to return Lt. Hamilton’s dog tags, “wings” (a lapel pin), a belt buckle, and other items. When the Hamilton family asked M. Grusson why he and his associates devote so much time, energy, and personal expense unearthing these crash sites, he replied, “The pilots who gave their lives need to be honored. We owe these men our freedom. They gave us our country. We must honor them.” M. Grusson’s associate, Jacques Larousse, also shared a personal account of the profound impact American soldiers had on him as a young child. He explained that his mother washed the uniforms of American soldiers during the war to make money. When the Americans would come to their home to retrieve their uniforms, they always brought food and chocolate bars to M. Larousse and his mother. Given the scarcity of the time, the kindness of the Americans and their generous gifts made a lasting impression on M. Larousse.

M. Grusson and M. Larousse continue to revere these American soldiers as heroes to this very day. In fact, the members of Forced Landing Association are completing individual memorials at the crash sites of both Lt. Hamilton and Edward Blevins, Hamilton’s squadron member. These sites will contain photographs and descriptive information of these men to commemorate their tremendous service. There will also be a ceremony on July 8th in remembrance of these fallen soldiers.

I applaud the tireless work of M. Grusson and the Forced Landing Association to keep the memory of our veterans illuminated. I hope that on this July 4th holiday, we will not take for granted the countless freedoms we enjoy. Rather, I hope we always remember that such freedoms have been kept alive through the sacrifice of these fallen soldiers.

Mr. PAUL. Mr. Speaker, I rise to introduce two bills designed to help improve education by reducing taxes on parents, teachers, and all Americans who wish to help improve education. The first bill, the HopePlus Scholarship Act, extends the HOPE Scholarship tax credit to K–12 education expenses. Under this bill, parents could use the HOPE Scholarship to pay for day care or to help their child’s school tuition or to offset the cost of home schooling. In addition, the bill, all Americans could use the Hope Scholarship to make cash or in-kind donations to public schools. Thus, the Hope Scholarship could help working parents finally afford to send their child to a private school, while other parents could take advantage of the Hope credit to help purchase new computers for their children’s school.

Mr. Speaker, reducing taxes so that Americans can devote more of their own resources to education is the best way to improve America’s schools. This is not just because expanding the HOPE Scholarship bill will increase the funds devoted to education but because, to use a popular buzz word, individuals are more likely than federal bureaucrats to insist that schools be accountable for student performance. When the federal government controls the education dollar, schools will be held accountable for their compliance with bureaucratic paperwork requirements and mandates that have little to do with actual education, or for students performance on a test that may measure little more than test-taking skills or the ability of education bureaucrats to design or score the test so that “no child is left behind,” regardless of the child’s actual knowledge. Federal rules and regulations also divert valuable resources away from classroom instruction into fulfilling bureaucratic paperwork requirements. The only way to change this system is to restore control of the education dollar to the American people so they can ensure schools meet their demands that children be provided a quality education.

My other bill, the “Professional Educators Tax Relief Act,” gives a one-year tax credit to all professional educators, including librarians, counselors, and others involved in implementing or formulating the curriculum. This bill helps equalize the pay gap between educators and other professionals, thus ensuring that quality people will continue to seek out careers in education. Good teaching is the key to a good education, so it is important that Congress raise the salaries of educators by cutting their taxes.

Mr. Speaker, I urge my colleagues to join with me in returning education resources to the American people by cosponsoring my Hope Plus Scholarship Act and my Professional Educators Tax Cut Act.

VIRGIN RIVER DINOSAUR FOOTPRINT PRESERVATION ACT

HON. JAMES V. HANSEN
OF UTAH
IN THE HOUSE OF REPRESENTATIVES
Thursday, June 28, 2001

Mr. HANSEN. Mr. Speaker, it is with pleasure that I rise today to introduce the Virgin River Dinosaur Footprint Preserve Act. This legislation is vital if we hope to preserve some of our nations most intact and rare pre-Jurassic paleontological discoveries.

In February of 2000, Dr. Sheldon Johnson began development preparations on land adjacent to the Virgin River in southern Utah. After dropping the backhoe and noticing a square footprint in the Navajo sandstone, Mr. Johnson turned the earth over. To his utter amazement, there in the stone were dinosaur tracks, taildraggings, and skin imprints of unprecendented quality. These paleontological discoveries are touted by scientists in the field as some of the most amazing ever discovered. The clarity and completeness of the imprints are unparalleled.

Since that time over 140,000 people from all 50 states and at least 54 foreign countries have visited the site. This attention is welcomed by the present owners, but overwhelming at the same time. Over 5,000 people came to visit on Easter weekend alone when only two volunteers were available to help! With current facilities meager at most, this is beginning to cause traffic and congestion problems for the owners and neighbors of the sight, as well as for the city of St. George, Utah.

In addition to the logistical nightmare caused by this discovery, the preservation of these valuable resources is now in jeopardy. The fragile sandstone in which the impressions have been made is susceptible to the heat and wind typical of the southern Utah climate. Rain is nearly catastrophic for these unearthed impressions.

The community and the land owners have come together and have done what they can do to help. They have constructed makeshift shelters for the exposed impressions and volunteers have stepped up to help with tours. Even after all of these efforts, they still need help. The community has asked if there is anything Congress can do to help. Since these resources are of value to the entire world, there is a legitimate role for Congress and the Administration. We have discussed the possibility that the area might be worthy of National Monument designation. It is my hopes that by introducing this legislation, we will attract the attention of the Administration and protect these irreplaceable resources at the same time.

We must act quickly if these national treasures are to be saved. This bill would authorize the Secretary of the Interior to purchase the land where the footprints and taildraggings are found, then authorize the conveyance of the property to the city of St. George, Utah, which will then work with the property owners and the county to preserve and protect the area and resources in question. The Secretary of the Interior would then enter into a cooperative agreement with the city and provide assistance to help further the protection of the resources.

The American people deserve the chance to see these treasures and the scientific community deserves to be able to study and learn from them as well. Without this legislation, this opportunity might not be possible. Who knows what the cost of inaction might be. I hope my colleagues will support this bill.

CHILD PASSENGER PROTECTION EDUCATION GRANTS EXTENSION

SPEECH OF
HON. CONSTANCE A. MORELLA
OF MARYLAND
IN THE HOUSE OF REPRESENTATIVES
Wednesday, June 27, 2001

Mrs. MORELLA. Mr. Speaker, I rise in support of H.R. 691 which will extend the Child Passenger Protection Grant Program for an additional two years—making the program consistent with the TEA 21 reauthorization cycle.

Currently, the Child Passenger Protection Grant program authorizes $7.5 million each year for the Secretary of Transportation to make incentive grants to states to encourage the implementation of child passenger protection programs in those states. This program is critical to ensuring that child passenger safety is on the minds of citizens nationwide.

Motor vehicle crashes are the single largest cause of child fatalities in the United States.
Each year more than 1,400 children die as motor vehicle passengers, and an additional 280,000 are injured. Despite these horrifying figures, parents are still allowing their children to ride unrestrained.

More disturbing is the fact that of children who are buckled up, roughly half are restrained incorrectly—increasing the risk of serious or fatal injuries. Tragically, most of these injuries could have been prevented. Car seats are proven life savers, reducing the risk of death by 69 percent for infants and 47 percent for toddlers.

With programs like the Child Passenger Protection Grants, we can prevent these senseless deaths and injuries by increasing awareness in our communities.

In my district, the Drivers’ Appeal for National Awareness (DANA) Foundation has worked tirelessly to increase public awareness for child passenger safety. Joe Colella, from Montgomery, a hearty “Hi-yo Silver, away!” Foundation in memory of his niece, Dana, who died because of injuries sustained in a crash while riding in a child restraint that was installed with an incompatible system.

Mr. Speaker, I urge my colleagues to support H.R. 691, as well as other initiatives to keep children safe while traveling. Together, we can prevent senseless deaths and injuries by increasing awareness in our communities.

BROWN v. BOARD OF EDUCATION

SPEECH OF
HON. CHARLES B. RANGEL
OF NEW YORK
IN THE HOUSE OF REPRESENTATIVES
Wednesday, June 27, 2001

Mr. RANGEL. Mr. Speaker, I rise to praise my colleagues on both sides of the aisle for yesterday’s overwhelming passage of H.R. 2133. This legislation would establish a commission to encourage and provide for commemorating the 50th anniversary in the year 2004 of the Supreme Court’s unanimous and landmark 1954 decision in Brown v. Board of Education of Topeka Kansas—the most momentous in the 20th Century.

While the 13th, 14th, and 15th Amendments to the Constitution outlawed slavery, guaranteed rights of citizenship to naturalized citizens and due process, equal protection and voting rights, nearly a century would pass before the last vestiges of “legalized” discrimination and inequality would be effectively revoked. The right of equal protection under the law for African-Americans was dealt a heavy blow with the Supreme Court’s 1875 decision to uphold a lower court in Plessy v. Ferguson. The Plessy decision created the infamous “separate but equal” doctrine that made segregation “constitutional” for almost 80 years.

It was not until the 1950’s, when the NAACP defense team led by the Honorable Thurgood Marshall as general counsel, launched a national campaign to challenge segregation at the elementary school level that effective and lasting change was achieved. The case was argued in five individually unique cases filed in four states and the District of Columbia, the NAACP defense team not only claimed that segregated schools told Black children they were inferior to White children, but that the “separate but equal” ruling in Plessy violated equal protection. Although all five lost in the lower courts, the U.S. Supreme Court accepted each case in turn, hearing them collectively in what became Brown v. Board of Education. The Brown decision brought a decisive end to segregation and discrimination in our public school systems, and gradually our national, cultural, and social consciousness as well.

The fight, however, did not end there. We may have overcome segregation and racism, but now the fight is economic, one in which some of our schools are inferior to others because of inadequate funding, overcrowded classrooms, dilapidated school buildings and a nationwide lack of teachers. We only have to look at the high levels of crime, drug use, juvenile delinquency, teen pregnancy and unemployment to know the value of a good education. If Brown taught us anything, it is that education is the key to technological tools, young people lose hope for the future.

No one challenges the concept of investing in human capital, but it is a well-known fact that we spend ten times as much to incarcerate than we do to educate. If we can find the resources to fund a tax cut and for a U.S. prison system with nearly 2 million inmates, we can give our public schools the repairs and facilities they desperately need, we can reduce class sizes and provide adequate pay to attract the best and brightest into the teaching profession.

Acting, while I applaud yesterday’s passage of H.R. 2133, I urge my colleagues to remember the lessons of Brown v. Board of Education when we consider our national priorities by committing ourselves to addressing the unfulfilled promises of equality and opportunity contained in the Brown decision.

TEAM PROBLEM SOLVERS

SPEECH OF
HON. JANICE D. SCHAKOWSKY
OF ILLINOIS
IN THE HOUSE OF REPRESENTATIVES
Thursday, June 28, 2001

Ms. SCHAKOWSKY. Mr. Speaker, recently, we debated ways to improve educational opportunities. I would like to draw my colleagues’ attention to a program that is doing just that.

The Future Problem Solving Program has a significant and positive impact on the education of students in grades 4 through 12. It is part of a nationwide and international effort to teach children and teens creative thinking and problem-solving skills. Problem-solving skills have been proven to be essential characteristics for young people entering the increasingly competitive job market. This non-profit program, which operates in 44 states as well as Australia, New Zealand, Malaysia, Chile, and Canada, teaches young people these important skills.

Students have the opportunity to apply their critical thinking skills to real-world problems such as restoration of imperiled natural habitats and genetic engineering. The program is structured around a six-step model for solving complex problems. The steps include recognizing potential challenges, generating and evaluating solutions and developing a plan for...