

seem tired and stretched very thin. I had lunch and dinner with many of our soldiers from Wisconsin during my trip. Nothing makes you more proud to be an American than the chance to see our soldiers performing their duties under trying conditions. They are all well-trained, well-motivated and represent the best America has to offer.

Fortunately, the conditions for most of our soldiers have improved from a year ago. The supplies have caught up to them. They have a good selection of food and beverages. Most have air-conditioned places in which to sleep. Communications back home have gotten much better and on-line education courses are offered to those interested in continuing their education.

But when they go out on patrol, they don't know who the enemy is, where the next ambush is going to come, and whether they are going to get back to camp in one piece. Many have to go out on patrols seven days a week. They return to get some sleep before they go out again the next day. They would gladly welcome a cold beer when they do finish their shift (alcohol is prohibited in Iraq) and they hate the "stop-loss" orders that prevent them from being rotated out of Iraq at the end of their tours.

Forty percent of our troops in Iraq are Guard and Reserve Units. They are there for 1 year once their boots hit the ground. With training and preparation before deployment, our Guard and Reserve are away from their families and jobs for up to 18 months. And many that have returned home are being put on notice for future activation and deployment. Clearly, such a sacrifice on so few for so long is unsustainable.

I was surprised by the lack of progress in rebuilding the Iraqi infrastructure to meet the basic needs of the people, such as: running water, electricity, garbage pick-up and a good workable sewer system. Of the \$19 billion appropriated to rebuild Iraq only \$1 billion has been spent so far. I spoke to one Iraqi woman and asked if she felt her neighbors are growing impatient. She chuckled and said "we're tired of being patient. We've been patient for 35 years, we want results now."

The Iraqis are a people who believe that if the United States can put a person on the moon, then we are capable of helping them so much more. They see our impressive military with all the technology rolling through their communities and they are wondering why we can't get their water running or their electricity hooked up. And the insurgents are quick to pin the blame on us. But without security it will be difficult to make significant progress with reconstruction. It's hard to walk into a neighborhood with a hammer in one hand and a gun in the other.

Nor are the Iraqi Security Forces trained and equipped sufficiently to assume more of the security responsibility themselves. Many of the Iraqi forces and their families are being targeted themselves by the insurgents and there are numerous instances of insurgents penetrating these forces for their own advantage. But helping the Iraqis to develop the capability to provide for their own security is our ultimate exit strategy and it seems we've wasted a good year in doing that.

What then needs to be done? First and foremost, we need to make sure our troops are getting everything they need to do their job effectively and safely, which includes dou-

ble reinforced steel vehicles to protect our troops against roadside bombs, the weapon of choice by the insurgents. We need to enhance security so there is a safe environment for the Iraqi people to participate in the national elections by January. That means trying to work with Iraqi Security forces to take away the insurgents' sanctuaries and diminish their capability. We need to step up our efforts in employing local Iraqis to rebuild their own country. There is a direct correlation between those areas with a high unemployment rate (70 percent in some places) and from where the insurgency is coming. We need to ask for more help from NATO and countries in the Arab League to provide training and equipment for a new Iraqi Security Force so we can begin to fade into the background and eventually bring our troops home.

Cutting and running is not an option. It would guarantee chaos, possible civil war, a sanctuary for international terrorism and a power vacuum that Iran would be more than happy to fill in the region. But our leaders in this country need to level with the American people. Our task in Iraq will not be easy. It has already become more difficult. More international support would alleviate the high cost we are now paying in both lives and money as well as add legitimacy to what we are trying to accomplish with the Iraqi people. It is not a lost cause, yet. But our window of opportunity is closing rapidly.

LEGALITY OF AIRBUS SAS

HON. TODD TIAHRT

OF KANSAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, October 7, 2004

Mr. TIAHRT. Mr. Speaker, I rise to express my support for President Bush's decision to seek a ruling from the World Trade Organization regarding the legality of subsidies to Airbus SAS from various European governments, as well as his decision to withdraw from the 1992 agreement in which the United States agreed to allow a reasonable amount of these subsidies.

Twelve years later it is clear that this aid, particularly launch assistance, has done tremendous harm to fair and open competition in the large aircraft marketplace.

It is unfortunate that this pact withdrawal and appeal to the WTO was necessary. However, our friends and allies across the Atlantic chose not to recognize that Airbus SAS is now a profitable company and that they no longer need this overly generous government assistance.

Mr. Speaker, this is a step towards creating a level playing field for America's workers in the aviation manufacturing industry.

I commend the President for taking this important step and I look forward to this Congress continuing to work with the administration to ensure that the men and women of our aircraft manufacturing workforce—the finest in the world—are able to continue to compete in the global market.

INTRODUCTION OF THE TEACHER TRAINING EXPANSION ACT OF 2004

HON. ELIJAH E. CUMMINGS

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Thursday, October 7, 2004

Mr. CUMMINGS. Mr. Speaker, I rise today to introduce the Teacher Training Expansion Act of 2004. Right now, too many of our Nation's "special needs" children are underserved. This bill seeks to improve education for all of our children by increasing support for public and private organizations that train teachers to meet the challenges of special education.

Specifically, the Teacher Training Expansion Act of 2004 would authorize the Secretary of Education, under the auspices of the Individuals With Disabilities Education Act (IDEA), to give grant preference to local educational agencies that train teachers to use special education techniques.

Currently, about 80 percent of students with learning disabilities receive the majority of their instruction in general education classrooms. According to the U.S. Department of Education, 50 percent of disabled students between the ages of 6 and 11, and 30 percent of disabled students between the ages of 11 and 12, are taught in regular classrooms. These numbers indicate a 10 percent increase in inclusion over the last 10 years.

Mr. Speaker, these numbers demonstrate that IDEA, one of the most comprehensive bills addressing equality in education, must continue to expand training of special education teachers. IDEA requires that:

to the maximum extent appropriate, children with disabilities . . . are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be attained satisfactorily. IDEA Sec. 612 (5) (B)

As more children with disabilities enter general education classrooms, it is critical that general education teachers and personnel are adequately trained to adapt curricula to suit their needs. Regular education teachers and personnel must collaborate with special education teachers to ensure that the best individualized approaches are utilized for the integration of disabled students into the classroom.

My bill, the Teacher Training Expansion Act of 2004, encourages this crucial kind of staff development. Because local educational agencies, private and public organizations are at the forefront of training teachers who work with disabled students, these groups should be eligible to receive the highest consideration when awarding grants.

By enabling these agencies to receive grant preferences, we will help our teachers gain the skills they need to work effectively with disabled students in mainstream classrooms. Education is central to changing the way disabled students are viewed by their peers, but it also helps disabled students cultivate the intellectual and social skills they need to compete in society.

To ensure that inclusion and mainstreaming benefits all students, teachers must be trained appropriately. With adequate funding, the