Chancellor Gallego is a positive role model for young people within the Latino community and beyond who are unsure about pursuing post-secondary education. The story of Augie's decision to go to college is inspirational. As a young man, Chancellor Gallego found work digging ditches. One day while digging, he looked up and noticed college students nearby. That moment served as an epiphany; Augie realized he did not have to dig ditches for a living. He decided to attend college.

Chancellor Gallego truly embodies the mission of the San Diego Community College District of providing an accessible, high quality learning experience that responds to the unique needs of local communities and student populations. In his capacity as chief executive officer of one of the largest community college districts in the United States, he led the development of numerous innovative programs, including public and private partnerships to more effectively and efficiently serve students and the community. Among his many accomplishments, Chancellor Gallego has facilitated community college transfer to California's four-year public colleges, and developed opportunities for students to intern and work at local businesses.

All of Chancellor Gallego's endeavors show a profound appreciation, understanding, and passion for community colleges and their role in the economic development, work force training, and education of a community. He respects the unique backgrounds and needs that each student brings to the classroom. The diverse community college population includes ''breakthrough students'' who are the first in their family to go to college, nontraditional students returning to school to obtain skills to help them either re-enter or advance in the labor market and students experiencing financial hardship. Community colleges represent hope and provide opportunities for many in San Diego County. Chancellor Gallego has helped turn those hopes into reality for thousands of San Diegans.

A vocal advocate for students, Chancellor Gallego has brought attention to the impact of California's education budget reductions. Funding decreases translate into increased class size, fewer classes, less financial assistance and, ultimately, lost potential for the community.

As Hispanic Heritage Month draws to a close, I am proud to recognize Chancellor Augustine Gallego's steadfast commitment to improving the quality of education. Through his service in the San Diego Community College District, he has opened the doors of opportunity to a generation of students.

CAPTAIN DURWARD LANG: 50 YEARS OF REMARKABLE SERVICE

HON. THOMAS H. ALLEN

OF MAINE

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 15, 2003

Mr. ALLEN. Mr. Speaker, in August, 2003, Durward Lang retired as the Captain of the Fire Department of Buxton, Maine. Captain Lang's extraordinary service to the town began a half a century ago. He has held every rank from firefighter to Chief, and has been instrumental in many of the department's progressive changes. His contributions are remarkable in many respects, and reflect the can-do spirit of a man who has given his all to his community.

For example, Durward purchased a used ladder truck on his own, refurbished it in his garage, and gave it to the Town of Buxton for $1. Not to be deterred, when the truck failed to pass inspection in 2000, he served on the committee formed to purchase another ladder truck.

Durward and his wife, Janet, also started the town's emergency dispatch service in their kitchen. They hired people to man the phone 24 hours a day. The service is now the 911 center for the Town. The Langs also ran the town rescue service together, spending many days and nights helping residents in trouble.

Fortunately, Durward has been persuaded to remain in service. Since his retirement as captain, he has served as a fire truck driver. I join the people of Buxton in thanking Durward and Janet Lang for their countless hours of service, and the model of civic involvement that they have established for all to emulate.

RECOGNIZING TAIWAN'S 92ND NATIONAL DAY

HON. MAURICE D. HINCHEY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 15, 2003

Mr. HINCHEY. Mr. Speaker, as a longtime supporter and proud member of the Taiwan Caucus, I would like to recognize and congratulate Taiwan on its 92nd National Day, which it celebrated on October 10, 2003. Taiwan has made many significant accomplishments during its brief history. It is a true friend to the U.S., and one of our major trading partners.

Taiwan is one of the largest export markets for many U.S. states, including New York. With a population of 23 million, the island of Taiwan is the world's 12th largest economy and our eighth largest trading partner. These economic ties have strengthened our bilateral relationship.

Taiwan is a thriving democracy, supportive of political freedoms and human rights. Its constitution guarantees citizens freedom of assembly, expression and association, freedom of religion, and freedom of the press. Taiwan conducts free and fair elections, and is home to more than 90 political parties.

I applaud Taiwan's commitment to upholding the Universal Declaration of Human Rights, the International Covenant of Civil and Political Rights, and the Declaration and Action Program of the 1993 Vienna Conference on Human Rights. I thank Taiwan for providing humanitarian assistance to Afghan refugees, and for its generous contributions to the International Community. I fully support Taiwan's efforts to rejoin the United Nations and join the World Health Organization.

As we celebrate Taiwan's 92nd National Day, we recognize the strong relationship between our countries and commit ourselves to see this relationship continue to flourish and grow in the years to come.

DEFENSE PRODUCTION REAUTHORIZATION ACT

HON. RON PAUL

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 15, 2003

Mr. PAUL. Mr. Speaker, no one questions the need for the Federal Government to obtain the necessary resources to fill its constitutional role of providing for the common defense. However, the federal government must fulfill this duty in a manner that does not conflict in any way with the Constitution or endanger republican government. The Defense Production Reauthorization Act (DPA), which gives almost unchecked power to the executive to interfere in the economy in the name of ''national security,'' fails both of these standards. In fact, when I inquired at the sole hearing the House Financial Services Committee held on this issue as to which section of the Constitution authorized such sweeping grants of power to the Executive, I was greeted by silence from the ''expert'' witnesses!

Under this bill, the President is given authority to void private contracts in order to ensure that federal defense priorities, as determined by the executive, are met. The only limitation on the President's judgment is a requirement that he submits a series of ''findings'' to Congress. The Executive also has what appears to be unchecked authority to use financial incentives such as loan guarantees, direct loans, and purchase guarantees to ensure production of items he determines are in the national interest.

Congress appears to have no ability to perform any real oversight of a Presidential action under the DPA. In fact, my office has been informed by the Congressional Research Service that past Presidents may have invoked the DPA without even submitting the required findings to Congress!

The wide grant of unchecked power to the Executive runs counter to the intent of the drafters of the Constitution. The Founders carefully limited the executive power because they recognized that an executive with unfettered power was a threat to liberty. In recent years we have seen administrations of both parties undermine the Constitutional separation of powers via enhanced reliance on executive orders and unilateral decision-making. The Defense Production Reauthorization Act provides Constitutional blessing to this usurpation of power, and not just in areas clearly related to national defense. For example, the DPA has been used to justify federal interference in the energy market. It is an open question what other exercise of federal power could be justified as related to defense. For example, federal education programs has been justified on the grounds that an educated population is vital to national defense, so perhaps a future president will use DPA to impose a national curriculum!

I am also concerned that this bill violates the Fifth Amendment's takings clause. In particular, DPA allows the government to seize private property by interfering with the performance of private contracts in order to give priority to military production. This action reduces the value of the affected parties' proprietary interests, and thus is a taking, requiring the government to provide just compensation to the affected party. The Fifth Amendment intends to assure that the government does not

unfairly burden one group of citizens in carrying out its constitutional functions. By not providing for just compensation, DPA allows the executive to unfairly burden one group of citizens for costs that the Constitution requires be shared among the entire population.

In conclusion, Mr. Speaker, the Defense Production Act gives the executives unchecked power to meddle in the economy, flying in the face of the original constitutional structure and endangering the very liberty it claims to protect. Therefore, I must oppose this bill.

COMMEMORATING NATIONAL LATINO AIDS AWARENESS DAY

HON. HILDA L. SOLIS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 15, 2003

Ms. SOLIS. Mr. Speaker, I stand before you today to recognize October 15 as the first ever National Latino AIDS Awareness Day. On this day, in over 100 cities throughout the United States, Latino leadership will sponsor a variety of activities raising awareness of the state of AIDS among Latinos.

For the past twenty years, AIDS has posed a formidable threat to Latino communities and families. As of December 2001, the Centers for Disease Control and Prevention estimates there have been 149,742 cumulative Latino AIDS cases in the United States. Latinos in the United States have been disproportionately affected by the AIDS epidemic. Although Latinos comprise 14 percent of the population in the United States, they account for 20 percent of all those living with AIDS. Furthermore, Latinos are over represented in the number of new HIV infections and AIDS cases. Two groups in particular, Latinas and Latino youth, have been acutely affected. The rate of Latinas with AIDS as a proportion of all Latino AIDS cases has climbed from 15 percent in 1990 to 23 percent in 2000. Latino teens make up 15 percent of the national teenage population but account for 21 percent of new AIDS cases.

In Los Angeles County, an estimated 52,000 men, women, and children are living with AIDS. In 2000, Latinos comprised 41.8 percent of AIDS cases LA County. A rather heartbreaking reality is that in Los Angeles, nearly half of all newborns with HIV are Latino. And as of December 31, 2001, in my community of the San Gabriel Valley, there are 1,121 people living with AIDS.

As the nation's largest and fastest growing ethnic minority group in the United States, addressing the impact of HIV/AIDS in the Latino community takes on an even greater significance in the overall effort to improve our nation's health. National Latino AIDS Awareness Day is a time for our nation to recognize the needs of communities of color and embark on a more proactive fight against AIDS. We must do more than just talk about AIDS. We need to put real action behind our words and good intentions, particularly by adequately funding programs like the Minority AIDS Initiative and increasing emphasis on disease prevention.

These are starting statistics and we must remember that behind these statistics are human faces and human lives, those of our sisters and brothers, mothers and fathers, and our colleagues and friends. On this first National Latino AIDS Awareness Day, I ask that we remember those who have lost their lives to AIDS, show compassion toward and support for those currently living with the disease, and pray for all families and communities whose lives have been touched in some way.

UNIVERSAL 4-YEAR-OLD KINDERGARTEN TO D.C. AND NATIONWIDE

HON. ELEANOR HOLMES NORTON

OF THE DISTRICT OF COLUMBIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 15, 2003

Ms. NORTON. Mr. Speaker, I am introducing today the Universal Pre-Kindergarten and Early Childhood Education Act of 2003 (Universal Pre-K) to begin the process of providing universal, public school pre-kindergarten education for every child, regardless of income. The bill is meant to fill the gaping hole in the President's No Child Left Behind law, which requires elementary and secondary school children to meet more rigorous standards while ignoring the preschool years which can best prepare them to do so. My bill would provide a breakthrough in elementary school education by taking a step at the federal level to provide initial funding and, using such funding, to encourage school districts themselves to add a grade to elementary schooling at age four as an option for every child.

The Universal Pre-K Act responds both to the needs of parents for educational childcare and to the new science showing that a child's brain development, which sets the stage for lifelong learning, begins much earlier than previously believed. However, parents who need child care for their pre-K age children are rarely able to afford the stimulating educational environment necessary to ensure optimal brain development. Universal Pre-K would be a part of school systems, adding a new grade for 4-year-olds similar to 5-year-old kindergarten programs now routinely available in the United States. The bill would eliminate some of the major shortcomings of the uneven commercial day care now available and would assure qualified teachers and safe facilities.

Because of decades of refusal by Congress to approve the large sums necessary for universal health coverage, the Universal Pre-K Act encourages school districts across the United States to apply to the Department of Education for grants to establish 4-year-old kindergartens. Grants funded under Title IV of the Elementary and Secondary Education Act (ESEA) would be available to school systems which agree in turn to use the experience acquired with the federal funding provided by my bill to then move forward, where possible, to phase in pre-kindergartens for all children in the school district in regular classrooms with teachers equivalent to those in other grades as part of their annual school district budgets.

The success of high quality Head Start and other pre-kindergarten programs combined with new scientific evidence concerning the importance of brain development in the early years should mandate the expansion of early childhood education for all of our children. Traditionally, early learning programs have been available only to the affluent and to lower income families in programs such as Head Start. The goal of the Universal Pre-K Act is to bring the benefits of educational pre-K within reach of the great majority of American working poor, lower middle class, and middle class families, most of whom have been left out.

In a letter to Congress opposing private school vouchers, City Council Member Kathy Patterson suggested that instead of vouchers, Congress should fund a number of unfunded D.C. public school priorities, including Pre-K education for all 4-year-old children. She said that although universal 4-year-old Pre-K was a top D.C. priority, the city has been able to provide this schooling to only half of its children from local tax revenue.

Compare the cost of day care, most of it offered today with an inadequate educational emphasis, at an average cost of $6,171 per year to the cost of in-state tuition at the University of Virginia, which costs $6,150 per year. Yet, more than 60 percent of mothers with children under age six work. That proportion is rapidly increasing as more mothers enter the labor force, including mothers leaving welfare, who also have no long term access to child care.

Considering the staggering cost of daycare, the inaccessibility of early education, and the opportunity earlier education offers to improve a child's chances in life, four-year-old kindergarten is overdue. The absence of viable options for working families demands our immediate attention.

TRIBUTE TO MILDRED COLEMAN HOLLOWAY

HON. EDDIE BERNICE JOHNSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, October 15, 2003

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise to pay tribute to a Texas leader in civil rights, who after 91 years, passed on Friday. Mildred Coleman Holloway.

Throughout her career, Mildred was a trailblazer among African-American women who fought tirelessly for equal rights in an era when blacks were still required to pay a poll tax to vote.

Originally from Waco, Texas, Mildred attended Samuel Huston College, which later merged to become Huston-Tillotson College. For more than 40 years, Mildred was a Democratic Party icon in Texas.

Mr. Speaker, this great leader spent much of her time in Austin fighting for equal opportunity for all people.

She was instrumental in the founding of three politically powerful groups in Austin and the state of Texas, the Texas Coalition of Black Democrats, Black Austin Democrats, and the United Political Organization.

Mildred Coleman Holloway was a trailblazer and champion of minority rights in Texas. She was not just a leader in Texas politics but an inspiration to all of us in the Texas delegation. I am certainly proud to have known her and learned from her example.

I will miss her caring spirit. The people of Texas and her friends and colleagues in Austin and throughout Texas will miss her. Although she is no longer with us, Mildred Holloway will fondly be remembered for her courage, determination, humility, and devotion to public service.