

It is my sad duty to enter the name of Stephen "Bob" Stiglich in the official record of the United States Senate for his service to the State of Indiana. My thoughts and prayers are with his family.

RECOGNIZING THE SERVICE OF SERGEANT HUMPHREYS

Mr. WARNER. Mr. President, I rise today to recognize the 32 years of service to our Nation of Sergeant Edward Owen Humphreys, U.S. Capitol Police, as he retires from the force.

Edward Humphreys was born and raised in Chesapeake Beach, MD, the son of Louise and Edward Humphreys. Sergeant Humphreys attended Calvert County public schools, graduating from Calvert High School in June of 1967. Soon after graduation, in 1968, Humphreys voluntarily joined the U.S. Navy, and proudly served 4 years during the Vietnam war. During his service in the Navy, Second Class Petty Officer Humphreys served on the USS Kitty Hawk and was a member of the VF 213 Black Lions F-14 fighter squadron. He spent his Navy time in the Pacific, with service in Japan, China, Hong Kong, Australia, Hawaii, and the Philippines.

After returning home from duty in the Navy, it was not long before Humphreys decided to continue his service to country by joining the U.S. Capitol Police in August of 1973. During his many years of duty in the Nation's Capitol, Sergeant Humphreys has worked in the Rayburn House Office Building, Communications, Patrol Division, and is currently assigned to the Senate Chamber section.

Sergeant Humphreys will enjoy his well-earned retirement with his wife of over 30 years, Leslie, and their daughters Casey and Lindsey. Even in retirement, Sergeant Humphreys will continue to serve his local community as a member and administrator of the North Beach Volunteer Fire Department—which he joined at age 16.

On behalf of the Senate, I am pleased to thank Sergeant Humphreys for his service to country and wish him well in his future endeavors.

COMMEMORATING THE 25TH ANNI- VERSARY OF POLISH SOLI- DARITY

Mr. BROWNBACK. Mr. President, at the end of World War II, Poland, like other Central European countries, fell behind the Iron Curtain. As the country struggled to recover from the brutal ravages of war and occupation, Soviet-backed communist elements seized the reigns of power. For many decades, those who sought to be free fought what seemed to be a losing, even hopeless, battle. Many were sent to prison, others were murdered or executed.

The light of freedom in Poland was never truly extinguished. Year after year, decade after decade, disparate individuals pursued separate paths to-

wards the same goal: a free Poland, a free people.

By 1980, these individuals had learned much. First, they had learned to build bridges, bridges that would unite disparate segments of society. By 1980, workers and intellectuals, who had separately fought for reform, and separately failed, came together: electricians and factory workers, writers and teachers. And they learned, following the historic visit of Pope John Paul II to his homeland, in 1979, to "be not afraid." Together, Poles could carve out a space of independence from the regime that sought to control them. Together, in the shipyards of Gdansk, they gave birth to the Solidarity movement.

1980 was not, of course, the first time Polish workers had gone on strike, nor would it be the last. But it was the strike that, for Poland and beyond, demonstrated the capacity of a non-violent movement to stare down a seemingly more powerful force.

Of course, the imposition of martial law on December 13, 1981, was a dark and shadowy detour on the path to freedom. Introduced to stave off a Soviet invasion, it could not, ultimately, stave off the inevitable march of democracy: Solidarity had let the genie out of the bottle, and there was no getting it back. In 1983, Lech Walesa, the electrician who bravely scaled the shipyard wall in August 1980, to join his fellow striking workers, was awarded the Nobel peace prize. Elsewhere in Central Europe, dissident movements intensified their demands for human rights. Economic reform moved from an option to a necessity. Even in Moscow, a pro-reform apparatchik, Mikhail Gorbachev, rose to lead his country.

By 1989, Solidarity leaders sat across the table from Wojtech Jaruzelski, the general who had imposed martial law. They negotiated what had seemed to most of the world impossible: the peaceful transition from communism to free and fair elections. In August of 1989, less than a decade after the Gdansk shipyard strikes that gave birth to Solidarity, Poland would elect its first non-communist prime minister since the fall of the Iron Curtain.

Today, we remember and honor those events, not only because of what it meant for Poland, but for what it means for all of us, and for people round the globe who continue to struggle to live in freedom and dignity. The Solidarity movement represented the culmination of enormous, powerful, even irresistible ideals, ideals that we must seek to spread to the dark corners of the globe that have yet to see their light.

40TH ANNIVERSARY OF THE HEAD START PROGRAM

Mr. SALAZAR. Mr. President, I rise to commemorate the 40th Anniversary of the Head Start Program.

In 1965, President Lyndon B. Johnson launched an 8-week summer program

he called Project Head Start. Initially, funding was modest, but the charge was significant and admirable. In order to break the cycle of poverty, Project Head Start would provide comprehensive services to low-income children and their families to help these children prepare for school.

Project Head Start would ensure that low-income children were given the same opportunity to succeed in school that every child in America deserves. Since then, this project has evolved into a well-established national program that serves more than 1 million children across the Nation.

Head Start is a wise investment in our future with lasting, real effects. Research has shown that Head Start helps to reduce crime as former Head Start students are less likely to engage in criminal activity than their siblings who do not participate in the program. In addition, students enrolled in Head Start have better self-esteem and motivation, and are less likely to be held back a grade than similar children not in the program. Most importantly, the recently released "Head Start Impact Study" found that Head Start nearly cut in half the achievement gap between low-income Head Start children and more affluent, non-Head Start children.

Today in Colorado, close to 10,000 children attend the 62 Head Start and Early Head Start programs. Each of Colorado's programs is unique and tailored to meet the needs of the communities they serve. However, all Head Start programs, whether located in the rural San Luis Valley or downtown Denver, work to incorporate parents into their children's educational development. It is this critical component parental involvement that distinguishes Head Start from other early education and care programs.

In every region of Colorado, Head Start and Early Head Start programs work to provide comprehensive services from dental and medical care for students to educational and work training courses for their parents. Teachers and administrators create a stimulating educational environment. They make certain parents feel a part of their children's education by asking them to serve as teacher's aides or as members of Head Start policy committees. All of this is accomplished as the Federal government continually requires that Head Start improve the quality of their services.

As Head Start embarks on its fifth decade of service to America, I wish the program continued success. Because the Senate Health, Education, Labor, and Pensions Committee recently passed bi-partisan reauthorization legislation, I expect the Senate to consider this important bill in the coming months. I look forward to strengthening the Head Start program by passing strong reauthorization language. In addition, I hope to work with the Colorado Head Start community in the future to find mechanisms to improve our commitment to giving all