

title. Head coach Carol Hutchins earned the 900th victory of her career in 2005, while junior Jennie Ritter earned the honor of Big Ten Pitcher of the Year and was one of three finalists for USA Softball Collegiate Player of the Year.

Michigan was the first team east of the Mississippi to reach the championship game of the Women's College World Series and the first non-West Coast school to be ranked No. 1 midseason.

Proving they are more than just athletes, these inspiring young women balanced classwork and community service with practice and over 15 games per month—all while maintaining strong academic records with six team members earning Academic All Big Ten honors.

Mr. Speaker, I ask that you and all of my colleagues join me in sending our heartfelt congratulations to coach Carol Hutchins for her coaching and leadership, and to the Women's College World Series Champions, the remarkable Wolverine women: Lorilyn Wilson, Jennifer Kreinbrink, Lauren Talbot, Tiffany Worthy, Stephanie Bercaw, Michelle Teschler, Stephanie Winter, Grace Leutele, Lauren Holland, Jennie Ritter, Samantha Findlay, Alessandra Giampaolo, Nicole Motycka, Rebekah Milian, Tiffany Haas, Michelle Weatherdon, Jessica Merchant, Becky Marx, and Angie Danis.

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INTRODUCING THE TEACHER EXCELLENCE FOR ALL CHILDREN ACT

**HON. GEORGE MILLER**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 9, 2005*

Mr. GEORGE MILLER of California. Mr. Speaker, I am pleased today to introduce an important piece of new legislation, the Teacher Excellence for All Children Act, that is the next step our country needs to take to ensure that every teacher in every classroom, teaching every child, is highly qualified.

First and foremost, I want to thank our teachers for their dedication and commitment to taking on the overwhelming demands of their profession. We ask them to perform miracles every day in our underfunded and overcrowded system. And we owe it to them and to their students to provide more than rhetoric about our commitment to encouraging talented people to enter the field and stay there.

Let me also thank the organizations, and their members, who go to work every day with the commitment to help our schools and our students succeed. They are a great constituency for this legislation, and I welcome their support and their input in its development. Thank you to the Alliance for Excellent Education, the American Federation of Teachers, the Business Roundtable, the Center for American Progress Action Fund, the Children's Defense Fund, the Council of Great City Schools, the Education Trust, the National Council on Teacher Quality, the National

Council of La Raza, the National Education Association, New Leaders for New Schools, the New Teacher Project, Operation Public Education, Teach for America, the Teacher Advancement Program Foundation, and The Teaching Commission.

We know the dismal effects on students when they lack the highest quality teachers. And we know that there are many reasons why people decline to enter the teaching profession, or decide not to remain there. Reasons such as low pay, lack of professional development, unreasonable burdens, or little opportunity for advancement. Congress cannot afford to ignore this immediate and mounting crisis in the teaching profession that will grow exponentially as an unprecedented number of teachers retire in the next five years.

My 45 colleagues who are original cosponsors and I are prepared to respond to this challenge facing American education with an innovative approach that matches the seriousness of the challenge with the "The TEACH Act of 2005"—the next step our country needs to take to ensure that every teacher, in every classroom, teaching every child, is highly qualified.

The most important single factor in determining a child's success in school is the quality of his or her teacher. We all remember a teacher—or even several teachers—who made us proud of ourselves for what we accomplished and helped us face our future with hope and confidence. Imagine if every one of our teachers over the years had given us that same strength.

The TEACH Act will accomplish four critical goals: Increase the supply of outstanding teachers; Ensure all children have teachers with expertise in the subjects they teach; Identify and reward our best teachers; Keep the best teachers and principals in our schools.

This bill is a major legislative initiative that will attract our most talented teachers to the classrooms of our nation's toughest public schools—and encourage them to stay there.

When our nation's school doors close for the summer later this month, more than 200,000 teachers, nearly 6 percent of the teaching workforce, will leave the profession. Over the next decade, we will need to hire more than two million new teachers to serve in our public schools. Yet today, we have no national plan for attracting outstanding students into the teaching profession, or keeping them there.

A large proportion of those who do enter teaching remain a short time, discouraged by low salaries, inadequate opportunities for professional development, and low public esteem. By failing to address this problem, Congress is shortchanging our children and costing taxpayers more than \$2.6 billion annually replacing teachers who have dropped out of the profession. We need to act immediately to assure that we have an adequate supply of exemplary teachers for the next generation of students.

My bill addresses this need by helping school districts to pay more competitive salaries and by offering up-front tuition assistance to talented undergraduates committed to a ca-

reer in education, to established teachers working in fields like math and science, where the teacher shortage is most acute, and to retirees with math and science expertise who would like to join the ranks of our nation's teachers.

The TEACH Act also offers up to \$20,000 in loan forgiveness to highly qualified teachers who are working in high priority communities.

The TEACH Act also helps new teachers transition into the classroom and build their skills through state-of-the-art induction programs that include proven strategies such as structured mentoring, common lesson-planning, and intensive professional development.

My bill also addresses the problem that poor children are far less likely to be taught by expert teachers. Nearly three-quarters of math classes in high-poverty middle schools are taught by teachers who lack a major—or even a minor—in math. The TEACH Act provides higher pay for exemplary highly qualified teachers and principals who transfer into the hardest-to-staff schools where they can help the children who need them most. Making sure these children are taught by a well-trained teacher is crucial because over a five year period, it can close the performance gap between low-income and high-income students.

The TEACH Act also helps create true career ladders that allow teachers to advance in the profession as they gain new knowledge and skills. The bill would augment the salaries of teachers who seek out opportunities to advance their own professional development and to mentor colleagues who are new to the profession.

We also know that nothing is more important in attracting—and keeping—outstanding teachers than outstanding principals. My bill raises standards and improves recruitment and training for new principals.

Teaching is not just another job. Teaching is a career that must be satisfying in itself, that must attract the best people, and that must instruct our children to succeed in an increasingly competitive world.

We can have a dynamic and exciting future for America's schools and their students. We have the national resources. Now, we must make the commitment.

We must dedicate the necessary resources, demand the necessary results, and stay with it to the end to make sure that every child in America has a teacher we can all be proud of and that every teacher in America can say they are proud of us too for the support we give them.

I would also like to acknowledge three reports that were particularly useful. The Teaching Commission's report, *Teaching at Risk: A Call to Action*; the Center for American Progress report, *Ensuring a High Quality Education for Every Child by Building a Stronger Teaching Force*, and the National Academy of Education report *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve*. All three reports were extremely instrumental, particularly in identifying practices that are working well and need to be taken to scale.

The TEACH Act will take us where research and experience say we need to go: stronger teachers, stronger principals, stronger schools. I look forward to achieving the vision of a better school system for all of our children.

INTRODUCTION OF THE NEW  
APOLLO ENERGY ACT

**HON. JAY INSLEE**

OF WASHINGTON

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 9, 2005*

Mr. INSLEE. Mr. Speaker, in April 2005, the House of Representatives once again passed an antiquated and outdated energy bill that fails to address the grave realities that our country faces today. With record high gasoline prices, we need an energy bill that diversifies our automobile fuels and encourages domestically manufactured fuel efficient vehicles.

With millions of family wage manufacturing jobs lost since 2001, we need an energy bill that takes bold action to tap into American ingenuity in order to lead the world in new clean energy technology, rather than playing catch-up to the Japanese, Danish, and Germans. Just as concerning is that our reliance on Middle Eastern oil, creates a need to establish an energy policy that allows us to end our historically objectionable policies in this area. Additionally, the science is clear that our greenhouse gas emissions are threatening to significantly change the world's climate, yet this energy bill does not even contain the words "climate change" or "global warming". The House passed Energy bill does little, or nothing, to address these mounting concerns.

That is why I, and several of my colleagues, have joined together to introduce the most innovative and comprehensive energy plan in recent decades, known as the New Apollo Energy Act. New Apollo seeks to solve America's energy crisis through technological innovation much in the same way that President Kennedy channeled the resources of the American people in the 1960's to meet the challenges of the race to the Moon.

The New Apollo Energy Act has the three simple goals of: (1) breaking our addiction to Middle Eastern oil, thereby increasing our Nation's homeland security; (2) creating millions of high paying domestic jobs; and (3) addressing the environmental problem presented by global warming.

Highlights of our New Apollo Energy Act include: Significant tax incentives for the development, manufacturing, and purchasing of domestic clean energy technologies; Investment in energy efficient infrastructure and regulatory oversight; An oil savings provision that requires the President to use existing authority to reduce the daily consumption of oil by 600,000 barrels by 2010 and 3,000,000 barrels by 2020 (approximately what we currently import from the entire Middle East); Increased funding for LIHEAP and weatherization projects; A 10 percent Renewable Portfolio Standard by 2021; Electric grid reliability standards; Appliance efficiency standards; A renewable fuels standards set at 8 billion gallons by 2013.

The New Apollo Energy Act creates jobs. It is often falsely assumed that environmental protection and innovation comes at a cost to the economy, yet study after study concludes that environmental stewardship and technological ingenuity can walk hand in hand. The University of California at Berkeley reported that the renewable energy sector generates more jobs per megawatt of power installed, per unit of energy produced, and per dollar of investment, than the fossil fuel-based energy sector.

The Apollo Alliance has found that a substantial federal commitment to clean energy could yield up to 3.3 million jobs nationally. The University of Michigan concluded that United States stands to lose 38,000–207,000 jobs if the domestic automotive industry fails to retrofit their plants to adjust to the growing hybrid vehicle market. Further, the Department of Energy has estimated that standards just on clothes washers, water heaters, and fluorescent lamp ballasts will create 120,000 jobs through 2020.

The New Apollo Energy Act reduces our dependence on foreign oil. We no longer have to accept an energy bill that fails to encourage the usage of renewable energy or one that fails to reduce our consumption of foreign oil. The Department of Energy's own independent research body—the Energy Information Agency (EIA)—concluded that under the Administration's proposed energy plan over the next 20 years, our oil imports will increase to 80 percent, and gas prices are likely to rise 3–8 cents, which would be the equivalent projections of enacting no energy bill at all. The EIA has also reported that despite the electric utilities' repeated claims that a renewable energy standard would hurt consumers and the economy as a whole, a 10 percent renewable energy standard by 2020 would cost consumers almost nothing—about the difference of 1 percent spread out over the next 15 years.

The New Apollo Energy Act reduces greenhouse gas emissions. Among other things, the New Apollo Energy Act provides tax credits and loan guarantees to develop more cellulosic biomass and biodiesel while providing incentives to produce and purchase energy efficient projects and developing new efficiency standards for the home.

Most importantly, this bill includes a tradable greenhouse gas permit scheme that closely resembles McCain-Lieberman's Climate Stewardship Act. In 2010, our bill would cap carbon dioxide emissions at 2000 levels. This would also include an auction for 5–10 percent of the permits for new entrants. As Members of Congress we are continually amazed that many of our colleagues have yet to accept global warming as fact. Many of us have seen the effects of global warming with our own eyes—the disappearing glaciers in Glacier National Park, the melting permafrost in the Arctic, the disintegration of ice shelves, the rapidly rising temperatures, and the sudden appearance of birds and other animals in places where they have never before existed. Global warming is about as much a theory as gravity, yet some in Congress continue to ignore nature's warning signs. Congress needs to embrace a policy that directly confronts the problem of climate change with the kind of innovative technology that has made science aware of these issues.

The New Apollo Energy Act is revenue neutral. This bill is funded by closing corporate tax shelter loop-holes, and from funds generated by the carbon emissions cap and trade program set up in this bill.

A TRIBUTE TO REV. JONATHAN  
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**HON. EDOLPHUS TOWNS**

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 9, 2005*

Mr. TOWNS. Mr. Speaker, I rise to honor Rev. Jonathan Owhe, a native born Nigerian who immigrated to the United States of America in 1989 in answer to God's Call to restore a dying world. Rev. Owhe, a distinguished scholar holds a Bachelors of Arts in Earth Science, Masters of Science in Non-profit Management and Ministry Ordination/Licenses

from Assembly of God's Church, Coastville, PA.

Since coming to the United States he has served in different capacities and worked with various organizations and community leaders. He once served as a Special Assistant to Rev. Clearance Williams, pastor of the House of Prayer Church; Director of Project & Program, Vice President of Human Resource under the late Chief Adebowale Joshua of Central Brooklyn Coordinating Council; Director of Human Resource/Public Relations/Grants under Ngozi Moses of Brooklyn Perinatal Network.

In 1995 Rev. Jonathan Owhe and his wife started the Christ The Rock International Church in their living room with just a couple of members. The church now has over 400 parishioners at its Brooklyn headquarters as well as two branches in Tennessee and Georgia and over 300 churches in Africa, Asia, and Europe.

Rev. Owhe is a community oriented individual. Concerned with the health disparities and social disintegration of inner city neighborhoods, he founded the Rockgate Community Development Inc. Through this organization, various social, health and educational programs have been created, including Faith in Action Volunteer Care Services, Housing Referral and Counseling Services, Infant Mortality Reduction & Maternal Health Initiative, Comprehensive Youth Leadership & Mentoring Program, HIV/Aids Outreach Services, and a Food Pantry program which feeds hundreds of people weekly.

Rev. Jonathan Owhe is the Chairman of the Rockgate Tours, a transportation ministry—taking passengers all over the United States. He sits on various boards and steering committees of major health and social service organizations including the Brooklyn Prenatal Network Inc., Brooklyn Pediatric Health Network, New York City Comprehensive Prenatal Network, and the Greater Southern Coalition Network.

Rev. Owhe has a television program called Hour of Restoration, which reaches thousands of homes each week. He and his wife, Toyin, have five children. Mr. Speaker, Rev. Jonathan Owhe has continuously demonstrated his dedication to his community through his role as a religious leader and his commitment and generosity in helping others that he is more than worthy of our recognition today.

RECOGNIZING SOUTHERN ILLINOIS  
AIRPORT AS THE 2005 RECIPIENT  
OF THE GENERAL AVIATION AIR-  
PORT OF THE YEAR AWARD

**HON. JERRY F. COSTELLO**

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

*Thursday, June 9, 2005*

Mr. COSTELLO. Mr. Speaker, I rise today to ask my colleagues to join me in recognizing Southern Illinois Airport for being awarded the General Aviation Airport of the Year for 2005 by the Illinois Department of Transportation.

Southern Illinois Airport is located between Carbondale and Murphysboro, and is among the busiest airports in the state, with 120,000 takeoffs and landings each year. In addition to the private and business customers who use the airport on a daily basis, Southern Illinois Airport is also home to the Aviation Management and Flight programs for Southern Illinois University Carbondale.

The airport is designed to accommodate aircraft from the smallest propeller airplanes to the small jets used in business fleets. Its proximity to the commercial, recreational and educational facilities of Southern Illinois make it convenient for the private or business traveler.