

After bomb release, Captain Leetun's plane went out of control and was seen to crash approximately 10 miles from the target area.

Through his extraordinary heroism, superb airmanship, and aggressiveness in the face of hostile forces, Captain Leetun reflected the highest credit upon himself and the United States Air Force.

Over 39 years later, in 2005, Darel's remains were identified, and he was buried with full military honors at Arlington National Cemetery.

Darel's widow Janet, son Keith, and daughter Kerri have been honored to hear from airmen who flew with Darel who told the family that Darel was one of the best pilots they ever flew with.

Darel's son Keith was just 6 years old when his father died. But through providence, Keith has been connected to his father. He is especially grateful for the day in 1992, at a Virginia golf course, when he met his father's wingman from the final mission. That wingman's name is Mike Lanning. When Mike learned that Keith was Darel's son, Mike said:

Your dad was the heart and soul of the squadron. He was my mentor and best friend.

Mike and Darel's siblings have all told Keith that Darel was always going to bat for people until the day he died. Darel was not scheduled to fly that day but did so because another man couldn't.

Keith is currently writing a children's book highlighting how something as bad as his father's death could turn into something positive, such as learning about and telling inspiring stories of heroes.

RALPH MCCOWAN

Ralph McCowan was from Trenton. He was born April 26, 1948. He served in the Army's 41st Artillery Group. Ralph died April 3, 1968, a few weeks before he would have turned 20.

There were nine children in his family, and his father, brothers, sisters, uncles, and nephews also served our country in the military. Ralph's brother, Gene, said service to our country was deeply rooted in their family.

Ralph told his family he wanted to be a warrior and do his part. He was an unassuming man who had a love for horses and a love for people. Gene said Ralph had a short life but a good one.

Ralph served for 69 days in Vietnam before he was killed at his fire base camp. The family cherishes their memories of their last Christmas together in 1967.

VALARIAN LAWRENCE FINLEY

Valarian Lawrence Finley was born November 17, 1947. He was from Mandaree. He served in the Marine Corps' Kilo Company, 3rd Battalion, 5th Marines, 1st Marine Division. Valarian was 21 years old when he died in May of 1969.

Valarian was the third youngest of 13 children born to Louise and Evan Finley. Valarian's family and his friends called him Gus. He had plans to run a cattle ranch after returning home from Vietnam.

Valarian's siblings are grateful for Valarian's fellow marines reaching out

to visit them about Valarian and his heroic death and how he saved their lives.

Valarian was killed 1 week before his tour of duty was scheduled to end, on his brother Bobby's high school graduation day.

Bobby also served in Vietnam. Bobby was drafted and served in Vietnam shortly after Valarian was killed. He is now suffering from cancer caused by exposure to Agent Orange in Vietnam.

Valarian was included in the 1969 Life Magazine feature titled "The Faces of the American Dead in Vietnam: One Week's Toll." That article listed 242 Americans killed in 1 week in connection with the conflict in Vietnam. Life Magazine published photos for almost all the men killed and wrote the following in that article:

More than we must know how many, we must know who. The faces of one week's dead, unknown but to families and friends, are suddenly recognized by all in this gallery of young American eyes.

My intentions for speaking about the North Dakotans killed in Vietnam are similar. We must know more than how many, we must know who.

Mr. President, I yield the floor.

The PRESIDING OFFICER. The Senator from Oregon.

EVERY CHILD ACHIEVES ACT

Mr. WYDEN. Mr. President, this week we are having a particularly important debate. Fortunately, it is a bipartisan debate. Great credit is owed to Senator ALEXANDER and Senator MURRAY for their work on the Every Child Achieves Act. This bill is a significant piece of legislation because educational opportunity in America is a right which should start at birth and last a lifetime.

As a parent, I know that mothers and fathers want their kids to be able to climb the economic ladder throughout their lives. That effort begins with a top-flight education. In my view, the Every Child Achieves Act is a good step toward expanding opportunity for students nationwide. It is built around the proposition that each school, each district, and each community is different. So rather than resorting to the sort of one-size-fits-all policies, this legislation focuses on trying to build on smart ideas, ideas with real promise that are actually going to make a big difference in classrooms.

I am going to get to several amendments I want to highlight, but I wish to start by recognizing some vital components of the legislation I have strongly supported.

The most important proposal I have worked on is one that focuses on raising graduation rates. This is one of the major economic challenges in my home State and many other States across the country. In Oregon, more than 100 high schools with high rates of poverty are blocked from tapping into Federal resources that can help important programs—programs such as mentoring,

before- and afterschool programs, programs where there is real evidence that they can make a difference in terms of helping these youngsters.

This is not an issue just in my State. There are more than 2,000 of these schools nationwide. Because these schools are in a very difficult spot when it comes to securing Federal resources, too often the students suffer, and, in my view, the lack of resources for these schools often contributes to sky-high dropout rates.

What I will discuss here briefly is how this proposal I have worked for is going to make the school improvement grants easier for middle and high schools to obtain and use to help these students, whom we want to see graduate and make their way to productive lives as citizens and workers.

If a failing school has 40 percent or more low-income students, it would become eligible for assistance. These Federal dollars can be used, as I indicated, to fund programs that really work, such as extended learning programs, programs that would be available during the weekend or perhaps during the summer. The funds can be used to prevent dropouts and encourage students who have already dropped out to reenter the educational system. Schools can find other ways to help students stay at it and get through to graduation day. This will be a significant improvement over the status quo. What it does is provides support where it is needed most, and it will help us get more value out of scarce dollars to approach the challenge of helping students who are dropping out to get back in the system and graduate.

I am also pleased to see the inclusion of several provisions championed by my colleague Senator BOXER to create more opportunities for students to enroll in afterschool programs and summer learning programs. In today's economy, with so many families walking on an economic tightrope—parents working long hours, multiple jobs—the fact is, there can't always be a parent around at 3 in the afternoon when kids get out of school or during the summer months. Senator BOXER really took the initiative for the 21st Century Community Learning Centers Program and the After School for America's Children Act. Both of them are worthy of support because they go to bat for students by providing extra learning opportunities for children both after school and in the summer.

There are other key elements in this legislation, but the Senate ought to seize the opportunity in this debate to make some significant improvements. The Every Child Achieves Act can go a lot further to raise graduation rates. There are more than 1,200 high schools, serving more than 1.1 million kids, that are failing to graduate a third or more of their students each year. Too often, it is the minority youngsters who live in economic hardship who attend these schools.

Senator WARREN and I are on the same page with respect to the need to

make it possible for more of the young people who go to these schools to get to graduation. Her amendment would help identify the struggling schools and provide some fresh approaches to help turn them around—a smart idea that I believe warrants bipartisan support.

Finally, I have just a couple other approaches that I think are particularly valuable in terms of this debate and particularly how we can use the machinery of the Federal Government to play a constructive role in terms of education at the local level.

Senator BOOKER and I have worked for an amendment that tries to help homeless children and foster youngsters graduate from high school. Once again—and we can see it in kind of what undergirds my remarks here—the focus is on trying to create opportunity for young people who constantly are out there swimming upstream. The hurdles these youngsters face are obviously large. Many of them move frequently, constantly, from one place to another throughout their lives. As a result, it is hard for them to feel any connection to the school, to feel some sense of stability. What Senator BOOKER and I would seek to do is to make it easier for school districts and policymakers to try to help those school districts provide additional support for those youngsters who are homeless and those children who are in the foster care system.

Finally, Senator FRANKEN has offered an important proposal—the Student Non-Discrimination Act—that provides strongly needed protection for LGBT students. Schools ought to be safe and welcoming places that assist every child in getting ahead and thriving. If schools—particularly for the youngsters I have talked about in my remarks—aren't challenging enough, it is hard to imagine how much harder it gets for a youngster who faces harassment or discrimination because of their sexual orientation. The Franken amendment goes a long way to protect LGBT students and their friends at school and prevent them from feeling they have to skip class to avoid bullying.

In wrapping up, the kinds of proposals I have outlined—starting with the effort to try to prevent students from dropping out and getting up the graduation rates—this is all about helping students get ahead through education, to expand opportunities for these young people throughout their lives through education.

What the focus of the Senate ought to be is to make sure that no matter where a child lives or how much his or her parents earn or what obstacles they face—the message ought to be, here in the Senate, with every Democrat and every Republican, picking up on what Chairman ALEXANDER and Senator MURRAY have said, that this bill will help to drive home the principle that hard work in school leads to success. I believe the Every Child

Achieves Act is a good step in that direction. I urge my colleagues to support these important amendments.

I yield the floor.

I suggest the absence of a quorum.

The PRESIDING OFFICER (Mr. SASSE). The clerk will call the roll.

The senior assistant legislative clerk proceeded to call the roll.

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

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

RECOGNIZING THE 150TH ANNIVERSARY OF THE SECRET SERVICE

Mr. HATCH. Mr. President, I rise today to pay tribute to the U.S. Secret Service and to commemorate its 150th anniversary.

In 1865, Congress created the Secret Service to combat the production and distribution of counterfeit currency in post-Civil War America. At the time, currency counterfeiting was a fast-growing and serious threat to our Nation's financial and economic stability.

In 1901, following the assassination of President William McKinley, Congress further directed the Secret Service to take responsibility for the protection and safety of the President of the United States.

Today, 150 years after the Secret Service's founding, the men and women of the Secret Service continue to serve with quiet confidence across the United States and around the world as they protect our Nation against threats both foreign and domestic. From ensuring the security of the President, other senior government officials, and events of national significance, to protecting the integrity of our currency and investigating crimes against our financial system, the U.S. Secret Service plays a critical role in our Nation's safety and continued success. The contributions, sacrifices, and achievements of the Secret Service over the last 150 years have made the agency an indelible part of our Nation's identity.

The five points of the Secret Service star represent the Service's core values of duty, justice, courage, honesty, and loyalty. These values have been the Secret Service's foundation for the past century and one-half and will continue to be the foundation on which the Service's next 150 years—and the Nation's security—are grounded.

On this, the 150th anniversary of the U.S. Secret Service, I call upon my colleagues and upon all Americans to recognize the tremendous contributions the Secret Service has made to our Nation's safety and well-being. I also express my thanks to the thousands of dedicated Secret Service agents and employees who devote their time and energy to keeping our Nation, and our leaders, safe and secure.

REMEMBERING PRESIDENT BOYD K. PACKER

Mr. HATCH. Mr. President, I rise today to honor the memory of Presi-

dent Boyd K. Packer—a man of integrity, kindness, courage, and candor whose commitment to Christ defined a lifetime of service. President Packer passed away peacefully in his home last week with his loving wife and children gathered at his bedside. Along with his family, I join millions of Christians worldwide in mourning the loss of a man who served faithfully for many years as the president of the Quorum of the Twelve Apostles in the Church of Jesus Christ of Latter-day Saints. As an apostle, President Packer's teachings brought strength to the weary and hope to the hopeless. For those of us who mourn, we turn to these teachings to find peace amid the sadness of his passing.

Even as we grieve the loss of a leader, we celebrate the life of a friend. President Packer was a man whose selfless nature often masked his greatness, but not even his humility could hide a lifetime of achievement. From humble beginnings in Brigham City, UT, President Packer developed as a teacher and later as a leader in the Church of Jesus Christ of Latter-day Saints.

President Packer's upbringing was modest to say the least—his father was a service station operator and his mother was a homemaker. Raised against the backdrop of the Great Depression, he learned from an early age never to take anything for granted, especially the freedoms we enjoy as Americans.

President Packer would later defend those freedoms when he enlisted in the Army Air Corps during World War II. As a pilot serving in the Pacific Theater, President Packer flew dozens of dangerous missions and continued to serve after the war when he and his fellow soldiers worked to rebuild the shattered nation of Japan. Although President Packer dreamed of flying planes as a young boy, it was during his military service that he discovered his true life calling: to become a teacher.

When he returned to the United States, President Packer pursued that goal through his studies, eventually earning a doctorate in education administration from Brigham Young University. He quickly distinguished himself as an LDS Seminary teacher and later became the chief supervisor over the Church's seminary programs and Institutes of Religion. When President Packer was just 45 years old, he became an apostle—a calling he would serve in and magnify until the day he died. Even as an apostle, President Packer still saw himself as a teacher, and he endeavored to expound truth in simple ways that all could understand. The candor and clarity of his teachings touched the hearts of millions, as did President Packer's genuine love for those he served.

As a soldier and an educator, an administrator and an apostle, President Packer served in many different capacities throughout his life. But first and foremost, he served as a husband and a