

ANNOUNCEMENT BY THE SPEAKER
PRO TEMPORE

The SPEAKER pro tempore (Mr. GRAVES of Louisiana). Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on the motion to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote incurs objection under clause 6 of rule XX.

Any record vote on the postponed question will be taken later.

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RESEARCH EXCELLENCE AND ADVANCEMENTS FOR DYSLEXIA ACT

Mr. SMITH of Texas. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 3033) to require the President's annual budget request to Congress each year to include a line item for the Research in Disabilities Education program of the National Science Foundation and to require the National Science Foundation to conduct research on dyslexia, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 3033

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Research Excellence and Advancements for Dyslexia Act" or the "READ Act".

SEC. 2. FINDINGS.

The Congress finds the following:

(1) As many as one out of six, or 8,500,000, American school children may have dyslexia.

(2) Since 1975, dyslexia has been included in the list of qualifying learning disabilities under the Education for All Handicapped Children Act of 1975 and the Individuals with Disabilities Education Act.

SEC. 3. RESEARCH IN DISABILITIES EDUCATION.

(a) PROGRAM.—Nothing in this Act alters the National Science Foundation's Research in Disabilities Education program for fundamental and implementation research about learners (of all ages) with disabilities, including dyslexia, in science, technology, engineering, and mathematics (STEM). The National Science Foundation shall continue to encourage efforts to understand and address disability-based differences in STEM education and workforce participation, including differences for dyslexic learners.

(b) LINE ITEM.—The Director of the National Science Foundation shall include the amount requested for the Research in Disabilities Education program in the Foundation's annual congressional budget justification.

SEC. 4. DYSLEXIA.

(a) IN GENERAL.—The National Science Foundation shall support multi-directorate, merit-reviewed, and competitively awarded research on the science of dyslexia, including research on the early identification of children and students with dyslexia, professional development for teachers and administrators of students with dyslexia, curricula and educational tools needed for children with dyslexia, and implementation and scaling of successful models of dyslexia intervention. Research supported under this subsection shall be conducted with the goal of practical application.

(b) FUNDING.—The National Science Foundation shall devote at least \$5,000,000 annually to research described in subsection (a), subject to the availability of appropriations, to come from amounts made available for the Research and Related Activities account or the Education and Human Resources Directorate. No additional funds are authorized to be appropriated under this section. This Act shall be carried out using funds otherwise appropriated by law after the date of enactment of this Act.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Texas (Mr. SMITH) and the gentleman from Virginia (Mr. BEYER) each will control 20 minutes.

The Chair recognizes the gentleman from Texas.

GENERAL LEAVE

Mr. SMITH of Texas. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days to revise and extend their remarks and to include extraneous material on the bill under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Texas?

There was no objection.

Mr. SMITH of Texas. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, H.R. 3033, the Research Excellence and Advancements for Dyslexia Act, or READ Act, will help millions of Americans who struggle with dyslexia. It is fitting that the House considers this bill today, as October is Dyslexia Awareness Month.

Dyslexia affects an estimated 8.5 million school children and 1 in 6 Americans in some form. It causes these individuals to have difficulties with reading, though they often have normal or above-average intelligence.

Despite the prevalence of dyslexia, many Americans remain undiagnosed, untreated, and silently struggle at school or work. Too many children undiagnosed with dyslexia have difficulties in the classroom and sometimes drop out of school and face uncertain futures.

The READ Act requires the National Science Foundation's budget to include a specific line item for the Research in Disabilities Education program. The bill requires the NSF to invest at least \$5 million annually for merit-reviewed, competitively-awarded dyslexia research projects.

The bill uses funds already appropriated for the NSF and does not authorize any additional spending for these priority projects.

NSF research supported by the READ Act is focused on practical applications, which include the following: Early identification of children and students with dyslexia, professional development for teachers and administrators of students with dyslexia, curricula and educational tools needed for children with dyslexia, and implementation and scaling of successful models of dyslexia intervention.

The House Science, Space and Technology Committee held a hearing last

year on the science of dyslexia. Experts testified how research in the area of neuroscience has led to practical ways to better diagnose and deal with dyslexia but that more research is necessary.

At a second committee hearing held just a few weeks ago, we heard from experts who work directly with dyslexic students and their teachers. They know firsthand about the obstacles these children, parents, and educators face, and they stress the importance of research in developing practical tools.

If you can't read, it is hard to achieve. If we change the way we approach dyslexia, we can turn this disability into an opportunity for a brighter and more productive future for millions of Americans.

I am a co-chair of the bipartisan Dyslexia Caucus, along with Congresswoman JULIA BROWNLEY, which is comprised of more than 100 Members of Congress.

I have met hundreds of children and their parents in my congressional district in Texas and others across the U.S. who are affected by dyslexia, and they have shared their personal stories with me.

One child I met recently was Eddie, a middle school student from Baltimore. He, along with his family, has been on a long journey to receive a proper diagnosis and find a supportive learning environment.

After our meeting, his mother wrote me a letter explaining: "In only 1 year, Eddie has gone from repeatedly missing recess because he would not 'try harder,' a boy who would stare at his homework in defeat before he has even tried an assignment, to a boy now daring to dream of a career in the sciences."

Eddie is very fortunate to have a mother who advocated for his proper education. He is now not only able to learn, but also to excel. His mother comments: "He is a voracious reader and wants to join the Jet Propulsion Lab or work with NASA."

I also have had the pleasure of meeting an Austin, Texas, resident Robbi Cooper and her son, Ben. They shared many stories with me about the hardships they have faced in their attempts to ensure Ben receives the best education possible.

Ben has even taken his abilities one step further by becoming an advocate and has traveled to D.C. numerous times to lobby Congress so others can learn from his experiences.

The bipartisan READ Act, which unanimously passed the Science Committee 2 weeks ago, will help ensure that all children like Eddie and Ben have the means to succeed. Nothing could be more important to them.

I also want to acknowledge two young friends who are on the floor with me today, Leighton and Gipson, who have an interest in this bill too.

The READ Act is a significant step in the right direction to help those with dyslexia.

Thanks go to my Dyslexia Caucus co-chair, Representative JULIA BROWNLEY, and the other cosponsors of the READ Act, such as Congressman DON BEYER, who is handling the other side of this debate tonight, for their interest and support. And I urge my other colleagues to better the lives of millions of children and adults with dyslexia.

I reserve the balance of my time.

Mr. BEYER. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in support of H.R. 3033, the Research Excellence and Advancements for Dyslexia Act, or the READ Act. Passing this bill is the perfect way to honor October, National Dyslexia Awareness Month.

As my friend, the chairman, has said, dyslexia is a learning disorder characterized by difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words.

Unfortunately, many children are not diagnosed or are diagnosed later in life, leaving them with little access to helpful interventions and technologies. Too often our educators do not have the proper training to identify students with learning disabilities, including dyslexia.

This bill would fund research on the early identification of individuals with dyslexia and professional development for teachers and school administrators.

There is a lack of research on curricula development and educational tools for students with dyslexia, and I am happy to report that this bill would fund that research into that as well.

Finally, as we heard from our expert witnesses during the committee hearings on this topic, there is a significant gap in getting the research from the laboratories into the hands of teachers and administrators. To address this gap, we need more research on understanding which experimental innovations will be successful in the classrooms and research on how best to scale those successful interventions.

Having an intervention work in the laboratory is not enough. The intervention needs to work in classroom settings, which are very heterogeneous environments.

Mr. Speaker, I have a first cousin who was raised just across the river in Fairfax County. He was a most clever child because he managed to make it all the way to eighth grade before they realized that he didn't know how to read. He has had a good career, but I wonder what kind of professor or Supreme Court Justice or even rocket scientist he would have made with early intervention.

Mr. Speaker, my oldest child had a passel of learning disabilities but also had and has a very high IQ. At the school he attended to address these disabilities, the walls were adorned with photos of Albert Einstein, Winston Churchill, and Thomas Edison.

These remarkable men remind us of the promise of every child, that a learning disability like dyslexia need

not hold a child back from an extraordinary life and an extraordinary education. This is why we need the READ Act: to help realize the promise of every child with dyslexia.

On this remarkable bipartisan night, I want to thank my Texas friends, Chairman SMITH and Ranking Member JOHNSON, for working across the aisle together to make improvements to this bill during the committee process.

I am proud to be an original cosponsor of this bill, and I urge my colleagues on both sides of the aisle to support it.

I reserve the balance of my time.

Mr. SMITH of Texas. Mr. Speaker, first of all, I would like to thank Mr. BEYER for his generous comments. It has been nice working together with him on this particular bill.

I yield 2 minutes to the gentlewoman from Virginia (Mrs. COMSTOCK), who happens to be the chair of the Research and Technology Subcommittee of the full Science Committee.

Mrs. COMSTOCK. I thank the chairman for yielding.

Mr. Speaker, I rise today in support of H.R. 3033, the Research Excellence and Advancements for Dyslexia Act, also known as the READ Act.

Coming from a family of educators and as the daughter of a librarian, I truly understand the effects a reading disability can have on children. Reading opens up such a wide world for children and for all of us, and no one should be cut off from that beautiful world that reading opens up to us.

When dyslexia goes undiagnosed, it can result in struggles in the classroom and continue through into their careers as adults.

Despite knowledge of the condition since the 19th century, many Americans remain undiagnosed and untreated. Given what we know today and we know the advancements we can make with research and technology, we need to make sure we are not letting that stand.

In July, I joined a bipartisan group of my colleagues to cosponsor the READ Act. The bill requires the President's annual budget request to Congress to include a line item for the Research in Disabilities Education program of the National Science Foundation.

It also requires the National Science Foundation to devote at least \$5 million annually to dyslexia research, which would focus on best practices for early identification of children and students with dyslexia, professional development about dyslexia for teachers and administrators, and then programs development and evidence-based educational tools for children and all of those who are dealing with this.

I would like to thank Chairman SMITH, the committee staff, the ranking members, and everyone who supported this important bipartisan legislation.

Mr. BEYER. Mr. Speaker, I yield 4 minutes to the gentlewoman from California (Ms. BROWNLEY).

Ms. BROWNLEY of California. Mr. Speaker, as co-chair of the Congressional Dyslexia Caucus, I rise in strong support of this bipartisan bill, the READ Act, which will ensure, finally, that science drives informed public policy.

I want to thank Chairman SMITH for his passionate leadership on this issue. Today is a day, I think, that we can all celebrate, and I want to thank him very, very much for all of his efforts.

The READ Act will increase National Science Foundation research on dyslexia, including best practices on early identification and professional development for teachers and school administrators.

It will also support research on the most effective teaching practices and curriculum models for students with dyslexia.

The research this bill supports can make a difference, a big, big difference, in the lives of millions of American children. Learning disabilities like dyslexia and attention-related disorders affect as many as one in five children in our country.

It was my daughter Hannah's struggle with dyslexia, that led me, quite frankly, to public service. Out of real frustration, I ran for my local school board because, as a parent, it was clear to me that our schools were unprepared to meet my daughter's needs and to meet the needs of students with dyslexia, and teachers had never been properly trained to identify this learning disability.

After 12 years on the school board, I was elected to my State legislature. And as chair of the California Assembly on Education, I also worked to improve education for students with learning disabilities.

Now, as a Member of Congress, I want to do my part at the Federal level.

Across the country, many States are stepping up to this challenge. They have passed new laws to update their education codes, get assistive technology into more classrooms, and to boost teacher training.

Advancements in cognitive science can teach us much more about how the brain develops and, therefore, how children learn.

In closing, I want to share with everyone that my daughter is now 30 years old. She speaks three languages, and she is saving the world one life at a time in Africa. So she finally got the services she needs and is being very successful in life and following her own dreams.

I also want to thank, again, the gentleman from Texas, who is my co-chair on the Dyslexia Caucus, as well as all the members of the Science Committee for their bipartisan support for the READ Act.

I urge my colleagues to vote "yes" on this very important piece of legislation.

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Mr. SMITH of Texas. Mr. Speaker, I yield 2 minutes to the gentleman from

Ohio (Mr. JOHNSON), who is a distinguished member of the Science Committee.

Mr. JOHNSON of Ohio. I thank the chairman. I am grateful for all the work that the Dyslexia Caucus has done to advance this very, very important piece of legislation.

Mr. Speaker, I rise in support of H.R. 3033, the Research Excellence and Advancements for Dyslexia, or the READ Act. This important legislation would require that the President's annual budget to Congress specifically fund the Research in Disabilities Education program at the National Science Foundation. It would also require NSF to devote at least \$5 million annually to dyslexia research.

You are probably going to hear multiple Members come up tonight and talk about personal stories, about how this hits so very close to home for some of us. I have a 13-year-old granddaughter in Texas, Marin Mangiaracina. I have watched over the years as she and her mother and her dad have struggled to help try to identify the problems that she has with learning, teachers that were unprepared to diagnose, to identify the symptoms of dyslexia.

Even then, once she was diagnosed and identified, having those tools and support applied consistently from one school to another or from one teacher to another is still problematic.

Today Marin is a member of the National Honor Society because of the help that has been provided to her. But she still struggles. She has created a Web site on her own to draw attention to this important problem, and she is working hard to improve herself personally.

I can't say enough about how proud I am of her and the many others that are afflicted with this condition.

Mr. Speaker, I urge my colleagues on both sides of the aisle to support H.R. 3033.

Mr. BEYER. I reserve the balance of my time.

Mr. SMITH of Texas. Mr. Speaker, I yield 2 minutes to the gentleman from Arkansas (Mr. WESTERMAN), who is a member of the Science Committee.

Mr. WESTERMAN. I thank the chairman for his leadership on this issue.

Mr. Speaker, I rise tonight in support of the READ Act. I rise as the husband of a special education teacher and not just any special education teacher, one that has a real passion for helping children with reading disabilities and one that has seen firsthand the successes that happen when research-based interventions are used with children with dyslexia.

Dyslexia is the most common learning disability. It affects more than 90 percent of all individuals identified as learning disabled. It is estimated to affect one out of six U.S. schoolchildren.

This learning disability causes difficulty with reading comprehension, math, and a variety of other subject areas. Students with dyslexia should

receive research-based instruction so they have the best opportunity to learn and succeed in the 21st century. That is why I cosponsored the READ Act of 2015, a bill that requires the National Science Foundation to fund dyslexia research.

NSF-supported research will strengthen practical interventions, including early identification of dyslexia, development of curricula, and other tools to help dyslexics. It will help identify scalable models for implementing dyslexia programs in schools.

The READ Act does not increase Federal spending. It authorizes multidirectorates, merit-reviewed, and competitively awarded dyslexia projects using funds appropriated for the NSF Research and Related Activities Account and the education and human resources directorate. This bill is good for students, it is good for educators, and it is good for America.

Mr. BEYER. Mr. Speaker, I reserve the balance of my time.

Mr. SMITH of Texas. Mr. Speaker, I yield 2 minutes to the gentleman from Mississippi (Mr. PALAZZO), who is a member of the Appropriations Committee but, more importantly, is a former member of the Science Committee.

Mr. PALAZZO. I thank the gentleman from Texas, the entire Dyslexia Caucus, and also the comments from many of my colleagues tonight.

Mr. Speaker, I rise in support of the READ Act. Dyslexia is one of the most common learning disabilities in the United States, affecting an estimated 8.5 million schoolchildren and one in six Americans in some form. Despite these statistics, millions of children go undiagnosed and millions more do not receive proper educational assistance.

The READ Act addresses this problem by requiring the National Science Foundation to fund research that promotes greater awareness of how to identify students with dyslexia and how to tailor a curriculum to better fit their needs. The READ Act also aims to put more resources in the hands of parents, teachers, and students.

As an original cosponsor of this bill, a member of the bipartisan Congressional Dyslexia Caucus, and as a parent who has seen firsthand the challenges facing today's dyslexic students, I firmly believe that research focused on practical applications is needed to not only help understand dyslexia, but also to afford students an education that enables them to succeed in the classroom and reach their full potential.

The READ Act provides an opportunity for a brighter and more productive future for millions of Americans. For these reasons, I fully support the READ Act and encourage my colleagues to do the same.

Mr. BEYER. Mr. Speaker, I reserve the balance of my time.

Mr. SMITH of Texas. Mr. Speaker, I yield 2 minutes to the gentleman from Indiana (Mr. BUCSHON), who is a member of the Energy and Commerce Com-

mittee and a former member of the Science Committee.

Mr. BUCSHON. Mr. Speaker, I rise today in support of H.R. 3033, the Research Excellence and Advancements for Dyslexia Act, the READ Act.

Dyslexia is a personal issue for my family. My daughter struggled to learn to read. She dreaded reading aloud in class and worrying about what her classmates thought affected her self-esteem.

My wife and I had her tutored, and we had some testing. With hard work, our daughter was able to catch up and surpass her classmates. But it wasn't until high school that she was diagnosed with dyslexia.

This is an important piece of legislation that dedicates specific funds to dyslexia research, including early detection. This bill will help more children get a proper diagnosis.

I sometimes wonder, had my wife and I not been engaged in this process, what might have become of my daughter's academic career and what about all the other students out there who may be misdiagnosed. So I encourage my colleagues to support the READ Act.

Mr. BEYER. Mr. Speaker, I reserve the balance of my time.

Mr. SMITH of Texas. Mr. Speaker, I am prepared to close if the gentleman from Virginia has no more speakers.

Mr. BEYER. Mr. Speaker, I yield back the balance of my time.

Mr. SMITH of Texas. Mr. Speaker, I yield myself the balance of my time to close.

Mr. Speaker, I thank the Members on both sides of the aisle who have cosponsored the READ Act and spoken in favor of the bill.

Today we can shine a light on dyslexia and help millions of Americans have a brighter and more prosperous future.

I can think of no better way to honor Dyslexia Awareness Month than to pass the READ Act, a bill that will help students and individuals with dyslexia and the parents and teachers who support them in very practical ways.

Jay Leno, Walt Disney, Steve Jobs, and Carol Greider, the 2009 Nobel Prize winner in medicine, among others, are some of the most recognized and brilliant creators and innovators who have struggled with dyslexia but have not let it limit them.

We need to enable those with dyslexia to achieve their maximum potential. The READ Act will help accomplish this.

I yield back the balance of my time.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise in support of H.R. 3033, the Research Excellence and Advancements for Dyslexia Act.

H.R. 3033 would require the National Science Foundation to have a line item for the Research in Disabilities Education program and to fund at least \$5 million dollars a year on dyslexia research. This would include research on the early identification of individuals with dyslexia, professional development for

teachers and school administrators, curricula development and educational tools, and implementation and scaling of successful models of dyslexia intervention.

I have known several people who have dyslexia. Although dyslexia is a lifelong condition, if someone gets proper diagnosis and instruction, they can succeed in school and go on to have successful careers.

The National Science Foundation currently supports fundamental research across a number of scientific fields that provide a foundation for dyslexia research. Also, the National Science Foundation is a leader in educational research and funds learning science directly and indirectly related to dyslexia.

A significant amount of the National Science Foundation research relevant to dyslexia is funded out of the Social, Behavioral, and Economic Sciences Directorate and the Education and Human Resources Directorate—two important National Science Foundation Directorates that fund high-priority research. Research funded by the Biological Sciences Directorate also contributes to foundational knowledge about the neuroscience behind dyslexia.

I was pleased that when this bill was considered by the House Science, Space, and Technology Committee, we worked in a bipartisan manner and made several improvements to the bill, including incorporating some of the suggestions that expert witnesses had given us during Committee hearings.

I want to thank my fellow Texan, Chairman SMITH for working across the aisle on this bill. I support the bill and urge my colleagues to support it.

Mrs. LAWRENCE. Mr. Speaker, I rise today to urge my support for H.R. 3033, the Research Excellence and Advancements for Dyslexia (READ) Act. I would like to emphasize the importance of supporting the academic development of the 8.5 million American school children struggling with dyslexia.

Before they are diagnosed, children with dyslexia often struggle in school. Early detection of dyslexia can save students and parents the frustration that occurs as a result of the student's unexpected decline in academic performance. I am fighting for increased funding of the National Science Foundation's Research in Disabilities Education to support these children and their families. Research is crucial to ensure that dyslexic children have the opportunity to reach their full potential. That is why it is vitally important to expand funding for research in all of our schools and communities.

In my District, I have spoken with many parents concerned about the lack of programs designed to assist with the diagnosis and development of dyslexic children. By passing this legislation, we will continue our legacy of supporting children and families. The READ Act would require that the President's annual budget request to Congress includes a line item for the Research in Disabilities Education program of the National Science Foundation and requires the National Science Foundation to conduct research on dyslexia. In addition, the National Science Foundation would encourage efforts to understand and address disability-based differences in STEM education and workforce participation, including dyslexic learners.

I am grateful that our chamber has taken this important step to ensure that dyslexic chil-

dren and their families receive the support they need. I want to thank my colleagues on both sides of the aisle for supporting children's education and further dedicating ourselves to serving our hard-working American families and their children.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Texas (Mr. SMITH) that the House suspend the rules and pass the bill, H.R. 3033, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

DAY OF THE DEPLOYED

(Mr. THOMPSON of Pennsylvania asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I rise today in recognition of the 10th anniversary of the National Day of the Deployed, which honors all the men and women who have been deployed and who have dedicated their lives to the defense and the continued freedom of our Nation.

On Sunday, October 25, I attended a welcome home celebration for 25 members of the 112th Air Operations Squadron based in State College, Pennsylvania. These men and women were involved in all aspects of air operations in the Middle East and have been instrumental in the fight against ISIS. The 112th Air Operations Squadron was the first in the Nation to be deployed in this manner many years ago, setting precedent for similar units that have been deployed since.

Mr. Speaker, the deployed men and women of the United States Armed Forces leave behind their families to travel overseas in order to serve our country in places such as Iraq and Afghanistan, along with other missions throughout Asia and Europe. Their sacrifices embody bravery and the love for our country.

I welcome those brave individuals home and pray for those who are still serving our country overseas. May we recognize them on this 10th National Day of the Deployed.

CLIMATE CHANGE

(Mr. HONDA asked and was given permission to address the House for 1 minute.)

Mr. HONDA. Mr. Speaker, last week's historic storm, Hurricane Patricia, was the strongest hurricane on record. My thoughts are with those who lost their loved ones, their homes, and their livelihoods.

We must ensure that the thousands affected have access to food, shelter, clean water, services, and the resources to rebuild their lives to limit the impact of Patricia's devastation. But we should not limit the storm's impact on our consciousness. Hurricane Patricia

should be a wake-up call that our planet's climate is changing.

September was the warmest month ever recorded. As our planet warms, we expect more extreme weather: lengthier droughts, higher floods, and stronger storms.

Our Nation must invest in understanding and better preparing for the effects of climate change. Deprioritizing earth science and capping spending for research programs is irresponsible and shortsighted.

Hurricane Patricia showed how being informed and prepared about coming storms can save lives. Investment in earth science research is vital to improving our understanding of our planet and building resiliency to a shifting climate.

REMEMBERING COACH FLIP SAUNDERS

(Mr. PAULSEN asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. PAULSEN. Mr. Speaker, we lost a good man, mentor, and coach this past weekend with the passing of Flip Saunders.

While the veteran NBA coach grew up in the Cleveland, Ohio, area, he will forever be a true Minnesotan to many of us. It started with his career as a player at the University of Minnesota, where he started over 100 games for the Golden Gophers.

After his playing career was over, he began his coaching career at Golden Valley Lutheran College before working his way up to the NBA. Flip coached the Minnesota Timberwolves to their first winning season, their first playoff appearance, and to an appearance in the Western Conference finals.

More than accolades, though, Flip was a mentor to many. The outpouring of grief from players, coaches, sportswriters, and fans shows just what he meant to those who knew him. Mr. Speaker, Flip Saunders was a basketball icon in Minnesota, and he will be greatly missed.

Our thoughts and prayers are with his wife Debbie and their four children.

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WHY DOES THE IRS NEED SURVEILLANCE EQUIPMENT? TO SPY ON AMERICANS

(Mr. POE of Texas asked and was given permission to address the House for 1 minute.)

Mr. POE of Texas. Mr. Speaker, the Department of Justice has closed its investigation into Lois Lerner and her band of bungling bureaucrats at the IRS. Choosing political expediency, it won't prosecute the actors.

But according to news reports today, not only did officials at the IRS abuse their power by targeting the administration's political enemies, now they possess spy equipment to do it.