

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 motion will be postponed.

CONGRESSIONAL MEDAL FOR OUTSTANDING CONTRIBUTIONS IN MATH AND SCIENCE EDUCATION ACT OF 2004

Mr. SMITH of Michigan. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4030) to establish the Congressional Medal for Outstanding Contributions in Math and Science Education program to recognize private entities for their outstanding contributions to elementary and secondary science, technology, engineering, and mathematics education, as amended.

The Clerk read as follows:

H.R. 4030

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Congressional Medal for Outstanding Contributions in Math and Science Education Act of 2004".

SEC. 2. DEFINITIONS.

In this Act:

(1) **DIRECTOR.**—The term "Director" means the Director of the National Science Foundation.

(2) **ELEMENTARY SCHOOL AND SECONDARY SCHOOL.**—The terms "elementary school" and "secondary school" have the meaning given those terms in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

SEC. 3. ESTABLISHMENT OF PROGRAM.

The Director shall establish a Congressional Medal for Outstanding Contributions in Math and Science Education program, which shall be designed to—

(1) recognize private entities for outstanding efforts supporting elementary and secondary schools in improving student achievement in science, technology, engineering, and mathematics;

(2) encourage private entities to support elementary and secondary schools to improve and underscore the importance of science, technology, engineering, and mathematics education; and

(3) make information about medal recipients available to schools, institutions of higher education, educators, parents, administrators, policymakers, researchers, public and private entities, and the general public.

SEC. 4. MEDALS.

(a) **FINALISTS.**—Beginning not later than 2 years after the date of enactment of this Act, the Director shall annually name as finalists for medals under this Act—

(1) not more than 20 private entities with more than 500 employees; and

(2) not more than 20 private entities with 500 or fewer employees.

Each finalist shall receive a citation describing the basis for the entity achieving status as a finalist.

(b) **MEDAL WINNERS.**—Beginning not later than 2 years after the date of enactment of this Act, from among finalists named under subsection (a), the Director shall annually award medals under this Act to—

(1) not more than 5 private entities with more than 500 employees; and

(2) not more than 5 private entities with 500 or fewer employees.

(c) **DISTRIBUTION OF INFORMATION.**—(1) The Director shall distribute information about the Congressional Medal for Outstanding Contributions in Math and Science Education recipients in a timely and efficient manner (including through the use of a searchable online database) to schools, institutions of higher education, educators, parents, administrators, policymakers, researchers, public and private entities, and the general public.

(2) Any entity that is a finalist or receives a medal under this section may use such information for advertising and other publicity purposes.

SEC. 5. ELIGIBILITY.

Eligibility to receive medals under section 4 of this Act shall be limited to private entities that—

(1) have, whether working alone or in partnership with for-profit or nonprofit entities, assisted students, teachers, administrators, or other support staff to improve student achievement in science, technology, engineering, and mathematics in a school or community; and

(2) have been involved in such activities in a sustained manner for at least 2 years with at least one elementary or secondary school.

SEC. 6. APPLICATION.

The Director shall establish a system for accepting applications from entities seeking to be considered for a medal under this Act. Applications shall include at least two letters of support, which may come from teachers, professional support staff, administrators, professional or business organizations, local, county, or State Departments of Education, or any other category of persons as designated by the Director. Letters of support shall describe the reasons the entity deserves the medal.

SEC. 7. SELECTION.

In selecting entities to receive medals under this Act, the Director shall give priority consideration to evidence of improved achievement in science, technology, engineering, or mathematics by students, including improved achievement by individuals identified in section 33 or 34 of the Science and Engineering Equal Opportunities Act (42 U.S.C. 1885a or 1885b). In addition to any other criteria the Director may establish, the Director shall also consider the following:

(1) Evidence of innovative approaches to increase interest in science, technology, engineering, and mathematics by students, including individuals identified in section 33 or 34 of the Science and Engineering Equal Opportunities Act (42 U.S.C. 1885a or 1885b). One measure of such evidence may be an increase in the number of students enrolled in advanced courses related to such fields.

(2) Evidence of employee interaction with students or teachers to support and improve science, technology, engineering, and mathematics learning.

(3) Evidence of success in positively influencing student attitudes and promoting education and career opportunities in science, technology, engineering, and mathematics.

(4) Evidence of successful outreach to students, parents, and the community regarding the importance of science, technology, engineering, and mathematics education to the Nation's prosperity, job creation, and standard of living, as well as future earning potential for the individual.

(5) Evidence of a strong and sustained commitment to the students and schools.

SEC. 8. BIENNIAL REPORT.

Section 37(a) of the Science and Engineering Equal Opportunities Act (42 U.S.C. 1885d(a)) is amended by striking "By January 30, 1982, and biennially thereafter" and inserting "By January 30 of each odd-numbered year".

SEC. 9. AUTHORIZATION OF APPROPRIATIONS.

For each of fiscal years 2005 through 2007, there are authorized to be appropriated to the National Science Foundation such sums as may

be necessary for carrying out this Act, to be derived from amounts authorized by the National Science Foundation Authorization Act of 2002.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Michigan (Mr. SMITH) and the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON) each will control 20 minutes.

The Chair recognizes the gentleman from Michigan (Mr. SMITH).

Mr. SMITH of Michigan. Mr. Speaker, I yield myself such time as I may consume.

First, I would like to commend the chairman and the ranking member and certainly the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON) for her help in moving ahead, trying to get more involvement from the business community in helping with K-through-12 education, especially in the areas of math and science.

This legislation establishes a national recognition program at the National Science Foundation to honor those in the private sector who work with K-through-12 schools to improve science and math education. In addition, the bill makes information about award winners publicly available so that the examples that they are using across the country that are effective, that are making a difference in our math and science performance can be considered by other school systems around the Nation.

The way to maintain and increase our standard of living certainly is through innovation, technological advances and hard work. Unfortunately, our schools, Mr. Speaker, are currently not producing enough young people with the math and science interest or the skills necessary to meet the emerging demand. We need to do a better job of encouraging student interest and achievements in fields like science, technology, engineering, and mathematics so that today's students will not only be successful in their own lives, but will contribute to the economy that we are going to need in future years.

The challenge of competition for our kids and our grandkids are going to be probably so much greater than they are for us today, and having the kind of technology that can result in new innovation, the kind of research that can develop new products and the ways to produce those products at a cost and a quality level that is competitive with products that are produced across the world is going to be much more important for our kids and grandkids than maybe it was for us.

In this legislation we recognize the industry leaders and companies and businesses that make a special outstanding effort in working with their schools. We included in the legislation work that these companies might do to encourage parents to be more involved with their students and schools because we think the interest and encouragement of parents is probably just as important as the quality of teachers that we have in math and science.

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

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, as an original cosponsor of this legislation, I speak in support of its favorable consideration by the House today. The Subcommittee on Research has a long history of support for efforts to improve K-through-12 math and science education. This bill will help to mobilize greater efforts by the private sector in helping our schools to achieve the goal of higher achievement in math and science by all students.

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I would like to commend the Subcommittee on Research and the gentleman from Michigan (Mr. SMITH) for originating the concept for this bill and working with me in a collegial way in developing the final product. In particular, I appreciate the gentleman's willingness to include language I propose to encourage math and science education in under-represented groups. My language simply emphasizes the importance of recognizing private sector activities that increase the participation and improve the achievements of women and minorities in math and science.

This provision is consistent with this committee's long interest in attracting the interest of, and preparing, all segments of the population in math and science.

This is necessary if the Nation is to satisfy its demands for the science and technology workforce of the future, because the proportion of minorities in the college-aged population is growing. And it helps to ensure that all citizens will achieve a level of technological literacy needed to function in the 21st century.

Mr. Speaker, I wish to use this opportunity to thank the chair of the Committee on Science, the gentleman from New York (Mr. BOEHLERT), and the ranking member, the gentleman from Tennessee (Mr. GORDON), for moving this bill expeditiously to the floor. I am pleased to recommend the bill to my colleagues and seek their favorable support.

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

GENERAL LEAVE

Mr. SMITH of Michigan. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and include extraneous material on H.R. 4030, as amended.

The SPEAKER pro tempore (Mr. BASS). Is there objection to the request of the gentleman from Michigan?

There was no objection.

Mr. SMITH of Michigan. Mr. Speaker, I yield 3 minutes to the gentleman from Michigan (Mr. EHLERS).

Mr. EHLERS. Mr. Speaker, I thank the gentleman for yielding me time.

Mr. Speaker, I am pleased to rise in support of H.R. 4030, the Congressional

Medal for Outstanding Contributions in Math and Science Education. This bill recognizes the outstanding contributions of the private sector in math and science education.

The private sector has created many good programs to inspire and educate the next generations of scientists. Establishing a Congressional Medal will identify, honor, and disseminate these excellent educational programs.

Science and math education as well as technical training are important and have enormous and pressing need. Science and technology underpin our economic strength and national security. Innovation and productivity gains cannot be sustained without a scientifically literate workforce.

Here is a very important point: Jobs of the future will require an understanding of the basic concepts and principles of science and mathematics. The Bureau of Labor and Statistics projects that 10 of the fastest growing industries and occupations from 2002 to 2012 will be in the high-technology fields. All workers from office assistants to rocket scientists will need a fundamental understanding of math, science, and engineering as well as technical know-how to succeed.

I cannot overemphasize the importance of this because the kids who are in schools today will need that education to have good-quality jobs in the future. Unfortunately, currently a full third of U.S. students perform below basic levels in science and math on assessment tests. At the advanced level, only two out of every 100 high school graduates will obtain an engineering or advanced degree, while the numbers are even more dismal for women and minorities who choose to go on in math and science.

There is no quick fix for these problems. Government and the private sector must work with the education and scientific communities to educate and inspire our children and prepare them to compete in the global knowledge-based economy.

It is very important to recognize that nations such as India and China have deliberately improved their math and science education and are producing far more scientists and engineers today than they did previously. And while their enrollments and graduation rates are increasing, our graduation rates for engineers have decreased steadily for the past 20 years.

H.R. 4030 recognizes businesses' achievements in improving math and science education and provides incentive for future participation. I applaud the efforts of the gentleman from Michigan (Mr. SMITH) and the gentleman from Texas (Ms. EDDIE BERNICE JOHNSON) for developing the bill and the leadership of the gentleman from New York (Mr. BOEHLERT) and the ranking member, the gentleman from Tennessee (Mr. GORDON), in moving the bill through committee. I strongly encourage my colleagues to support H.R. 4030.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I yield such time as he may consume to the gentleman from Tennessee (Mr. GORDON), the ranking member.

Mr. GORDON. Mr. Speaker, I rise to support H.R. 4030, the Congressional Medal for Outstanding Contributions in Science and Math Education Act of 2004. I want to commend the gentleman from Michigan (Mr. SMITH) of the Subcommittee on Research and the ranking member, the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON), for their work in developing H.R. 4030. I also want to thank the Committee on Science chairman, the gentleman from New York (Mr. BOEHLERT), for working with the minority to perfect the bill and for helping to move the measure through the committee and to the floor.

The Congressional Medal for Outstanding Contributions in Math and Science Education Act seeks to recognize the efforts of companies and non-profit organizations that have worked with our schools to help improve student performance in math and science. Many good corporate citizens have already stepped up to the plate and have established a long record of contributions to achieving this important goal. I hope this bill will encourage others to contribute such sustained efforts to education improvements.

Providing more efficient math and science education for all students is a task that will require the attention and efforts of both the public and private sectors. Nothing less than success is acceptable because the future economic strength and security of our Nation is at stake.

Good jobs are created by technological innovation. I believe this bill will help draw attention to innovation and successful education improvement efforts now under way and, equally important, will provide for sharing of information about these best practices.

Mr. Speaker, I commend this legislation to my colleagues and urge their support for the passage in the House.

Mr. SMITH of Michigan. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, the ranking member makes a good point, and maybe it is an opportune time to explain some of what goes into developing legislation. A lot of work from staff, Democrat staff and Republican staff on our committee. Kara Haas, certainly David Finger, spent many hours, sending out inquiries to the business community around the United States for their suggestions on how this award program should evolve and develop to really accomplish our goals of encouraging the business community to be more active and take a greater part in improving math and science education.

I would like to tell a very short story in trying to improve math and science education. I was talking to an individual who is the director of international studies at one of our Michigan

colleges. I asked him his ideas. He is from India. He grew up in India. He told me the story when he came home in about the 8th grade with a report card that showed a B in math, and he showed that to his father and tears welled up in his dad's eyes. And his dad went out and hired a tutor to try to improve his son's math skills. He suggested that almost all students in India concentrate on being successful in fundamental math and science before they continue their career maybe in some other field.

That lesson should be especially acknowledged by us today when we are doing a lot of outsourcing of math and science to engineers in other countries such as India. We need to do a better job at home. Parents need to do a better job.

Often when I ask witnesses before our committee how do we motivate and excite students in math and science. To the extent that education in kindergarten through twelfth grade is more like a lighting of a fire, lighting that interest and enthusiasm, rather than simply filling a container with information, when is that fire lit for these students. Their suggestion was maybe at home when they are 3 and 4 and 5 years old, maybe in kindergarten, first and second grade. So if we lose that individual with their interest in math and science at that stage of their lives, it is hard to rekindle that fire.

Improving math and science education is important for the sake of business and industry because they have a special economic interest in having enough qualified students in math and sciences to make sure they are going to be able to stay in this country and compete.

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

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Michigan (Mr. SMITH) that the House suspend the rules and pass the bill, H.R. 4030, 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. SMITH of Michigan. 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 motion will be postponed.

SENATOR PAUL SIMON FEDERAL BUILDING

Mr. LATOURETTE. Mr. Speaker, I move to suspend the rules and pass the

Senate bill (S. 2022) to designate the Federal building located at 250 West Cherry Street in Carbondale, Illinois the "Senator Paul Simon Federal Building".

The Clerk read as follows:

S. 2022

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. DESIGNATION OF FEDERAL BUILDING.

The Federal building located at 250 West Cherry Street in Carbondale, Illinois shall be known and designated as the "Senator Paul Simon Federal Building".

SEC. 2. REFERENCE.

Any reference in a law, map, regulation, document, paper or other record of the United States to the Federal building referred to in section 1 shall be deemed to be a reference to the Senator Paul Simon Federal Building.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Ohio (Mr. LATOURETTE) and the gentleman from Illinois (Mr. COSTELLO) each will control 20 minutes.

The Chair recognizes the gentleman from Ohio (Mr. LATOURETTE).

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

Mr. Speaker, S. 2022 designates the Federal building located at 250 West Cherry Street in Carbondale, Illinois, as the Senator Paul Simon Federal Building.

This bill has the bipartisan support of the entire delegation in the State of Illinois. Although Senator Simon was born in Eugene, Oregon, he made the State of Illinois his home. Senator Simon's service to his State ranged from being a budding newspaper editor to public official to educator.

After attending the University of Oregon and Dana College in Nebraska, Senator Paul Simon moved to Troy, Illinois, and pursued a career as newspaper editor and publisher. Having successfully built a chain of 14 weekly publications, Senator Paul Simon enlisted in the Army, where he served from 1951 to 1953.

From 1963 until 1973, he was elected to various positions, serving in the Illinois House of Representatives, the State Senate, and also as lieutenant governor. He then continued to represent Illinois at the Federal level. He served in the House of Representatives from 1975 until 1985. Subsequently, Paul Simon ran for, and was elected to, the United States Senate, where he served until 1997. Senator Simon then returned to Illinois following his retirement and served as director of the Paul Simon Public Policy Institute at Southern Illinois University. He passed away on December 9, 2003.

This is a fitting tribute to a man who dedicated his life to the State of Illinois and his country. I support this legislation and urge my colleagues to do the same.

Mr. Speaker, I am also pleased today that managing the bill for the minority is the distinguished individual who

used to be our ranking member and then went on to bigger and better things as the ranking member of the Subcommittee on Water Resources and Environment, the gentleman from Illinois (Mr. COSTELLO).

Although we are requesting that the Senate version of this bill be passed under suspension today, the gentleman from Illinois (Mr. COSTELLO) has been a tireless champion of making sure that the companion legislation, similar legislation to this, be passed on the House side. It is my pleasure to be with him today.

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

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

Mr. Speaker, first let me thank my good friend, the chairman of the subcommittee, the gentleman from Ohio (Mr. LATOURETTE), for his cooperation and his friendship and his leadership in bringing this legislation to the floor.

Mr. Speaker, I strongly support S. 2022, a bill to designate the Federal building located at 250 West Cherry Street in Carbondale, Illinois, as the Senator Paul Simon Federal Building.

S. 2022 was introduced by Senator DURBIN and Senator FITZGERALD. I was honored to sponsor the House companion bill, H.R. 3717, along with the gentleman from Illinois (Mr. SHIMKUS), the gentleman from Illinois (Mr. JOHNSON), the gentleman from Illinois (Mr. JACKSON), the gentleman from Illinois (Mr. DAVIS), the gentleman from Illinois (Mr. GUTIERREZ), the gentleman from Illinois (Mr. EMANUEL), and the gentleman from Illinois (Mr. KIRK) to honor the legacy of the distinguished Senator from Illinois, Paul Simon.

On December 9, 2003 we lost Senator Paul Simon, a great public servant and a true and trusted friend. Paul Simon was born in 1928 in Eugene, Oregon. He attended the University of Oregon and Dana College in Blair, Nebraska.

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As a 19-year-old teenager, he became the Nation's youngest editor/publisher when he accepted a local Lion's Club challenge to save the Troy Tribune newspaper in Troy, Illinois. By 1966, Paul Simon had built a chain of 13 newspapers in southern and central Illinois, which he later sold to better be able to concentrate on public service and writing.

In 1954, Paul was elected to the Illinois House of Representatives, and in 1962, he was elected to the Illinois State Senate. During his State legislative career, he earned a reputation for political integrity and courage. While a member of the Illinois Legislature, he won the Independent Voters of Illinois "Best Legislator Award" every session. In 1968, Paul Simon was elected Lieutenant Governor of Illinois and was the first person in the State's history to hold that post with the Governor of another party.

In 1974, Paul Simon was elected to the U.S. House of Representatives and