

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