

changes to Social Security, when combined with other reasonable reform ideas, it can provide a component of a comprehensive solution to Social Security's long and shorter-term financial problems.

We've reached an important moment in the life of the Social Security program. It's obvious that we need to bring more money into the system to keep the promises we've made and to allow us to continue to offer some measure of retirement security. Personal investment accounts are one way to bolster the system, yet they have become the object of too much criticism and much disinformation. Many of our constituents have become concerned that the diversion of payroll tax revenue into personal accounts of today's workers will threaten the benefits of current retirees. A campaign is being waged which fosters these fears and may prevent the adoption of even those personal accounts which have no impact on the Social Security Trust Fund.

My bill provides the opportunity for Congress to demonstrate that it can implement a system of personal accounts without diverting payroll taxes and that will build retirement savings for future generations without enriching stock brokers or introducing unacceptable investment risk to American workers. As the success of these personal accounts become apparent, growing numbers of Americans will have greater confidence in this avenue of reform, presenting opportunities to expand the use of personal accounts. The time has come for us to take this important step forward, and I encourage my colleagues to support this bill.

IN RECOGNITION OF LOUISIANA'S
256TH ARMY NATIONAL GUARD
AND SUPPORT FOR EFFORTS TO
ASSIST IRAQI CITIZENS

HON. CHARLES W. BOUSTANY, JR.

OF LOUISIANA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 21, 2005

Mr. BOUSTANY. Mr. Speaker, I rise today to recognize the work that members of our armed forces are doing in Iraq. Too often, the news from Iraq is of attacks from insurgents, the political difficulties of forming a new democracy and international political gamesmanship. I want to highlight one effort by our troops to befriend the Iraqi citizens and demonstrate our commitment to democracy and freedom.

Sgt. Martin Schulthess is a member of the 256th Battalion of the Army National Guard and he is a paramedic with Acadian Ambulance Service. In patrols through Iraq, he and his troops have been able to earn the trust and friendship of the Iraqi citizens. After suffering under Saddam Hussein, they are struggling to create a civil society without fear of torture, imprisonment or death. These Iraqis know American and coalition forces support their efforts to govern themselves. They support the elimination of terrorist insurgents and former Baath Party members who do not want to establish a new government.

Sgt. Schulthess attributes a measure of his success to the small gifts he distributes to Iraqi children. These small hand-outs help to build the trust of the Iraqi people and gain their assistance. The ability of Sgt. Schulthess and the 256th Battalion to build and maintain

these relationships has provided valuable intelligence to enhance the safety of our troops from Southwest Louisiana.

I am proud to represent Southwest Louisiana and the home of the 256th. I know the families and friends of these soldiers are ready for them to return home. Soldiers like Sgt. Schulthess set an example that all of Acadiana and Louisiana can be proud of. The kind of ingenuity, creativity, and initiative demonstrated by our troops will help to bring them home safely after planting the seeds of democracy in Iraq.

CONGRATULATIONS TO THE AMERICAN LEGACY FOUNDATION ON WINNING THE UNITED STATES ENVIRONMENTAL PROTECTION AGENCY'S CHILDREN'S ENVIRONMENTAL HEALTH EXCELLENCE AWARD

HON. MARTIN T. MEEHAN

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 21, 2005

Mr. MEEHAN. Mr. Speaker, I rise to congratulate the American Legacy Foundation for being selected as a final winner in the Environmental Protection Agency's Children's Environmental Health Awards.

The widespread use of tobacco and devastating effects of secondhand smoke contribute to a serious environmental health risk for America's children. Since its inception 5 years ago, the American Legacy Foundation, a non-profit health organization dedicated to building a world where young people reject tobacco and anyone can quit, has implemented several innovative outreach initiatives and programs to discourage adult and youth tobacco use and reduce the effects of secondhand smoke.

Passive exposure through secondhand smoke puts children at risk for a range of health consequences including asthma, ear infections, bronchitis, pneumonia, reduced lung function, respiratory infection, and other chronic respiratory symptoms. According to current population survey data, 13.8 million kids ages 0 to 17 are exposed to secondhand smoke and 22 percent of middle school students and 24 percent of high school students are exposed to secondhand smoke in the home.

The American Legacy Foundation has launched key initiatives to address the negative health effects of tobacco. The Foundation has designed public awareness campaigns and initiatives to educate and empower youth to take action against the environmental health threat from smoking and secondhand smoke.

Some of the Foundation's most successful programs include truth[®], the Youth Speakers Bureau, the Youth Advisory Panel and the Statewide Youth Movement Against Tobacco Use (Youth Empowerment) Grants.

Mr. Speaker, in closing, I encourage my colleagues to join with me to congratulate the American Legacy Foundation for their progress in successfully reducing youth smoking and for receiving the Environmental Protection Agency's Children's Environmental Health Award.

PERSONAL EXPLANATION

HON. ROBERT E. ANDREWS

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 21, 2005

Mr. ANDREWS. Mr. Speaker, I regret that I missed nine votes on April 20th, 2005. The votes were on amendments to the Energy Policy Act of 2005 (H.R. 6). Had I been present I would have voted "yea" on rollcall 115, 116, 117, 118, 120, 121, 122, and 123. I would have voted "nay" on rollcall 119.

THE READING FAILURE PREVENTION ACT OF 2005

HON. ELIJAH E. CUMMINGS

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 21, 2005

Mr. CUMMINGS. Mr. Speaker, I rise today to introduce the Reading Failure Prevention Act of 2005. This bill would authorize the Secretary of Education to make grants to States to establish statewide screening programs for children who are 5 to 7 years of age to help prevent reading failure.

Reading failure is pervasive. Declining test scores in reading have been noted in many states. Just as troubling, according to the National Assessment of Educational Progress, 37 percent of our nation's 4th graders and 26 percent of 8th graders score below the basic reading level.

The Reading Failure Prevention Act of 2005 would help address this crisis by authorizing grants to States for screening incoming students for dyslexia or other reading failure traits. It also would provide adequate professional development for personnel who administer the screening programs. Dyslexia, often referred to as a language-based learning disability, is the most common form of learning disability.

Recently, approximately 15 percent to 20 percent of the population was reported to have a learning disability and the National Institutes of Health reported that 60 percent to 80 percent of those with learning disabilities have problems with reading and language skills. Predictions for the coming decades indicate that the number of children with learning disabilities will increase for associated social, economic, and educational reasons.

In spite of the fact that reading success in early grades is an essential basis for success in later grades, current methods of identifying children as learning disabled rely on a "wait and fail" model, where children must demonstrate severe academic problems before receiving help. The Reading Failure Prevention Act of 2005 would end this cycle by providing early screening so that appropriate intervention can begin immediately.

Because reading disorders, such as dyslexia, often affect oral language functioning, individuals with these disorders are at a disadvantage as they enter their adolescent years, when language becomes more central to their peer relationships.

If these students do not receive proper intervention, they can begin to experience academic failure and a host of social and emotional problems. However, when trained professionals catch learning disorders such as

dyslexia early, learning strategies and proper treatment can help them to succeed academically and to develop a positive self-image.

I firmly believe that this legislation represents a step in the right direction toward ensuring that our nation's children are adequately prepared for lifelong reading success. I urge my colleagues to join me in this effort by co-sponsoring the Reading Failure Prevention Act of 2005.

FREEDOM FOR LUIS ENRIQUE
FERRER GARCÍA

HON. LINCOLN DIAZ-BALART

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 21, 2005

Mr. LINCOLN DIAZ-BALART of Florida. Mr. Speaker, I rise today to speak about Luis Enrique Ferrer García, a prisoner of conscience in totalitarian Cuba.

Mr. Ferrer García is a peaceful pro-democracy activist who desires to bring freedom, democracy, and human rights to Cuba. He is also a member of the Christian Liberation Movement. Because he believes that freedom is the birthright of every person, he has been repeatedly harassed and detained by the nightmare that is the Castro regime. According to Amnesty International, in December 1999 he was sentenced to 6 months "restricted freedom."

In March 2003, as part of Castro's heinous island wide crackdown on peaceful prodemocracy activists, Mr. Ferrer García was arrested by the dictatorship. In a sham trial he was sentenced to 28 years in the totalitarian gulag.

According to reports, Mr. Ferrer García was transferred to a "punishment cell" for having refused a military salute to a prison official. These punishment cells are the very depths of depravity. According to the Department of State's Country Reports on Human Rights Practices for 2004: "punishment cells, were located in the basement of a prison, with continuous semi dark conditions, no available water, and a hole for a toilet. Reading materials, including Bibles, were not allowed . . . Prisoners in punishment cells had no access to lawyers."

Mr. Ferrer García was eventually released from this "punishment cell" because of a hunger strike carried out on his behalf. However, he is in constant danger of being returned to this version of hell within a gulag.

Mr. Luis Ferrer García is not the only member of his family sentenced to the totalitarian gulag. His brother, José Daniel Ferrer García been sentenced to 25 years in the gulag for his belief in freedom, democracy and basic human rights. These two brothers are brilliant examples of the heroism of the Cuban people. No matter how intense the repression, no matter how horrifically brutal the consequences of a dignified struggle for liberty, the totalitarian gulags are full of men and women of all backgrounds and ages who represent the best of the Cuban nation.

Mr. Speaker, it is as inconceivable as it is unacceptable that, while the world stands by in silence and acquiescence, these two brothers are systematically tortured because of their belief in freedom, democracy, human rights and the rule of law. My Colleagues, we must demand the immediate and unconditional

release of Luis Enrique Ferrer García, Jose Daniel Ferrer García and every political prisoner in totalitarian Cuba.

HONORING COACH TERI MARIANI
OF THE PORTLAND STATE VIKINGS
AS SHE COACHES HER FINAL GAME

HON. DARLENE HOOLEY

OF OREGON

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 21, 2005

Ms. HOOLEY. Mr. Speaker, I rise today to recognize the long and successful career of Portland State University softball coach Teri Mariani, which will come to a close on Sunday, April 24, 2005, as she coaches her final games at PSU.

It's been a long time, but I remember Teri from her days as an outstanding student and a fine athlete when I had the privilege to coach her in high school at St. Mary's Academy in the late '60s and early '70s. Back then, without the opportunities afforded by Title IX that are available today, the chance for young women to compete at any level were limited.

Still, Teri managed to shine. I remember taking a team, including a then-sophomore Teri, to play basketball in the Portland Recreational League. Teri, always serious in the classroom, was just as driven to succeed on the court. But that's the sort of dedication to excellence that Teri maintained as during her years at Portland State.

Since the 1970s, Teri has been a fixture on the Portland State campus—first as a stellar three-sport student-athlete, then as an administrator and, since 1977, as coach of the softball team.

Teri will leave Portland State with the school record for the most victories in any sport, 631, and a winning record in 10 of her last 16 seasons. Ranked 15th overall among all Division II coaches with 646 wins, Coach Mariani also successfully led the Vikings during their transition to the Division I level in the 1998 season.

During her career, the Vikings went to the NCAA playoffs nine times, and placed nationally four times, with a best finish of third in the nation in 1991. For her accomplishments, Teri was inducted into the Portland Metropolitan Softball Association Hall of Fame in 1986 and the Oregon Sports Hall of Fame in 2003.

In addition to coaching softball, Teri has been Associate Athletic Director, Interim Athletic Director, and twice the department's Senior Woman Administrator. She has not only coached young women and helped them succeed on the field, but has been a mentor to them as they pursued their education. Hundreds of young women have had their lives impacted in a positive way by Teri Mariani, and while I am sad to see her long tenure as coach come to an end, her contributions to the sport and the university will be felt far into the future.

HONORING THE LIFE AND CONTRIBUTIONS OF MR. ERNEST R. MALER, SR.

HON. TIMOTHY H. BISHOP

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 21, 2005

Mr. BISHOP of New York. Mr. Speaker, I rise to honor and congratulate my neighbor and constituent Mr. Ernest Maler, Sr. on the occasion of his 100th birthday. Mr. Maler was born on April 24, 1905 and raised in East Patchogue, New York. The upcoming century milestone is a time to celebrate the numerous achievements of a great American.

Mr. Maler earned his Juris Doctor at New York University School of Law and returned to Long Island so that he could provide exemplary legal service to the people of his hometown. His passion for law is matched only by a love for his family and an affinity for the game of golf.

The 100th birthday is slowly becoming an attainable goal by many Americans as medical science, better living conditions, and more knowledge about fitness and health increase our life expectancy. Today more than 70,000 Americans are 100 years old, and that number is expected to grow dramatically during the next century.

Mr. Maler lived through the great depression, two world wars, and 18 presidential administrations. His first hand experiences are invaluable sources of wisdom and his life accomplishments are inspirational to all Americans. Mr. Speaker I appreciate the opportunity to honor such a noteworthy individual.

REGARDING WASHINGTON STATE
TEACHER OF THE YEAR TAMARA
STEEN

HON. DOC HASTINGS

OF WASHINGTON

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 21, 2005

Mr. HASTINGS of Washington. Mr. Speaker, I wish to pay tribute to 2005 Washington State Teacher of the Year and one of four national finalists for 2005 Teacher of the Year—Ms. Tamara Steen.

Since 1963, Washington state has honored one outstanding classroom teacher each year who is then eligible for the national honor. I am extremely proud that out of over 2.8 million elementary and secondary teachers nationwide, Ms. Steen was recognized as one of four finalists for the national honor announced by President Bush.

Ms. Steen is an innovative and compassionate teacher who has taught in the small rural town of Mabton, Washington for over two decades. In her years of teaching she has motivated students to achieve a higher standard. Ms. Steen is a teacher who is willing to work hard for her students, and expects her students to work hard for her in return.

Ms. Steen currently teaches English at Mabton Junior/Senior High School where she uses innovative teaching strategies to actively engage her students in learning. Despite the many challenges she is faced with each day, Ms. Steen's enthusiasm for her profession and her devotion to her students continues to grow.