

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

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

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

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

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

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

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

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

Mr. HOYER. Mr. Speaker, I am pleased to support this resolution, H. Con. Res. 355, recognizing the benefits and importance of school-based music education programs.

I have long been a strong advocate for music education programs, both in my home State of Maryland and nationally. I believe that music education should be available to students of all ages and a part of every student's academic experience.

Music education programs enrich the whole student, and are a critical component of a well-rounded academic curriculum. In my home State of Maryland, educators and administrators have worked to integrate music and arts programs into academic curriculums in order to provide students with these important benefits. At a time when education programs are struggling for adequate funding and State and local governments across the country face tremendous budget pressures, it is more important than ever to highlight and emphasize the importance of music education programs.

I frequently meet with artists, songwriters, musicians and other creators who are actively engaged in ensuring that schools and communities continue to work music and arts into the school curriculum. These artists know that music education can enhance intellectual development and skills integral to improved learning. Skills learned through the study of music help children become better students. Skills learned through music transfer to improve study skills, communication skills, and cognitive skills. Also, studies have shown that students involved in music classes are less likely to be disruptive, have better attendance, and are more likely to receive academic honors and awards.

Studies have also shown that participation in school-based music education can increase student success. For example, in 2001 the College-Bound Seniors National Report showed that students with coursework in music performance and music appreciation scored notably higher on the SATs than students with no arts participation. Studies have shown that participation in music class correlates with increased proficiency in mathematics and success in science.

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

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

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

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

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

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

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

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

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

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

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

A motion to reconsider was laid on the table.

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#### RECESS

The SPEAKER pro tempore. Pursuant to clause 12(a) of rule I, the Chair declares the House in recess until approximately 6:30 p.m. today.

Accordingly (at 3 o'clock and 27 minutes p.m.), the House stood in recess until approximately 6:30 p.m.

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□ 1830

#### AFTER RECESS

The recess having expired, the House was called to order by the Speaker pro tempore (Mr. PRICE of Georgia) at 6 o'clock and 30 minutes p.m.

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#### ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, proceedings will resume on motions to suspend the rules previously postponed.

Votes will be taken in the following order:

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

H. Res. 703, by the yeas and nays;

H. Res. 744, by the yeas and nays.

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

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

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

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

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

The Clerk read the title of the joint resolution.

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

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

[Roll No. 82]  
YEAS—406

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

Keller	Moore (WI)	Saxton
Kelly	Moran (KS)	Schiff
Kennedy (MN)	Moran (VA)	Schmidt
Kennedy (RI)	Murphy	Schwartz (PA)
Kildee	Murtha	Schwarz (MI)
Kilpatrick (MI)	Musgrave	Scott (GA)
Kind	Myrick	Scott (VA)
King (IA)	Nadler	Sensenbrenner
King (NY)	Napolitano	Serrano
Kingston	Neal (MA)	Sessions
Kirk	Neugebauer	Shadegg
Kline	Ney	Shaw
Knollenberg	Northup	Shays
Kolbe	Norwood	Sherman
Kucinich	Nunes	Sherwood
Kuhl (NY)	Nussle	Shimkus
LaHood	Oberstar	Shuster
Langevin	Obey	Simmons
Lantos	Olver	Simpson
Larsen (WA)	Ortiz	Skelton
Larson (CT)	Osborne	Smith (NJ)
Latham	Otter	Smith (TX)
LaTourette	Owens	Smith (WA)
Leach	Oxley	Snyder
Lee	Pallone	Sodrel
Levin	Pascrell	Solis
Lewis (CA)	Pastor	Spratt
Lewis (GA)	Paul	Stark
Lewis (KY)	Pearce	Stearns
Linder	Pelosi	Strickland
Lipinski	Pence	Stupak
LoBiondo	Peterson (MN)	Sullivan
Loftgren, Zoe	Peterson (PA)	Tancredo
Lowey	Petri	Tauscher
Lucas	Pickering	Taylor (NC)
Lungren, Daniel	Pitts	Terry
E.	Platts	Thomas
Lynch	Poe	Thompson (CA)
Mack	Pombo	Thompson (MS)
Maloney	Pomeroy	Thornberry
Manzullo	Porter	Tiahrt
Marchant	Price (GA)	Tiberi
Markey	Price (NC)	Tierney
Marshall	Pryce (OH)	Towns
Matheson	Putnam	Turner
Matsui	Radanovich	Udall (NM)
McCarthy	Rahall	Upton
McCaul (TX)	Ramstad	Van Hollen
McCollum (MN)	Rangel	Velázquez
McCotter	Regula	Visclosky
McCrery	Rehberg	Walden (OR)
McDermott	Reichert	Walsh
McHenry	Renzi	Wamp
McIntyre	Reyes	Wasserman
McKeon	Reynolds	Schultz
McKinney	Rogers (AL)	Waters
McMorris	Rogers (KY)	Watt
McNulty	Rogers (MI)	Waxman
Meehan	Rohrabacher	Weiner
Meek (FL)	Ros-Lehtinen	Weldon (FL)
Meeks (NY)	Ross	Weldon (PA)
Melancon	Rothman	Weller
Mica	Roybal-Allard	Westmoreland
Michaud	Ruppersberger	Wexler
Millender-	Rush	Whitfield
McDonald	Ryan (OH)	Wicker
Miller (FL)	Ryan (WI)	Wilson (NM)
Miller (MI)	Ryun (KS)	Wilson (SC)
Miller (NC)	Sabo	Woolsey
Miller, Gary	Salazar	Wu
Miller, George	Salazar	Wynn
Mollohan	Sánchez, Linda	Young (FL)
Moore (KS)	T.	
	Sanchez, Loretta	

**NOT VOTING—26**

Bishop (GA)	Gilchrest	Souder
Calvert	Granger	Sweeney
Carson	Hoekstra	Tanner
Costello	Jenkins	Taylor (MS)
Culberson	McGovern	Udall (CO)
DeLay	Payne	Watson
Emerson	Sanders	Wolf
Evans	Schakowsky	Young (AK)
Fossella	Slaughter	

□ 1853

Mr. MOORE of Kansas changed his vote from “nay” to “yea.”

So (two-thirds of those voting having responded in the affirmative) the rules were suspended and the joint resolution was passed.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

Stated for:  
Ms. SLAUGHTER. Mr. Speaker, on rollcall No. 82 I was unavoidably detained. Had I been present, I would have voted “yea.”

**RECOGNIZING THE 20TH ANNIVERSARY OF THE CHERNOBYL NUCLEAR DISASTER**

The SPEAKER pro tempore. The pending business is the question of suspending the rules and agreeing to the resolution, H. Res. 703.

The Clerk read the title of the resolution.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Iowa (Mr. LEACH) that the House suspend the rules and agree to the resolution, H. Res. 703, on which the yeas and nays are ordered.

This will be a 5-minute vote.

The vote was taken by electronic device, and there were—yeas 402, nays 1, not voting 29, as follows:

[Roll No. 83]  
YEAS—402

Abercrombie	Castle	Franks (AZ)
Ackerman	Chabot	Frelinghuysen
Aderholt	Chandler	Gallegly
Akin	Chocola	Garrett (NJ)
Alexander	Clay	Gerlach
Allen	Cleaver	Gibbons
Andrews	Clyburn	Gillmor
Baca	Coble	Gingrey
Bachus	Cole (OK)	Gohmert
Baird	Conaway	Gonzalez
Baker	Conyers	Goode
Baldwin	Cooper	Goodlatte
Barrett (SC)	Costa	Gordon
Barrow	Cramer	Graves
Bartlett (MD)	Crenshaw	Green (WI)
Barton (TX)	Crowley	Green, Al
Bass	Cubin	Green, Gene
Bean	Cuellar	Grijalva
Beauprez	Cummings	Gutierrez
Becerra	Davis (AL)	Gutknecht
Berkley	Davis (CA)	Hall
Berman	Davis (FL)	Harman
Berry	Davis (IL)	Harris
Biggert	Davis (KY)	Hart
Bilirakis	Davis (TN)	Hastings (FL)
Bishop (NY)	Davis, Jo Ann	Hastings (WA)
Bishop (UT)	Davis, Tom	Hayes
Blackburn	Deal (GA)	Hayworth
Blumenauer	DeFazio	Hefley
Blunt	DeGette	Hensarling
Boehrlert	Delahunt	Herger
Boehner	DeLauro	Herseth
Bonilla	Dent	Higgins
Bonner	Diaz-Balart, L.	Hinchee
Bono	Diaz-Balart, M.	Hinojosa
Boozman	Dicks	Hobson
Boren	Dingell	Holden
Boswell	Doggett	Holt
Boucher	Doolittle	Honda
Boustany	Doyle	Hooley
Boyd	Drake	Hostettler
Bradley (NH)	Dreier	Hoyer
Brady (PA)	Duncan	Hulshof
Brady (TX)	Edwards	Hunter
Brown (OH)	Ehlers	Hyde
Brown (SC)	Emanuel	Inglis (SC)
Brown, Corrine	Engel	Inslee
Brown-Waite,	English (PA)	Israel
Ginny	Eshoo	Issa
Burgess	Etheridge	Istook
Burton (IN)	Everett	Jackson (IL)
Butterfield	Farr	Jackson-Lee
Camp (MI)	Fattah	(TX)
Campbell (CA)	Feeney	Jefferson
Cannon	Ferguson	Jindal
Cantor	Filner	Johnson (CT)
Capito	Fitzpatrick (PA)	Johnson (IL)
Capps	Flake	Johnson, E. B.
Capuano	Foley	Johnson, Sam
Cardin	Forbes	Jones (NC)
Cardoza	Ford	Jones (OH)
Carnahan	Fortenberry	Kanjorski
Carter	Fox	Kaptur
Case	Frank (MA)	Keller