

offered by the gentleman from California (Mr. MCKEON) that the House suspend the rules and pass the bill, H.R. 4409.

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

A motion to reconsider was laid on the table.

PRIORITIES FOR GRADUATE STUDIES ACT OF 2004

Mr. MCKEON. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4411) to amend title VII of the Higher Education Act of 1965 to ensure graduate opportunities in postsecondary education, and for other purposes.

The Clerk read as follows:

H.R. 4411

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

SECTION 1. SHORT TITLE; REFERENCES.

(a) SHORT TITLE.—This Act may be cited as the “Priorities for Graduate Studies Act of 2004”.

(b) REFERENCES.—Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

SEC. 2. JAVITS FELLOWSHIP PROGRAM.

(a) INTERRUPTIONS OF STUDY.—Section 701(c) (20 U.S.C. 1134(c)) is amended by adding at the end the following new sentence: “In the case of other exceptional circumstances, such as active duty military service or personal or family member illness, the institution of higher education may also permit the fellowship recipient to interrupt periods of study for the duration of the tour of duty (in the case of military service) or not more than 12 months (in any other case), but without payment of the stipend.”

(b) ALLOCATION OF FELLOWSHIPS.—Section 702(a)(1) (20 U.S.C. 1134a(a)(1)) is amended—

(1) in the first sentence, by inserting “from diverse geographic regions” after “higher education”; and

(2) by adding at the end the following new sentence: “The Secretary shall also assure that at least one representative appointed to the Board represents an institution that is eligible for a grant under title III or V of this Act.”

(c) STIPENDS.—Section 703 (20 U.S.C. 1134b(a)) is amended—

(1) in subsection (a)—

(A) by striking “1999–2000” and inserting “2004–2005”;

(B) by striking “shall be set” and inserting “may be set”; and

(C) by striking “Foundation graduate fellowships” and inserting “Foundation Graduate Research Fellowship Program”; and

(2) in subsection (b), by amending paragraph (1)(A) to read as follows:

“(1) IN GENERAL.—(A) The Secretary shall (in addition to stipends paid to individuals under this subpart) pay to the institution of higher education, for each individual awarded a fellowship under this subpart at such institution, an institutional allowance. Except as provided in subparagraph (B), such allowance shall be, for 2004–2005 and succeeding academic years, the same amount as the institutional payment made for 2003–2004 ad-

justed for 2004–2005 and annually thereafter in accordance with inflation as determined by the Department of Labor’s Consumer Price Index for the previous calendar year.”.

(d) AUTHORIZATION OF APPROPRIATIONS.—Section 705 (20 U.S.C. 1134d) is amended by striking “fiscal year 1999 and such sums as may be necessary for each of the 4 succeeding fiscal years” and inserting “fiscal year 2004 and such sums as may be necessary for each of the 5 succeeding fiscal years”.

SEC. 3. GRADUATE ASSISTANCE IN AREAS OF NATIONAL NEED.

(a) DESIGNATION OF AREAS OF NATIONAL NEED; PRIORITY.—Section 712 (20 U.S.C. 1135a) is amended—

(1) in the last sentence of subsection (b)—

(A) by striking “and an assessment” and inserting “an assessment”; and

(B) by inserting before the period at the end the following: “, and the priority described in subsection (c) of this section”; and

(2) by adding at the end the following new subsection:

“(c) PRIORITY.—The Secretary shall establish a priority for grants in order to prepare individuals for the professoriate who will train highly-qualified elementary and secondary school teachers of math, science, and special education, and teachers who provide instruction for limited English proficient individuals. Such grants shall offer program assistance and graduate fellowships for—

“(1) post-baccalaureate study related to teacher preparation and pedagogy in math and science for students who have completed a master’s degree or are pursuing a doctorate of philosophy in math and science;

“(2) post-baccalaureate study related to teacher preparation and pedagogy in special education and English language acquisition and academic proficiency for limited English proficient individuals; and

“(3) support of dissertation research in the fields of math, science, special education, or second language pedagogy and second language acquisition.”.

(b) COLLABORATION REQUIRED FOR CERTAIN APPLICATIONS.—Section 713(b) (20 U.S.C. 1135b) is amended—

(1) by striking “and” at the end of paragraph (9);

(2) by redesignating paragraph (10) as paragraph (11); and

(3) by inserting after paragraph (9) the following new paragraph:

“(10) in the case of an application for a grant by a department, program, or unit in education or teacher preparation, contain assurances that such department, program, or unit collaborates with departments, programs, or units in all content areas to assure a successful combination of training in both teaching and such content; and”.

(c) STIPENDS.—Section 714(b) (20 U.S.C. 1135c(b)) is amended—

(1) by striking “1999–2000” and inserting “2004–2005”;

(2) by striking “shall be set” and inserting “may be set”; and

(3) by striking “Foundation graduate fellowships” and inserting “Foundation Graduate Research Fellowship Program”.

(d) ADDITIONAL ASSISTANCE.—Section 715(a)(1) (20 U.S.C. 1135d(a)(1)) is amended—

(1) by striking “1999–2000” and inserting “2004–2005”; and

(2) by striking “1998–1999” and inserting “2003–2004”.

(e) AUTHORIZATION OF APPROPRIATIONS.—Section 716 (20 U.S.C. 1135e) is amended by striking “fiscal year 1999 and such sums as may be necessary for each of the 4 succeeding fiscal years” and inserting “fiscal year 2004 and such sums as may be necessary for each of the 5 succeeding fiscal years”.

(f) TECHNICAL AMENDMENTS.—Section 714(c) (20 U.S.C. 1135c(c)) is amended—

(1) by striking “section 716(a)” and inserting “section 715(a)”; and

(2) by striking “section 714(b)(2)” and inserting “section 713(b)(2)”.

SEC. 4. THURGOOD MARSHALL LEGAL EDUCATIONAL OPPORTUNITY PROGRAM.

(a) CONTRACT AND GRANT PURPOSES.—Section 721(c) (20 U.S.C. 1136(c)) is amended—

(1) by amending paragraph (2) to read as follows:

“(2) to prepare such students for study at accredited law schools and assist them with the development of analytical skills and study methods to enhance their success and promote completion of law school;”;

(2) by striking “and” at the end of paragraph (4);

(3) by striking the period at the end of paragraph (5) and inserting “; and”; and

(4) by adding at the end the following new paragraph:

“(6) to award Thurgood Marshall Fellowships to eligible law school students—

“(A) who participated in summer institutes authorized by subsection (d) and who are enrolled in an accredited law school; or

“(B) who are eligible law school students who have successfully completed a comparable summer institute program certified by the Council on Legal Educational Opportunity.”.

(b) SERVICES PROVIDED.—Section 721(d)(1)(D) (20 U.S.C. 1136(d)(1)(D)) is amended by inserting “in analytical skills and study methods” after “courses”.

(c) AUTHORIZATION OF APPROPRIATIONS.—Section 721(h) (20 U.S.C. 1136(h)) is amended by striking “1999 and each of the 4 succeeding fiscal years” and inserting “2004 and each of the 5 succeeding fiscal years”.

(d) GENERAL PROVISIONS.—Subsection (e) of section 731 (20 U.S.C. 1137(e)) is repealed.

SEC. 5. FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION.

(a) CONTRACT AND GRANT PURPOSES.—Section 741(a) (20 U.S.C. 1138(a)) is amended—

(1) by amending paragraph (1) to read as follows:

“(1) the encouragement of the reform and improvement of, and innovation in, postsecondary education and the provision of educational opportunity for all, especially for the non-traditional student populations;”;

(2) in paragraph (2), by inserting before the semicolon at the end the following: “for postsecondary students, especially those that provide academic credit for programs”;

(3) by amending paragraph (3) to read as follows:

“(3) the establishment of institutions and programs based on the technology of communications, including delivery by distance education;”;

(4) by amending paragraph (6) to read as follows:

“(6) the introduction of institutional reforms designed to expand individual opportunities for entering and reentering postsecondary institutions and pursuing programs of postsecondary study tailored to individual needs;”.

(b) AREAS OF NATIONAL NEED.—Section 744(c) (20 U.S.C. 1138c(c)) is amended by striking paragraph (4) and inserting the following:

“(4) International cooperation, partnerships, or student exchange among postsecondary educational institutions in the United States and abroad.

“(5) Establishment of academic programs including graduate and undergraduate courses, seminars and lectures, support of research, and development of teaching materials for the purpose of supporting faculty and academic programs that teach traditional American history (including significant constitutional, political, intellectual, economic, diplomatic, and foreign policy

trends, issues, and documents; the history, nature, and development of democratic institutions of which American democracy is a part; and significant events and individuals in the history of the United States).

“(6) Support for planning, applied research, training, resource exchanges or technology transfers, the delivery of services, or other activities the purpose of which is to design and implement programs to enable institutions of higher education to work with private and civic organizations to assist communities to meet and address their pressing and severe problems, including economic development, community infrastructure and housing, crime prevention, education, healthcare, self sufficiency, and workforce preparation.”

(C) AUTHORIZATION OF APPROPRIATIONS.—Section 745 (20 U.S.C. 1138d) is amended by striking “\$30,000,000 for fiscal year 1999 and such sums as may be necessary for each of the 4 succeeding fiscal years” and inserting “\$40,000,000 for fiscal year 2004 and such sums as may be necessary for each of the 5 succeeding fiscal years”.

SEC. 6. URBAN COMMUNITY SERVICE.

Part C of title VII (20 U.S.C. 1139 et seq.) is repealed.

SEC. 7. DEMONSTRATION PROJECTS TO ENSURE STUDENTS WITH DISABILITIES RECEIVE A QUALITY HIGHER EDUCATION.

(a) SERVING ALL STUDENTS WITH DISABILITIES.—Section 762(a) (20 U.S.C. 1140a(a)) is amended by striking “students with learning disabilities” and inserting “students with disabilities”.

(b) AUTHORIZED ACTIVITIES.—

(1) AMENDMENT.—Section 762(b)(2) is amended—

(A) in subparagraph (A), by inserting “in order to improve retention and completion” after “disabilities”;

(B) by redesignating subparagraphs (B) and (C) as subparagraphs (C) and (E), respectively;

(C) by inserting after subparagraph (A) the following new subparagraph:

“(B) EFFECTIVE TRANSITION PRACTICES.—The development of innovative, effective, and efficient teaching methods and strategies to ensure the smooth transition of students with disabilities from high school to postsecondary education.”; and

(D) by inserting after subparagraph (C) (as redesignated by subparagraph (B) of this paragraph) the following new subparagraph:

“(D) DISTANCE LEARNING.—The development of innovative, effective, and efficient teaching methods and strategies to provide faculty and administrators with the ability to provide accessible distance education programs or classes that would enhance access of students with disabilities to higher education, including the use of electronic communication for instruction and advisement.”.

(2) CONFORMING AMENDMENT.—Section 762(b)(3) is amended by striking “subparagraphs (A) through (C)” and inserting “subparagraphs (A) through (E)”.

(c) APPLICATIONS.—Section 763 (20 U.S.C. 1140b) is amended—

(1) by amending paragraph (1) to read as follows:

“(1) a description of how such institution plans to address the activities allowed under this part;”;

(2) by striking “and” at the end of paragraph (2);

(3) by striking the period at the end of paragraph (3) and inserting “; and”; and

(4) by adding at the end the following new paragraph:

“(4) a description of the extent to which an institution will work to replicate the best practices of institutions of higher education

with demonstrated success in serving students with disabilities.”.

(d) AUTHORIZATION OF APPROPRIATIONS.—Section 765 (20 U.S.C. 1140d) is amended by striking “fiscal year 1999 and such sums as may be necessary for each of the 4 succeeding fiscal years” and inserting “fiscal year 2004 and such sums as may be necessary for each of the 5 succeeding fiscal years”.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from California (Mr. MCKEON) and the gentleman from Michigan (Mr. KILDEE) each will control 20 minutes.

The Chair recognizes the gentleman from California (Mr. MCKEON).

GENERAL LEAVE

Mr. MCKEON. 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 materials on H.R. 4411.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from California?

There was no objection.

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

Mr. Speaker, I rise today in support of H.R. 4411, the Priorities for Graduate Studies Act, which builds on the success of the graduate programs currently authorized under title VII of the Higher Education Act and also helps to fulfill the demand for highly qualified teachers at the K–12 level.

I want to commend my colleague, the gentleman from Georgia (Mr. BURNS), a valuable member of the committee, for his work on this important piece of legislation.

I am particularly pleased that this bill has the potential not only to enhance graduate education but to build on the strength of education at all levels by helping to increase study of subject areas facing particular shortages in elementary and secondary schools.

This bill complements H.R. 4409, the Teacher Training Enhancement Act, which we have considered here today. Bringing these two bills forward is our declaration that supporting America's schoolteachers is a priority for our committee and for the U.S. House of Representatives.

We know that an important part, important key to placing highly qualified teachers in every public classroom called for by the bipartisan No Child Left Behind Act is having adequate faculty available to train the teachers of tomorrow. This is particularly important in subject areas facing severe shortages.

If we are serious about ensuring every child learns from a highly qualified teacher, we must address the issue in a comprehensive manner. Elementary and secondary classrooms across the Nation are facing severe shortages of highly qualified teachers, particularly in high-demand subject areas. States and schools tell us they are struggling to find highly qualified math, science and special education teachers.

To address these shortages head-on, this bill places a priority on these par-

ticular subject areas, ensuring that our investment in graduate education continues to improve education at all levels in America.

□ 1345

Although I believe the role education plays in creating a pipeline of highly qualified teachers is extremely important, the many other benefits of graduate education cannot be overlooked. As we enter the 21st century, the need for advanced education is becoming increasingly vital to successfully maintaining our place in the technologically advanced economy. The future competitiveness of our Nation will depend on successfully educating our workforce and fostering continued breakthroughs through education.

Now more than ever our citizens are obtaining graduate degrees in order to obtain more expertise in their field of study. This bill will help ensure the continued availability of such graduate study opportunities for students.

As we move forward with the reauthorization of the Higher Education Act, we must continue to build on the success of these valuable programs that prepare the next generation of scholars. We have expressed our support for our teachers before and we stand united today to continue that support and urge our colleagues in the other body to do the same.

Graduate education is essential to maintaining our economic leadership as well as ensuring the success of education reform in classrooms across America. I hope my colleagues will join me in supporting this bill and the continued success of graduate education.

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

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

Mr. Speaker, we have been here before. We have already voted on this legislation. As with the last bill, this legislation has already passed this House. Less than 1 year ago, this House reported the exact bill by a good bipartisan voice vote. That bill also improved our graduate programs. While this is a worthwhile goal, today's action does not actually move us further toward these improvements.

I am going to support this bill today, but there is a more important question for this body: Why are we repassing legislation? During the last bill we considered, I asked this very question. Since I did not get a satisfactory answer then, I really do not expect to get one now. But rather than wasting our time, Mr. Speaker, repassing legislation, we should be investing in America's families.

During the last bill, I talked about some much-needed improvement to our higher-education programs that this Congress should be considering. Now I will spend my time on how this Republican Congress and the Bush administration has not provided economic security for the American worker and their families.

The Republican Congress and the Bush administration have refused to provide extended unemployment benefits to those workers who have exhausted their initial benefits. Despite the fact that 1.5 million workers have exhausted their benefits, this Congress has refused to act. These workers who have lost their jobs due to outsourcing and the sour economy do not have the financial security to provide for their families. This Congress and the administration continue to turn a blind eye.

The real root of the problem for today's American workers is that there are not any jobs. I was in my hometown of Flint, Michigan, this past weekend; and I went into McDonald's and ordered the No. 9. They were hiring, but General Motors is not hiring. The really good jobs are not there.

There are 8.2 million individuals now unemployed. On his watch, President Bush has lost 2 million jobs. That is a staggering figure when you stop to think about it. The administration has failed to keep the jobs needed to keep pace with an expanding workforce, but also we are 2 million jobs in the hole.

The Republican Congress and the Bush administration have failed to pass an unemployment insurance extension and other critical legislation directly affecting the financial security of families. Instead, Congress is debating legislation that has already passed.

Clearly, Mr. Speaker, we need to refocus our priorities on restoring the economic well-being of our workers and the families for which they provide. Mr. Speaker, I again want to say that I am going to support this legislation which is before us today. However, this legislation is not moving us toward improving our graduate programs. We simply are squandering our time and resources by repassing this bill today.

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

Mr. McKEON. Mr. Speaker, I yield myself 30 seconds to answer the gentleman's question why we are here today.

I think that we did pass these bills before, but they have not been acted upon by the other body. So I do not think it will hurt to have further discussion here, again voting on these issues and showing how important our teachers are, showing how important economic stability comes from education.

We think that it is very important to discuss these issues; and, frankly, I do not think it is a waste of time any time we can talk about helping the education of our country.

Mr. Speaker, I yield 4 minutes to the gentleman from Georgia (Mr. BURNS), a strong member of our committee.

Mr. BURNS. Mr. Speaker, I thank the gentleman for yielding me this time and for his work on this legislation.

Mr. Speaker, I rise today in support of H.R. 4411, Priorities For Graduate Studies Act. I am pleased to be offering

this bill, which will build upon the successes of our graduate education programs and help also trigger improvements at all levels of the educational environment by prioritizing studies in areas of national need.

We all recognize the importance of graduate education, particularly as we work to meet the challenges of the No Child Left Behind Act and place a highly qualified teacher in every school, in every classroom in America by the school year 2005–2006. I believe that the legislation before us today will help both States and schools across the Nation achieve that important goal.

Mr. Speaker, I speak from experience, having taught at the graduate level at Georgia Southern University for some 19 years. In order to produce a qualified teacher, you have to have a qualified classroom. So if we are going to have world-class math and science instruction for our K through 12 students, we have to have the world-class instruction for those teachers at our graduate schools across the Nation.

The Federal Government has long been involved with graduate level education, providing fellowships that assist students who excel in their chosen fields to complete education beyond the baccalaureate level. These programs have been successful, tremendously successful in encouraging in-depth study and creating knowledgeable experts, particularly in subject areas facing a national need.

Graduate programs authorized under the title VII component of the Higher Education Act produces immeasurable benefits for our Nation. Not only do these programs enrich our citizenry but they also nurture discovery and innovation that will lead to medical, educational, and technological advancements. Graduate programs train the next generation of teachers, the next generation of researchers and engineers and doctors and lawyers and professors. These individuals will be vitally important in preparing the United States to meet the challenges of a global economy.

Title VII of the Higher Education Act authorizes three graduate fellowship programs: the Graduate Assistance in Areas of National Need program, the Jacob K. Javitz Fellowship program, and the Thurgood Marshall Legal Educational Opportunity program. Collectively, these programs encourage students to advance their knowledge in scientific and technical fields, in the arts and humanities, and in legal studies by providing financial assistance as well as support services to those displaying academic excellence in their selected fields.

Each year, Congress appropriates nearly \$70 million to assist these students in pursuing their goals. The Priorities For Graduate Studies Act seeks to build upon the success of these programs by targeting fellowships to subject areas facing national need not only at the graduate level but also by encouraging the study of subject areas

where there are shortages in K through 12 education. This will help to expand the number of educators prepared to train teachers of tomorrow in the critical subject areas of math and of science and of special education. By placing a priority on these subject areas with a demonstrated national need, graduate fellowships will serve to strengthen education from the halls of universities down to the classrooms filled with children.

In addition to placing a priority on these three subject areas, the Priorities For Graduate Studies Act will also recognize the rapidly growing need for teachers prepared to meet the needs of students with limited English proficiency. H.R. 4411 is an essential piece of legislation that strengthens our higher educational system. We strengthen the graduate education, we target the Federal investment toward areas facing a demonstrated need, and we work to improve not just the graduate education but education at all levels across our Nation.

Mr. Speaker, I encourage my colleagues to join me in supporting this piece of legislation and help our already successful graduate educational programs become even more successful.

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

The gentleman from California (Mr. McKEON) has said we are repassing these bills to get the attention of the Senate. I suggest it might be cheaper and more efficient to send a respectful message to the Senate, and I will be glad to cosign a letter with my colleague to do that.

But, nevertheless, I will support this bill.

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

Mr. McKEON. Mr. Speaker, I yield myself such time as I may consume, and respond to my colleague that I will be happy to join him in that letter. Whatever we can do to help move the other body, I think is important, especially in the area of education, where we are trying so hard to help our teachers and our young people so that we can better prepare ourselves for stronger economic stability in the future.

Mr. Speaker, I encourage all of my colleagues to support this bill.

Mr. HOEKSTRA. Mr. Speaker, I rise today in support of H.R. 4411, the Priorities For Graduate Studies Act, legislation which creates an informed and educated citizenry through strong and vibrant graduate education programs.

As we enter the 21st Century, the need for advanced education is becoming increasingly critical to successfully maintaining America's place in a technologically advanced economy. Now, more than ever, U.S. citizens are obtaining graduate degrees to gain additional knowledge and expertise in their fields of study. Nearly 2 million students currently attend one of more than 1,800 graduate school programs throughout the country. And, this number is increasing. According to the Council of Graduate Schools, total graduate enrollment in the

United States rose by 3 percent between 2000 and 2001, and it is expected to steadily rise in coming years.

Graduate programs, while important for their role in higher education, also play an essential yet often overlooked role in K–12 education. It is graduate programs that train individuals to become faculty at institutions of higher education. They will in turn train the elementary and secondary teachers of tomorrow.

H.R. 4411 is closely aligned with H.R. 3076, the Graduate Studies in Higher Education Act, which I authored and the House passed last fall. I have worked closely with Representative BURNS in crafting the legislation before the House of Representatives. Today's bill presents the House with an important opportunity to support graduate education while drawing attention to the need for highly qualified elementary and secondary teachers.

The Priorities for Graduate Studies Act strengthens the Title VII graduate programs contained within the Higher Education Act. H.R. 4411 reauthorizes the Graduate Assistance in Areas of National Need (GAANN) program, the Jacob K. Javits Fellowship program and the Thurgood Marshall Legal Educational Opportunity program. It also recognizes new areas of national need and increases flexibility for students in these graduate programs. By placing a "priority" within the graduate programs in the subject areas of math, science, special education and teaching English to speakers of other languages, this bill will strengthen the academic quality not only at the graduate level, but also within American elementary and secondary schools.

I encourage my colleagues to join me in supporting Representative BURNS' legislation, as together we can help make our country's already successful graduate education programs even better.

Mr. BOEHNER. Mr. Speaker, I rise today in support of H.R. 4411, the Priorities for Graduate Studies Act. I'm pleased to stand in support of this bill, which will both enhance graduate education and build on the strength of education at all levels by helping to increase study of subject areas facing shortages at the K–12 level. I'd like to commend Representative BURNS for his work on this important bill.

The Priorities for Graduate Studies Act will build on the success of the graduate programs currently authorized under Title VII of the Higher Education Act, and, additionally, the bill will help fulfill the demand for highly qualified teachers at the K–12 level.

Witnesses have testified before the Education and the Workforce Committee that an important key to placing highly qualified teachers in every public school classroom, as called for by the bipartisan No Child Left Behind Act, is having adequate faculty available to train the teachers of tomorrow. This is particularly important in subject areas facing severe shortages. I believe the importance of this cannot be overstated. If we are serious about ensuring every child learns from a highly qualified teacher, we must address the issue comprehensively.

Elementary and secondary classrooms across the Nation are facing severe shortages of highly qualified teachers, particularly in high-demand subject areas. States and schools tell us they are struggling to find highly qualified math, science, and special education teachers. And as our schools work to educate those whose native language is not

English, we need teachers who are prepared to meet the needs of students with limited English proficiency (LEP). To meet these demands, this bill places a priority on these particular subject areas for graduate assistance programs, ensuring that our investment in graduate education continues to improve education at all levels.

Although I believe the role graduate education plays in creating a pipeline of highly qualified teachers is extremely important, the many other benefits of graduate education should not be overlooked. As we enter the 21st Century, the need for advanced education is becoming increasingly vital to successfully maintaining our place in the technologically-advanced economy. Now, more than ever, our citizens are obtaining graduate degrees in order to gain more expertise in their field of study. This bill will help ensure the continued availability of such graduate study opportunities for students.

As we move forward with the reauthorization of the Higher Education Act, we must continue to build on the success of these programs that prepare the next generation of scholars. We have expressed our support for our teachers before, and we stand united today to continue that support and urge our colleagues in the other body to do the same.

Graduate education is fundamental to maintaining our competitiveness and economic leadership, as well as ensuring the success of education reform in classrooms across America. And as our economic recovery continues and new jobs are created everyday, the importance of education will only grow. I hope my colleagues will join me in supporting this bill, and the continued success of graduate education.

Mr. SMITH of Michigan. Mr. Speaker, a highly educated workforce is critical to America's future competitiveness. And the quality of education in America's schools is directly related to the quality of the teachers entrusted with the vital task of educating the Nation's students. Today's students are tomorrow's workforce, and for that reason education is directly linked to America's future competitiveness in a changing economy.

H.R. 4411, the Priorities for Graduate Studies Act, addresses the shortage of highly qualified math and science teachers at the K–12 level. One of the problems is the continuing lack of faculty at the graduate level to train the teachers of tomorrow in these demanding fields. This must be addressed to fortify the pipeline of highly qualified teachers for our Nation's youth. To increase faculty in these high-demand subject areas, the Priorities for Graduate Studies Act will target Federal aid for graduate studies to these subject areas. The bill, introduced by my colleague from Georgia Representative MAX BURNS, places a priority on the areas of math and science for graduate fellowship programs in the Higher Education Act. Further, this bill reinforces previous Federal efforts in the "No Child Left Behind Act" requiring a "highly qualified" teacher in every classroom. This bill, along with the other bills being discussed today, also provides State grants to recruit and train teachers. In addition, loan forgiveness programs at the Department of Education and the Noyce Scholarship Program at the National Science Foundation (NSF), which seeks to encourage top math and science students to enter the teaching profession, are just some of the initiatives that

have been designed to address issues of teacher recruitment and retention.

Federal Reserve Chairman Alan Greenspan recently testified before the House Education and Workforce Committee and said that strengthening the Nation's education and worker training systems and supporting innovation are essential to creating jobs and sustained economic growth for American families. He said that the U.S. appears to be lagging seriously behind other nations in terms of the quality of education being provided to students at the K–12 level. He quoted a study conducted in 1995 (The Third International Math and Science Study, a project of the International Study Center, Lynch School of Education, Boston College) revealing that although our fourth-grade students were above average in both math and science, by the time they reached their last year of high school they had fallen well below the international average.

The quality of America's workforce is inextricably tied to the quality of America's education system. For that reason, advanced degrees in specific subject areas will help to improve the training of our schoolteachers, building upon the quality of elementary and secondary education and, in turn, strengthening the competitiveness of the American worker. The House bill being discussed today recognizes that a shortage of advanced degrees earned in high-demand subject areas such as math and science can create a void from the university level down to K–12 classrooms. To address this shortage, the bill places a priority on these subject areas when awarding graduate level fellowships.

Mr. Speaker, when I have an opportunity to speak with teachers about education, I often ask them if teaching a child math or science is more like lighting a fire than filling a container, at what age they believe the flame of interest for math and science education is sparked and how can we keep it burning. I get all sorts of answers. Some say third grade. Others say kindergarten. But they all generally agree that our greatest challenge is to ensure that all children experience that initial spark to create more interest in science and math.

As Chairman of the Science Research Subcommittee, I recently introduced legislation that passed this House, creating a Congressional award for private sector entities that partner with schools to improve science, technology, engineering, and math education. The bill, H.R. 4030, would provide well-deserved recognition for outstanding private sector efforts and directs the National Science Foundation to disseminate information about award winners to educators, businesses and the general public.

The way to maintain and increase our standard of living is through innovation, technological advancement and hard work. We need to do a better job of encouraging student interest and achievement in math and science so that today's students will be successful in the highly competitive global economy.

Mr. GRIJALVA. Mr. Speaker, we are standing here today to consider pieces of legislation that the House passed overwhelmingly just a year ago. These were not controversial bills at the time they were first considered and they are not controversial now. It seems clear to me that the House Republican Leadership would like to distract the American public from the real issues that need to be addressed. Instead of being down on the floor to discuss

legislation that we all agree on and already passed, members of the House Committee on Education and the Workforce should be spending time working on the legislation that would offer real solutions to students struggling to pay for a college education.

Tuition is rapidly rising in nearly every state. The buying power of Pell grant has dropped significantly in the last 30 years. Students are graduating from college with enough debt that they could buy a car or even a house, which significantly hinders their ability to contribute to economic growth. Students are increasingly turning to a part time education just so they can support themselves while in college.

These are clearly dire times when it comes to college affordability, but instead of spending our time crafting legislation that would offer real solutions to students, we are rehashing legislation that we already passed to fulfill the political needs of the House Republican Leadership.

The Higher Education Bills that we are considering today are bills that I supported in the past and will support again in today, but today's debate is merely a distraction from the real problems that students face in paying for college.

Mr. HINOJOSA. Mr. Speaker, I do not object to the three higher education bills under consideration today. In fact, this body passed these bills with broad bipartisan support last year, and I voted for all three of them. I do object, however, to our wasting time revisiting legislation that we have already worked out instead of completing the work that remains to be done.

The Higher Education Act represents our national commitment to ensuring that a college education is possible for anyone—regardless of income, race, or ethnicity. This law supports our students and our institutions of higher education in their pursuit of academic excellence. It represents the single largest Federal investment in education with over \$75 billion in student financial assistance distributed annually.

This Congress the Higher Education Act must be reauthorized. Instead of considering the act as a whole, the majority decided to pass the reauthorization in parts. The parts that we are considering today have already been passed. What we are failing to discuss today are the programs at the very heart of the matter—the student aid programs: Pell grants, student loans, work study.

We are also failing to discuss the instrumental Federal supports to the institutions that serve low-income and minority students—titles III and V of the Higher Education Act. The titles that support Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribally Controlled Colleges.

The Advisory Committee on Student Financial Assistance has reported that over the next 10 years as many as 4.4 million college-qualified low-income students will be unable to attend 4-year colleges because of unmet financial need. Two million will not be able to attend any college at all. Most of the students will be minorities—Hispanics and African Americans.

We have a lot of work left to do. I hope that we will get to it.

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

The SPEAKER pro tempore (Mr. QUINN). The question is on the motion offered by the gentleman from Cali-

fornia (Mr. McKEON) that the House suspend the rules and pass the bill, H.R. 4411.

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

A motion to reconsider was laid on the table.

PROVIDING FOR CONVEYANCE OF REAL PROPERTY IN RAVENNA, OHIO

Mr. McKEON. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 3908) to provide for the conveyance of the real property located at 1081 West Main Street in Ravenna, Ohio.

The Clerk read as follows:

H.R. 3908

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

SECTION 1. LAND CONVEYANCE.

The Secretary of Labor shall convey, without charge or consideration, to Portage County, Ohio, all right, title, and interest of the United States (including all Federal equity) in and to the parcel of real property located at 1081 West Main Street in Ravenna, Ohio, to the extent such right, title, or interest was acquired through grants to the State of Ohio under title III of the Social Security Act (42 U.S.C. 501 et seq.) or the Wagner-Peyser Act (29 U.S.C. 49 et seq.) or through funds distributed to the State of Ohio under section 903 of the Social Security Act (42 U.S.C. 1103).

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from California (Mr. McKEON) and the gentleman from Ohio (Mr. RYAN) each will control 20 minutes.

The Chair recognizes the gentleman from California (Mr. McKEON).

GENERAL LEAVE

Mr. McKEON. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and to include extraneous material on the bill H.R. 3908.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from California?

There was no objection.

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

Mr. Speaker, I rise today in support of H.R. 3908, a bill sponsored by my good friend from across the aisle, the gentleman from Ohio (Mr. RYAN), to convey all Federal rights to a property in Ravenna, Ohio, to Portage County, Ohio.

This particular building has been used as an employment services office by the State of Ohio since its construction in 1972. However, as the State of Ohio has transitioned to locally operated one-stop career centers, as authorized under the Workforce Investment Act, the State no longer needs this separate facility.

As envisioned under the Workforce Investment Act, the State now provides employment services through the

one-stop career centers as one of numerous partner programs making re-employment and training services available through this seamless delivery system.

On an interim basis, Portage County, located in northeast Ohio, has been using the facility rent free for its one-stop career center. However, the Ohio Department of Job and Family Services, which still controls the building, does not want to be a permanent landlord. The State should not shoulder the responsibility of maintaining the building, as the State represents one of several tenants offering programs at the one-stop center.

While the State has the option to sell the building under a sealed-bid process, the county cannot afford to pay the appraised value of \$184,000. Therefore, the State desires to transfer the property to Portage County. This cannot be done without Federal legislation relinquishing Federal rights to the building. The Federal Government holds just over 88 percent of the equity in the property, since it was acquired with Federal funds.

Passage of this bill should result in improved services to job seekers in the local area served by the one-stop center. Now the local workforce investment board and county commissioners will be free to focus solely on job counseling, workforce preparation, and training for individuals seeking new or better jobs. In addition, they will continue to serve businesses seeking qualified employees.

□ 1400

During this time of sustained job growth in our growing economy, we need to ensure that local workforce investment areas are ready to provide needed assistance. By finalizing the location of the county's one-stop center, H.R. 3908 will do just that.

I thank the gentleman from Ohio (Mr. RYAN) for bringing this bill to the floor, and I encourage my colleagues to support the bill.

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

Mr. RYAN of Ohio. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I would like to thank the gentleman from California (Mr. McKEON). This is truly a bipartisan effort, and I appreciate all of the help we have received. This is a county in my district which has been low on resources, as many counties have been, not only in the State of Ohio but across the country. There has been a reduction in money from the State level to the local county level, and this is an opportunity for the Federal Government to step in and help a community that needs our assistance.

I would like to thank the gentleman from Ohio (Mr. LATOURETTE) who has been very helpful, the gentleman from Ohio (Mr. BOEHNER), and the gentleman from California (Mr. GEORGE MILLER), the ranking member. I would also like