

Whereas NASA engineers provided recommendations for the design requirements for the Phoenix capsule used to rescue the miners;

Whereas the Chilean Navy used the Phoenix capsule to bring the miners to the surface nearly 69 days after the mine's initial collapse;

Whereas, on October 13, 2010, all 33 miners were successfully rescued; and

Whereas NASA's help was instrumental in the historic rescue of all 33 miners: Now, therefore, be it

Resolved, That the House of Representatives—

(1) congratulates the engineers, scientists, psychologists, and staff of the National Aeronautics and Space Administration for helping to successfully rescue 33 trapped Chilean miners from a collapsed mine near Copiapo, Chile; and

(2) recognizes that the experience and knowledge of the National Aeronautics and Space Administration has acquired through space flight is beneficial to human life on Earth and was critical to the successful rescue of the Chilean miners.

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

The Chair recognizes the gentlewoman from Texas.

GENERAL LEAVE

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days to revise and extend their remarks and to include extraneous material on H. Res. 1714, the resolution now under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Texas?

There was no objection.

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

I would like to urge my colleagues to support this resolution now under consideration. While we often think of NASA's inspiring achievements in launching humans into space, assembling and operating the international space station, and deploying probes that deliver stunning images of the Earth, our Sun, planetary systems, and the universe, NASA's role in assisting the Chilean Government in the successful rescue of 33 miners trapped underground in northern Chile shows us a different side of NASA's greatness. It shows us the contributions of NASA's skills and technologies to benefiting people back here on Earth—whether here in the United States or around the world.

Based on NASA's extensive experience in working with extreme isolation, analog missions, undersea environments, and spaceflight, the Chilean Government sought guidance from NASA in addressing this task of rescuing 33 miners trapped over 2,000 feet underground—particularly on the nutritional and behavioral health of the trapped miners, which was extremely challenging. A team of NASA personnel from the Johnson Space Center in Texas and the Langley Research Center

was assembled, including two medical doctors, a psychologist, and an engineer, who traveled to Chile to support the Chilean Government's rescue efforts. The NASA team worked diligently and tirelessly to provide input and information that could help preserve the health and well-being of the 33 trapped miners during and after their confinement as well as aid in their rescue.

Mr. Speaker, when called to help the Chilean Government, the NASA team responded with unwavering excellence and commitment. This enthusiasm is characteristic of the NASA workforce at the Johnson Center and at each of the other centers. The support of NASA and its team to the Government of Chile and the successful rescue of the 33 trapped miners is just the latest example of NASA's accomplishments in applying space technology, scientific knowledge, and operational and other skills to enrich the lives of Americans and people across the world. Those accomplishments include the use of NASA-developed research and rescue technologies to identify distressed ships and sailors at sea; the use of NASA air and space-based imagery to provide details on the 2010 Gulf of Mexico oil spill; and the application of software developed to process Earth science imagery to the diagnostic interpretation of medical imagery.

The United States' investment in our space program and its workforce has far-reaching benefits for our economy, our national security, our international relations, and our humanity at large. NASA's contribution to the Chilean Government's rescue operation demonstrates the importance of ensuring a robust future for NASA as a multimission agency. NASA continues to provide the United States strong leadership in science, aeronautics, human spaceflight, and exploration, and that preserves and nurtures the world-class talent.

The NASA workforce is the heart of our space program's greatness. I urge my colleagues to join me in recognizing the NASA team and its contributions to the Chilean Government's successful and inspiring rescue mission that brought 33 trapped miners to freedom and safety.

I reserve the balance of my time.

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

I rise in strong support of H. Res. 1714, congratulating the engineers, scientists, psychologists, and staff of the National Aeronautics and Space Administration who contributed to the successful rescue of the 33 Chilean miners. NASA employees provided technical advice to the Chilean Government based on the agency's long experience in protecting humans in the hostile environment of space, including recommendations on medical care, nutrition, psychological support, as well as aiding the design of the device used to extract the miners.

As the world watched, Chile's Government turned its full attention to lo-

cating the 33 miners following the mine collapse on August 5. Seventeen days later, rescuers located the miners by successfully boring a half mile below the surface to a safe haven where the men had taken shelter. The fact that the drilling operation found its target on the first try in itself is a miracle, but it was also a testament to the skills and collaboration of many men and women working on the surface.

One day after locating the men, Chile's Government contacted NASA asking for technical advice regarding the best approach to ensure the miners were receiving appropriate psychological support and medical care. NASA also offered its advice to Chilean authorities on design requirements for the extraction vehicle. A week later, a five-member team of NASA employees visited Chile and the mine site as part of the agency response, offering their advice and their expertise.

I would like to recognize Dr. Michael Duncan, Dr. Albert Holland, and Dr. James Polk from the Johnson Space Center in the district I represent; Clint Cragg from the Langley Research Center; and Albert Condes from NASA headquarters, for their role in helping this grand rescue effort, just another example of how the world benefits from American human spaceflight.

I would like to thank my fellow colleague, Congresswoman EDDIE BERNICE JOHNSON, for her hard work in getting this resolution to the floor. I urge all Members to support this resolution.

I have no further requests for time, and I yield back 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.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON) that the House suspend the rules and agree to the resolution, H. Res. 1714.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the resolution was agreed to.

A motion to reconsider was laid on the table.

□ 1600

SUPPORTING UNDERGRADUATE RESEARCH WEEK

Ms. HIRONO. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 1654) expressing support for designation of the week of October 24, 2010, as "Undergraduate Research Week," as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 1654

Whereas close to 600 colleges and universities in the United States and thousands of undergraduate students and faculty pursue

undergraduate research every year, providing research opportunities that will shape the trajectory of students' lives and careers and researchers' and institutions' purpose and contributions to academia and the research enterprise;

Whereas students and faculty engaged in undergraduate research contribute to research across many disciplines, including arts and humanities, biology, chemistry, health sciences, geosciences, mathematics, computer science, physics and astronomy, psychology, and social sciences;

Whereas research at the undergraduate level provides both students and faculty members opportunities for improving and assessing the research environment at their institution, develops critical thinking, creativity, problem solving, and intellectual independence, and promotes an innovation-oriented culture;

Whereas undergraduate research is essential to pushing the Nation's innovation agenda forward by increasing the interest and persistence among young people in the crucial science, technology, engineering, and mathematics (STEM) disciplines, and to cultivating the interest of would-be researchers who pursue a new aspiration of graduate education after participating in undergraduate research; and

Whereas the week of April 11, 2011, would be an appropriate week to designate as "Undergraduate Research Week": Now, therefore, be it

Resolved, That the House of Representatives—

(1) supports the designation of "Undergraduate Research Week";

(2) recognizes the importance of undergraduate research and of providing research opportunities for the Nation's talented youth to cultivate innovative, creative, and enterprising young researchers, in collaboration with dedicated faculty;

(3) encourages institutions of higher education, Federal agencies, businesses, philanthropic entities, and others to support undergraduate research and undergraduate researchers and their faculty mentors;

(4) encourages opportunities, including through existing programs, for females and underrepresented minorities to participate in undergraduate research; and

(5) supports the role undergraduate research can and does play in crucial research that serves the Nation's best economic and security interests.

The SPEAKER pro tempore (Mr. LANGEVIN). Pursuant to the rule, the gentlewoman from Hawaii (Ms. HIRONO) and the gentleman from Pennsylvania (Mr. THOMPSON) each will control 20 minutes.

The Chair recognizes the gentlewoman from Hawaii.

GENERAL LEAVE

Ms. HIRONO. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on House Resolution 1654 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Hawaii?

There was no objection.

Ms. HIRONO. I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of House Resolution 1654, which supports the designation of the week of April 11, 2011, as "Undergraduate Research Week." The undergraduate students of our Nation's colleges and uni-

versities provide important research across many disciplines at over 600 colleges and universities each year.

Undergraduate research occurs in a number of fields, including arts and humanities, biology, chemistry, health sciences, geosciences, mathematics, computer science, physics and astronomy, psychology, social sciences, and many more. Students work with dedicated faculty mentors to produce important studies, findings, and reports that advance research in these fields.

Undergraduate research helps both individual students and the institutions they attend. Student researchers develop critical thinking, analytical skills, and an understanding of research methodology which helps to prepare them for graduate education and their future careers. For institutions of higher education, undergraduate research promotes an innovation-oriented culture, bolsters research capacities, and improves retention rates by engaging students in the campus community.

In my State, the University of Hawaii's system invests heavily in undergraduate research opportunities across its campuses. Recently, I had the opportunity to meet two outstanding students from the University of Hawaii who presented their scientific research posters at a Washington, D.C., awards ceremony. Haunani Kane from UH Manoa and Nakoa Goo from UH Hilo are native Hawaiian students who were award winners in the Louis Stokes Alliances for Minority Participation program.

We know that increasing interest and participation among young people in science, technology, engineering, and mathematics—the STEM disciplines—is crucial for the Nation's future economic competitiveness and for preparing our students for the jobs of tomorrow. Undergraduate research in STEM fields offers students an opportunity to both become interested in careers in these areas and to learn important technical and research skills which prepare them for successful careers.

Mr. Speaker, I would like to thank Representative HOLT for bringing this resolution forward.

Once again, I express my support for Undergraduate Research Week, which recognizes all of the important contributions of our undergraduate students to research at our Nation's colleges and universities. I urge my colleagues to support House Resolution 1654.

I reserve the balance of my time.

Mr. THOMPSON of Pennsylvania. I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of House Resolution 1654, expressing support for the designation of the week of April 11, 2011, as "Undergraduate Research Week."

Almost 600 colleges and universities in the United States offer opportunities for undergraduate research. Under-

graduate research opportunities encourage students to develop critical thinking skills, problem-solving skills, and may intrigue students to pursue research opportunities in their educational and professional futures.

Research at all levels of education encourages innovation and discovery essential to the future of the United States. Undergraduate research in the science, technology, engineering, and mathematics disciplines can foster a student's interest in these fields, which are vital to the success of our Nation and of the world today.

Undergraduate Research Week recognizes the importance of undergraduate research. It encourages colleges and universities, businesses and other organizations to recognize the occasion. I support this resolution, and I ask my colleagues to do the same.

I reserve the balance of my time.

Ms. HIRONO. Mr. Speaker, I am pleased to yield 3 minutes to the gentleman from New Jersey (Mr. HOLT).

Mr. HOLT. I thank the gentlelady, and I rise in support of H. Res. 1654. We would like to see the week of April 11, 2011, designated as "Undergraduate Research Week."

Mr. Speaker, as a scientist and an educator, I know the value of undergraduate research both for the students and for the research enterprise. Undergraduate researchers formed the backbone of my research program when I was a faculty member at Swarthmore College, and they also contributed valuable work to my research at New York University and at Princeton University. I watched as their hands-on experiences with the process of discovery helped them develop skills that cannot be obtained just in the classroom, and I watched as it heightened their understanding of science and their enthusiasm for research. I might add, they produced excellent research.

Around the country, thousands of students at hundreds of colleges and universities are involved in undergraduate research experiences that will shape the trajectories of their lives and their careers. Yet we would benefit if thousands more were involved.

Recently, the National Academies followed up on their "Rising Above the Gathering Storm" report from 2005 with an account this year of America's progress over the previous 5 years. They concluded, in part, if the United States is to remain competitive, we need to preserve an adequate supply of creative, leading-edge, innovative American researchers. Early involvement in the real-world practice of science is very valuable in meeting this goal, and it is equally vital to our economic progress. It produces a scientifically literate society as well.

□ 1610

I commend the students and faculty who are participating in undergraduate research programs across the country and in organizations that support their

work, such as the Council on Undergraduate Research, the Research Corporation, the National Science Foundation and many others. I encourage our colleges, universities, and Federal agencies to continue robust support for these programs, and to work together to develop new opportunities for all interested students to participate in undergraduate research.

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

Ms. HIRONO. Mr. Speaker, once again, I urge my colleagues to support this resolution and especially at this time, at a time when we need to be strengthening and enhancing our STEM education. I think that this is a very important resolution to focus our attention on those issues.

I yield back the balance of my time. The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Hawaii (Ms. HIRONO) that the House suspend the rules and agree to the resolution, H. Res. 1654, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the resolution, as amended, was agreed to.

The title of the resolution was amended so as to read: "Expressing support for designation of the week of April 11, 2011, as 'Undergraduate Research Week.'"

A motion to reconsider was laid on the table.

SUPPORTING NATIONAL PRINCIPALS MONTH

Ms. HIRONO. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 1652) expressing support for designation of the month of October 2010 as National Principals Month, as amended.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 1652

Whereas the National Association of Elementary School Principals and the National Association of Secondary School Principals have declared the month of October 2010 as National Principals Month;

Whereas school leaders are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives as well as being entrusted with our young people, our most valuable resource;

Whereas principals set the academic tone for their schools and work collaboratively with teachers to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives;

Whereas the vision, dedication, and determination of a school leader provides the mobilizing force behind a school reform effort;

Whereas leadership is second only to classroom instruction among all school-related

factors that contribute to student achievement, according to research conducted by the Wallace Foundation;

Whereas principal and teacher effectiveness have a significant impact on student achievement, and studies find no examples of success in turnaround schools without effective principal leadership, according to New Leaders for New Schools;

Whereas the U.S. Bureau of Labor Statistics estimates that approximately 1 in 3 education administrators works more than 40 hours a week and often works an additional 15 to 20 hours each week supervising school activities at night and on weekends;

Whereas assistant principals also play a crucial role providing leadership and charting a successful course at a school;

Whereas the NAESP National Distinguished Principals program honors exemplary elementary and middle level public, private, and independent school leaders as well as leaders from the U.S. Department of Defense Schools and the U.S. Department of State Overseas Schools, for outstanding leadership for student learning and the profession;

Whereas the MetLife-NASSP Principal of the Year program began in 1993 as a means to recognize outstanding middle level and high school principals who have succeeded in providing high-quality learning opportunities for students as well as their exemplary contributions to the profession;

Whereas the celebration of National Principals Month would honor elementary, middle level, and high school principals and recognize the importance of school leadership in ensuring that every child has access to a high-quality education; and

Whereas the month of October 2010 would be an appropriate month to designate as National Principals Month: Now, therefore, be it

Resolved, That the House of Representatives—

(1) honors and recognizes the contribution of school principals and assistant principals to the success of students in the Nation's elementary and secondary schools;

(2) supports the designation of National Principals Month; and

(3) encourages the people of the United States to observe National Principals Month with appropriate ceremonies and activities that promote awareness of school leadership in ensuring that every child has access to a high-quality education.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Hawaii (Ms. HIRONO) and the gentleman from Pennsylvania (Mr. THOMPSON) each will control 20 minutes.

The Chair recognizes the gentlewoman from Hawaii.

GENERAL LEAVE

Ms. HIRONO. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on House Resolution 1652 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Hawaii?

There was no objection.

Ms. HIRONO. I yield myself such time as I may consume.

I rise today in support of House Resolution 1652, celebrating National Principals Month, which was observed this October. With this resolution, we recognize the important roles principals play as leaders in our schools and in ensuring the best educational environment for our Nation's children.

Most of us can recall a principal who made a difference in our lives. He or she was the one who walked down the hall, knew everyone by name and asked about our day. They let us know when we were out of line and smiled with pride at our success.

Over the years, school leadership roles have broadened substantially to include increased emphasis on curriculum development, data analysis, and instructional leadership. They are tasked with complex problems such as facilitating systemic education reform while managing day-to-day school activities. Today, over 100,000 principals are supporting our Nation's students, teachers, and parents every day.

Since 1993, the National Association of Secondary School Principals and MetLife have partnered to applaud outstanding middle level and high school principals for demonstrated success in school leadership with their National Principal of the Year program.

I would like to congratulate 2010 National High School Principal of the Year Wes Taylor and Middle Level Principal of the Year Cathy Carnahan. Mr. Taylor serves as principal of Lowndes High School in Valdosta, Georgia. He has overseen a 13 percent increase in graduation rates at Lowndes High School and across-the-board double-digit increases in pass rates on the Georgia standardized test. Mr. Taylor is well known for his emphasis on personalized classroom instruction which focuses on the strengths and needs of each student, despite a school attendance of nearly 3,000 students. I thank Mr. Taylor for his hard work and dedication to his school and for being the role model he is for high school principals nationwide.

Ms. Cathy Carnahan serves as principal at Duniway Middle School in McMinnville, Oregon. She has served at Duniway since 1993, including as assistant principal, emphasizing an atmosphere of faculty teamwork which has led to increased test scores, decreased referrals, and an impressive student attendance rate of 95 percent or higher. I thank Ms. Carnahan for her dedicated work and exemplary performance, and I congratulate her on her recognition.

Recently, I also had the privilege to meet Hawaii's State Principals of the Year for 2010. Darrel Galera serves as principal of Moanalua High School and won the 2010 Hawaii School Principal of the Year. Under Principal Galera's leadership, Moanalua High School now boasts a graduation rate of over 90 percent, well above the State and national average. Principal Galera is committed to helping his educators excel, and since 2002 he has hosted a statewide professional development conference at Moanalua.

Justin Mew serves as principal of Niu Valley Middle School and won Hawaii's 2010 Middle School Principal of the Year. Under his leadership, Niu Valley became Hawaii's first middle school to offer the advanced International Baccalaureate Middle Years Programme.