

Part of educating, protecting, and preparing our students is seeing to it that they get the help they need to succeed in the classroom. That is why I offered this amendment to make pupil services personnel eligible to be recipients of title II professional development funds.

Pupil services personnel, the men and women who are our school counselors, school psychologists, school social workers, and other school-based personnel, are essential components in our effort to guarantee that no child is left behind. These educators help ensure student achievement by securing a safe learning environment, helping to solve problems students experience that extend far beyond the schoolyard, and crafting a challenging, personalized, college-oriented curriculum so that all students have a chance to succeed.

To maximize State and local flexibility, it is important that pupil services personnel be included under title II programs. For example, if a school district wants to engage a team of teachers, principals, and pupil services personnel in a comprehensive curriculum reform planning program, Federal law should not exclude part of that team from taking part in those activities if they use title II funds. Nothing in my amendment would mandate that title II funds have to be spent on these educators, only that we not rule out their participation, which I believe would limit state and local flexibility. Further, adding pupil services personnel under title II "allowable uses" does not add any additional funds on top of those already authorized in this ESEA reauthorization legislation.

Pupil service organizations represent more than one million people who work and teach in our schools. Allowing these educators access to title II professional development opportunities could unlock innovative approaches to reduce barriers to classroom learning and integrate future planning-like professional or college preparation-into classroom practice. In Ohio, it leaves options open to include an estimated 40,000 school-based educators in professional development activities. For the students and parents served by these educators, the benefits of having highly-trained, integrated pupil services staff are potentially shared by tens of thousands of additional stakeholders each year.

Achieving school reform and improving student achievement requires the support and active participation of all educators in each school. I hope my colleagues will agree that, using our limited role in educating our children, we will provide the flexibility to promote innovative, coordinated professional development opportunities that may help generate solutions to the problems that face our schools.

---

#### McGOVERN-DOLE INTERNATIONAL FOOD ACT

Ms. LANDRIEU. Mr. President, I rise today to speak briefly in support of the

McGovern-Dole International Food for Education and Child Nutrition Act of 2001. I am proud to join Senators HARKIN, DURBIN, and LEAHY, who were instrumental in the introduction of this bill, as well as my other colleagues who are co-sponsors. Additionally, I would like to acknowledge the efforts of two former members of this body, Senators George McGovern and Bob Dole, who worked tirelessly to initiate this program decades ago.

As many of my colleagues well know, almost 300 million children in this world go hungry on a daily basis. Can you imagine that—300 million children? The number is staggering—almost five percent of the world's population; more than the population of our entire country. Think of it—if everyone, every person that we know, every man, woman and child in the United States, did not get enough to eat. If that were the case, I would imagine that we in this chamber would not hesitate to take action and remedy the situation. That is what this bill attempts to do; it is merely a first step, an important step for these hundreds of millions of children who are going hungry around the world.

We must ensure that every child, no matter where they live, no matter what their income level, receives at least one nutritious meal per day. One meal per day, for every child in the world. As little as that may seem to those of us here, it could mean the difference between life and death for many of these children. I make sure that my son and daughter get three nutritious meals a day; I am sure that all of my colleagues do the same for their children. It is not too much to ask that we provide just one meal for these hungry children all over the world.

But this is not just about meals; as noble a goal as that is, this is also about education. Of these 300 million children, almost half are not in school. What we are trying to do is encourage these children to attend school by helping their schools feed them when they are there. As George McGovern himself said, "The school lunch brings children to school; education lowers the birth-rate, increases personal income, and provides a market for surplus farm commodities." So it not just a meal we are helping to provide for these children; it is an education.

Finally, for some who may say this is a handout, it is not. This program is designed to help developing countries set up their own school lunch programs, so that one day they can take full responsibility for feeding their students. In other words, this is not a handout, but a hand up. There is an old saying that if you give a man a fish, he eats for a day; if you teach him to fish, he eats for a lifetime. We are trying to teach these countries how to fish, by providing them the means to do so. I hope that my colleagues will come together in support of this critical legislation, and we in Congress can approve this bill quickly and send it to the President for his signature.

#### NATIONAL AIRBORNE DAY

Mr. DOMENICI. Mr. President, I rise in support of Senate Resolution 16 designating August 16, 2001, as National Airborne Day. It is only too appropriate that Senator THURMOND lead the charge for designating one day annually on which we recognize the contributions of our airborne divisions in the military.

The greatest amphibious invasion in military history was at Normandy. On June 6, 1944, under the leadership of General Eisenhower, an invasion force of over 2.8 million military members, including 1,627,000 Americans gathered in Southern England. These forty-five divisions included Americans, Brits, Canadians, French and Poles fighting alongside one another.

Among those forty-five divisions were 13,000 paratroopers from the 82nd and 101st Airborne Divisions. These paratroopers and glider troops began their assault at 1:00 a.m. on June 6. They were spread out over 50 miles between the Cotentin Peninsula and the Orne River. Met with ferocious and lethal German resistance, by the end of the day the 101st had suffered 1,240 casualties, and the 82nd lost 1,259 men. Then 41-year-old STROM THURMOND survived and went on to win five battle stars.

We suffered heavy casualties in those first hours of fighting on the coasts of Northern France. U.S. casualties alone totaled 6,603 men. However, D Day marked the first step in our push toward victory in Europe. Not only does D Day mark the beginning of the end of the tyrannical forces unleashed on the Western European continent in the 1930s, it represents the beginning of many decades of struggle to reconstruct democratic and free Nations from the rubble of World War II.

This week we celebrate the 57th Anniversary of D-Day. I stand to recognize the valor of that greatest generation who persevered to protect our freedom. Undeniably, the airborne forces played a vital role in achieving victory. The Airborne divisions that fought on D-Day are still represented in today's Army, with the 82nd in Fort Bragg, NC, and the 101st in Fort Campbell, KY.

In the last sixty years, our airborne forces have performed in important military and peace-keeping operations in World War II, Korea, Vietnam, Lebanon, Sinai, the Dominican Republic, Panama, Somalia, Haiti, and Bosnia. On August 16, 2001, the 61st anniversary of the first official parachute jump by the Parachute Test Platoon, we will recognize the role of part and current patriots in our airborne forces.

I thank Senator THURMOND for his unyielding courage as a paratrooper and his vision as a leader. I strongly support this resolution.

---

#### LOCAL LAW ENFORCEMENT ACT OF 2001

Mr. SMITH of Oregon. Mr. President, I rise today to speak about hate crimes

legislation I introduced with Senator KENNEDY last month. The Local Law Enforcement Act of 2001 would add new categories to current hate crimes legislation sending a signal that violence of any kind is unacceptable in our society.

I would like to describe a horrific crime that occurred February 19, 1999 in Sylacauga, AL. Billy Jack Gaither, 39, was abducted and brutally murdered in a remote area. Two men, who later claimed to be angry over an alleged sexual advance by Gaither, went to a secluded boat ramp to find him. They beat Gaither and threw him in the trunk of his own car. Gaither was then taken to the banks of Peckerwood Creek, where many area churches used to hold baptisms. The two men then beat the 39-year-old man to death with an ax handle, and later burned his body on a pyre of old tires.

I believe that government's first duty is to defend its citizens, to defend them against the harms that come out of hate. The Local Law Enforcement Enhancement Act of 2001 is now a symbol that can become substance. I believe that by passing this legislation, we can change hearts and minds as well.

#### THE VERY BAD DEBT BOXSCORE

Mr. HELMS. Mr. President, at the close of business yesterday, Monday, June 11, 2001, the Federal debt stood at \$5,680,526,114,067.39, five trillion, six hundred eighty billion, five hundred twenty-six million, one hundred fourteen thousand, sixty-seven dollars and thirty-nine cents.

Five years ago, June 11, 1996, the Federal debt stood at \$5,136,928,000,000, five trillion, one hundred thirty-six billion, nine hundred twenty-eight million.

Ten years ago, June 11, 1991, the Federal debt stood at \$3,489,108,000,000, three trillion, four hundred eighty-nine billion, one hundred eight million.

Fifteen years ago, June 11, 1986, the Federal debt stood at \$2,045,760,000,000, two trillion, forty-five billion, seven hundred sixty million.

Twenty-five years ago, June 11, 1976, the Federal debt stood at \$611,628,000,000, six hundred eleven billion, six hundred twenty-eight million, which reflects a debt increase of more than \$5 trillion, \$5,068,898,114,067.39, five trillion, sixty-eight billion, eight hundred ninety-eight million, one hundred fourteen thousand, sixty-seven dollars and thirty-nine cents during the past 25 years.

#### ADDITIONAL STATEMENTS

##### A TRIBUTE TO WELLMONT BRISTOL REGIONAL MEDICAL CENTER

• Mr. WARNER. Mr. President, it is with great pleasure that I rise today to pay tribute to Wellmont Bristol Regional Medical Center, in Bristol, VA, for being named one of the Top 100 In-

tensive Care Units (ICUs) in the United States. This award is based on a study conducted by Solucient Leadership Institute, the Nation's largest healthcare clearinghouse.

In deciding which hospitals received this outstanding award, Solucient compared intensive care units throughout the country on four measures: death rates; complications; how long patients stayed in units; and cost of care. By being named one of the Nation's Top 100 ICUs, Bristol Regional Medical Center has proven that it can be considered among the best in its field in providing top quality care in its ICU, with shorter stays, lower costs, and fewer deaths and complications. We can truly realize how fortunate we are in this region to have such a wonderful hospital providing top-notch care for Virginians in the Commonwealth.

To the doctors, nurses, administrators, and all the other employees at the Medical Center, I want to extend the highest commendation and congratulations for receiving this award, and I salute you on the floor of the U.S. Senate. I commend you all for your efforts and for providing the highest quality of care.●

##### TRIBUTE TO DR. KENNETH MORTIMER, UNIVERSITY OF HAWAII PRESIDENT

• Mr. INOUE. Mr. President, I rise to pay tribute to Kenneth P. Mortimer, the 11th President of the University of Hawaii. He served Hawaii's premier institution of higher learning for 8 years with integrity and distinction.

Dr. Mortimer has led the University of Hawaii forward during one of the longest and most severe economic downturns in our State's history. With massive cutbacks to the University's budget, President Mortimer instituted difficult, oftentimes painful cost-saving measures, to allow the University to provide a quality education for all students with a renewed focus on its core mission.

In addition, during this difficult economic period, President Mortimer launched an ambitious 4-year \$100 million capital campaign to raise private funds for endowments, improvements, and scholarships. The campaign concluded ahead of schedule on May 31, 2001, having exceeded their goal by \$16 million. The campaign raised needed funds during a critical period in the school's history. It also established a strong foundation for continued large giving.

But, most importantly I believe the capital campaign demonstrated to one and all—students, alumni, community—that the University of Hawaii is good enough, worthy enough, to request and secure such large giving. I was proud to serve as an honorary co-chair of the campaign. It took leadership and guts to launch such a campaign. It took perseverance and commitment to ensure its success. President Mortimer can be proud of this legacy he leaves behind.

There is another very important mark Dr. Mortimer will leave behind for the university. It is carved into Hawaii's most sacred legal document—our State Constitution. No president had ever tried to do what President Mortimer set out to do, namely to secure constitutional autonomy for the University of Hawaii, giving the institution a greater say in its own affairs, fiscal, legal and otherwise. First, landmark legislation was passed by the Hawaii State Legislature to allow the issue of constitutional autonomy to be placed on the Hawaii ballot in November of 2000. Second, Dr. Mortimer mounted an aggressive "vote yes" campaign which received a resounding approval of the people. Another milestone achieved, another foundation laid to help assure the University's future success.

There are many more accomplishments, too many to name, that can be attributed to Dr. Mortimer. He led my alma mater forward during a most difficult time in our State's history. He did so with a quiet dignity and a steadfast resolve. He listened and then acted.

The University of Hawaii is stronger as a direct result of his leadership. He never lost sight of what I have known all along—the University of Hawaii is a great institution of higher learning, not just a good institution, but a great one. Dr. Mortimer believed it in his heart and represented us as such to all he came in contact with. He gave of himself—with his time, skill and aloha—and the University is richer and wiser for it.

On behalf of the people of Hawaii, I would like to express my personal appreciation to Ken and Lorie for their years of service and commitment to academic excellence. My heartfelt wishes are with them as they embark on a new journey together.●

##### TRIBUTE TO JAMES P. LEDDY

• Mr. JEFFORDS. Mr. President, I rise today to pay tribute to James P. Leddy, an outstanding Vermonter and humanitarian. In recognition of his retirement as Executive Director of The Howard Center for Human Services in Burlington, VT, it is important to reflect on how much one person can accomplish in serving others.

From the beginning of his career, Jim was drawn to serving the most needy, most isolated, and often the most misunderstood and underserved people in our society. His work took him to individuals who were incarcerated, living with illness or disability, and to those recovering from addiction.

Jim began his 30-year history of compassionate service to Vermonters as a direct-service provider and quickly rose to leadership positions. His vision for improving the lives of individuals with disabilities put him at the helm of The Howard Center for Human Services. Under his direction "community inclusion" and "self-determination"