

reviewing safety precautions with their children and have developed a plan of action with their children should they be abducted.

Parents are responding proactively to the increased media attention and are taking the necessary steps to help keep their children safe. It is my hope that the Code Adam resolution will encourage our nation's retailers to follow suit. There is no reason why every large retail store should not be implementing this program.

That is why today I am introducing a resolution that commends those retail and public establishments that have instituted the Code Adam program and encourages all retailers across the nation to do the same. Companies like Wal-Mart, KMART, Gap and Marshall's should be commended for implementing the program and training employees to follow the proven Code Adam formula.

Mr. Speaker, I urge my colleagues to join with me and cosponsor this resolution. I would also like to take this opportunity to recognize the original cosponsors: Representatives LAMPSON, FOLEY, KAPTUR, MILLENDER-MCDONALD, BROWN of Florida, ACEVEDO-VILÁ, FROST, PAYNE, ROTHMAN, SCHIFF, WILSON of South Carolina, and WEXLER.

One of society's greatest responsibilities is to protect our children. We owe it to our kids to do everything we can to ensure their safety.

HEALTHY FORESTS RESTORATION ACT OF 2003

SPEECH OF

HON. BART STUPAK

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 20, 2003

Mr. STUPAK. Mr. Speaker, I would like to state my support for H.R. 1904 The Healthy Forests Restoration Act. Unfortunately, due to matters in my district I was not able to participate in this vote.

As a co-sponsor of H.R. 1904 I support this legislation because of the relief it provides to combat the challenges facing our forest system today. From hazardous fuel reduction to insect and disease infestation research, this bill gives our forest managers and our private citizens the money and technical assistance they need to help bring our forests back to health.

I believe H.R. 1904 will work to help alleviate the fire hazards that currently plague our forests. Our nation's forest system is overwhelmed with excess brush and foliage which create dangerous conditions with the dry summer season just around the corner. This bill provides thinning programs for up to 20 million acres of at-risk federal lands near communities and their water supplies.

H.R. 1904 also provides money and technical assistance to stop the growing problem of insect and disease infestation. In South-eastern Michigan for example, Forest Service managers are battling the Emerald Ash Borer. This insect has decimated the population of ash trees located in a six county area. Luckily officials have responded quickly and we are in the process of containing that threat. H.R. 1904 will assist in our fight against invasive species like the Emerald Ash Borer and others around our country.

I am hopeful that the Senate will act quickly on this important legislation.

PERSONAL EXPLANATION

HON. LINDA T. SÁNCHEZ

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 22, 2003

Ms. LINDA SÁNCHEZ of California. Mr. Speaker, yesterday afternoon, May 21, 2003, I was not able to cast my vote on Roll Call Vote 204. That vote was on a motion to suspend the rules and pass H.R. 1911, to amend title 38, United States Code, to enhance cooperation and the sharing of resources between the Department of Veterans Affairs and the Department of Defense. Had I been present for the vote, I would have voted Aye.

VETERANS' MEMORIAL PRESERVA- TION AND RECOGNITION ACT OF 2003

SPEECH OF

HON. NITA M. LOWEY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 20, 2003

Mrs. LOWEY. Mr. Speaker, I rise in support of S. 330, the Veterans' Memorial Preservation and Recognition Act of 2003. This bill incorporates many provisions of the Veterans' Memorials Protection Act, which I first introduced in the 104th Congress, and have fought to pass ever since.

Recently a memorial dedicated to the memory of soldiers killed in World War I was desecrated in Rockland County, New York, an area which I am proud to represent. Soldiers who made the ultimate sacrifice have no ability to defend their honor against senseless desecration, so we must do it for them. That is why I am so pleased that this measure is before the House today for our consideration.

Recognition of our veterans is an integral part of our national heritage. While veterans may not have created our democracy, they have continuously defended it and renewed America's promise through their efforts. While our memorials and monuments to veterans may not be as imposing as the Lincoln Memorial or the Washington Monument, the dedication and protection we provide them should be no less zealous.

We live in a greater and safer nation because of the dedication and bravery of our veterans. We are indebted to our veterans, because we know that freedom is not free, and it is our veterans who have paid a severe price for the freedom we enjoy. The memorials created in this honor deserve the greatest protection we can afford them.

Protecting the memory of their sacrifice is one manner in which we can repay our veterans. It is both fitting and proper that we should pass this legislation before the Congress recesses for Memorial Day. As a new generation of veterans return from the Persian Gulf, I am hopeful that this is a first step in Congress toward fulfilling our promises and obligations to these heroes. Mr. Speaker, I am very pleased that these protections will soon be passed by the House, so that this grateful nation can further preserve the memory of those who preserved our nation.

PUBLIC EMPLOYER'S RESTITUTION ACT

HON. STEVE BUYER

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 22, 2003

Mr. BUYER. Mr. Speaker, as Representatives in the United States Congress, we are tasked with finding solutions to problems that face our constituents. Sometimes these problems take a series of phone calls to the appropriate agencies for action; sometimes the solution is more complicated and requires legislative action. This is one such problem.

Earlier this year, I learned that the town of Clermont, Indiana had been a victim of embezzlement. The former treasurer of the town embezzled over seventy thousand dollars. A small amount when this body deals in billions of dollars, but I assure you Mr. Speaker it is a significant sum of money to Clermont.

The town's treasurer was subsequently prosecuted, found guilty and charged with financial restitution to the Town in the amount of over fifty-one thousand dollars. As of the end of 2002, the Town received only five hundred and ten dollars in restitution.

The former employee has a private pension as his only source of income. He has no incentive to find work, as any wages would be garnished. Under ERISA, civil judgment for restitution cannot be attached to the pension. So, Clermont loses out on fifty thousand dollars and the guilty avoids complying with the judgment.

The legislation I am offering, the "Public Employer's Restitution Act of 2003" is a narrowly tailored bill that would allow States and local governments to obtain restitution for the embezzlement of State and local funds.

Mr. Speaker, while we cannot make Clermont whole again, this legislation will prevent other small towns and communities across the countries from being a victim of a circumvention of the law.

TRIBUTE TO CHARLES R. BRANSON, RECIPIENT OF THE SHEPHERD COLLEGE PRESI- DENT'S AWARD FOR A LIFETIME OF COMMUNITY SERVICE

HON. EDOLPHUS TOWNS

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 22, 2003

Mr. TOWNS. Mr. Speaker, today I rise to pay tribute to Charles R. Branson, who on May 6th was the recipient of the 2003 Shepherd College President's Award for a Lifetime of Community Service.

Mr. Branson attended Shadyside Elementary School in Shepherdstown's West End. In 1937, he took the state proficiency exam for 8th graders (he was in the 7th grade at the time), passed with the highest score and was named the valedictorian of his class despite having started elementary school two years later than his peers because of an injury to his legs.

The only black high school in Jefferson County was at Storer College in Harpers Ferry, W.Va. Mr. Branson enrolled at Storer, and his family struggled to pay the \$16 a

month board. His mother's untimely death, when Mr. Branson was a junior, put a financial strain on the family and he could no longer afford to stay on campus. He got a job at a tourist home that paid \$2 a month and provided him lodging in the basement furnace room, which was permeated with coal dust.

Despite these unpleasant conditions, he had the determination to continue his education. Mr. Branson graduated from Storer College's High School program in 1941 and returned to Shepherdstown. The quest for a job took him to New York City and Connecticut but he eventually returned to Shepherdstown where he briefly worked at Shepherd College.

In 1942, he married Ruby Washington and shortly thereafter was inducted into the U.S. Army and stationed at Fort Hood, Texas. He was an assistant gunner in the 827th Tank Destroyer Battalion, Company, C, Third Platoon. After training in North Africa, Mr. Branson was sent to Europe. He landed in Marseilles. He and his battalion took part in the invasion and liberation of Southern France. Within the next few days, they moved north towards the battle front. Despite waist deep snow, they finally reached Strasbourg and headed toward Luxembourg. From December to January he fought in the Battle of the Bulge, the last great effort of the Nazi war machine to avoid defeat. After a month of fighting on the ground, the air support arrived and the tide began to turn in favor of the allied forces.

After fighting in the European theater for several months, Mr. Branson found himself on a ship headed for the Pacific theater to join that fight. However, while on route, to Japan, a voice on the ship's loudspeaker announced the end of the war. The ship returned to the United States. Mr. Branson was honorably discharged from the Army on October 3, 1945.

Upon returning to Shepherdstown, he and his wife purchased the home in which they still live. After working for a year in local orchards and at the local Army hospital, he was persuaded by his wife to attend college. He graduated from Storer College with a bachelor's degree. He served as a teacher and football coach in the Luray, Virginia public schools until 1956, when he returned to Shepherdstown once again. He worked in the patient relations department of the local Veterans' Hospital until his retirement in 1985.

In addition to working and raising a family, Mr. Branson served on the Shepherdstown Town Council from 1974 to 2002. During his tenure on the council, he spearheaded the cleaning of Back Alley and the paving of streets in the predominantly African American East and West End communities within the town. He insured that the interests of the African American community were not forgotten in the deliberations and the decisions of the council and fought to preserve the small-town environment of Shepherdstown while assuring that all members of the community had access to basic services. Mr. Branson is a member of St. John the Baptist Church and is chairperson emeritus of St. John's Deacon Board.

Mr. Branson was given the President's Award in recognition of his service to the community. I want to recognize him because of the odds he overcame and his determination to make a difference for ordinary people.

INTRODUCTION OF THE READY TO TEACH ACT OF 2003

HON. HOWARD P. "BUCK" McKEON

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 22, 2003

Mr. McKEON. Mr. Speaker, I rise in support of the Ready to Teach Act, a bill I am cosponsoring along with Mr. GINGREY, to help improve the quality of our nation's teacher preparation programs.

There is widespread awareness that the subject matter knowledge and teaching skills of teachers play a central role in the success of elementary and secondary education reform. More than half of the 2.2 million teachers that America's schools will need to hire over the next 10 years will be first-time teachers, and they will need to be well-prepared for the challenges of today's classrooms. For these reasons, the nation's attention has increasingly focused on the role that institutions of higher education and States play in ensuring that new teachers have the content knowledge and teaching skills they need to ensure that all students are held to higher standards.

Accordingly, the Ready to Teach Act authorizes three types of teacher training grants that each play a unique, yet critical role in the education of tomorrow's teachers. State grant funds must be used to reform teacher preparation requirements and ensure that current and future teachers are highly qualified. Partnership grants allow effective partners to join together, combining strengths and resources to train highly qualified teachers and achieve success where it matters most—in the classroom. Teacher recruitment grants will help bring high quality individuals into teacher programs, and ultimately put more highly qualified teachers into classrooms. This legislation addresses key objectives to improve the quality of teacher preparation:

1. **Accountability:** While current higher education law contains some annual reporting requirements, these reporting measures have proven ineffective in measuring the true quality of teacher preparation programs. In fact, the current requirements have often been manipulated, leaving data skewed and often irrelevant. The Ready to Teach Act includes accountability provisions that will strengthen reporting measures and hold teacher preparation programs accountable for providing accurate and useful information.

2. **Flexibility:** The Ready to Teach Act recognizes that flexibility should exist in methods used for training highly qualified teachers, and for that reason, would allow funds to be used for innovative methods in teacher preparation programs, such as charter colleges of education, which can provide an alternative gateway for teachers to become highly qualified. Pioneering programs such as charter colleges of education would also implement systems to gauge a true measure of teacher effectiveness—the academic achievement of students.

3. **Effectiveness:** In addition to strengthening accountability measures, the Ready to Teach Act increases the effectiveness and quality in teacher training programs by including provisions to focus training on the skills and knowledge needed to prepare highly qualified teachers. The bill places a renewed emphasis on a broad range of skills required for effective teaching, such as the use of advanced tech-

nology in the classroom, rigorous academic content knowledge, scientifically based research, and challenging state student academic content standards.

Institutions of higher education have a great deal of responsibility in contributing to the preparation of our nation's teachers—this bill will make sure they're meeting their responsibilities. I commend Congressman GINGREY for introducing the Ready to Teach Act, I believe this bill will help to ensure that the best and the brightest teachers are teaching our children.

INTRODUCTION OF THE READY TO TEACH ACT OF 2003

HON. JOHN A. BOEHNER

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 22, 2003

Mr. BOEHNER. Mr. Speaker, I rise in support of the Ready to Teach Act of 2003, introduced today by Representative Gingrey. The Ready to Teach Act is the first, in what will be a series of bills, the Committee on Education and the Workforce will consider in our continuing efforts to reauthorize the Higher Education Act.

The No Child Left Behind Act calls for a highly qualified teacher in every classroom by the end of the 2005–2006 school year, lending new urgency to the reauthorization of the Higher Education Act as we seek to ensure that teacher colleges are producing highly qualified graduates. Provisions in the Ready to Teach Act complement the No Child Left Behind Act and will help to improve the quality and accountability of teacher preparation programs to ensure that highly qualified teachers are teaching our children.

As we work to place highly qualified teachers in classrooms across the nation, I am particularly pleased that this legislation allows for innovative programs that provide alternative options to the traditional teacher training programs. Proposals outlined in the bill, such as charter colleges of education, provide a much-needed alternate route to training highly qualified and effective teachers. This bill takes the important step of recognizing that individuals seeking to enter the teaching profession often have varied backgrounds—and by creating flexible approaches that step outside the box, these individuals can become highly qualified teachers through training programs as unique as their individual experiences.

The key to producing highly qualified teachers is not the path by which they travel, but the destination they reach. Teachers trained through innovative options, or certified through alternate means, will still be held to the same standards of accountability and quality, but will not be constrained by artificial requirements that could place barriers between high quality individuals and the classrooms where they are desperately needed.

In addition to innovative options such as alternative training and certification options to prepare highly qualified teachers, the Ready to Teach Act makes several improvements to the programs responsible for training the teachers of tomorrow. The bill authorizes three types of grants, each with a specific and important role to play in the training of America's teachers.

State and partnership grants under the Act must be used to reform teacher preparation