

EXTENSIONS OF REMARKS

FALLEN HERO SURVIVOR BENEFIT FAIRNESS ACT OF 2001

SPEECH OF

HON. JACK QUINN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 15, 2001

Mr. QUINN. Mr. Speaker, I rise today in support of H.R. 1727, the Fallen Hero Survivor Benefit Act.

Under the Taxpayer Relief Act of 1997, survivor benefits are paid to the spouse and children of a slain public safety officer only if the officer was killed on or before December 31, 1996. H.R. 1727 would extend the inclusion to survivor benefits regardless of when the officer died. It will provide \$46 million in tax relief over 10 years to the families of officers killed in the line of duty.

On average, one law enforcement officer is killed every 57 hours. Since 1991, there have been 1,555 federal, state and local law enforcement fatalities, 72 percent of those officers killed were married. For every officer killed, 1.85 children lost a parent.

Two police officers from my district of Buffalo, New York were killed in two years while honoring their duties. Officer Robert M. McClennan was hit by a car and killed while in pursuit of a suspect. Officer Charles "Skip" McDougal was off duty when he was brutally gunned down on the East Side of Buffalo. He left behind a wife and children. Too many families are left in this dire situation with out the help they need.

While we cannot possibly remedy the emotional suffering these families have endured, we can help alleviate some of the financial hardship by passing this important legislation.

IN SINCERE TRIBUTE TO SHIRLEY PRUSSIN—LONG TIME ACTIVIST AND DEMOCRATIC CONSCIENCE OF THE CENTRAL COAST

HON. SAM FARR

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 16, 2001

Mr. FARR of California. Mr. Speaker, it is my privilege today to honor Shirley Prussin of Monterey County, California, on her 80th birthday, May 16, 2001. Inspired by Eleanor Roosevelt, Shirley has advocated for human rights throughout her active life.

Raised during the depression and coming of age during World War II, Shirley experienced the hardships and challenges of that generation. A native New Yorker, Shirley graduated from Brooklyn College in 1941 and shortly thereafter married Sam Prussin, a chemical engineer. As many returning veterans from World War II, the young Prussin family had a difficult time finding housing. This experience left a lasting impression on Shirley as she began her life dedicated to political activism.

Moving to Southern California in 1947, Shirley got her first taste of politics working for Tom Rees' race for the California State Assembly. This was just the beginning of a long list of Democratic campaigns Shirley would work on throughout her life, including my own. She was a tireless volunteer and leader in the party, working for the local Democratic Party headquarters during elections in Los Angeles and later on in Monterey County.

Shirley's proudest moments were in the 1960's when she participated in Another Mother For Peace movement. She was a grassroots organizer and educated voters to lobby their legislators to end the war in Vietnam. Today she carries on her grassroots work advocating for reproductive freedom and human rights.

Shirley first moved to Monterey County, in 1975. The depth of her commitment to our community is truly outstanding. Shirley has had a leadership role in the ACLU, the Democratic Womens Club, the Reproductive Rights Coalition, the YWCA and Planned Parenthood. With her keen intellect and determination combined with her grace and warmth, Shirley has made a significant contribution to human rights for all individuals.

While doing all of this, Shirley also taught math and science to gifted students, was a businesswoman, a wife and mother of two sons. Humanitarian, social activist, Democratic leader, feminist, and steadfast friend, Shirley Prussin inspires and touches the lives of all who know her.

WE THE PEOPLE—THE CITIZEN AND THE CONSTITUTION PRO- GRAM

HON. DAVID WU

OF OREGON

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 16, 2001

Mr. WU. Mr. Speaker, on April 21–23, 2001 more than 1200 students from across the United States came to Washington, D.C. to compete in the national finals of the We the People . . . The Citizen and the Constitution program. I am proud to announce that the class from Lincoln High School from Portland, Oregon placed third. I am also pleased to have been able to spend some time with the students. These young scholars have worked diligently to reach the national finals and through their experience have gained a deep knowledge and understanding of the fundamental principles and values of our constitutional democracy.

The names of the students are: Brett Bell, Michael Blank, Ben Brewer, Chris Chamness, Greg Damis-Wulff, Alex Dewar, David Dickey-Griffith, Heather Dunlap, Jenni Hamni, Jennifer Hill, Scott Huan, Nick Johnson, Kathayoon Khalil, Cali Lanza-Weil, Jennelle Milam, Jonathan Pulvers, Julie Rhew, Katie Rose, Andrew Rosenthal, Anay Shah, Chris Shay, Rafael Spielman, Jason Trombley, Jessica

Vandermeer, Oliver Vandermeer, Ben Walsh, Colleen Wearn.

I would also like to recognize their teacher, Jennifer Vaught, who deserves much of the credit for the success of the class.

We the People... The Citizen and the Constitution is the most extensive educational program in the country developed specifically to educate young people about the Constitution and Bill of Rights. The three-day national competition is modeled after hearings in the United States Congress. These hearings consist of oral presentations by high school students before a panel of adult judges. The students' testimony is followed by a period of questioning by the simulated congressional committee. The judges probe students for their depth of understanding and ability to apply their constitutional knowledge.

The 250th anniversary of James Madison's birth in 1751 offers an appropriate opportunity to examine this Founder's contributions to American constitutionalism and politics. To this end, the Center for Civic Education has collaborated with James Madison's Montpelier to produce a supplement to We the People...The Citizen and the Constitution. The national finals will include questions on Madison and his legacy.

Following the 1999 national finals competition, a random sample of participating students was surveyed. Findings suggest that national finalists are more knowledgeable across virtually every aspect of civic education measured than national samples of high school seniors, college freshmen, and adults. They are less cynical about politics and public officials and participate in politics at a higher rate than do their peers. For example, when compared with various nationally representative samples, We the People... students scored an average of 25 percent higher on knowledge of democratic institutions and processes than students tested in the National Assessment for Educational Progress (NAEP).

Administered by the Center for Civic Education, the We the People... program has provided curricular materials at upper elementary, middle, and high school levels for more than 26.5 million students nationwide. The program provides students with a working knowledge of our Constitution, Bill of Rights, and the principles of democratic government. Members of Congress and their staff enhance the program by discussing current constitutional issues with students and teachers and by participating in other educational activities.

PERSONAL EXPLANATION

HON. MIKE MCINTYRE

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 16, 2001

Mr. MCINTYRE. Mr. Speaker, Tuesday, May 15, 2001, I was unavoidably absent for rollcall votes 109 through 113. Had I been present I would have voted "yea" on rollcall vote 109,

• This "bullet" symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.

Matter set in this typeface indicates words inserted or appended, rather than spoken, by a Member of the House on the floor.