

Wilson Wise	Woolsey Wyden	Wynn Yates
NOT VOTING—22		
Applegate	Grandy	Santorum
Barrett (NE)	Lehman	Smith (TX)
Brown (CA)	Lewis (FL)	Swift
Cardin	McMillan	Torricelli
Derrick	Murtha	Weldon
Ford (TN)	Natcher	Wheat
Galleghy	Obey	
Gallo	Pickle	

So the amendment was not agreed to. THE SPEAKER pro tempore, Mr. HUGHES, assumed the Chair.

When Mr. PRICE, Chairman, reported that the Committee, having had under consideration said bill, had come to no resolution thereon.

§30.15 ADJOURNMENT OF THE TWO HOUSES

Mr. GEPHARDT submitted the following privileged concurrent resolution (H. Con. Res. 232):

Resolved by the House of Representatives (the Senate concurring), That when the House adjourns on the legislative day of Thursday, March 24, 1994, it stand adjourned until noon on Tuesday, April 12, 1994, or until noon on the second day after Members are notified to reassemble pursuant to section 2 of this concurrent resolution, whichever occurs first; and that when the Senate recesses or adjourns at the close of business on Friday, March 25, 1994, Saturday, March 26, 1994, Monday, March 28, 1994, Tuesday, March 29, 1994, Wednesday, March 30, 1994, or Thursday, March 31, 1994, pursuant to a motion made by the Majority Leader or his designee, in accordance with this resolution, it stand recessed or adjourned until noon on Monday, April 11, 1994, or at such time on that day as may be specified by the Majority Leader or his designee in the motion to recess or adjourn, or until noon on the second day after Members are notified to reassemble pursuant to section 2 of this concurrent resolution, whichever occurs first.

Sec. 2. The Speaker of the House and the Majority Leader of the Senate, acting jointly after consultation with the Minority Leader of the House and the Minority Leader of the Senate, shall notify the Members of the House and the Senate, respectively, to reassemble whenever, in their opinion, the public interest shall warrant it.

When said concurrent resolution was considered and agreed to.

A motion to reconsider the vote whereby said concurrent resolution was agreed to was, by unanimous consent, laid on the table.

Ordered, That the Clerk request the concurrence of the Senate in said concurrent resolution.

§30.16 SPEAKER AND MINORITY LEADER TO ACCEPT RESIGNATIONS, APPOINT COMMISSIONS

On motion of Mr. GEPHARDT, by unanimous consent,

Ordered, That, notwithstanding any adjournment of the House until, Tuesday, April 12, 1994, the Speaker and the Minority Leader be authorized to accept resignations and to make appointments to commissions, boards and committees duly authorized by law or by the House.

§30.17 CALENDAR WEDNESDAY BUSINESS DISPENSED WITH

On motion of Mr. GEPHARDT, by unanimous consent,

Ordered, That business in order for consideration on Wednesday, April 13, 1994, under clause 7, rule XXIV, the Calendar Wednesday rule, be dispensed with.

§30.18 MARINE MAMMAL PROTECTION ACT

On motion of Mr. STUDDS, by unanimous consent, the Committee on Merchant Marine and Fisheries was discharged from further consideration of the bill (H.R. 4122) to temporarily extend certain provisions of the Marine Mammal Protection Act.

When said bill was considered, read twice, ordered to be engrossed and read a third time, was read a third time by title, and passed.

A motion to reconsider the vote whereby the bill was passed was, by unanimous consent, laid on the table.

Ordered, That the Clerk request the concurrence of the Senate in said bill.

§30.19 AMERICA'S SCHOOLS

The SPEAKER pro tempore, Mr. HUGHES, pursuant to House Resolution 366 and rule XXIII, declared the House resolved into the Committee of the Whole House on the state of the Union for the further consideration of the bill (H.R. 6) to extend for six years the authorizations of appropriations for the programs under the Elementary and Secondary Education Act of 1965, and for certain other purposes.

Mr. PRICE, Chairman, resumed the Chair; and after some time spent therein,

§30.20 RECORDED VOTE

A recorded vote by electronic device was ordered in the Committee of the Whole on the following amendment in the nature of a substitute submitted by Mr. MICHEL:

—Strike all after the enacting clause and insert the following:

TITLE I—AMENDMENTS TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

SEC. 101. AMENDMENTS TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.

The Elementary and Secondary Education Act of 1965 is amended to read as follows:

“SECTION 1. SHORT TITLE

“This Act may be cited as the “Elementary and Secondary Education Act of 1965”.

“TITLE I—HELPING CHILDREN IN NEED MEET HIGH STANDARDS

“SEC. 1001. DECLARATION OF POLICY AND STATEMENT OF PURPOSE.

“(a) STATEMENT OF POLICY.—The Congress declares it to be the policy of the United States that a high-quality education for all citizens and a fair and equal opportunity to obtain that education—

“(1) are a societal good necessary for creating a vibrant future for our complex and diverse democracy and for meeting the challenge of an internationally competitive economy;

“(2) are a private good because individual opportunity is greatly enhanced by one's being well educated;

“(3) are a moral imperative in our society; simple justice demands that the opportunity to acquire skills and knowledge deemed necessary for basic citizenship and economic opportunity be equally available to all; and

“(4) improve the life of every citizen, because the quality of our individual lives ultimately depends on the quality of the lives of others.

“(b) RECOGNITION OF NEED.—The Congress recognizes that—

“(1) although the achievement gap between disadvantaged children and other children has been reduced by half over the past two decades, a sizeable gap remains, and many segments of our society lack the opportunity to become well educated;

“(2) the most urgent need for educational improvement is in schools with high concentrations of children from low-income families. Achieving the National Education Goals will not be possible without substantial improvement in these schools;

“(3) educational needs are particularly great for low-achieving children in our highest-poverty schools, children with limited English proficiency, children with disabilities, children of migrant workers, Indian children, children who are neglected or delinquent, and young children and their parents who are in need of family-literacy services; and

“(4) while title I and other programs funded under this Act have contributed to narrowing the achievement gap between children in high-poverty and low-poverty schools, they need to become even more effective in improving high-poverty schools in order to help enable all children to achieve high standards.

“(c) WHAT HAS BEEN LEARNED.—To enable schools to provide all children a high-quality education, this title builds upon what has been learned:

“(1) All children can master challenging content and complex problem-solving skills; research clearly shows that children, including low-achieving children, can succeed when expectations are high and they are given the opportunity to learn challenging material.

“(2) Piecemeal reform, particularly when not tied to an overall vision of teaching to, and helping all children reach, high standards, does not work.

“(3) Use of low-level tests that are not aligned with schools' curricula fails to provide adequate information about what children know and can do and encourages curricula and instruction that focus on low-level skills measured by those tests.

“(4) Resources are less effective when they serve children through such practices as pull-out programs, instead of ensuring that children have full access to effective regular school programs and receive supplemental help through extended-time activities.

“(5) The disproven theory that children must first learn basic skills before engaging in more complex tasks continues to dominate strategies for classroom instruction, resulting in emphasis on repetitive drill and practice at the expense of content-rich instruction, accelerated curricula, and effective teaching to high standards.

“(6) Intensive and sustained professional development for teachers and other school staff—focused on teaching and learning and on helping children attain high standards—is too often not provided.

“(7) Insufficient attention and resources are directed toward the effective use of technology in schools and the role it can play in professional development and improved teaching and learning.

“(8) All parents can contribute to their children's success by helping at home and becoming partners with teachers so that children can achieve high standards.

“(9) Decentralized decisionmaking is a key ingredient of systemic reform. Schools need the resources, flexibility, and responsibility to design and implement effective strategies for bringing their children to high levels of