

May 26, 2001

keep. We are the ones that need to pass on this torch of freedom and loyalty to our country. We need to set the precedent and be the example. Freedom does have a high price, and all must know about this.

Yes, I will still wake up to an alarm. I will still attend school. I will play in my youth group's band. However, I have now realized that I must appreciate the fact that I can freely participate in such activities and show others the value of freedom. Thank you, servicemen and servicewomen for allowing me to live a life of freedom; and thank you for paying the price for this freedom.

CHANCE C. MELTON, JR., HERO OF
THE PACIFIC THEATER

HON. JOHN M. SPRATT, JR.

OF SOUTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Friday, May 25, 2001

Mr. SPRATT. Mr. Speaker, as Memorial Day draws near, I want to remember one of my constituents, Chance C. Melton, Jr. of Gaffney, South Carolina, whose valor helped save hundreds of sailors from dying in the Pacific.

Chance Melton served in the United States Navy aboard the *USS Pittsburgh* during the latter stages of World War II. During his duty in the Pacific theater, Chance Melton helped rescue survivors of the aircraft carrier *USS Franklin* after it was bombed by the Japanese.

The *Franklin* was attacked early on the morning of March 19, 1945, in enemy waters, shortly before it was to launch an attack on the Japanese mainland. The attack killed 725 men, injured 200 more, and forced roughly a thousand overboard into the Pacific. Chance Melton, as a crew member on the *USS Pittsburgh*, helped pull dozens of sailors out of the water, and later helped as the *Pittsburgh* towed the *Franklin*, which miraculously was still afloat, for three days to get the carrier out of Japanese waters. Melton and his crew mates were under enemy attack throughout their operation, but they achieved their mission. They started the *Franklin* on its long but successful journey back to the Brooklyn Naval Yard. This was the first rescue in naval history to pull a disabled ship out of enemy waters.

For his service, Chance Melton was awarded the American Campaign Medal, the Asiatic Pacific Medal with three Silver Stars, and World War II Victory Medal. He served four years in the Naval Reserve before leaving military service. Chance became successful in textiles, and remains a leader in his community. He helped establish the Cherokee County Veterans' Museum, and has served as Commander of American Legion Post 109 since 1995. At age 85, Chance Melton is one sailor who is still going strong. I am pleased to honor his valor and unstinting service to our country.

EXTENSIONS OF REMARKS

INTRODUCTION OF A BILL TO CREATE EQUITABLE RETIREMENT ELIGIBILITY FOR MILITARY RESERVE TECHNICIANS

HON. NEIL ABERCROMBIE

OF HAWAII

IN THE HOUSE OF REPRESENTATIVES

Friday, May 25, 2001

Mr. ABERCROMBIE. Mr. Speaker, today I introduce a bill that would provide comparable retirement eligibility for Military Reserve Technicians as applies to those on active duty.

For years, Congress has passed legislation on behalf of active duty service members and active duty retirees. Sometimes, full-time military reserve employees enjoy collateral benefits from this legislation. But often, they are not included. We are talking about Guard and Reserve employees who come to work in uniform each day; they are assigned to their military reserve unit and meet all military standards. They perform comparable, usually identical, military functions but in a civil service status. These are the employees that make our Guard and Reserve such a "good deal" for our country. Our reserve units can perform virtually all of the missions as their active duty counterparts at a fraction of the price because these dedicated full-time employees are available to provide continuity between unit training assembly, also known as drill, weekends.

Our Armed Forces are undergoing a thorough analysis and transformation to insure we are able and equipped to meet the evolving national security needs of tomorrow. It is obvious that the Guard and Reserve will continue to have vital missions and roles in this transformation. The Air Force has fully integrated the Guard and Reserve into its Aerospace Expeditionary Forces and cannot perform their scheduled rotations without them. The Army is studying the prospects of involving National Guard components in a more substantial role in Homeland Defense as recommended in the Hart-Rudman study.

Our hometown militia is here to stay, and so we must maintain benefits that will entice new young people to invest their future in the Guard and Reserves. One way to do this is to offer an attractive retirement package, similar to that of active duty members. This bill will do just that. Instead of having to wait until age 55 for a full civil service annuity, full-time military reserve technicians could retire at age 50. Or, once they have served over 20 years in civil service status, the number of years for retirement eligibility on active duty, they can retire at any age without a reduction in annuity.

It will continue to be challenging to recruit and retain young people into the armed forces. These challenges are not lost on the full-time reserve technician workforce. In many ways it will be worse, because the Reserves typically only recruit full-time staff from among those already in the service. In other words, they have a smaller pool from which to draw. It is our responsibility to make sure the Guard and Reserves remain strong and vital, and one way to do this is to invest in their human capital.

The legislation I am introducing today is important not only to our current military reserve technicians who may meet the new retirement

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eligibility, but also to those new prospects who are evaluating employment alternatives as they decide with whom to invest their future. Make it a priority today to strengthen our Guard and Reserves of the future.

NO CHILD LEFT BEHIND ACT OF 2001

SPEECH OF

HON. ED PASTOR

OF ARIZONA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 23, 2001

The House in Committee of the Whole House on the State of the Union had under consideration the bill (H.R. 1) to close the achievement gap with accountability, flexibility and choice, so that no child is left behind:

Mr. PASTOR. Mr. Chairman, I support H.R. 1, the No Child Left Behind Act, but I must point out some sections that I believe place students with Limited English Proficiency (LEP) at a disadvantage. I have been contacted by several organizations with an extreme interest in these provisions of the legislation, and I would like to point out some of the concerns we share. Hopefully, when Members of the House of Representatives and the Senate meet in Conference, these provisions of this historic legislation can be addressed to ensure complete fairness to all of America's children.

I oppose the requirement in Title I and Title III for parental consent for English Language Instruction. I would like to point out that current law already includes a requirement that schools notify parents about their child's participation in bilingual and English as a Second Language (ESL) programs. The provision in H.R. 1 goes further and requires every local educational agency (OEA) to obtain written parental consent before LEAs could serve limited English proficient children with appropriate bilingual instruction. In contrast, LEAs using English only instruction would not have to seek such consent. In reality, this parental consent requirement would create a disincentive for schools to serve LEP students.

Title III of the No Child Left Behind Act also proposes to consolidate the current Bilingual Education Act (BEA), the Emergency Immigrant Education Program (EIEP), and the Foreign Language Assistance Program (FLAP) into one formula driven State grant. Addressing the unique needs of limited English proficiency students has reached critical levels. The approach taken in H.R. 1, consolidating these three programs, is counterproductive and does nothing to assist LEAs in providing adequate services for LEP and newly arrived immigrant students. I oppose the consolidation of these programs and urge the Conferees to maintain each as a separate and distinct entity.

Finally, Mr. Chairman, Title III also requires every LEA to design programs that assess LEP students in English who have attended school in the United States for three or more consecutive school years in reading or language arts, and if these students have not reached proficiency in English, the LEA will