

In particular, the Section 177 Health Care Program is in urgent need of increased funding. Intended to provide comprehensive medical care, including cancer care, for the four communities most affected by the nuclear weapons testing program, this healthcare program has fallen woefully short of its intended goals. Spending approximately \$12 per patient per month, the needs of this program are immediate and urgent.

Mr. Speaker, I am sure that our countries will continue to work on this issue and find a resolution. I also have no doubt that the relationship between our governments will continue to be productive and mutually beneficial. As our alliance continues in the coming decades, I urge the United States to step up and meet its obligations to the people of the RMI. With all the sacrifices they have made for the United States and continue to make each day, it is the very least the United States can do.

I urge my colleagues to join me in commending the people of the Marshall Islands and acknowledge their profound sacrifices. We must continue our efforts to restore the health and lands of the people of the Marshall Islands.

Ms. BORDALLO. Mr. Speaker, I rise today in support of House Resolution 692 which commends the people of the Republic of the Marshall Islands for their contributions and sacrifices associated with the United States nuclear testing program. The first nuclear detonation was made on the Bikini Atoll in the Marshall Islands on March 1, 1954. This test, and the subsequent testing program, established the nuclear deterrent that has served to ensure the security of our Nation and our allies throughout the Cold War. The people of the Marshall Islands sacrificed in a particularly unique way for our security, one that is both immense and somber. Today we continue to honor their contribution.

Further, Mr. Speaker, the contributions of the people of the Republic of the Marshall Islands have continued to this very day. Today we can find Marshallese serving in the United States Armed Forces around the world. Some are serving in Iraq and Afghanistan as we speak and many others are contributing to the well being of the United States in other new and unique ways throughout the Global War on Terror.

The Republic of the Marshall Islands stands today with America as one of the Freely Associated States in the Pacific, and our strong bonds of friendship are a testament to our mutual commitment to freedom and democracy.

To my friends and neighbors, the Marshallese, I extend the thanks of a grateful Nation. To borrow from your beautiful language, "kommol tata," or thank you very much.

Mrs. CHRISTENSEN. Mr. Speaker, I rise in support of H. Res. 692, commending the people of the Republic of the Marshall Islands for their contributions and sacrifices to the United States nuclear testing program.

Mr. Speaker, as fellow islander, I feel a kinship to the people of the Marshall Islands and sympathize with them for the suffering they endured for our benefit. Between June 30, 1946 and August 18, 1958, our government, after evacuating the residents, conducted an intensive program of nuclear testing on Bikini and Enewetak atolls in the Republic of the Marshall Islands.

These tests, which were the equivalent of more than 7,200 Hiroshima bombs, caused

significant damage to the health of the people of the Marshall Islands, as well as, to the lands, vegetation, lagoons and surrounding ecosystems. In addition to rendering all of Bikini and most of Enewetak uninhabitable, radioactive fallout from nuclear testing on Bikini and Enewetak accidentally spread to other populated areas of the RMI.

It is believed that these tests on Bikini and Enewetak caused high rates of thyroid, cervical and breast cancer throughout the Marshall Islands, with more than a dozen Marshall Islands atolls seriously affected. In 1998, the U.S. Centers for Disease Control estimated that 6,300,000,000 billion curies of radioactive iodine-131 were released to the atmosphere as a result of the testing in the Marshall Islands.

Mr. Speaker, the U.S. government accepted responsibility for the injuries to the people of the Marshall Islands and provided financial and other assistance to the RMI as compensation for the harm done as a result of our nuclear testing.

Six years ago, the Republic of the Marshall Islands government submitted a Changed Circumstances Petition to the United States Congress related to U.S. nuclear testing on the Marshall Islands atolls of Bikini and Enewetak during the 1940s and 1950s. The Petition requests additional compensation for personal injuries and property damages and restoration costs, medical care programs, health services infrastructure and training, and radiological monitoring.

The Petition bases its claims for compensation upon "changed circumstances" pursuant to Section 177 of the Compact of Free Association. The Compact of Free Association, enacted in 1986, governs the economic and strategic relationships between the United States and the RMI. The Section 177 Agreement granted \$150 million as part of a "full and final settlement" of legal claims against the U.S. government, and provided for possible additional compensation, if loss or damages to persons or property arose or were discovered that could not reasonably have been identified as of the effective date of the agreement, and if such injuries rendered the provisions of the Compact "manifestly inadequate." The Petition argues that "new and additional" information since the enactment of the Compact—such as a wider extent of radioactive fallout than previously known or disclosed and more recent radiation protection standards—constitute "changed circumstances."

Mr. Speaker, we should support the petition of the RMI calling for recognition of a "changed circumstances". Our country owes a great debt to the people of the RMI for the sacrifices they made on our behalf and we must, as called for by H. Res. 692, assist them in extricating themselves from the legacy of the nuclear age and the burden of providing testing grounds for nuclear weapons.

Ms. WATSON. Mr. Speaker, I want to congratulate Mr. FALEOMAVEGA for sponsoring H. Res. 692, which commends the people of the Republic of the Marshall Islands for the contributions and sacrifices they made to the United States nuclear testing program in the Marshall Islands 60 years ago.

When I served as the Ambassador to the Federated States of Micronesia, I had the opportunity to visit the Marshall Islands on several occasions and to get to know the people, their land, and their history.

During the period of June 20, 1946 to August 18, 1958, the United States conducted 67 nuclear tests in the Marshall Islands. The vast majority of the tests were atmospheric. The most powerful of these tests was the "Bravo" shot, a 15 megaton device detonated on March 1, 1954, at Bikini atoll. The test was equivalent to 1,000 Hiroshima bombs.

While the Bravo test is the probably the best known, it should also be acknowledged that 17 other tests in the Marshall Islands were in the megaton range with a combined yield estimated to be 174 megatons. Approximately 137 megatons of the that total was detonated in the atmosphere. This represents nearly 80 percent of the atmospheric nuclear tests detonated by the U.S.

Mr. Speaker, we must also acknowledge that the people of the Marshall Islands paid a steep price for the nuclear testing program. Many Marshalese who lived through the period of nuclear testing have been relocated to other areas and have been waiting for decades to return to their homes. Residents of the Rongelap Atoll, the island closest to ground zero, still remain in exile. Other Marshalese, including their offspring, have suffered from medical conditions associated with increased levels of radioactivity.

Despite the hardships endured by the people of the Marshall Islands, the Republic of the Marshall Islands has an exemplary record of working with the United States and supporting U.S. security concerns, including efforts to stamp out terrorism around the world.

H. Res. 692 acknowledges the debt that all Americans owe for the sacrifice as well as loyalty of the people of the Marshall Islands.

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

Mr. LEACH. Mr. Speaker, I move adoption of the resolution, and I yield back the balance of my time.

The SPEAKER pro tempore (Mr. CAMPBELL of California). 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. 692, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds of those present have voted in the affirmative.

Mr. LANTOS. 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 question will be postponed.

#### RECOGNIZING THE BENEFITS AND IMPORTANCE OF SCHOOL-BASED MUSIC EDUCATION

Mr. KELLER. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 355) recognizing the benefits and importance of school-based music education, and for other purposes, as amended.

The Clerk read as follows:

H. CON. RES. 355

Whereas school music programs enhance intellectual development and enrich the academic environment for students of all ages;

Whereas students who participate in school music programs are less likely to be involved with drugs, gangs, or alcohol and have better attendance in school;

Whereas the skills gained through sequential music instruction, including discipline and the ability to analyze, solve problems, communicate, and work cooperatively, are vital for success in the 21st century workplace;

Whereas the majority of students attending public schools in inner city neighborhoods have virtually no access to music education, which places them at a disadvantage compared to their peers in other communities;

Whereas local budget cuts are predicted to lead to significant curtailment of school music programs, thereby depriving millions of students of an education that includes music;

Whereas the arts are a core academic subject, and music is an essential element of the arts; and

Whereas every student in the United States should have an opportunity to reap the benefits of music education: Now, therefore, be it

*Resolved by the House of Representatives (the Senate concurring),* That it is the sense of the Congress that music education grounded in rigorous instruction is an important component of a well-rounded academic curriculum and should be available to every student in every school.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Florida (Mr. KELLER) and the gentleman from New York (Mr. BISHOP) each will control 20 minutes.

The Chair recognizes the gentleman from Florida.

#### GENERAL LEAVE

Mr. KELLER. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks on House Concurrent Resolution 355.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Florida?

There was no objection.

Mr. KELLER. Mr. Speaker, I yield myself such time as I may consume, and I rise today in support of House Concurrent Resolution 355, which highlights the benefits and importance of school-based music education.

Anyone who has seen the movie, Mr. Holland's Opus, can appreciate the value of school-based music education and the importance of music teachers who inspire our young people. I would like to thank my colleague from Tennessee (Mr. COOPER) for his leadership on this issue and for introducing the resolution we are considering today.

Research has shown that students' involvement in their school music program is crucial to a complete education. Musical studies develop critical thinking and self-discipline skills and improve a child's early cognitive development, basic math and reading abilities, self-esteem, SAT scores, ability to work in teams, abstract reasoning skills, and school attendance.

In an analysis of U.S. Department of Education data on more than 25,000 secondary school students, researchers found that students who report consist-

ently high levels of involvement in music over middle school and high school years show significantly higher levels of mathematics proficiency by grade 12 regardless of a student's socioeconomic status.

For these reasons, I support House Concurrent Resolution 355 that recognizes the benefits and importance of school-based music education. The resolution before the House today is simple and straightforward. It states that it is the sense of Congress that music education, grounded in rigorous instruction, is an important component of a well-rounded academic curriculum and should be available to every student in every school.

As retired General Norman Schwarzkopf said, "What a tragedy it would be if we lived in a world where music was not taught to children." Music education is important to our children. It can broaden and strengthen their education and improve their lives. I commend music educators and organizations across the country for the key roles they play in helping our children succeed in school and throughout life.

For every "School of Rock" or "Mr. Holland's Opus," there are thousands of real-life music teachers inspiring our young people every day. They may not have major movies made about them, but they are heroes nonetheless. I urge my colleagues to support music education in our schools and House Concurrent Resolution 355, which highlights the benefits and importance of school-based music education.

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

Mr. BISHOP of New York. Mr. Speaker, I yield myself such time as I may consume. Mr. Speaker, I want to join my colleagues in thanking Congressman COOPER for introducing House Concurrent Resolution 355, which recognizes the benefits and importance of school-based music education. He has been steadfast in his support of music as a learning tool in the classroom, and we appreciate his work on this issue.

Mr. Speaker, every year schools throughout the country highlight the importance of music education. It is time to celebrate music and to use music as a means for enhancing the academic experience of students. While there has been much debate on how to teach students to read and to perform math, there is little debate that music contributes to overall learning ability.

We know that students who participate consistently in music activities over middle and high school show significantly higher levels of math proficiency by the 12th grade. Additional data shows correlations between music and higher SAT scores and a decrease in disciplinary problems and risky behavior. Students who are involved in music classes in school have higher self-esteem and self-confidence than their counterparts who do not participate in music class.

Unfortunately, even with all the data to support the importance of music in

learning, many schools are struggling to keep art and music in the classroom. Mr. Speaker, music education is facing severe cuts in thousands of school districts throughout the Nation due to budget cuts. Instead of being able to fund programs to support music in the classroom, student choirs, and high school bands, local school districts find themselves struggling to find money for teachers' salaries.

Mr. Speaker, we must do better if we are committed to seeing to it that all children succeed. And for those who say that the three R's of reading, writing, and arithmetic should outweigh the arts and music in priority, I disagree. Music is a complementary academic subject and belongs right alongside math and reading.

In fact, the arts are considered a core academic subject under No Child Left Behind. This reflects an understanding by Congress and the President that the arts are critical to a well-rounded education.

Again, I would like to thank Mr. COOPER for bringing this resolution to the floor today and join with him in calling for more resources to our schools and to make sure that all children have access to music in the classroom.

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

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

Mr. BISHOP of New York. Mr. Speaker, I would like to yield such time as he may consume to the author of this resolution, my friend from Tennessee (Mr. COOPER).

Mr. COOPER. Mr. Speaker, I thank my friend, Mr. BISHOP; my friend, Mr. KELLER; and also Mr. PORTER. This is a truly bipartisan resolution. As has been explained, it expresses the sense of the Congress of the United States that music should be a key part of the curriculum of every public school for every child. Music is vitally important for the education of our young people, and this expresses the sense of this great body, this institution, that it must be a part of our school systems.

Mr. Speaker, I have the privilege of representing Nashville, Tennessee. That is also known as Music City USA, so you would know that I would be for a resolution like this, but all of us should be, in both parties. In the other body, Senator HATCH and Senator FEINSTEIN are likely to be the leads on the legislation, but I hope that every school district across this country, every parent will realize the importance of music as a key part of the curriculum, not a luxury add-on, but a key part of their child's education.

All of us love sports, and most all our schools have pretty good athletic programs. A lot of focus is put on that. But the chance of a child actually becoming a successful pro athlete is sometimes pretty small, whereas the chance of a child who has the ability to learn music, of whatever type, it might be band, it might be piano, or chorus or

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.