

available in schools as mentors and research resources for other science and math teachers. By training a new generation of master teachers, a multiplying effect occurs that will lead to improved science and math education in entire schools, not just in a single classroom.

Like other provisions in H.R. 100, these provisions are consistent with education legislation that was approved in a bipartisan manner by the Committee on Science last year. I want to lay special emphasis on this, and this may be the day of the gentleman from Michigan (Mr. EHLERS), I do not know; but I want to lay special emphasis on his contribution.

I want to congratulate these people, all the gentleman from Michigan (Mr. EHLERS), including Professor EHLERS, Dr. EHLERS and Chairman EHLERS, for his willingness to work on this bill and his willingness to work with the minority to perfect it.

He did not just work this year; he was selected by the gentleman from Wisconsin (Chairman SENSENBRENNER) last year to carry out the thrust of the ingredients of H.R. 100. The gentleman from New York (Chairman BOEHLERT) endorsed that recommendation, and we are here today I think to see the fruits of his labor.

I congratulate the gentleman. I congratulate the gentleman from New York (Chairman BOEHLERT), of course, and others who have had a lot to do with it. I ask my colleagues to support passage of this legislation.

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

Mr. EHLERS. Mr. Speaker, I yield 4 minutes to the gentlewoman from Maryland (Mrs. MORELLA).

Mrs. MORELLA. Mr. Speaker, I thank the gentleman for yielding time to me. I particularly thank him for this piece of legislation, H.R. 100, and for his commitment to science and math education. His leadership and dedication on that issue have been an inspiration to those of us on the Committee on Science and for all of his colleagues in the House.

Mr. Speaker, I appreciate this bill coming before us in this timely fashion. I appreciate the ranking member of the Committee on Science, the gentleman from Texas (Mr. HALL), and indeed, the chairman of the Committee on Science, the gentleman from New York (Mr. BOEHLERT), for the leadership and the kind of climate that they have introduced and that they have expanded on that bipartisan committee.

Mr. Speaker, we know we have a problem with math and science education in this country. Our students perform poorly compared with our international counterparts, and the gap appears to be widening. Most recently, the Glenn Commission, named for former Senator John Glenn, highlighted some of the reasons for our dif-

iculties in its report, "Before It Is Too late."

I served on that commission, and we noted that much of the problem lies with inadequate preparation of teachers, not with their dedication, and certainly not with their commitment.

To put it simply, when it comes to teaching math and science, we ask teachers the impossible: to teach a subject they were not trained to teach, and to do it without any assistance.

Over half of high school students take physical science from an out-of-field teacher. Over 20 percent of high school math and science teachers lack even a minor in their main teaching field. Too many students take math and science classes from instructors with no formal training in these difficult and important subjects. Small wonder they have difficulties with this material.

It would be nice to change this situation. It would be nice if science and math majors were in the classroom teaching science and math. In fact, it is imperative. We have a number of proposals to increase the recruitment of qualified instructors; but we need to do something, and we need to do it now. We cannot wait for the next generation of teachers to graduate; and even with our best efforts, we will not be able to graduate enough teachers with technical backgrounds to meet our short-term needs.

Our best alternative is to provide some assistance to the ones that we have. H.R. 100 provides that help. It provides grants for the training of master teachers in math and science who, along with their instructional duties, are commissioned to serve as a reference for embattled teachers. They are experts to whom the less experienced math and science instructors can turn for curriculum advice, for technical assistance, and for other needs. They are a vital link to the scientific community for teachers with little formal experience.

It would be best if every teacher had some formal training in the subject he or she taught. Ideally, a math and science teacher would have completed extensive coursework in the specific disciplines they teach. But unfortunately, all too often that is just not the case.

Out-of-subject teachers are doing a difficult, if not impossible, job. Their hard work and dedication are commendable, but good intentions are not enough. They need support. They need some help. It is about time they got it. Give our teachers someone to turn to. Pass H.R. 100. It will pay off 100 percent.

Mr. HALL of Texas. Mr. Speaker, I yield 3 minutes to the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON), the ranking member on the Subcommittee on Research, who ushered these bills through subcommittee,

through committee, the Committee on Rules, and to the floor.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise in support of H.R. 100. I commend the gentleman from New York (Mr. BOEHLERT), the gentleman from Michigan (Mr. EHLERS), and the ranking member for bringing this legislation forward. It works in concert with the bill we just passed and brings attention to the very important link, and that is to make sure that very well-qualified teachers are available. Students need this type of expertise in a classroom.

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

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

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I certainly appreciate all the expressions of support for this bill. As my colleagues may know, this bill and the previous one are a product of a number of years of work.

But let me reemphasize a few points. For those who think that we are already doing a sufficiently good job on K-12 math and science, I encourage a visit to graduate schools in this Nation. In virtually every graduate school in science and engineering, we find that over half of the students are from other nations. Our students cannot compete against students from other nations in applying for admission to graduate school.

If more evidence is needed, just look at the actions of this Congress itself. This year we have approved 200,000 H-1B visas. Why? Because we do not have enough scientists, engineers, technicians, and mathematicians in this country to do the work that we need done to invent, develop, and produce the products that we are making in this country.

I could give other reasons why we have problems here. Let us face it, some of the problems are cultural. That is why the gentlewoman from California (Ms. WOOLSEY) introduced her bill trying to encourage young girls to go into science, technology, and engineering because there is a culture in this country that women cannot do math or women cannot do science. It is utter nonsense. We are throwing away approximately 40 percent of our potential scientific, engineering, and mathematics workforce with that cultural attitude, that women are not good at science or math or that minorities do not care for science or math. That is nonsense, because in other countries they do; and they become scientists, engineers, doctors, and mathematicians. Women and minorities in this country can do the same.

We have to work hard to change that culture, and this bill will move us in that direction.

Science is fun if it is understood. Science is exciting when taught properly. And we have to make certain that

the students of America enjoy that experience and realize that science is fun.

But the cultural issue is still an important one. As a physicist I have often had the experience when I met someone, before I came to the Congress, and they would ask what I do. I would say I am a physicist, and quite often I would get the response, "Oh, I could never understand all those numbers and symbols; I just could not get math or science." For a number of years, I accepted that statement. But then I began to think that was strange. What if I had asked them the question first, what do you do, and they said, "Well, I am an English teacher," and I said, "Oh, I cannot understand all those letters and words, and so I gave up reading." That is socially unacceptable. But by the same standard, it should also be socially unacceptable to publicly profess ignorance of science and math.

Everyone is capable of learning some science and math. Everyone should learn it. I think it is extremely important in today's society that people not only understand the writings of Shakespeare and read them, but they should also understand the third law of dynamics; not as a physicist does, I do not expect that, but they should certainly understand what the three laws of thermodynamics mean and why we have an energy crisis today because we have, as a public, failed to understand the implications of the three laws of thermodynamics. Concepts such as this are important, and people should be aware of them and understand the implications of them.

These are all purposes of this bill and also of the bill of the gentleman from New York (Mr. BOEHLERT). I am hopeful that these bills will pass into law and that together they will go far to improve the competence of the scientists, engineers, mathematicians, and the lay people of this country so that we will no longer have a shortage of people to work in the technical, scientific industries, that we will train good teachers, and that we will have schools and students that we can be very proud of.

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

The SPEAKER pro tempore (Mr. MILLER of Florida). The question is on the motion offered by the gentleman from Michigan (Mr. EHLERS) that the House suspend the rules and pass the bill, H.R. 100, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

PROVIDING FOR RETENTION OF TRAVEL PROMOTIONAL ITEMS FOR FEDERAL EMPLOYEES

Mrs. MORELLA. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 2456) to provide that Federal employees may retain for personal use promotional items received as a result of travel taken in the course of employment.

The Clerk read as follows:

H.R. 2456

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

SECTION 1. RETENTION OF TRAVEL PROMOTIONAL ITEMS.

(a) IN GENERAL.—Section 5702 of title 5, United States Code, is amended—

(1) by redesignating subsection (c) as subsection (d);

(2) in subsection (d) (as redesignated by paragraph (1)), by striking "This section does" and inserting "Subsections (a) and (b) do"; and

(3) by inserting after subsection (b) the following new subsection:

"(c) Promotional items (including frequent flyer miles, upgrades, and access to carrier clubs or facilities) an employee receives as a result of using travel or transportation services procured by the United States or accepted pursuant to section 1353 of title 31 may be retained by the employee for personal use if such promotional items are obtained under the same terms as those offered to the general public and at no additional cost to the Government."

(b) REPEAL OF SUPERCEDED LAW.—Section 6008 of the Federal Acquisition Streamlining Act of 1994 (Public Law 103-355; 5 U.S.C. 5702 note) is repealed.

(c) APPLICABILITY.—The amendments made by this Act shall apply with respect to promotional items received before, on, or after the date of the enactment of this Act.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Maryland (Mrs. MORELLA) and the gentleman from Texas (Mr. TURNER) each will control 20 minutes.

The Chair recognizes the gentlewoman from Maryland (Mrs. MORELLA).

GENERAL LEAVE

Mrs. MORELLA. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on H.R. 2456, the bill under consideration.

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

There was no objection.

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

Mr. Speaker, lately we have been hearing many reports about the human capital crisis affecting our civil service. Many of our best Federal employees are leaving for the private sector, with better pay and better benefits that are available to them. In addition, many talented individuals are choosing jobs in the private sector over public sector work for the same reasons.

While it is difficult for the Federal Government to match salaries with the

private sector, it can at least demonstrate to current and prospective Federal employees that it values their service and is willing to reward them with certain benefits; and for this reason I hope the House will pass today H.R. 2456.

This important legislation that I am proud to cosponsor allows Federal civilian employees to keep frequent flyer miles and other promotional benefits that they receive while traveling on official government business. Unlike private sector employees, current law prohibits Federal employees from keeping these benefits for personal use. In order for Federal employees to keep these frequent flyer benefits, the bill requires that they be obtained under the same terms as provided to the general public and must be at no additional cost to the government.

Many employees' work travel can interfere with their personal lives. This legislation is a great way to thank them for their service. In a recent GAO report that looked into the efficacy of allowing Federal employees to keep their frequent flyer miles, the GAO, that is the General Accounting Office, concluded that "changing the frequent flyer policy, and changing it retroactively, so that employees can take advantage of the unused miles, would boost Federal employees' morale and strengthen the Federal Government's ability to compete with the private sector. We, therefore, believe Congress should consider allowing Federal employees to keep and make personal use of the frequent flyer miles."

I could not agree more. Mr. Speaker, I urge adoption of this bill.

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

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

Mr. Speaker, I want to commend the gentlewoman from Maryland (Mrs. MORELLA) for her leadership on this issue. I think it is very important that we level the playing field between the way Federal Government employees are treated and employees in the private sector are treated with regard to frequent flyer miles and other such benefits.

As we all know, we are having a more difficult time than ever attracting quality individuals into the Federal workforce, and we know that there are many very hard working Federal employees who deserve to be treated in the public sector the same as they would be treated if they were in the private sector. So this bill today is, I think, a significant step toward improving the morale of our government employees and allowing them to know that the Federal Government, as an employer, will treat them in a similar manner to those employees in the private sector.