the commonsense step of establishing a reserve which can produce refined petroleum products. The presence of such a reserve will ensure the availability of emergency refinery capacity—a need which has been clearly illustrated by the events and high gasoline prices of recent months.

Last year's catastrophic hurricanes, which severely damaged oil refineries in the gulf coast illustrated the nation's vulnerability to a disruption in supply of refined petroleum and exposed shortcomings in our current Strategic Petroleum Reserve (SPR) system. If the nation loses significant refinery capacity, crude released from the SPR cannot be converted easily into refined product such as gasoline or home heating oil. Even with no disruptions, our nation's refineries are running at virtually full capacity meaning that any reduction in our ability to refine product results in an almost immediate increase in gasoline prices.

The legislation we are introducing would help address this vulnerability by requiring the Secretary of Energy to establish and operate a Strategic Refinery Reserve (SRR) with capacity equal to 5 percent of the total United States demand for gasoline, home heating oil and other refined petroleum products. The Secretary may design and construct new facilities or acquire and re-open previously closed facilities.

During non-emergency times the SRR would provide refined product to the federal fleet, including the Department of Defense. Operating the refinery reserve on a full-time basis will ensure that federal fleet and military needs are met, will lessen start up times for SRR refineries to full production during emergencies and will lessen the demand for refined product in the consumer market by freeing additional supply.

During times of emergency, the SRR production could be increased and the resulting refined products could be used in the commercial market. Under the legislation, the Secretary is authorized to use SRR production for commercial use based on two criteria: the same severe supply disruption criteria used to trigger a drawdown of the SPR and upon a Presidential determination of a regional supply shortage.

Our legislation is a common sense approach to ensure that additional refinery capacity is available to provide gasoline during times of energy emergency, and I urge its consideration and approval by the House.

NATIONAL NURSES WEEK

HON. DANIEL LIPINSKI

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 11, 2006

Mr. LIPINSKI. Mr. Speaker, I rise today to honor the work of America's 2.9 million registered nurses and recognize National Nurses Week, which is celebrated annually May 6–12 throughout the United States. The purpose of National Nurses Week is to raise public awareness of the value of nursing and to help educate the public about the vital roles registered nurses play in meeting the health care needs of the American people.

America's nurses comprise our nation's largest health care profession. They continue to meet the different, emerging, and challenging health care needs of the American population in a wide range of settings. Nurses enhance both primary and preventive health care and are an indispensable component in the safety and quality of care of hospitalized patients.

It is my honor to recognize registered nurses who care for all of us. Today, we celebrate registered nursing's accomplishments and efforts to improve our health care system and show our appreciation for the nation's registered nurses not just during this week, but at every opportunity throughout the year.

TRIBUTE TO CALHOUN HIGH SCHOOL

HON. RON PAUL

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 11, 2006

Mr. PAUL. Mr. Speaker, I rise today to honor Calhoun High School (CHS) of Port Lavaca, Calhoun County, TX. On January 6–7, 2006 the CHS advanced government class, taught by Gennie Westbrook, traveled to Austin to participate in the Texas State final meet for We the People: The Citizen and the Constitution. Calhoun High School ranked second of the seven schools participating in the meet, which is the highest rank yet achieved by a CHS class. In 1995, 2002, and 2003, the CHS class placed third. Students participating in the state contest were Holly Batchelder, Matthew Boyett, Ryan Cardona, Kenneth Chang, Karl Chen, Andrew Delgado, Carlos Galindo, Julio Herrera, Paul Jenkins, Brian Kao, Dustin Lambden, Kayla Meyer, Jake Prejean, and Thomas Reagan.

Twenty-two CHS juniors accompanied the group as observers. We the People alumnae who also accompanied the group to assist as guest judges for practice times were Jessica Davenport, John Westbrook, Bobby Van Borssum, Redford Hong, William Krause, and Jason Fite.

Local community members who helped the class in their weekly practice sessions after school were Connie Hunt and Assistant District Attorney Shannon Salyer, who have worked with each year's class for several years. Others who assisted the class in preparation this year included District Attorney Dan Heard, Assistant District Attorney Pat Brown, and Texas A&M aerospace PhD student Darren Hartl.

We the People: The Citizen and the Constitution is a nationally acclaimed civic education program focusing on the history and principles of the U.S. Constitution and Bill of Rights. In addition to the requirements of the standard government class, students in this program must master a rigorous curriculum in the background and philosophy of the U.S. Constitution. They participate in oral assessment that involves both prepared and extemporaneous responses to challenging questions. In this nationwide competition, students play the role of ''experts in the Constitution,'' testifying before a mock Congressional hearing. Among other criteria, students are evaluated on their depth of knowledge, ability to apply academic data to current problems, and understanding of landmark Supreme Court cases. Teams of three students each present a four-minute prepared testimony to answer questions they have researched all semester, and then they respond to extemporaneous follow-up questions from the judges for another six minutes. Judges at the state contest include practicing attorneys, university professors, historians, and legislative staff members.

In 2001, the Center for Civic Education conducted a survey of We the People alumnae, focusing on voting and civic participation. Among the former students, 82 percent reported that they voted in the November 2000 election. In addition, 77 percent had voted in previous elections. By contrast, the National Election Studies reported 48 percent turnout in the November 2000 election by other respondents aged 18–30. Research also indicates that participation in We the People programs helps encourage greater interest in politics and public affairs, increased involvement in government decision making at all levels, greater willingness to respect the opinions and rights of others, and better preparation for the privileges and responsibilities of democratic citizenship. More information about the program may be found at the Center for Civic Education website, *http://www.civiced.org/wethepeople.php.*

We the People: the Citizen and the Constitution is the Advanced U.S. Government class available every fall to Calhoun High School seniors. The first place team from each state traveled to Washington, D.C. for the National Final Competition on April 29–May 1, 2006. McAllen's Lamar Academy team, taught by LeAnna Morse, won first place this year in Texas, and her class often receives Honorable Mention as one of the top 10 schools at the national final meet.

Mr. Speaker, I want to congratulate teacher Gennie Westbrook, the students of Calhoun High School and all the others participating in this important effort.

INTRODUCTION OF THE EARLY CAREER RESEARCH ACT AND THE RESEARCH FOR COMPETITIVENESS ACT

HON. MICHAEL T. McCAUL

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 11, 2006

Mr. McCAUL of Texas. Mr. Speaker, I am pleased to introduce today the Early Career Research Act and the Research for Competitiveness Act. These bills expand and strengthen science and engineering research programs at the National Science Foundation and the Department of Energy to encourage young scientists and engineers to pursue innovative research that could lead to the major scientific breakthroughs of tomorrow.

President Bush, in his State of the Union Address, articulated the link between science and engineering research and national competitiveness. I agree with the President. Like him, I believe that science shapes the future. And, like him, I believe that for America to remain number one in the world, it must remain number one in science. I want to ensure that the highly-innovative, highly-productive industries of tomorrow are created here in America and stay in America to provide high-wage jobs for our children and grandchildren.

Texas is one of the world's leading technology centers and I have the privilege of representing Texas' high-tech core. In Texas, we

know that science and technology are the wellsprings of economic competitiveness and national strength.

In December of last year, Mr. Richard Templeton, President and CEO of Texas Instruments, came to Washington to lead the National Summit on Competitiveness. The theme of that Summit was ''Investing in U.S. Innovation.'' Mr. Templeton and 60 business, academic, and government leaders, including four Cabinet Secretaries, came together to discuss the competitiveness challenge posed by globalization and the rise of new economic competitors, such as India and China. Mr. Templeton and his business and academic colleagues told the President and the Congress that our government must do more to foster America's capacity to innovate by focusing on the health of the American scientific enterprise.

The President rose to the challenge and proposed The American Competitiveness Initiative, a bold plan to double Federal investments in fundamental physical science research over 10 years at three science agencies: the National Science Foundation, the Office of Science in the Department of Energy, and the National Institute of Standards and Technology.

My bills build upon the President's initiative and focus on fostering innovation by providing grants to promising young researchers to pursue research that could lead to the technology breakthroughs of tomorrow. One of my bills provides for matching funds from industry to promote closer ties between academic and industrial researchers.

Mr. Speaker, I am pleased that so many business, science, and educational organizations have endorsed my bill, including Texas Instruments, AeA (formerly the American Electronics Association), the Telecommunications Industry Association, the Electronics Industries Alliance, the Council on Competitiveness, the Battelle Memorial Institute, the American Chemical Society, the Association of American Universities, and a host of other organizations. I am grateful for their support. Together, we can ensure that America remains first in science and first in economic competitiveness—so that Americans can continue to enjoy the highest standard of living in the world.

INTRODUCTION OF THE SCIENCE AND MATHEMATICS EDUCATION FOR COMPETITIVENESS ACT

HON. JOHN J.H. "JOE" SCHWARZ

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 11, 2006

Mr. SCHWARZ of Michigan. Mr. Speaker, I am pleased to introduce today the Science and Mathematics Education for Competitiveness Act. The bill expands and strengthens math and science education programs at the National Science Foundation and the Department of Energy to improve the math and science literacy of our nation and prepare our young people for the high-tech, high-wage jobs of tomorrow.

President Bush, in his State of the Union Address, articulated the link between math and science education and national competitiveness. I agree with the President. Like him, I want to ensure that the 21st Century remains ''the next American century.'' And, like him, I want to ensure that Americans continue to enjoy the highest standard of living in the world.

The jobs of today require a higher level of math and science skills than ever before. The jobs of tomorrow will be even more demanding. And we know that the rest of the world is not standing still. In an increasingly globalized economy, our children and grandchildren will be competing with highly-skilled, highly-educated workers around the world for high-wage jobs in high-value-added industries. I want to make sure that those industries and those jobs stay here in America. To do that, our nation's business leaders tell us that we have to boost the math and science skills of American students.

I know of no better way to improve math and science education in this country than to build upon the successful programs of the National Science Foundation and to expand the ability of some of America's most brilliant scientists and engineers in the Department of Energy to lend their talent and expertise to the education of U.S. students.

In crafting my bill, I focused on what already works and I sought to minimize the creation of new programs. Based on testimony offered in a series of hearings in the Science Committee, and on recommendations offered in a series of reports by American business and academic leaders, my bill focuses on encouraging more teachers to specialize in teaching math and science, and encouraging more students to pursue undergraduate and graduate degrees in math, science, and engineering.

Mr. Speaker, I am pleased that so many business and educational organizations have endorsed my bill, including Texas Instruments, AeA (formerly the American Electronics Association), the Telecommunications Industry Association, the Electronics Industries Alliance, the Council on Competitiveness, the Battelle Memorial Institute, the American Chemical Society, the National Education Association, the National Science Teachers Association, the National Council of Teachers of Mathematics, the American Association of Colleges for Teacher Education, the American Association of Physics Teachers, the American Geological Institute, the Science Technology Engineering and Mathematics Education Coalition, the Council of Graduate Schools, the Association of American Universities, and a host of other organizations. I am grateful for their support. Together, we can ensure that America remains the most competitive nation in the world.

TRIBUTE TO TOYOTA MOTOR MANUFACTURING

HON. JOHN N. HOSTETTLER

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 11, 2006

Mr. HOSTETTLER. Mr. Speaker, I rise before you today to recognize Toyota Motor Manufacturing on their 10th anniversary of operation in Princeton, Indiana. Since 1996, Toyota has been a top contributor to both the economy and the community life of southern Indiana. During the past 10 years, Toyota has both harnessed the excellent workforce and favorable business conditions available in our region, and has invested time and resources back into our local people and businesses.

The Princeton Toyota plant opened their doors with an initial investment of $700 million, employing 1,300 team members with a production rate of 100,000 trucks per year. In just 10 years, production has skyrocketed to 300,000 vehicles per year, including the Tundra full-size pickup truck, Sequoia SUV, and Sienna minivan. With the recent addition of another plant in Lafayette, Toyota is now the largest automaker in Indiana.

A study released by University of Evansville and University of Southern Indiana determined that Toyota's annual economic impact in Indiana equals 31,385 jobs, $502.9 million in employee compensation, and $5.5 billion in business sales, representing a significant influence on the economy of southwest Indiana, and the state as a whole. In Gibson County alone, Toyota generates 8,865 jobs, $118.9 million in employee compensation, $518.6 million in business sales. The Evansville area enjoys 12,990 jobs, $341.7 million in employee compensation, and $1.4 billion in business sales as a result of Toyota.

In addition to their positive economic impact, Toyota has been a wonderful neighbor to Princeton and the surrounding communities. Toyota is proactively involved in educational and charitable initiatives by awarding scholarships to local students, and providing grants to local schools and non-profit organizations. I am pleased to commend Toyota as an example of good citizenship.

I ask my colleagues to join me in congratulating Toyota on 10 years of outstanding service and contribution to southern Indiana.