and often irrelevant.

The Ready to Teach Act includes accountability provisions that will strengthen these reporting requirements and hold teacher preparation programs accountable for providing accurate, useful information about the effectiveness of their programs.

I am particularly pleased that the bill before us recognizes that flexibility should exist in methods used for training highly qualified teachers, and, for that reason, would allow funds to be used for innovative methods in teacher-preparation programs such as charter colleges of education, which can provide an alternative gateway for teachers to become highly qualified.

The bill takes the important step of recognizing that individuals seeking to

enter the teaching profession often have varied backgrounds; and by creating flexible approaches that step outside the box, these individuals can become highly qualified teachers through training programs as unique as their own individual experiences.

H.R. 2211 ensures that program effectiveness can accurately be measured and places a strong focus on the effectiveness of teacher preparation and a renewed emphasis on the skills needed to meet the highly qualified standard found in No Child Left Behind.

□ 1045

The use of advanced technology in the classroom, rigorous academic content standards, scientifically-based research, and challenging student academic standards are all principles that this bill will follow.

I would like to thank my colleagues on both sides of the aisle. The gentleman from California (Mr. GEORGE MILLER), the ranking member; the gentleman from California (Mr. MCKEON), the chairman of the Subcommittee on 21st Century Competitiveness; and the gentleman from Michigan (Mr. KILDEE), the ranking member of the subcommittee, are all to be commended for their bipartisan effort in moving this legislation forward. They have put together a bipartisan bill that makes common-sense changes to Title II of the Higher Education Act to help improve our Nation's teachers.

With that, I urge my colleagues to support the rule and to support the underlying bill today.

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

Let me just close by again reiterating my support for the underlying bill, but also expressing my great concern that what we are doing here is authorizing a program with no intention of funding the program. I find that somewhat deceptive. I personally believe that this Congress and this leadership needs to put its money where its press releases are, and rather than leave no millionaire behind, I think we should keep our promise and leave no child behind. We are not doing that when we authorize educational programs and then we do not follow up with the appropriations.

I am going to urge my colleagues to vote "no" on this rule because while I support the underlying bill, I think this process stinks. I mean, once again, Members who have serious amendments, who have legitimate issues that they want to debate on this floor are being shut out. The gentleman from Pennsylvania (Mr. FATAH) had an amendment that would direct the States to reduce the gap between higher-income districts and lower-income districts by increasing the number of highly qualified teachers. He was shut out. The gentleman from California (Mr. BACA) had an amendment that allows for a bonus award to teachers who achieve technology certification according to the Computer and Tech-

nology Industry Association and the Information Technology Association. He was shut out. The gentlewoman from Texas (Ms. JACKSON-LEE) had an amendment that would require the Secretary to collect all repayments and redirect the funds to low-income and historically low-achieving school districts. She was shut out.

Now, if my colleagues on the other side of the aisle think these are amendments that are not worth their support, then they can make that argument on the House Floor, and they can vote "no." But some of us think that these amendments are good, and that we should have the opportunity to not only debate them, but vote up or down on them. So these Members were shut out of the process, and this has become, unfortunately, a trend in this Congress.

So I would urge my colleagues to vote "no" on the rule.

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

Mrs. MYRICK. Mr. Speaker, as I said before, I feel that this is a very fair rule, and I would urge my colleagues to vote for the rule and for the underlying legislation.

Mr. Speaker, I yield back the balance of my time, and I move the previous question on the resolution.

The previous question was ordered.

The SPEAKER pro tempore (Mr. SIMPSON). The question is on the resolution.

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

Mr. MCGOVERN. 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, further proceedings on this motion will be postponed.

MESSAGE FROM THE PRESIDENT

A message in writing from the President of the United States was communicated to the House by Ms. Wanda Evans, one of his secretaries.

PROVIDING FOR CONSIDERATION OF H.R. 438, TEACHER RECRUITMENT AND RETENTION ACT OF 2003

Mr. SESSIONS. Mr. Speaker, by direction of the Committee on Rules, I call up House Resolution 309 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

H. RES. 309

Resolved, That upon the adoption of this resolution it shall be in order without intervention of any point of order to consider in the House the bill (H.R. 438) to increase the amount of student loans that may be forgiven for teachers in mathematics, science, and special education. The bill shall be considered as read for amendment. The amendment recommended by the Committee on Education and the Workforce now printed in

the bill shall be considered as adopted. The previous question shall be considered as ordered on the bill, as amended, and on any further amendment thereto to final passage without intervening motion except: (1) one hour of debate on the bill, as amended, equally divided and controlled by the chairman and ranking minority member of the Committee on Education and the Workforce; (2) the further amendment printed in the report of the Committee on Rules accompanying this resolution, if offered by Representative George Miller of California or his designee, which shall be in order without intervention of any point of order or demand for division of the question, shall be considered as read, and shall be separately debatable for ten minutes equally divided and controlled by the proponent and an opponent; and (3) one motion to recommit with or without instructions.

The SPEAKER pro tempore. The gentleman from Texas (Mr. SESSIONS) is recognized for 1 hour.

Mr. SESSIONS. Mr. Speaker, for the purpose of debate only, I yield the customary 30 minutes to the gentleman from Massachusetts (Mr. MCGOVERN), pending which I yield myself such time as I may consume. During consideration of this resolution, all time yielded is for the purpose of debate only.

Mr. Speaker, the resolution before us is a fair, modified rule providing for the consideration of H.R. 438, the Teacher Recruitment and Retention Act of 2003.

The rule provides for 1 hour of general debate, equally divided and controlled by the chairman and ranking minority member of the Committee on Education and the Workforce. The rule also provides that all points of order against consideration of the bill are waived.

The rule provides that an amendment in the nature of a substitute recommended by the Committee on Education and the Workforce now printed in the bill shall be considered as read and as an original bill for the purpose of amendment. It also provides that all points of order against the amendment in the nature of a substitute are waived.

This rule allows for the consideration of an amendment printed in the Committee on Rules report, if offered by the gentleman from California (Mr. GEORGE MILLER) or his designee, to be considered as read and debatable for 10 minutes, equally divided between a proponent and an opponent of the amendment, which shall not be subject to a demand for a division of the question in the House or in the Committee of the Whole. Finally, the rule waives all points of order against this amendment, and it also provides for one motion to recommit, either with or without instructions.

Mr. Speaker, I am proud to report that today, by taking up and passing H.R. 438, the Teacher Recruitment and Retention Act of 2003, this Congress will address an urgent crisis facing our Nation's schools and their students. Today a shortage of highly qualified teachers in mathematics, science, and special education leaves schools all