

to need this card or a passport to get to another State. I worry about how that will affect our tourism, as well as the opportunity for Americans to visit one of the most beautiful places in this country.

These are just some of the situations which need to be considered before implementing this plan. I believe that DHS and the State Department are operating under an unrealistic time frame imposed by the act. We need to ensure that they have enough time to properly test and implement the system, which includes biometrics and new equipment for the borders, to ensure its effectiveness.

We share a special relationship with our friends in Canada, and I would hate to see a hastily imposed initiative negatively affect movement in and out of Canada, or negatively affect our relationship with our neighbors.

The deadline Congress gave DHS is fast approaching, and with little progress made so far. I think we need to pass this amendment to give DHS more time.

There is just too much at stake to rush this, and I urge my colleagues to support this amendment.

ADDITIONAL STATEMENTS

RECOGNIZING THE RETAIL MERCHANTS ASSOCIATION OF GREATER RICHMOND

• Mr. ALLEN. Mr. President, I am pleased today to recognize the Retail Merchants Association of Greater Richmond, Incorporated, which has served the business community of Richmond for 100 years. What began as a small advocacy group founded by 12 merchants in 1906 has grown into a thriving organization that serves 4 cities and 10 counties in central Virginia.

The Retail Merchants Association of Greater Richmond has worked tirelessly to ensure that its companies grow and prosper. It has also demonstrated a commitment to serving the larger community of Greater Richmond by investing in institutions and programs that promote innovation, encourage fellowship and ensure the safety of its residents.

The Retail Merchants Association of Greater Richmond, recognizing the importance of leadership, cooperation, integrity and foresight, has truly been a positive force in making central Virginia a wonderful place to do business. I am confident that it will continue to serve the people of the Commonwealth of Virginia for many years to come.●

TRIBUTE TO PROFESSOR KEON CHI

• Mr. BUNNING. Mr. President, today I pay tribute to Dr. Keon Chi on his retirement from the political science department at Georgetown College in Georgetown, KY.

Since 1970, Dr. Chi has helped to enrich and prepare the students of

Georgetown College. His keen insight into American and global political systems did much to give his students an idea of how people are governed.

Dr. Chi is a gifted academic. Some of his best work has been on the subject of privatization of state government functions. Because of this expertise, he was selected to serve on advisory panels and commissions on privatization for both the Commonwealth of Kentucky and the Federal Government.

I now ask my fellow colleagues to join me in congratulating Dr. Chi for his dedication and commitment to teaching and academics. In order for our society to continue to advance in the right direction, we must have professors like Keon Chi in our institutions of higher learning, in our communities, and in our lives. He is Kentucky at its finest.●

CENTRAL HIGH SCHOOL, NORWOOD YOUNG AMERICA, MINNESOTA

• Mr. DAYTON. Mr. President, I rise today to honor Central High School in Norwood Young America, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Central High School is truly a model of educational success. The school earned its Award for Excellence in Education for its interdisciplinary Holocaust Unit, which is required of all seniors for graduation.

The Holocaust Unit has been a hallmark of Central High School for over 10 years. Mr. Mark Lagergren, a social studies teacher at Central, developed the unit and has coordinated with several English teachers to teach it to all students.

Guest speakers, including Holocaust survivors, are invited to talk with the students; students are assigned to read and discuss several pertinent books; and students are required to produce a final, senior Holocaust project.

Ms. Kelly Street, an English teacher at Central High School and a Central High graduate, shared with me the impact the unit has had on her life, saying, "Before Mr. L's class we had heard references to the Holocaust, concentration camps and Hitler, but after his class we were mini-experts on the subject. I remember Mr. Lagergren's lectures and how powerful they were; I could actually feel his passion for such a harrowing part of history. How can any human being not feel something after seeing pictures and watching videos on the era, and then have those pictures and videos followed by the passionate clarification of a teacher who has dedicated his career to the study of the Holocaust? It was a blessing to be a part of it."

Ms. Street was very appreciative of survivors' personal accounts, and she credits Mr. Lagergren for having brought these survivors to share their profoundly personal stories.

Much of the credit for Central High School's success belongs to its prin-

cipal, Ron Brand, and all the dedicated teachers. The students and staff at Central High School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at Central High School should be very proud of their accomplishments.

I congratulate Central High School in Norwood Young America for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

CENTURY ELEMENTARY SCHOOL, PARK RAPIDS, MINNESOTA

• Mr. DAYTON. Mr. President, I rise today to honor Century Elementary School, in Park Rapids, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Century Elementary School is truly a model of educational success. The school, which enrolls a large percentage of children from low-income families, has achieved significant academic success.

Test scores in 2005 qualified the school for four stars in reading and five stars in mathematics from the Minnesota Department of Education. In addition to receiving three stars in both reading and mathematics for having made adequate yearly progress, the school received an additional star in reading and math for outstanding performance compared to schools with similar percentages of low-income pupils. It received another star in math for having more than 30 percent of its students scoring at Level 5 on their Minnesota Comprehensive Assessments, the highest possible level on these statewide tests.

The year 2005 was the second successive year in which Century School received four or five stars. Last year, the school received five-star status in reading and four-star status in mathematics.

The Park Rapids School District has also recognized the advantages of a full-day kindergarten program, and although the State funds a half-day program, the local school board has allocated sufficient funds to make possible the full-day program.

Century Elementary's success is even more remarkable considering the limited amount of funding available for the school district. The district has attempted to pass an operating levy referendum four times to make up for lack of adequate funding from the State of Minnesota, but these referenda failed to be approved. The district has been forced to lay off 42 teachers over the past 4 years accounting for a 30-percent reduction in total teachers.

Much of the credit for Century Elementary School's success belongs to its

principal, Mitch Peterson, and the dedicated teachers. The students and staff at Century Elementary School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at Century Elementary School should be very proud of their accomplishments.

I congratulate Century Elementary School in Park Rapids for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

WATERTOWN-MAYER HIGH SCHOOL, WATERTOWN, MINNESOTA

● Mr. DAYTON. Mr. President, I rise today to honor Watertown-Mayer High School, in Watertown, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Watertown-Mayer High School is truly a model of educational success. The school offers a comprehensive curriculum in a four-period block schedule. College in the Schools, an honors program sponsored by the University of Minnesota, is offered in writing, fiction, American government, U.S. history, and German. Advanced math and science courses include advanced placement calculus I and II, advanced placement physics, chemistry, and advanced biology, ecology, and meteorology. Excellent vocational programs include industrial technical education, family and consumer science, business education, work experience, and agriculture/horticulture education.

As part of their academic program, highly motivated seniors can enroll in a comprehensive professional mentorship program, which offers real-life experiences, including mentorships with surgeons, physicians, nurses, business professionals, theater professionals, undercover law enforcement personnel, and teachers. These opportunities have helped many students explore their professional goals.

This year, carpentry students from Watertown-Mayer are building a model house, intended for sale at a public auction this spring. Proceeds of the sale will be used to buy tools and supplies to help continue these opportunities for future students.

The academic successes of Watertown-Mayer are reflected in students' test scores. Last year, Watertown-Mayer High School received five star ratings in both math and reading. Fewer than 7 percent of all Minnesota schools have rated so well in both math and reading.

Watertown-Mayer High School's goal is to "invest in the life of each and every student and to make a difference one child at a time." It is not the curriculum that resonates for graduates of

Watertown-Mayer but, rather, their personal experiences with the dedicated people who guided their learning and who truly make the school one of Minnesota's finest.

Much of the credit for Watertown-Mayer High School's success belongs to its principal, Scott Gengler, and the dedicated teachers. The students and staff at Watertown-Mayer High School understand that, in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at Watertown-Mayer High School should be very proud of their accomplishments.

I congratulate Watertown-Mayer High School in Watertown for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

GRAND RAPIDS HIGH SCHOOL, GRAND RAPIDS, MINNESOTA

● Mr. DAYTON. Mr. President, I rise today to honor Grand Rapids High School, in Grand Rapids, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Grand Rapids High School is truly a model of educational success. With 1,240 students, the school is one of only 13 Minnesota high schools to offer the International Baccalaureate Program, which is distinguished in the field of international education and helps students to be active learners, well-rounded people, and engaged world citizens. The founding organization works with 1,742 schools in 122 countries to develop and offer three challenging programs to over 200,000 young people ages 3 to 19. Grand Rapids High School participates in the Diploma Program.

Grand Rapids High School offers a comprehensive curriculum that focuses on meeting students' wide range of needs. The school has embraced the national education reform effort known as Breaking Ranks II, which outlines the need for high schools to engage in the process of change that will ensure success for every high school student. Breaking Ranks II includes tools and recommendations in the areas of leadership for change, development of professional learning communities, the need to provide every student with meaningful adult relationships, and the development of personalized learning, to show students the meaning and relevancy of learning.

The Grand Rapids High School focuses on literacy and personalization of environment. The literacy team has coordinated the training of all staff to offer common reading strategies throughout the curriculum. Within 1 year, test scores in all areas have reflected students' progress.

The personalization of environment is designed to ensure that every stu-

dent feels welcome, safe, and cared for. The school's BRAVE Team, Building Respect and Valuing Everyone, of students and staff take action to create an atmosphere of respect with the purpose of helping reduce stress caused by differences in levels of achievement.

Much of the credit for Grand Rapids High School's success belongs to its principal, Jim Smokrovich, and the dedicated teachers. The students and staff at Grand Rapids High School understand that in order to be successful, a school must go beyond achieving academic success; it must also provide a nurturing environment where students can develop the knowledge, skills, and attitudes for success throughout life. All of the faculty, staff, and students at Grand Rapids High School should be very proud of their accomplishments.

I congratulate Grand Rapids High School in Grand Rapids for winning the Award for Excellence in Education and for its exceptional contributions to education in Minnesota.●

CHURCHILL ELEMENTARY SCHOOL, CLOQUET, MINNESOTA

● Mr. DAYTON. Mr. President, I rise today to honor Churchill Elementary School, in Cloquet, MN, which recently earned an Award for Excellence in Education for its exceptional and innovative achievements in educating children.

Churchill Elementary School is truly a model of educational success. The school has recognized the vital need to nurture children's love for reading. At the same time, the school has taken the initiative to find new, creative ways to improve children's reading academically. For "I Love To Read Month" in February, every classroom at Churchill Elementary established a goal for the amount of reading the students would collectively complete during the month. The children met every goal.

At Churchill Elementary, many planned activities help motivate pupils to read. On Valentine's Day, the school hosted a "Books for Breakfast." Families came to school to share a breakfast and reading time together. Earlier in the month, Churchill hosted a family reading night, for which families congregated in the media center to read books together.

These and other activities emphasize the importance of reading for each child's life. This year, during one week of the month, different mystery readers, including the police chief, the superintendent, and the Cloquet mayor, were invited to read a story over the school intercom. All events culminated with a celebration on March 2nd, Dr. Seuss' birthday.

The success of these initiatives is reflected in the reading test scores at Churchill Elementary. Last year, Churchill Elementary received four out of five possible stars from the Minnesota Department of Education for both reading and mathematics. Fewer