

we have prepared our youth for the responsibilities of citizenship. But we can do better. That is what this legislation is all about.

We need to reaffirm the importance of learning American history and maintaining the civic understanding, recognizing that diversity and tolerance are at the core of that understanding.

Many individual districts and schools within those districts, such as those in the State of Nevada, have recognized the importance of civics education and have designed curricular programs to highlight students' knowledge of civics and history.

One young man who has the unusual name of Trey Delap, a fine young man from Boulder City, which is right near Hoover Dam—where growth has slowed slightly, unlike the surrounding area—describes himself as an average high school kid from a small town. Boulder City is not too small, but the school isn't really big. He dreamed of doing other things all of his life, but certainly never, ever thought about anything dealing with government, until he participated in a program called We The People. It is a program offered through the Center for Civic Education that allows students to study civics and then share their knowledge through competitions such as the one held in Washington. They have State competition and, if they do well there, they can come to Washington.

His first assignment as part of this We The People program began with the question: What is the role of a citizen in a democracy? He pondered this question, and he discovered that his true passion was government.

Defining the role of a citizen led him to question his own responsibility as a citizen and the importance of understanding what our Constitution stands for. This is a high school kid.

In this program, Trey was able to celebrate his 18th birthday in our Nation's Capital, while he voiced his opinion about the role of being a citizen in front of lawyers, judges, and congressional staff during a congressional debate. We The People is a great program, but only a few are allowed to participate in it.

What we are talking about tonight with this legislation is that schools all over America would have similar programs, in effect, because we would have teachers who are having a shot of adrenaline, updating the education they received going through their educational programs in college. This bill would establish a network of teachers sharing ideas about history and civics programs.

S. 504 would accomplish these goals that I have talked about by creating grants for teachers, and the students would come and participate in the program. With teachers in so many areas not sharing information among themselves, they teach information not consistent with prescribed curriculum. So we should have networks like the one proposed here for all students.

Another reason, frankly, that I jumped aboard this program was that Senator Paul Simon and I—we served as Lieutenant Governors together, served in the House of Representatives together, and we served here together—had the idea that what we needed to work on was to do something about science and math. We lose so many science and math teachers because they cannot make enough money teaching in high school. It has to be for the love of teaching that they stay, because math and science is so acceptable by outside industry. That is the only reason they stay in teaching—they love it.

Senator Simon and I had the idea of creating summer workshop programs so that math and science teachers during the summer, or with year-round school systems, whenever there was a break, had summer workshops to attend to update their skills but be paid for doing so. This would also give them some extra money.

Math and science teachers make the same as somebody who teaches PE. PE is important, and we have good teachers teaching physical education. But realistically, we need more math and science teachers than we do physical education teachers.

Well, Senator Simon and I worked hard, but we could never get the program funded.

This program, while it is not like the program Senator Simon and I sponsored, it is as I feel about this Medicare bill. This Medicare bill is not something I love, but it is, as we heard so many times, the proverbial camel with his nose under the tent. We can make this Medicare bill better.

With this program I am confident we are going to pass and fund, maybe we can go back to what Senator Simon and I wanted to do: to do something to enrich math and science teachers' lives, not only enrich them academically but also monetarily. I hope that is something my friend from Tennessee will take a look at and work with me.

As we work to make sure all schoolchildren—and especially I am concerned about those in Nevada—are connected to the Internet—and we have programs doing that—and are connected to the future, I also want them to be connected to America's past and to know the common values of histories binding together all who live in this great Nation.

We learn from history. I love history. I love to study history, and I want young people also to have a love of history. That can come about with one good teacher. One good teacher can change a young person's life, just like Trey's life in Boulder City. His life was changed by having someone telling him that Government is important. Government is important, history is important, this legislation is important, and I hope we have a resounding vote, which I am confident we will, tomorrow morning.

The PRESIDING OFFICER. The Senator from Tennessee.

Mr. ALEXANDER. Mr. President, I thank the Senator from Nevada for his leadership and for his comments. I look forward to working with him on math and science and other education issues. I especially appreciate his commenting on the teachers.

He noted perhaps 72,000 teachers. Even though this is just a pilot program for a few years, if for 10 years 72,000 teachers of American history and civics went to summer residential academies, called Presidential Academies of American History and Civics, they should be inspired to be even better teachers.

One of the things I most enjoyed doing as Governor was creating the Governor's School for Teachers of Writing which was run by Richard Marius of Harvard. Every summer 200 teachers would gather at the University of Tennessee. He would lead them. He taught Harvard freshmen in their writing program.

What happened was, if you put the teachers together, they taught one another. They became inspired. They developed better lesson plans, and they went back to their classrooms fired up and much better teachers.

I have great confidence in our teachers. I believe if we afford an opportunity for them to come together in many places across the country, and for 2 weeks focus on how to teach the great stories of American history, that by itself will help put it in its rightful place. When we add to that 4-week schools that students of American history and civics will attend, it will double our punch.

I appreciate that sponsorship. I look forward to the Presidential Academies for Teachers of American History and Civics and the Congressional Academies for Students of American History and Civics.

Mr. President, I yield the floor.

The PRESIDING OFFICER. The question is on the engrossment and third reading of the bill.

The bill was ordered to be engrossed for a third reading and was read the third time.

Mr. ALEXANDER. I suggest the absence of a quorum.

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The PRESIDING OFFICER. The clerk will call the roll.

The legislative clerk proceeded to call the roll.

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

MORNING BUSINESS

Mr. ALEXANDER. Mr. President, I ask unanimous consent that the Senate proceed to a period for morning business.

The PRESIDING OFFICER. Without objection, it is so ordered.

BIRTHDAY OF AUNG SAN SUU KYI

Mr. McCONNELL. Mr. President, on June 19, 1945, Burmese democracy leader Aung San Suu Kyi was born in Rangoon, Burma, to Ma Khin Kyi and Aung San.

Some speculate that she was destined to be a defender of freedom in Burma, as her father was the commander of the Burma Independence Army. Tragedy struck the family exactly 1 month after Suu Kyi's second birthday when General Aung San was assassinated. The family's loss was mourned by the entire nation.

As Burma's military leaders were to find out decades later, Suu Kyi has freedom and justice coursing through her veins. She has been a tireless advocate for the rights and welfare of the Burmese people and has sacrificed—along with other Burmese democrats—much in struggle for democracy in Burma.

Suu Kyi is a symbol of courage and determination for the world's oppressed. She is a shining example that principles are stronger than repression. Suu Kyi and other democrats have yet to surrender to the State Peace and Development Council, SPDC, despite relentless attempts by the junta to bend and break their will.

How is Suu Kyi celebrating her 58th birthday? Most likely, she is not. I suspect she is alone and in Insein prison.

In the wake of a violent ambush by the junta on her convoy on May 30, Suu Kyi was arrested by the SPDC. Although U.N. Special Envoy Razali briefly saw her 2 weeks ago—and conveyed to an anxious world that she was not physically injured in the attack—we haven't seen or heard from her since.

The International Committee of the Red Cross, ICRC, requested a meeting with Suu Kyi, but the thugs in Rangoon refused. Unbelievable, outrageous—but not surprising considering the regime's track record.

It should not be lost on anyone that the denial of an ICRC visit means Suu Kyi is being treated worse than a prisoner of war.

The best gift the free world can give Suu Kyi on her birthday is a full court press on the junta. Sanctions, import bans, and statements condemning the SPDC's outrageous actions will help buoy the spirits of the Burmese people and confirm that the international community is on their side.

The best gift the administration can give Suu Kyi is an import ban and the downgrading of diplomatic relations with the SPDC. The White House should not wait for the House to act on its legislation but should implement a ban on imports immediately.

Finally, the best gift I can give Suu Kyi is a commitment to continue to stand with her and the people of Burma for as long as it takes for freedom's triumph. She and her compatriots continue to be in my thoughts and prayers.

TRIBUTE TO JANINE JOHNSON

Mr. REID. Mr. President, we make many different kinds of speeches on the Senate floor. Some of those speeches seek to advance legislation and amendments and some aim to commemorate historic events. None are as sad as those we make in the memory of a member of the Senate family who has left us. On May 29, 2003, Janine Johnson, Assistant Counsel in the Senate's Office of Legislative Counsel, passed away. Janine was 37 years old.

Many of us and our staffs knew Janine personally. Some of us only knew her only by her initials that appeared on the legislation and amendments we introduce here on the floor. She served the Senate for nearly 13 years, doing much of her work for the Senate Committee on Environment and Public Works, the Agriculture Committee and the Energy Committee.

Over the years, Janine prepared thousands of bills for me and for the other members of the Environment Committee. Her expertise in those matters made my job easier and the jobs of the staff easier on countless bills. Janine was an expert drafter on matters of critical concern to the committee. She drafted several generations of Water Resources Development Acts. She drafted our last transportation bill, the mammoth Transportation Equity Act for the 21st Century, and was in the process of drafting a new transportation bill when she fell ill. She drafted many parts of the last Farm bill, including the nutrition title of that bill. I mention that because I am told that no one has found a single drafting error in the hundreds of pages of that title.

That is very rare, but I am told by her colleagues that Janine's way was the way of a perfectionist.

And to her about Janine's history is to hear that it was a way of life. Janine was a native of Winchester, MA. She graduated first in her class from Winchester High School and ultimately graduated with high honors from Harvard Law School in 1986. She went on to clerk for the Honorable Cecil Poole on the U.S. Court of Appeals for the Ninth Circuit. Following her clerkship, she came to the Senate Office of Legislative Counsel. In addition to serving as Assistant Counsel, she was active in shaping the office itself. She interviewed new attorneys for the office, and she had an unparalleled ability to recognize those who would maintain the high standards of the Senate. That legacy will live on in the colleagues and friends she helped to bring into the Senate family.

According to Janine's friends here in the Senate, she loved life outside the Senate as much as her work within it. Janine loved theater, music and swing dancing. I am told that she loved living here in Washington, DC, where one of her favorite times of year was the spring because of her love of our cherry trees and the Cherry Blossom Festival.

The cherry blossom Janine admired is the most beautiful flower in Japa-

nese culture. It symbolizes the Japanese values of simplicity, purity and fleeting beauty. Many poets have described the pink and white blossoms as a metaphor for life, beautiful and simple, yet at the same time sadly ephemeral and fleeting.

Janine's friends in the Senate would say that she was like the flowers she loved to see, but that her memory will not be ephemeral to the Senate, to her work here, or to the many friends and family she leaves behind.

Mr. WARNER. Mr. President, I come to the floor this morning to pay tribute to a very talented, kind and generous member of our Senate family, Janine Johnson. Sadly, at the far too young age of 37, Janine passed away. For the past 13 years, Janine served as Assistant Counsel in the Senate's Office of Legislative Counsel. Some of us were privileged to work with her directly and benefit from her skill and keen intellect.

While many of us over the years have recognized the well-deserved contributions of our staff in our personal offices or on committees, we all know that we depend highly on the exceptional professional judgment and tireless efforts of the staff in the Senate Legislative Counsel's office. While Janine did not work for an individual Senator or Committee, it is without question that Janine was devoted to the institution of the Senate, skilled in the intricacies of the law, and served the Senate with distinction.

Janine was the primary Legislative Counsel for many issues under the jurisdiction of the Committee on Environment and Public Works. It was during my tenure as Chairman of the Transportation Subcommittee that my staff and I were privileged to work with Janine. She was our counsel for the development of the National Highway System Act of 1995, and later on the landmark Transportation Equity Act for the 21st Century, commonly referred to as TEA-21. Also, during my chairmanship, Janine guided us on the development of several Water Resource Development Acts, that were enacted on a biennial cycle.

It was during those long days and weeks in working in committee, on the Senate floor and later in conference on TEA-21 that we witnessed the exceptional skill, thoroughness and professionalism that Janine brought to every issue. The surface transportation bill expired in the fall of 1997. The Congress passed a 6-month extension bill and we came back in early 1998 to renew our efforts on a full 6-year reauthorization bill. Janine was there with the committee every step of the way.

The staff recollections of Janine's contributions to the development of TEA-21 are unmistakable. I hear of her deep commitment to the law, to turning vague concepts into statute, and faithfully executing the views of the committee and Senator's agreements on complex policy issues. Most importantly, I hear staff use heartfelt words