

PAYING TRIBUTE TO JANET
IRVINE

HON. SCOTT McINNIS

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 5, 2003

Mr. McINNIS. Mr. Speaker, it is with great pride that I rise today to recognize Janet Irvine of Fruita, Colorado. Through a program called Adopt-a-Platoon, Janet has adopted three platoons of our nation's soldiers in Afganistan that she corresponds with on a regular basis. Today, I would like to pay tribute to Janet's efforts and goodwill before this body of Congress and this nation.

The Adopt-a-Platoon program was first established in 1998 as a way for citizens to boost moral and show encouragement for American soldiers serving in Bosnia. Today, Adopt-a-Platoon is playing an integral role in boosting the morale of over 12,000 soldiers that are currently fighting the war on terrorism in Afganistan. Over the past year, Janet has become one of the organizations most loyal volunteers, mailing countless letters and baking innumerable batches of cookies to show her grateful appreciation for our soldiers serving abroad.

Although Janet dedicates much of her own personal time and energy toward supporting our nation's military, she has also encouraged others to assist in her efforts. The Fruita Monument High School's Interact Club and the students of Sue Chamberlain's and Marty Hardrick's classes at Shelby Elementary have also assisted in the effort, writing scores of letters showing their support and appreciation. The significance of her efforts have not gone unnoticed by the soldiers she writes to, and many have written back to express their personal gratitude.

Mr. Speaker, it is with great appreciation that I recognize Janet Irvine before this body of Congress and this nation. Janet's selfless support and encouragement of the men and women serving overseas in our nation's military is making a very personal contribution to our effort to rid the world of terrorism. Her commitment and dedication has served as an inspiration to us all, and it is an honor to represent such an outstanding American in this Congress. Keep up the good work, Janet.

INTRODUCING A RESOLUTION CONCERNING NATIONAL RUNAWAY PREVENTION MONTH

HON. STEVE ISRAEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 5, 2003

Mr. ISRAEL. Mr. Speaker, I rise today to reintroduce a resolution that recognizes the goals and ideals of National Runaway Prevention Month, which is sponsored by two organizations that work with runaway youth: the National Network for Youth and the National Runaway Switchboard.

This resolution will bring national attention to the important issue of runaway kids and remind parents of the importance of effectively communicating with their children. All of the conditions that lead young people to leave their homes are preventable when families are

strong and when young people can find the support they need.

Runaway situations among our nation's young people are a widespread problem. One out of every seven children and youth in the United States runs away from home at some time before the age of 18. Although some return home after a short time, others remain on the streets and never go home. Studies have shown that 1.3 million runaway youth are on the streets each day.

Because today's young people are tomorrow's adults, preventing youth from running away is a family, community and national priority. Our country needs an educated workforce, charismatic leaders and a stable society.

Each November, nationwide activities take place to increase public awareness of the life circumstances of at risk youth. This resolution will show that Congress supports those educational activities aimed at ensuring safe, healthy and productive youth. I am hopeful that recognition of this issue will prevent other young people from running away and stress the importance of families and communities.

EDUCATION IMPROVEMENT TAX
CUT ACT

HON. RON PAUL

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 5, 2003

Mr. PAUL. Mr. Speaker, I rise to introduce the Education Improvement Tax Cut Act. This act, a companion to my Family Education Freedom Act, takes a further step toward returning control over education resources to private citizens by providing a \$3,000 tax credit for donations to scholarship funds to enable low-income children to attend private schools. It also encourages private citizens to devote more of their resources to helping public schools, by providing a \$3,000 tax credit for cash or in-kind donations to public schools to support academic or extra curricular programs.

I need not remind my colleagues that education is one of the top priorities of the American people. After all, many members of Congress have proposed education reforms and a great deal of time is spent debating these proposals. However, most of these proposals either expand federal control over education or engage in the pseudo-federalism of block grants. Many proposals that claim to increase local control over education actually extend federal power by holding schools "accountable" to federal bureaucrats and politicians. Of course, schools should be held accountable for their results, but they should be held accountable to parents and school boards not to federal officials. Therefore, I propose we move in a different direction and embrace true federalism by returning control over the education dollar to the American people.

One of the major problems with centralized control over education funding is that spending priorities set by Washington-based Representatives, staffers, and bureaucrats do not necessarily match the needs of individual communities. In fact, it would be a miracle if spending priorities determined by the wishes of certain politically powerful representatives or the theories of Education Department functionaries match the priorities of every community in a

country as large and diverse as America. Block grants do not solve this problem as they simply allow states and localities to choose the means to reach federally-determined ends.

Returning control over the education dollar for tax credits for parents and for other concerned citizens returns control over both the means and ends of education policy to local communities. People in one community may use this credit to purchase computers, while children in another community may, at last, have access to a quality music program because of community leaders who took advantage of the tax credit contained in this bill.

Children in some communities may benefit most from the opportunity to attend private, parochial, or other religious schools. One of the most encouraging trends in education has been the establishment of private scholarship programs. These scholarship funds use voluntary contributions to open the doors of quality private schools to low-income children. By providing a tax credit for donations to these programs, Congress can widen the educational opportunities and increase the quality of education for all children. Furthermore, privately-funded scholarships raise none of the concerns of state entanglement raised by publicly-funded vouchers.

There is no doubt that Americans will always spend generously on education, the question is, "who should control the education dollar—politicians and bureaucrats or the American people?" Mr. Speaker, I urge my colleagues to join me in placing control of education back in the hands of citizens and local communities by sponsoring the Education Improvement Tax Cut Act.

INTRODUCTION OF FEDERAL LABORATORY EDUCATIONAL PARTNERS ACT OF 2003

HON. MARK UDALL

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 5, 2003

Mr. UDALL of Colorado. Mr. Speaker, today I am introducing the Federal Laboratory Educational Partners Act of 2003, a bill that would permit the National Renewable Energy Laboratory (NREL) and other Department of Energy laboratories to use revenue from their inventions to support science education activities. The bill is cosponsored by my colleague from Colorado, Representative BOB BEAUPREZ. I greatly appreciate his support.

The Federal Laboratory Educational Partners Act would amend the Stevenson-Wydler Technology Innovation Act of 1980. Under the Stevenson-Wydler Act, federal labs can use licensing royalties, sometimes called Bayh-Dole revenues, for five purposes. These include rewarding laboratories' scientific employees; furthering scientific exchange among laboratories; educating and training laboratories' employees consistent with the labs' research and development missions; covering expenses incidental to the laboratories' administration and licensing of intellectual property; and conducting scientific research and development, again consistent with the labs' research and development missions.

My bill would amend the fifth purpose to add educational assistance as another permitted use of licensing royalties.