

Alyssa DeLorenz, Garland, Williams High School.

Amanda Lipscomb, McKinney, Dallas Academy.

Austin Lutz, Dallas, Trinity Christian Academy.

Michael Scott, Dallas, Plumtree Homeschool Academy.

Aatman Shah, Dallas, Vines High School.

#### JUNIORS

Nathaniel Alcorn, Frisco, Centennial High School.

Mindy Bell, McKinney, McKinney Christian Academy.

Heather Blizzard, Plano, Centennial High School.

Brandon Boyd, Allen, Allen High School.

Christina Elizabeth Buss, Plano, Ursuline Academy of Dallas.

Elyse Carlisle, Murphy, Plano East Senior High School.

Albert Chang, Dallas, Plano West Senior High School.

Andrew Clark, Plano, Plano West Senior High School.

Joe Dickerson, Frisco, Centennial High School.

Allison Goldman, Dallas, Plano West Senior High School.

Douglas Hermann, Allen, Allen High School.

Jordan Hirsch, Plano, Yavneh Academy of Dallas.

Katie Laughlin, Plano, Plano Senior High School.

Alison Lyon, Allen, Plano East Senior High School.

Natalie Myers, Plano, Plano Senior High School.

Jeff Nanney, Plano, Plano East Senior High School.

Joe O'Neill, Plano, Plano Senior High School.

Adam Rosenfield, Plano, Plano West Senior High School.

Kristin Schneider, Richardson, Home School.

Heather Webb, Plano, Plano West Senior High School.

Katie Willman, Frisco, Centennial High School.

Anna Zhang, Plano, Plano West Senior High School.

#### SENIORS

John Coleman, McKinney, McKinney High School.

Jenny Davis, Richardson, Canyon Creek Christian Academy.

Dana K. Hansen, Plano, Canyon Creek Christian Academy.

Jordan Herskowitz, Plano, Plano West Senior High School.

Alison Houpt, Rowlett, Naaman Forest High School.

Ashley E. Mergen, Frisco, Frisco High School.

Mathew Martinez, McKinney, McKinney High School.

Parth Shah, Garland, Naaman Forest High School.

Christina Shams, Sachse, Sachse High School.

Brittany Whitstone, McKinney, McKinney North High School.

Elliot Winters, Plano, Frisco High School.

### MATH AND SCIENCE INCENTIVE ACT OF 2005

**HON. FRANK R. WOLF**

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 14, 2005

Mr. WOLF. Mr. Speaker, on Tuesday I introduced with Congressmen EHLERS and BOEH-

LERT, H.R. 1547, the Math and Science Incentive Act of 2005. This legislation would pay—over the life of the loan up to \$10,000—the interest on the undergraduate student loans of math, science or engineering majors who agree to work five years in their respective fields. The idea for this legislation came from my friend Newt Gingrich's book, *Winning the Future*. America's dominance in science and innovation is slipping, but this legislation can help combat this trend.

We are facing today a critical shortage of science and engineering students in the United States. Unfortunately, there is little public awareness of this trend or its implications for jobs, industry or national security in America's future. We need to make sure we have people who can fill these science and engineering positions. In an era in which students are graduating college with record levels of debt, I am hopeful that this incentive will be a significant motivator in attracting or retaining math, science and engineering students.

How do we know that our nation is slipping in the areas of math, science, engineering and technology? Americans, for decades, led the world in patents. But we can no longer claim that lead. The percentage of U.S. patents has been steadily declining as foreigners, especially Asians, have become more active and in some fields have seized the innovation lead. The United States share of its own industrial patents now stands at only 52 percent. Foreign advances in basic science now often rival or even exceed America's. Published research by Americans is lagging.

Physical Review, a series of top physics journals, last year tracked a reversal in which American scientific papers, in two decades, dropped from the most published to minority status. In 2003—the most recent year statistics are available—the total number of American papers published was just 29 percent, down from 61 percent in 1983.

Another measuring stick: Nobel prizes. From the 1960s through the 1990s, American scientists dominated. Now the rest of the world has caught up. Our scientists win now about half of the Nobel prizes, the rest go to Britain, Japan, Russia, Germany, Sweden, Switzerland and New Zealand. According to the National Science Foundation, the United States has a smaller share of the worldwide total of science and engineering doctoral degrees awarded than both Asia and Europe.

This is a real problem. In 2000, Asian universities accounted for almost 1.2 million of the world's science and engineering degrees. European universities (including Russia and eastern Europe) accounted for 850,000.

North American universities accounted for only about 500,000. Since 1980, science and engineering positions in the U.S. have grown at five times the rate of positions in the civilian workforce as a whole.

I urge my colleagues to join me in cosponsoring this legislation to help America continue to be the innovation leader of the world. The text of H.R. 1547 follows:

H.R. 1547

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

#### SECTION 1. SHORT TITLE.

This Act may be cited as the "Math and Science Incentive Act of 2005".

#### SEC. 2. FINDINGS.

The Congress finds the following:

(1) The United States can have a secure and prosperous future only by having a robust and inventive scientific and technical enterprise.

(2) Such an enterprise will require the United States to produce more scientists and engineers.

(3) The United States education system must do more to encourage students at every level to study science and mathematics and to pursue careers related to those fields.

(4) The current performance of United States students in science and math lags behind their international peers, and not enough students are pursuing science and mathematics.

(5) The United States is still reaping the benefits of past investments in research and development and education, but we are drawing down that capital.

(6) The United States needs to recommit itself to leadership in science, mathematics and engineering, especially as advances are being made in such areas as nanotechnology.

(7) A program of loan forgiveness designed to attract students to careers in science, mathematics, engineering and technology, including teaching careers, can help the United States maintain its technological leadership.

#### SEC. 3. ESTABLISHMENT OF PROGRAM.

(a) PROGRAM.—

(1) IN GENERAL.—The Secretary shall carry out a program of assuming the obligation to pay, pursuant to the provisions of this Act, the interest on a loan made, insured, or guaranteed under part B or D of title IV of the Higher Education Act of 1965.

(2) ELIGIBILITY.—The Secretary may assume interest payments under paragraph (1) only for a borrower who—

(A) has submitted an application in compliance with subsection (d);

(B) obtained one or more loans described in paragraph (1) as an undergraduate student;

(C) is a new borrower (within the meaning of section 103(7) of the Higher Education Act of 1965 (20 U.S.C. 1003(7)) on or after the date of enactment of this Act;

(D) is a teacher of science, technology, engineering or mathematics at an elementary or secondary school, or is a mathematics, science or engineering professional; and

(E) enters into an agreement with the Secretary to complete 5 consecutive years of service in a position described in subparagraph (D), starting on the date of the agreement.

(3) PRIOR INTEREST LIMITATIONS.—The Secretary shall not make any payments for interest that—

(A) accrues prior to the beginning of the repayment period on a loan in the case of a loan made under section 428H or a Federal Direct Unsubsidized Stafford Loan; or

(B) has accrued prior to the signing of an agreement under paragraph (2)(E).

(4) INITIAL SELECTION.—In selecting participants for the program under this Act, the Secretary—

(A) shall choose among eligible applicants on the basis of—

(i) the national security, homeland security and economic security needs of the United States, as determined by the Secretary, in consultation with other Federal agencies, including the Departments of Labor, Defense, Homeland Security, Commerce, and Energy, the Central Intelligence Agency and the National Science Foundation; and

(ii) the academic record or job performance of the applicant; and

(B) may choose among eligible applicants on the basis of—

(i) the likelihood of the applicant to complete the five-year service obligation;

(ii) the likelihood of the applicant to remain in science, mathematics or engineering after the completion of the service requirement; or

(iii) other relevant criteria determined by the Secretary.

(5) AVAILABILITY SUBJECT TO APPROPRIATIONS.—Loan interest payments under this Act shall be subject to the availability of appropriations. If the amount appropriated for any fiscal year is not sufficient to provide interest payments on behalf of all qualified applicants, the Secretary shall give priority to those individuals on whose behalf interest payments were made during the preceding fiscal year.

(6) REGULATIONS.—The Secretary is authorized to prescribe such regulations as may be necessary to carry out the provisions of this section.

(b) DURATION AND AMOUNT OF INTEREST PAYMENTS.—The period during which the Secretary shall pay interest on behalf of a student borrower who is selected under subsection (a) is the period that begins on the effective date of the agreement under subsection (a)(2)(E), continues after successful completion of the service obligation, and ends on the earlier of—

(1) the completion of the repayment period of the loan;

(2) payment by the Secretary of a total of \$10,000 on behalf of the borrower;

(3) if the borrower ceases to fulfill the service obligation under such agreement prior to the end of the 5-year period, as soon as the borrower is determined to have ceased to fulfill such obligation in accordance with regulations of the Secretary; or

(4) 6 months after the end of any calendar year in which the borrower's gross income equals or exceeds 4 times the national per capita disposable personal income (current dollars) for such calendar year, as determined on the basis of the National Income and Product Accounts Tables of the Bureau of Economic Analysis of the Department of Commerce, as determined in accordance with regulations prescribed by the Secretary.

(c) REPAYMENT TO ELIGIBLE LENDERS.—Subject to the regulations prescribed by the Secretary by regulation under subsection (a)(6), the Secretary shall pay to each eligible lender or holder for each payment period the amount of the interest that accrues on a loan of a student borrower who is selected under subsection (a).

(d) APPLICATION FOR REPAYMENT.—

(1) IN GENERAL.—Each eligible individual desiring loan interest payment under this section shall submit a complete and accurate application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(2) FAILURE TO COMPLETE SERVICE AGREEMENT.—Such application shall contain an agreement by the individual that, if the individual fails to complete the 5 consecutive years of service required by subsection (a)(2)(E), the individual agrees to repay the Secretary the amount of any interest paid by the Secretary on behalf of the individual.

(e) TREATMENT OF CONSOLIDATION LOANS.—A consolidation loan made under section 428C of the Higher Education Act of 1965, or a Federal Direct Consolidation Loan made under part D of title IV of such Act, may be a qualified loan for the purpose of this section only to the extent that such loan amount was used by a borrower who otherwise meets the requirements of this section to repay—

(1) a loan made under section 428 or 428H of such Act; or

(2) a Federal Direct Stafford Loan, or a Federal Direct Unsubsidized Stafford Loan, made under part D of title IV of such Act.

(f) PREVENTION OF DOUBLE BENEFITS.—No borrower may, for the same service, receive a benefit under both this section and—

(1) any loan forgiveness program under title IV of the Higher Education Act of 1965; or

(2) subtitle D of title I of the National and Community Service Act of 1990 (42 U.S.C. 12571 et seq.).

**SEC. 4. DEFINITIONS.**

As used in this Act—

(1) the term “Secretary” means the Secretary of Education; and

(2) the term “mathematics, science, or engineering professional” means a person who—

(A) holds a baccalaureate, masters, or doctoral degree (a combination thereof) in science, mathematics or engineering; and

(B) works in a field the Secretary determines is closely related to that degree, which shall include working as a professor at a two or four-year institution of higher education.

**SEC. 5. AUTHORIZATION OF APPROPRIATIONS.**

There are authorized to be appropriated to carry out this Act such sums as may be necessary for fiscal year 2006 and for each of the 5 succeeding fiscal years.

HONORING THE EXEMPLARY WORK OF HAYS COUNTY CONSTABLE LUPE R. CRUZ

**HON. HENRY CUELLAR**

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 14, 2005

Mr. CUELLAR. Mr. Speaker, I rise today to recognize the dedicated public service of Hays County Constable Lupe R. Cruz.

Mr. Cruz is a native of the San Marcos area. He attended San Marcos High School, and later Austin Community College. He began his career in public service in the military: he served in the United States Navy and Naval Reserve for 30 years, at the end of which time he received an honorable discharge.

Mr. Cruz began his career in law enforcement in 1981. From 1981 to 1988, he served his community as a Hays County Deputy Sheriff and Corrections Officer. He continued to learn and train in modern law enforcement methods, and holds both an Advanced Certification in Law Enforcement and the title of Licensed Peace Officer from TCLEOSE. In addition, he has received training in Criminal Law, Civil Law, and Criminal Procedures.

In 1989, Mr. Cruz was elected to the position of Hays County Constable for Precinct One. He has served in this post with distinction. He has also found spare time to dedicate to a variety of charitable community organizations. He is a member of the Fraternal Order of Police, VFW Post 3413, and is on the board of directors for both the Southside Community Center and the San Marcos Area Food Bank.

Mr. Cruz has had a tremendously productive and successful career in law enforcement, and his community and county are grateful to him for his service. I am proud to recognize him before this body for all the good work he has done.

RECOGNIZING THE PEOPLE OF LEBANON

**HON. ROBERT E. ANDREWS**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 14, 2005

Mr. ANDREWS. Mr. Speaker, I rise today in recognition of the people of Lebanon, who have stood up against fear and oppression, and have embraced the idea of a democratic future. Hundreds of thousands of Lebanese patriots have taken to the streets of Beirut to demand national self-determination and real democratic rule. Their courage has led to the withdrawal of Syrian forces, and created the opportunity for a peaceful transition of power.

Lebanon's history has not been an easy one. The 15-year civil war begun in 1975 produced national upheaval and chaos, and pitted ethnic groups against each other. It left around 100,000 people dead, and the country in total disrepair. The civil war ended in 1990, but Syrian forces continued to occupy Lebanon. Syria, one of the region's foremost supporters of terrorism, has been heavily involved in Lebanese politics, and has used fear and intimidation to suppress the voice of its people. The citizens of Lebanon have bravely taken a stand against terrorism so as to inspire a truly free, democratic society. Now that Syrian forces have begun to withdraw, there is an opportunity for Lebanon to create a social and political contract that establishes the rights of each individual regardless of religion, race, creed, or ethnicity. It is vital that Lebanon continue its progression towards a true democratic peace by holding free and transparent elections, on time, as scheduled, under the supervision of international observers.

The Lebanese people have recognized that there exists an alternative to the brutal, autocratic governments of the past. They seek a new beginning, and a new voice. Their courage has begun a process of reform that has sent ripple effects across the broader Middle East and around the world. I admire their courage to stand up against terrorism and peacefully demand change, and encourage my colleagues to voice their support for the citizens of Lebanon and recognize their historic movement towards democracy.

DEATH TAX REPEAL PERMANENCY ACT OF 2005

SPEECH OF

**HON. DONALD A. MANZULLO**

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 13, 2005

Mr. MANZULLO. Mr. Speaker, I rise in strong support of H.R. 8, the Death Tax Repeal Permanency Act of 2005. As Chairman of the Small Business Committee, I've heard horror story after horror story from small business owners who worry about the future of their small business because their heirs will not be able to pay the death tax and also continue the business. Why should they spend countless thousands of dollars for life insurance premiums, attorney and accountant fees just to plan to pay the death tax? Those monies are better invested in their small businesses. Raising the cap is just a band-aid that