

our commitment to an independent third branch of government.

This year on May 7th, the Chattanooga Bar Association will honor the legal community of Chattanooga, Tennessee with their annual Law Day luncheon. During the luncheon, the Chattanooga Bar Association will honor Judith P. Medearis with the 2003 "Liberty Bell Award." This award, given to a person who is not in the legal profession, is one of the CBA's highest honors. The purpose of the "Liberty Bell Award" is to recognize community service that has strengthened the American system of freedom under law. In selecting the recipient of this award, the Chattanooga Bar Association considers activities which (1) promote a better understanding of our Constitution and the Bill of Rights; (2) encourage a greater respect for the law and the courts; (3) stimulate a deeper sense of individual responsibility so that citizens recognize their duties as well as their rights; (4) contribute to the effective functioning of our institutions of government; and (5) foster a better understanding and appreciation of the rule of law. I ask all Members of the House of Representatives to join me in congratulating Judith Medearis for her contribution to the Chattanooga community.

Beginning in 1999, the CBA began awarding a college scholarship to the winner of the Annual Law Day Essay Contest. This year's theme was "Celebrate Your Freedom—Independent Courts Protect Our Liberties". Megan Galbreth, a Junior at Girls Preparatory School is the winner for 2003. I join the CBA in congratulating Megan for her award-winning essay.

Mr. Speaker, I ask the United States House of Representatives join me in thanking the Board of Governors of the Chattanooga Bar Association for their contributions and commitment to the legal profession and to the Chattanooga community. The members of the Board of Governors Executive Committee are: Lynda Minks Hood, Executive Director; Honorable Rebecca J. Stern, President; Alan L. Cates, President-Elect; Michael K. Alston, Secretary-Treasurer; Harold L. North, Jr., Immediate Past President. Board members include: William H. Cox, III; James M. Haley, IV; Cynthia D. Hall; Steven M. Jacoway; Jason L. Thomas; Joseph R. White and Wade Hinton.

COMMENDING EDWARD J. McELROY OF THE BUREAU OF IMMIGRATION AND CUSTOMS ENFORCEMENT

HON. GARY L. ACKERMAN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 1, 2003

Mr. ACKERMAN. Mr. Speaker, I'd like to call to the attention of the House Mr. Edward J. McElroy, an extraordinary federal employee—a person who would typically be referred to in this chamber as a bureaucrat. Indeed, he is one, the interim director of the Department of Justice's new Bureau of Immigration and Customs Enforcement in New York. But in my community in New York, we don't think of him as a bureaucrat, or as a cog in the impersonal and vast machinery of the federal government. In Queens, Ed McElroy is a hero.

About 3 weeks ago I called him after discovering that a young man in my community, Mo-

hammad Sarfaraz Hussain, was on the verge of being deported. Now eighteen, this young man came to New York from Pakistan when he was a seven year old little boy, to be with his mother as she died in the hospital. Only a few short years later, his father died of a heart attack leaving him an orphan.

Despite these tragedies, Mohammad thrived in Queens. Living with his aunt and uncle, and with the support of his siblings and cousins, his school and his friends, Mohammad has grown to be the kind of young man all of us hope our society produces: decent, modest and responsible, a varsity basketball player with a crowd of friends and a bright future ahead of him.

But in February, after reporting to immigration officials in New York under the special registration program implemented after 9/11 to screen male aliens from high-risk states, Mohammad was told that he was in our country illegally and that our federal government would seek his deportation. He was supposed to appear before a federal judge today.

A terrible tragedy was unfolding, a young man, an orphan, who since he was in second grade had only known life in America, was only weeks away from being sent to Pakistan, where he had no family and knew no one.

Mr. Speaker, this scenario is not what we had in mind when the special screening procedures were put in place. The new screening policy makes a lot of sense for the security of our nation, it made no sense when applied in this case. The most threatening thing about Mohammad Hussain is his jump shot.

But the story has a happy ending Mr. Speaker because in New York, the federal government is lucky enough to have Ed McElroy making decisions about the enforcement of immigration laws.

Instead of ducking his head, instead of hiding behind rules and regulations to avoid making a decision, Ed McElroy did the kind of job we all hope our federal employees will do. He investigated, he looked deeper, he performed due diligence, he protected the interests of the United States and most importantly, he did the right thing.

After taking all the steps necessary to ensure that America's interests were met first, Ed McElroy notified me that he had reviewed Mr. Hussain's case would exercise prosecutorial discretion in not removing him from the United States.

Mr. Speaker, there is a lot to be proud of in a case like this. There is, of course, Mohammad Hussain, a young man like millions of others who has come to this country in tragic circumstances and has come to know, love and live the American dream.

And, making the continuation of this American story possible is a federal employee, a bureaucrat. A hero named Ed McElroy who understands that his responsibility as a guardian of our nation's borders and laws is not just the implementation of regulations, but the use of judgement in the pursuit of justice.

Mr. Speaker, I am proud to call the House's attention to the great job Ed McElroy has done, and I know the whole House will join me in thanking him for his service, which is a credit to the entire United States government.

CONGRATULATIONS TO WEST ANCHORAGE HIGH SCHOOL STUDENTS

HON. DON YOUNG

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 1, 2003

Mr. YOUNG of Alaska. Mr. Speaker, I rise today to applaud the more than 1200 students from across the United States that traveled to Washington, D.C. this past weekend to compete in the national finals of the We the People: The Citizen and the Constitution program. Administered by the Center for Civic Education and funded by the U.S. Department of Education, We the People is the most extensive educational program in the country developed specifically to educate young people about the Constitution and the Bill of Rights.

I am proud to announce that students from West Anchorage High School in Anchorage represented the state of Alaska in this national event. These young scholars have worked conscientiously to reach the national finals by participating at local and statewide competitions. As a result of their experience, they have gained a deep knowledge and understanding of the fundamental principles and values of our constitutional democracy. For the first time in the competition's history, a team from Alaska participated in the events' final round and finished the competition in 4th Place.

The three-day We the People national competition is modeled after hearings in the United States Congress. The hearings consist of oral presentations by high school students before a panel of adult judges on constitutional topics. The students are given an opportunity to demonstrate their knowledge while they evaluate, take, and defend positions on relevant historical and contemporary issues. Their testimony is followed by a period of questioning by the judges who probe the students' depth of understanding and ability to apply their constitutional knowledge.

The We the People program provides curricular materials at upper elementary, middle, and high school levels. The curriculum not only enhances students' understanding of the institutions of American constitutional democracy, it also helps them identify the contemporary relevance of the Constitution and Bill of Rights. Critical thinking exercises, problem-solving activities, and cooperative learning techniques help develop participatory skills necessary for students to become active, responsible citizens.

Independent studies by the Educational Testing Service (ETS) revealed that students enrolled in the We the People program at upper elementary, middle, and high school levels "significantly outperformed comparison students on every topic of the tests taken." Another study by Richard Brody at Stanford University discovered that students involved in the We the People program develop greater commitment to democratic principles and values than do students using traditional textbooks and approaches.

I am proud to have the class from West Anchorage High School represent my home state of Alaska and I applaud their historic 4th Place finish. It is inspiring to see these young people advocate the fundamental ideals and principles of our government, ideas that identify us