

made up of employers like Microsoft, the National Association of Manufacturers, and the American Farm Bureau, who have come together with a core set of principles on how we can today, in 2015, boost teachers with these hard science degrees in our elementary and high schools, how we can drill down and encourage, again, underrepresented groups such as young girls and minorities to get involved and engaged in education.

We came forward on the Education and the Workforce Committee with an amendment supported by the STEM coalition, and it was rejected on a party-line vote by the Republican majority, who said that the national government had no business being involved in local and State education policy. That is totally unacceptable in terms of the challenges that our Nation faces today.

Unfortunately, the Rules Committee rejected our amendment from even being voted on today as part of the update of the No Child Left Behind bill.

Again, it is the ultimate measuring stick of the failure of this bill to address the needs our Nation faces in terms of K-12 education policy. We should follow the example of this gentleman. He understood that at times, we have to rise up as a full nation.

We can't rely on one local wealthy school district to invest in science and technology and engineering and math and leave behind other populations in this country because, as a nation, we need to come together to address and succeed and face this challenge. It will bring good things in terms of higher income and more growth for our country if we embrace these types of policies.

The good news is that the Republican chairman of the Senate Education Committee did embrace the STEM education coalition provisions, and they have put it in their bill.

Today, unfortunately, we are going to go do this exercise, this theater of passing a bill which woefully fails the test in terms of what our Nation faces today, but hopefully, later in the process, a conference committee will come together, and we will follow the example of Dwight Eisenhower and our bipartisan coalition of the 1950s to allow this Nation to have the tools to succeed.

We need to pass strong STEM education policy for our young children.

#### 513TH AIR CONTROL GROUP DEPLOYMENT

The SPEAKER pro tempore. The Chair recognizes the gentleman from Oklahoma (Mr. BRIDENSTINE) for 5 minutes.

Mr. BRIDENSTINE. Mr. Speaker, I rise to salute more than 40 citizen airmen of the 513th Air Control Group deploying to Southwest Asia this month in support of Operation Inherent Resolve in Iraq and Syria and also continuing operations in Afghanistan.

The 513th is the Nation's only Reserve unit flying the E-3 AWACS air-

craft. I am proud that the 513th is based at Tinker Air Force Base in my home State of Oklahoma, and it is commanded by Colonel David W. Robertson.

I flew the Navy version of the AWACS, the E-2 Hawkeye, both on Active Duty and as a reservist. The AWACS is the Air Force's "quarterback in the sky," calling the plays and managing the fight from an airborne platform.

I know firsthand that the AWACS is absolutely essential to projecting air power. Without it, our forces would be like an orchestra with no conductor.

Mr. Speaker, we just celebrated yet another year of independence. We should remember that our war of independence was fought almost exclusively by citizen warriors, ordinary citizens who put their lives on hold and at risk, many of them giving the ultimate sacrifice for our independence.

The 513th continues our great citizen warrior tradition. Among the citizen airmen deploying are Realtors, IT specialists, and even a pastor. We should recognize that this is a voluntary assignment. These reservists have raised their hands and answered the call voluntarily, when less than 1 percent of our fellow citizens serve in the military.

Mr. Speaker, the 513th demonstrates the value of our military's Reserve component and National Guardsmen. Looking across the 513th, you will find skill standards, capabilities, and operational readiness rates equal to or better than the Active component.

When I was in the Reserves flying the E-2 Hawkeye, I can tell you that the amount of talent that we held in the Reserve component was amazing. It was very clear that these folks had the confidence, the capability, and the institutional knowledge to carry on the tradition of excellence that was in the Navy when they moved to the Reserves.

The amount of talent and skills is also true with the Air Force. We saw it when you think about the fighter squadrons that fought in the opening days of the war in Afghanistan. The Reserve fighter squadron was the one that had the highest percentage of bombs on target.

The Reserve and the Air National Guard are critical to our Nation's military readiness. It is important to retain and even expand the reserve component size, missions, and capabilities.

Finally, Mr. Speaker, while I rise to give a special thanks to the 513th reservists deploying to Southwest Asia, let me also mention this unit's other recent accomplishments.

To say that the 513th is in high demand would be a huge understatement. In the past 6 months, the 513th has controlled training missions for over 200 fighters and bombers, supported critical flight tests, managed air operation center support in Germany, and controlled eight large-force exercises, including Felix Virgo in Louisiana,

Northern Edge in Alaska, and CHUMEX in Florida.

Mr. Speaker, let me conclude by once again recognizing the citizen airmen of the 513th Air Control Group from Tinker Air Force Base.

□ 1030

#### OPPOSE H.R. 5

The SPEAKER pro tempore. The Chair recognizes the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON) for 5 minutes.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise today in opposition to the current version of H.R. 5, the House Republican bill which seeks to reauthorize the Elementary and Secondary Education Act, and encourage my colleagues to adopt the Democratic substitute offered by Ranking Member BOBBY SCOTT.

Let me start by reading you a quote that truly strikes me as telling of where we have come from and where we find ourselves today. On May 22, 1964, at the University of Michigan, President Lyndon Baines Johnson remarked:

In many places, classrooms are overcrowded and curricula are outdated. Most of our qualified teachers are underpaid, and many of our paid teachers are underqualified. So we must give every child a place to sit and a teacher to learn from. Poverty is not a bar for learning, and learning must often escape from poverty.

President Johnson went on to say:

But more classrooms and more teachers are just not enough. We must seek an educational system which grows in excellence as it grows in size. This means better training for our teachers. It means preparing our youth to enjoy their hours of leisure as well as their hours of labor. It means exploring new techniques of teaching, to find new ways to stimulate the love of learning and the capacity for creation.

Let's just take a moment to let that sink in.

Those were words read in 1964, during President Johnson's Great Society Speech. Almost every single point in President Johnson's remarks has direct import of the perils our education system faces today.

Teachers are still underpaid, and in so many areas, underqualified. Classroom sizes are increasing, and the quality of education is continuing to deteriorate.

Hunger and poverty continue to afflict our inner-city students in an alarmingly disproportionate rate, and disparity of resources and access to a quality education seems, at times, to continue expanding. The achievement gap between our most impoverished students remains inextricably tied to the wealth gap, and the numbers are discouraging.

Instead of moving forward by improving on and implementing lessons learned from the failed policies of No Child Left Behind, H.R. 5 guts the core intent of the original Elementary and Secondary Education Act of 1965.