

matters in preparation for the future consideration of this bill by the Senate. I urge Senators who might wish to have amendments discussed, first, to listen to the terms of the unanimous consent agreement and study those. Flexibility is given to the managers to reach a joint agreement for Members that have amendments not covered explicitly in the numerical amounts in the unanimous consent.

The committee staffs are working. I urge Senators to bring to Senator LEVIN and myself such matters as they may be interested in, and we will do our very best to accommodate Senators.

This Nation is at war. Each day we find in our hearts compassion for those we have lost, those on the battlefields today—not just in Iraq and Afghanistan but all throughout the world—and their families at home.

I thank our leaders for passing that unanimous consent, and I encourage Senators to submit their amendments and bring them to our attention.

The committee met this week. We reported out the intelligence authorization bill. That, hopefully, will be a joint referral to the Committee on Government Operations. There is provision in that bill which was clearly within the jurisdiction of that committee. I am very fortunate to have on the Committee on Armed Services both the chairman, Chairman COLLINS, and the ranking member, Senator LIEBERMAN, as well as, of course, Senator ROBERTS. During the course of our deliberations yesterday, we quickly recognized it would be appropriate to be referred to that committee the intelligence bill with regard to that provision. That is progress we have made this week.

I am also pleased the committee pointed out a number of nominees for important civilian posts and, indeed, military posts in our Department of Defense. I understand some have been worked on today, and I will check to see whether other nominations can be cleared.

I am proud to say the Committee on Armed Services was very active this week. We have a charter now. We are back in business. I am very pleased that the prospects are we will pass our legislation.

Mr. WARNER. Mr. President, I turn to another matter.

The PRESIDING OFFICER. The Senator may proceed.

(The remarks of Mr. WARNER pertaining to the introduction of S. 1939 are located in today's RECORD under "Statements on Introduced Bills and Joint Resolutions.")

Mr. WARNER. I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

Mr. FRIST. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

MATH LITERACY

Mr. FRIST. Mr. President, in a few moments we will be closing for the week. But before doing so, I wanted to bring to the attention of my colleagues something that was just brought to my attention about 2 hours ago when I was e-mailed by our President pro tempore, Senator TED STEVENS.

Basically, in a little cryptic language, it said: Bill, did you read the New York Times today?

I said: No, I haven't read the New York Times today.

Then he gave me one statistic that he picked up. I looked at it, and he is exactly right. That statistic drove home to me a threat—we don't talk very much about it—that we need to face up to and to act on. We are doing some powerful things in the Senate to do just that. But we are going to have to put it out front, and we are going to have to lead on it.

The statistic is that China, in engineering, one field, is producing 442,000 new undergraduates a year, along with 48,000 graduates with master's degrees and 8,000 Ph.D.s in engineering. I focus on that to seize the opportunity that we do have before us a real threat that America is losing—not will lose but is losing—today the edge in technology that we depend on, and we depend on it in terms of creating the American dream, maintaining that American dream to pass on to our children, and it is time for us to act.

This has not been the first time that certain challenges have been put before us. We faced a similar challenge, and we overcame it. On October 4, 1957, the Soviet Union—and we all remember that day, or those of us who were alive at the time remember that date—successfully launched the first manmade satellite into space. I was a very little boy at the time sitting around the dinner table and watching the stunning effect that had on my own family as they talked about it, I remember, one Sunday afternoon.

The event stunned America, but it spurred us to action. We don't have a Sputnik, per se, moment, but we need to create it. We need to educate the American people where we are today, the challenge that we face and the threat that we face to our competitive edge.

Less than a year later after that October 4 day in 1957, President Eisenhower signed the National Defense Education Act to restore America's preeminence in science. Math, engineering, and science became our top educational priorities. As a result, not only did we close the gap with the Soviet Union, but we far exceeded our own dreams, our own expectations at the time.

Fifty years later we face a similar challenge with the entry of China, the example I used, but also India and soon

to be many other nations, into this global marketplace. As writer and observer Tom Friedman details in his wonderful book, "The World Is Flat," American workers face accelerating competition not only in the low-wage manufacturing sector but now in the new fields of science and engineering and the technological fields. That is where the competition is today—with China and with India.

According to BusinessWeek, together China and India graduate 500,000 scientists and engineers a year—every year, 500,000. How about America? Where are we? Just guess. Think. Are we more? Less?

United States, 60,000; 500,000, India and China every year. We are down to 60,000. China, I just mentioned—more than 442,000 graduates every year.

While the entire world is getting smarter and faster and stronger in math and science, the United States is not. We are moving in the opposite direction. Indeed, the number of engineering degrees awarded in the United States is down 20 percent from just a decade ago, 10 years ago. We are moving in the opposite direction. If current trends continue, by 2010 more than 90 percent of all scientists in the world, of all engineers in the world, 90 percent will be in Asia. Already, the majority of graduate science and engineering students in the United States are foreign born.

Let me say that again. Already, the majority of graduate students in science and engineering in the United States are foreign born.

Instead of investing their new skills in America, they are increasingly returning—not staying here but returning to their homes. According to Education for Innovation Initiative, which is a coalition of America's most prominent business organizations, we need to double—we need to double the number of American science, technology, engineering, and mathematic students by 2015 if we are to remain the technological leader in the 21st century. That is a lot to do by 2015, just 10 years from now—a doubling. As I said, we are moving in the opposite direction.

If we don't significantly improve math and science education in this country, there is a real danger that we will fall permanently behind—once we lose that competitive edge in technology, in science, in mathematics where most job creation, as we look to the future, occurs.

How are we failing? I used the example of students today at the graduate level in engineering. So where does it all start? You have to jump all the way back down to the 15-, 16-year-old in the middle school areas. Are we failing there as we look to the future? They will become the graduates, whether it is math, science, engineering, or some other field, in the future.

Well, right now in the 29 industrialized nations in the world, if I asked you just to imagine where you think we are if you look at 15-year-old students—and most people would say,

whether you are going to be a scientist or an engineer, it is really determined in that age, from about 14 to 16. If I happened to ask the American people listening but also my colleagues, if there are 29 industrialized countries, and we want to rank mathematics performance of students around the world, is the United States first? You would think so. Maybe fifth? Surely, you would think so, in the United States of America, with our resources and our great innovation and culture of creativity and the American dream.

It is not 5th. It is not 10th. It is not 15th. It is not 20th. The United States now ranks 24th of 29 industrialized nations in math literacy among 15-year-olds. We fall behind who? You can name 23 of them, but it is Finland, Korea, Canada, the Czech Republic, Ireland, Poland, Hungary, Spain, France.

Business leaders who observe this tell us that fewer and fewer American workers have the math and science skills they need for today's jobs. One researcher at the Hudson Institute warns:

We're rolling into the most severe shortage of skilled workers this country has ever seen.

And in what must be the most dismal development, tutoring American students in math via the Internet is becoming a boom industry—in India. We are actually outsourcing our education.

All this really says: What do you do? These are the observations. They are observations at the middle school level, the high school level, the graduate level, even beyond graduate level, and we are failing. So it is incumbent upon us to act, and to act with meaningful solutions that respond to a real problem that is there today, and it is going to increase over time. We cannot afford to lose the technological race. It is a matter of economics. It is a matter of security. I believe it is a matter of national security as well. It is a matter of keeping jobs, good-paying jobs right here in America.

People say: Well, Senator FRIST, he is a doctor. He is a scientist. He has a little bias.

It is way beyond that. Math and the hard sciences are what drive innovation in just about every single industry today. From computers, to my own field of medicine, we depend on technology to improve our quality of life, to be able to figure out how we solve problems that seemingly are insurmountable, that are unsolvable. We solve them by the most innovative, most creative, the most advanced technological solution. That is where that competitive edge exists.

Not only that but math comprehension is critical to everyday tasks today, whether it is balancing the checkbook or figuring out how to interpret your 401(k). You need those everyday skills. We are thriving in a fast-changing modern world, constantly evolving world, moving so much faster than any of us would have anticipated

5 or 10 years ago. We need these skills to survive and to thrive.

That is why in terms of action, in the sort of things we need to do, in August I proposed the national SMART grant. The national SMART grant provides low-income students up to \$1,500 in their third and in their fourth year of college to pursue math and science. Together the maximum Pell grant and the national SMART grant cover nearly an entire typical State university tuition bill for those last 2 years.

People say: Why the last 2 years? The last 2 years because that is when people determine their majors, in those years of college. The national SMART grant will make it easier for low-income students to meet that heavy class load in math and in science. We know that those academic loads are heavy in those particular fields.

Some of my colleagues have worked on this. I thank them. To start naming them, Senators ENZI and ROBERTS and WARNER have done a tremendous job in getting this legislation to the point that it exists, and each has been a champion of rigorous math and science education. In addition, I thank Chairman ENZI, especially, for more than doubling the investment in this SMART grant program. It is focused on the needs I am speaking about today. As a matter of fact, the SMART grant is a good, solid first step in getting America's science and math education back on track so that we truly can globally compete.

Mr. President, throughout our history, our Nation has been blessed to be a land of innovation and creativity and dynamism. We have attracted the best, and we have attracted the brightest from across the oceans. And they have come and made our country an even more vibrant and more dynamic place. I am confident that if we keep our focus on the fundamentals, America will continue to offer unrivaled opportunity and prosperity for generations to come.

JAPAN BEEF TRADE

Mr. ROBERTS. Mr. President I have joined with my colleague from North Dakota, Senator CONRAD, and 19 other Senators to introduce a bill to restore normal beef trade with Japan.

Prior to the discovery of BSE or mad cow disease in the United States in December 2003, Japan was the largest export market for American beef in the world. But since that fateful day 2 years ago, U.S. beef producers have been locked out of the Japanese market.

To say the loss of this market has been detrimental to the viability of the American beef industry is an understatement. This is an issue that effects every part of the U.S. beef industry from the cowboys in western Kansas to the folks standing in line at the grocery store shopping for hamburger patties in New York City.

And perhaps this is felt no where as strongly than in places like Dodge

City, KS Dodge City is a town that has built it's economy on the beef industry since the days of the wild west. It is a place where the number of cattle far outnumbers the number of people that live within the county lines. And it is the place that I call home.

The beef industry is a major economic driver for Dodge, but it's one of the largest industries in Kansas—representing over \$5 billion in annual revenue.

We are a state with 6.65 million head of cattle, compared to a human population of 2.6 million. In 2003, cattle represented 62 percent of the Kansas cultural cash receipts and the processing industry alone employs over 18,700 Kansans. And to boot, we rank in the top three of virtually every major beef statistic.

But, trade with Japan has an impact that extends well beyond the borders of Kansas—it's an issue that affects all of farm country. The cattle industry comprises one of the largest sectors in American agriculture—with business in every state. Japan is the largest export market for food and agricultural products from the United States and beef is one of the largest and most lucrative exports to Japan.

In short, for ranchers across farm country, including those in Kansas, there are few issues more important than the viability of the beef industry—and specifically how we handle BSE.

This week marks the year anniversary of the mutual agreement the U.S. and Japan signed to resume normal beef trade. Since then, the U.S. Department of Agriculture, USDA, has worked hard to implement substantive improvements in our ability to prevent, identify and respond to BSE. For instance, as a part of their enhanced animal surveillance effort, the Animal and Plant Health Inspection Service, APHIS, has tested over 450,000 head of cattle for BSE.

Despite this increased testing, Japan refuses to reopen its market and has instead relied upon imports of beef from countries with little or no testing for BSE.

The increased U.S. testing, in coordination with the U.S. Food and Drug Administration implementation of safeguards that ensure the safety of our food supply, have bolstered our claim to having the safest and most abundant food supply in the world.

Regrettably, the Japanese has failed to match these standards with prudent efforts to change their policy of keeping American beef out of Japan.

The Japanese Food Safety Commission, the body with the delegated responsibility to review the process by which Japan would reopen its market, and others within the government have been unresponsive to extensive diplomatic efforts made by U.S. officials during the last year.

The office of the U.S. Trade Representative and USDA have worked in concert with President Bush, other