

sexual violence are too serious for Congress to delay. Domestic and sexual violence knows no political party. Its victims are Republican and Democrat, rich and poor, young and old. Helping these victims, all of them, should be our goal.

I will continue to work with our leadership in the Senate to come up with a solution that can move us past this impasse and send back to the House a Violence Against Women Act reauthorization bill that protects all victims. We know we can do that because the Senate has already passed such a bill. I am still hopeful that the House will do the same.

TRIBUTE TO CAROL MARTIN GATTON ACADEMY

Mr. McCONNELL. Madam President, Kentucky received quite an honor recently when the Carol Martin Gatton Academy of Mathematics and Science in Kentucky, an elite public high school that draws students from all over the Commonwealth, was named the No. 1 public high school in the United States by *Newsweek* Magazine. Think about that, Madam President—out of more than 20,000 public high schools in the Nation, the top-ranked one is in Kentucky.

The Gatton Academy is in Bowling Green, KY, specifically, and it is a special place. First opened in 2007 and funded by the Kentucky General Assembly, the Gatton Academy is the Commonwealth's only State-supported residential high school with an emphasis on math and science. Bright, highly motivated students come from across the State and stay on campus, taking college-level courses at Western Kentucky University.

Dr. Julia Roberts, a good friend of mine and the executive director of the academy, worked hard for many years to see the school become a reality. How wonderful for her that her vision has been realized. This honor is a recognition that she truly deserves for her steadfast commitment to help Kentucky's finest students blossom and reach their full potential.

Here is a quote from Dr. Roberts that summarizes the school's mission:

The United States has emphasized proficiency or grade-level learning to the exclusion of nurturing the talents of advanced learners. A promising future for our country is closely tied to the development of talent in science, mathematics, languages arts, the social sciences, and the arts. The purpose of the Gatton Academy is to extend learning opportunities for gifted students who live in all parts of Kentucky.

I also must recognize Dr. Tim Gott, director of the Gatton Academy, without whose hard work the school surely would not have been able to rise to the top. In fact, the Gatton Academy tops *Newsweek's* list of public high schools this year after ranking fifth in 2011. That is quite a jump up in 1 year, thanks in part no doubt to the indefatigable work of Dr. Gott.

"It's just wonderful to be able to celebrate Kentucky students," Dr. Gott says. He also adds, "This recognition would not have been possible without the full partnership we have with Western Kentucky University."

The *Newsweek* rankings that put Gatton Academy on top were based on measurements such as graduation rates, college enrollment, average ACT and SAT scores, and advanced placement tests per student, as well as scores. This year, the school's average ACT score was 31.2 out of a possible 36, and its average SAT score was 2,010 out of a possible 2,400. In addition, over half of the school's students studied abroad last year, and 91 percent of recent graduates participated in a research project sponsored by a university mentor.

Mr. President, I would like to ask at this time that my colleagues in the Senate join me in recognizing the Carol Martin Gatton Academy of Mathematics and Science in Kentucky and its great contribution to the success of Kentucky and the Nation. The students at Gatton are the future leaders and success stories of America.

I ask unanimous consent that the *Newsweek* article naming the Carol Martin Gatton Academy of Mathematics and Science in Kentucky as the top-ranked public school in the Nation be printed in the RECORD.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

[From *Newsweek*, May 20, 2012]

KENTUCKY ACADEMY TOPS THE CHART: NEWSWEEK RANKS KENTUCKY ACADEMY AS AMERICA'S TOP HIGH SCHOOL

WHAT DOES IT TAKE TO BE THE BEST PUBLIC HIGH SCHOOL IN AMERICA? DANIEL STONE REPORTS FROM THE TOP-SEEDED GATTON ACADEMY

(By Daniel Stone)

To call the Gatton Academy of Mathematics and Science a high school, you'd have to suspend an element of reality. You'll find no football games, pep rallies, or dismissal bells on the Kentucky campus. Instead you'd find couches designed for study halls and white boards scribbled with advanced math. Last week, one student even walked around campus in a T-shirt proclaiming, "Extreme science: What a rush."

Welcome to Gatton. Or as administrators affectionately call it, the crucible—a place with admittedly high pressure, but where every student succeeds. The school has another title, too: America's best public high school, according to *Newsweek's* 2012 ranking of the top 1,000. On every metric used—test scores and graduation and college matriculation rates—Gatton sets the nation's curve.

The school, about 100 miles south of Louisville in verdant Bowling Green, Kentucky, is a public school with selective admission based only on past academic performance—a key quality that separates Gatton from other public schools, which are mostly mandated to seek economic and racial diversity.

Once students are in, they're given broad autonomy to pursue subjects that interest them: They befriend their instructors and conduct scientific research. During semester breaks, the school helps students study abroad. Last winter, the offerings were Western Europe and Costa Rica.

It is, you might note, a bit like college.

That's precisely the idea. Back in 2007, generous funding from the Kentucky statehouse brought Gatton to life. The facility, a five-story building about the size of one football field, was built for 126 lucky and ambitious minds. Students live on campus in dorms and eat with their friends in dining halls. They see their parents only once a month. Most of their classes are college level, literally, which they take on the adjacent campus of Western Kentucky University. "We see ourselves as an atypical high school. We're trying to break the mold of what high school could be," says Tim Gott, who directs the school's academic programs.

Gatton was designed under the Early College Model, a concept devised by researchers at the University of North Texas (UNT) in the 1970s. They wanted to end traditional high school after tenth grade to push students into a college environment sooner. "The idea was to zip them through the educational process," says Richard Sinclair, one of the early researchers of the model. Sinclair now runs the Texas Academy of Math and Science, a school similar to Gatton, albeit twice its size, that's located on the UNT campus. About seven schools exist under the model, most of them in the South. Despite the high cost—Gatton's yearly budget for 126 pupils is \$2.6 million—state legislatures tend to like the idea because it gets hungry minds out of school faster, turning them into taxpayers and industry leaders.

To understand just how different Gatton is, try to name another high school that has a living room. Or students who have pet names for their math classes (multi, diffie). Some high-schoolers pin posters with the latest movie or heartthrob; in one break room at the end of Gatton's dorm hall is a floor-to-ceiling crossword puzzle—the one from *SkyMall* magazine—that's about half full. When *Newsweek* visited last week, senior Jordan Currie picked up the clue list. "370 across is kingdom!" she shouted. "Someone fill it in!"

Ambition, in other words, is a sort of currency, and the only one that really matters. In the five years since the school opened, some of its students have already completed law school, begun dentistry and pharmacy programs, and started doctoral degrees. (The school's everybody-knows-your-name mentality has already produced seven marriages.)

Of seven students who agreed to be interviewed, all said they wouldn't stop studying until they had their Ph.D.s. Some are already on their way. Andrea Eastes, who graduated this year, spent her senior year studying DNA, specifically in pursuit of a cure for tuberculosis. "Everything you need to take tissue cultures is in here," she says matter-of-factly, just a few steps away from a canister of liquid nitrogen.

Gatton has its share of the usual adolescent issues, too. Some students stress over their studies, others over friends and romance. The school employs a full-time school psychologist to work through these issues, and occasionally more serious ones too, like broken families or eating disorders. "Every student comes to me for something," says Christopher Bowen, Gatton's Converse-wearing psych counselor. "It's almost like, if you're not coming to see me, then we think something's wrong."

Gatton has received nods from high places. Kentucky Sen. Mitch McConnell, the Senate's minority leader, stopped by once to marvel; when he got back to Washington, he submitted a statement into the Congressional Record exalting the school.

But Gatton's administrators admit it's not a model for every school. You need to have students who really want to excel before you

can turn them into Steve Jobses. Unlike Gattson, most schools have stragglers.

The key, says Gott, the school's director and a longtime public-school teacher, is to add relevance to education. Maybe every student can't study advanced engineering, but there's something—from music to metalworking—that interests every young person and answers the "when will I ever use this?" question.

What's more, infusing more glory into education couldn't hurt. "Everywhere in this country we celebrate basketball and football talent," says Julia Roberts, the school's executive director, who petitioned the Kentucky statehouse for 10 years to invest in Gattson. "The talent we really need to celebrate is math and science."

THE TEMPORARY BANKRUPTCY JUDGESHIP EXTENSION ACT OF 2012

Mr. COONS. Madam President, we have averted a crisis in the bankruptcy court system. It may have been a quiet crisis—one few Americans talked about—but it was real nonetheless. Although it is all too rare in Washington these days, on this issue, we found a way to work together and deliver a solution. I am proud to say that on May 25, President Obama signed into law legislation I authored to extend 29 expiring temporary bankruptcy judgeships in 19 judicial districts.

With this new law, some of our Nation's busiest bankruptcy courts—those in Nevada and Delaware and New York and Michigan and Florida and so many other States—will finally be able to replace a sitting bankruptcy judge if he or she resigns or dies in office.

Especially in times of economic recovery and uncertain growth, our bankruptcy courts perform a vital restorative role for our Nation's economy. Bankruptcy courts can give individuals, many of whom are victims of our great recession, a clean slate to start fresh. They give corporations that can't pay their bills an opportunity to restructure their debts and continue in operation, rather than shuttering their offices and factories, multiplying the pain by putting Americans out of work.

Bankruptcy offers relief for creditors as well by providing an orderly distribution of the debtor's estate. Without bankruptcy, the debts of past mistakes, miscalculations, and misfortune will remain on the balance sheets, unpaid and yet unpayable.

Over the past 20 years, Congress has created dozens of temporary bankruptcy judgeships to meet the needs of our growing population and occasional economic downturns. Perhaps these judgeships were created on a temporary, rather than permanent, basis out of some sense of enduring optimism—optimism that we one day will have a significantly smaller need for our bankruptcy courts that we had when they were created. In fact, the caseloads in several of the districts authorized in the past have declined and those judgeships have been allowed to expire. This new law, however, is about

districts where the caseloads remain high and which cannot afford to lose even a single authorized judgeship.

According to the judges I hear from, as well as from the nonpartisan Judicial Conference of the United States, which is headed by Chief Justice Roberts, these judgeships simply must be reauthorized—and now that the Temporary Bankruptcy Judgeships Extension Act is law, they have been.

This legislation passed the House and Senate unanimously because it is good policy. It is pro-growth, pro-opportunity, and pro-justice. The CBO has scored it to be paid for and it is so bipartisan that it is nonpartisan.

I am grateful for the willingness of my colleagues to compromise and help find a mutually acceptable solution to head off a looming crisis in our bankruptcy courts. The amendment that permitted passage of this legislation is a one-time accommodation that provides additional fee revenue to the Judiciary so that this bill will not lead to increased demands on appropriators. It also reaffirms that Congress, in legislating on these temporary judgeships in the future, ought to do so only after carefully examining their continued need and our ability to pay for them.

I know my colleagues on both sides of the aisle did not get everything that they wanted in this legislation, but my confidence in this institution has been buoyed by the ability of both sides to recognize the greater good at stake and find their way to this deal.

I want to thank Leader REID, Senator DURBIN, Senator GRASSLEY, Senator COBURN, the group of 12 bipartisan cosponsors, and all those who have worked constructively to help enact this very simple and very important law.

In particular, I thank President Obama, for with his signature, we have taken an important step toward delivering to the American people the fair, speedy, and accessible bankruptcy court system they deserve.

TRIBUTE TO LIEUTENANT COMMANDER WESLEY A. BROWN

Mr. CARDIN. Madam President, I wish to commemorate the life of retired Navy LCDR Wesley Anthony Brown, who passed away on May 22, 2012, at the age of 85. Lieutenant Commander Brown was the sixth African American to attend and first to graduate from the U.S. Naval Academy in 1949, where he excelled as a notable student and athlete. Lieutenant Commander Brown went on to have a distinguished career in the Navy Civil Engineer Corps and retired in 1969 after serving 20 years. Lieutenant Commander Brown is survived by his wife, Crystal Brown; two daughters, Wiletta Scott and Carol Jackson; two sons, Wesley Jr., and Gary; and seven grandchildren. I would like to take a moment to remember his life and what his accomplishments meant not just for the African American midshipmen who

followed him at the Naval Academy, but also for our military and for our Nation.

Lieutenant Commander Brown was born on April 3, 1927 in Baltimore, MD. He was the only child of William and Rosetta Brown. He grew up in Washington, D.C., and graduated from Dunbar High School, where he showed strong proficiency for math and a profound interest in the Navy. In fact, he worked on afternoons and evenings as a junior clerk for the Navy and during his senior year in high school he served as the Cadet Corps Battalion Commander. He later wrote an article in the *Saturday Evening Post*: "I've been thinking about the Navy since I was about 8 or 10 since the time I pinned the photograph of the old USS Lexington on my bedroom wall. I arranged my high school studies to get as much math and science as possible." This dedication and love of the Navy lasted throughout Lieutenant Commander Brown's life.

Lieutenant Commander Brown was the first in his family to attend college. He first enrolled at Howard University before being nominated by Harlem Congressman Adam Clayton Powell, Jr. to attend the U.S. Naval Academy (USNA) in 1945. Five young African American men had entered USNA before Lieutenant Commander Brown, but they all left within a year because they could not endure the brutal hazing from hostile classmates. Lieutenant Commander Brown recalled that his first year at the Academy was "tough," being subject to the constant torrent of racial epithets, taunts, and excessive demerits from upperclassmen who wanted to see him fail the Naval Academy. Other midshipmen refused to sit next to him, room with him, or even allow him to join the choir. He once told an interviewer that he thought about quitting every day. Yet, he endured.

Lieutenant Commander Brown did have a few supporters at the Naval Academy. There were a handful of fellow midshipmen who were friendly to him in spite of threats from other classmates. One of them who visited his dorm room to chat and encourage him to "hang in there" was future president Jimmy Carter, an upperclassman and teammate on the Academy's cross-country team at the time. In a speech President Carter gave at the Naval Academy last year, he mentioned Lieutenant Commander Brown. President Carter remarked that Midshipman Brown had a significant impact on his views on the issue of race in America. He called his encounter with Wesley Brown at USNA "my first personal experience with total integration" and said, "A few members of my senior class attempted to find ways to give him demerits so that he would be discharged, but Brown's good performance prevailed."

Although African Americans had served and fought in our wars since the American Revolution, the Armed