

character, to come to our aid, with all dispatch—The enemy is receiving reinforcements daily & will no doubt increase to three or four thousand in four or five days. If this call is neglected, I am determined to sustain myself as long as possible & die like a soldier who never forgets what is due to his own honor & that of his country—
Victory or Death.

WILLIAM BARRETT TRAVIS.

Lt. Col. comdt.

P.S. The Lord is on our side—When the enemy appeared in sight we had not three bushels of corn—We have since found in deserted houses 80 or 90 bushels and got into the walls 20 or 30 head of Beeves.

Travis.

Mr. POE of Texas. And that is just the way it is.

IDEA PARITY FOR OUTLYING AREAS ACT

The SPEAKER pro tempore. The Chair recognizes the gentlewoman from Guam (Ms. BORDALLO) for 5 minutes.

Ms. BORDALLO. Mr. Speaker, today I introduce the IDEA Parity for Outlying Areas Act, which would amend the Individuals with Disabilities Education Act to better support students with disabilities in our smaller U.S. territories and the Freely Associated States.

During my final congressional address to my constituents in Guam, I pledged to sponsor this important legislation for our youngsters and students with disabilities, as well as their families.

I want to give special recognition to Ms. Nadia Pablo, who interned in my office this past summer, for her work in developing this legislation with my staff. Ms. Pablo currently attends Virginia Commonwealth University, where she is studying to become an occupational therapist and pursue a rewarding career working with people with disabilities.

The IDEA Parity for Outlying Areas Act would ensure that American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands, classified as outlying areas by the U.S. Department of Education, receive their fair share of Federal funding to serve students with disabilities and their families.

The intent of Congress, outlined in current Federal law, is that the U.S. Department of Education set aside a fixed percentage of available Federal funding each year for the four outlying U.S. territories and the three Freely Associated States in the Pacific.

However, the U.S. Department of Education frequently allocates far less than the 1 percent reserved for the outlying areas under current law. So, to fix this, my bill would require the U.S. Department of Education to reserve the full 1 percent of available IDEA funding each year for the outlying areas, as Congress always intended.

This will ensure that special education in American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands gets full Federal funding.

It will also ensure that the U.S. Department of Education provides adequate support for special education in the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau consistent with the Compacts of Free Association between the U.S. and those allied countries.

There are some 7,177 students with disabilities in the outlying U.S. territories and the Freely Associated States, all of whom would benefit under this bill. According to the most recent figures, Guam recorded more than 2,020 students with disabilities, including 171 preschoolers with disabilities.

Our territorial Departments of Education are chronically underfunded, and many developmental and learning disabilities simply go undiagnosed. So we desperately need Federal support under the IDEA.

Instantly, and importantly, my bill would also make Guam and the other outlying U.S. territories eligible to receive IDEA funding for preschoolers, children ages 3 to 5, with disabilities. Under current law, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands are not eligible to receive U.S. Department of Education funding for preschoolers with disabilities.

Finally, my bill removes a number of antiquated and unnecessary restrictions in current law to allow the U.S. Department of Education to exercise the same flexibility in awarding IDEA funding to the territories as the Department may do so under other programs.

As a daughter of a schoolteacher, with many members in my family as part of education, and someone involved in special education on Guam over many, many years, the education of our island's youngsters with disabilities is very close to my heart. Students with disabilities in the territories deserve nothing less than the full support of their Federal Government, and that is exactly what my bill would provide.

While I will be leaving Congress at the end of this year, I am confident that my colleagues from the other territories will take on my IDEA Parity for Outlying Areas Act in the next Congress, and I look forward to supporting them in that important work in any way that I can.

NATIONAL RECOVERY MONTH

The SPEAKER pro tempore. The Chair recognizes the gentleman from Georgia (Mr. CARTER) for 5 minutes.

Mr. CARTER of Georgia. Mr. Speaker, I rise today to celebrate September being National Recovery Month. Sponsored by the Substance Abuse and Mental Health Services Administration, SAMHSA, I encourage everyone to take time this month to reach out to those they know who are suffering or have suffered from mental and substance abuse disorders.

Currently, 115 people die every day from an opioid overdose. Clearly, that is way too many and, sadly, only one example of numerous types of mental and substance abuse disorders in the United States.

If you or anyone you know is struggling, there are resources available, including the National Suicide Prevention Lifeline, SAMHSA's National Helpline, and more. SAMHSA's website, www.samhsa.gov, has these phone numbers, treatment center locations, grant applications for local governments, and general health information.

With hard work, smart policy decisions, and a dedicated American public, we can turn these numbers around.

100TH ANNIVERSARY OF THE 1918 INFLUENZA PANDEMIC

Mr. CARTER of Georgia. Mr. Speaker, I rise today to remember the 100th anniversary of the 1918 influenza pandemic, one of the most deadly pandemics in human history called the Spanish flu.

The illness claimed 675,000 lives. No part of the United States was immune to the Spanish flu, and it claimed victims of all ages, urban and rural citizens alike.

Sadly, we still do not know exactly what caused the 1918 epidemic, but, even today, deadly strains of the flu are still possible.

It is important that we remember the 1918 Spanish flu epidemic to remind ourselves how important it is to strongly invest in research and development for lifesaving medications that may prevent a future outbreak, like the one in 1918.

As we enter into the new flu season, I encourage everyone to see your doctor, see your pharmacist, and get your flu vaccine.

UNSPEAKABLE SUFFERING OF THE ROHINGYA PEOPLE

The SPEAKER pro tempore. The Chair recognizes the gentleman from Michigan (Mr. LEVIN) for 5 minutes.

Mr. LEVIN. Mr. Speaker, I rise, once again, to speak about the unspeakable suffering of the Rohingya people.

Two recent developments have accentuated the vital need for the House to speak formally and clearly about this human disaster.

First, last month, a factfinding mission of the United Nations spelled out what is undeniable, that Burma's Rohingya Muslim population has been subjected to "systemic oppression" culminating in so-called clearance operations that "targeted and terrorized the entire Rohingya population."

The U.N. report called for Burma's military leaders to be investigated and prosecuted on charges of genocide, crimes against humanity, and war crimes related to the atrocities committed against the Rohingya.

Let me quote directly from the U.N. report on the violence and brutally inflicted on the Rohingya by operations