

being overwhelmed, tearfulness, and irritability, poor sleep and a sense of vulnerability. However, a more prolonged and pronounced mood disorder known as postpartum depression affects 10 to 20 percent of women during or after giving birth. Even more extreme and rare, postpartum psychosis, whose symptoms include hallucinations, hearing voices, paranoia, severe insomnia, extreme anxiety and depression, strikes 1 in 1,000 new mothers.

Postpartum depression and psychosis afflicts new mothers indiscriminately. Many of its victims are unaware of their condition. This phenomena is due to the inability of many women to self-diagnose their condition and society's general lack of knowledge about postpartum depression and psychosis and the stigma surrounding depression and mental illness. Untreated, postpartum depression can lead to self-destructive behavior and even suicide, as was the case with Mrs. Blocker-Stokes. This was also evident in the case of Andrea Yates of Houston, Texas who drowned her five children.

This is why it is important for us to treat this silent disease which can have a dire impact on ones family and society in general. The challenge that we have as a Member of Congress is to bring awareness to all Americans, particularly families who have women who will give birth soon, or have given birth recently. This is a preventable disorder.

In remembrance of Melanie Blocker-Stokes and all the women who have suffered from postpartum depression and psychosis, as well as their families and friend who have stood by their side, I am introducing the Melanie Blocker-Stokes Postpartum Depression Research and Care Act which will:

Expand and intensify research at the National Institute of Health and National Institute of Mental Health with respect to postpartum depression and psychosis, including increased discovery of treatments, diagnostic tools and educational materials for providers;

Provide grants for the delivery of essential services to individuals with postpartum depression and psychosis and their families, including enhanced outpatient and home-based health care, inpatient care and support services.

It is my hope that through this legislation we can ensure that the birth of a child is a joyous occasion time for the new mother and family, and not a time of mourning over the loss of yet another mother and child.

COMMEMORATING RETIREMENT
OF GARY GRZANICH

HON. LANE EVANS

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 13, 2003

Mr. EVANS. Mr. Speaker, I would like to take this opportunity to commemorate the retirement of one of Central Illinois' most dedicated public servants. For the past 28 years, my friend Gary Grzanich has served as the Fulton County Regional Superintendent of Schools in Lewistown, Illinois. An innovative administrator, Mr. Grzanich worked tirelessly to ensure his students an exceptional learning environment and unequalled educational opportunities both in school and in extracurricular activities.

A Fulton County native, Mr. Grzanich graduated from Canton High School and received both his Bachelor's Degree and Educational Specialist Degree from Western Illinois University. He later attended Bradley University in Peoria, where he was awarded a Master's Degree. A teacher and coach for 11 years, Mr. Grzanich went on to work for the Illinois State Board of Education before running for Fulton County Regional Superintendent of Schools in 1974. Aided by hand-painted signs, he won the post and held it despite periodic electoral opposition until November 2002.

Gary Grzanich's 28 years of service yielded a vast array of accomplishments benefitting both his students and the wider Illinois educational community. The Chairman of the Mid-Illini Educational Cooperative, he was also a member of the Illinois Association for Supervision and Curriculum Development (IASCD) and the Superintendents' Round Tables at both Bradley University and Western Illinois University. He established a Cooperative Testing Program in Fulton County schools, initiated the GED Testing Program in Fulton County, introduced Madeline Hunter's "Science of Teaching" theories to Fulton County teachers, and launched an Institute Day for his schools' gifted students. Mr. Grzanich worked to promote the fine arts through comprehensive arts grants, brought the substance abuse DARE program to Fulton County students, and initiated a county-wide policy on AIDS. In addition to these achievements, he also held posts in the Regional Superintendents' Association and the Illinois Association of School Administrators, and is a past member of the State Certification Board and the Blue Ribbon Committee for Teacher Preparation and Training.

A lifelong Democrat, Mr. Grzanich is married to Dian and has two children, Susan and Jon. Fittingly, both his daughter and son grew up to become teachers in Central Illinois. He still lives in Canton, and will most likely keep himself busy hunting and fishing during retirement.

On behalf of Fulton County and the rest of the 17th District, I would like to extend my sincerest thanks to Gary Grzanich for his many years of service to the youth of Illinois. His hard work and unflinching leadership will be sorely missed.

EXPRESSING CONDOLENCES OF
THE HOUSE TO THE FAMILIES
OF THE CREW OF THE SPACE
SHUTTLE "COLUMBIA"—HOUSE
RESOLUTION 51

HON. BETTY McCOLLUM

OF MINNESOTA

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 13, 2003

Ms. McCOLLUM. Mr. Speaker, I rise to join my colleagues in support of H. Res. 51, a resolution expressing condolences to the families of the crew of the space shuttle *Columbia*. Together, our nation, the people of Israel and the entire world grieve the loss of these seven heroes and remember their extraordinary lives.

In the days following this terrible tragedy, millions of Americans have struggled to cope with the loss of these astronauts. We have worried about the ramifications of this accident for the future of our space program. But this past Tuesday, I was reminded by the students

of the Farnsworth Aerospace Elementary School in Saint Paul, Minnesota that this tragedy can not diminish our hopes or dampen our desire to go after our dreams.

In a touching memorial service, the Farnsworth students recalled the history of the space program and told the stories of the seven astronauts that they regarded as their heroes. Even as they expressed their sadness about the loss of these astronauts, the students shared their undeterred dreams to travel to space some day.

Like the *Columbia* astronauts, the students of Farnsworth Aerospace Elementary School have always understood that travel into space is remarkable, but never routine, ordinary or without risk. While men and women across America mourn this tragic event, we must remember that our nation will overcome this tragedy and once again allow mankind to venture into space.

The students of Farnsworth Aerospace Elementary School serve as an inspiration to us all. As they keep reaching for the stars, I will hold onto hope that some day, they will make it there.

INTRODUCTION OF THE PATIENT
ACCESS TO PHYSICAL THERA-
PISTS ACT

HON. PHILIP M. CRANE

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 13, 2003

Mr. CRANE. Mr. Speaker, I am pleased to rise today with my friend and colleague, Mr. POMEROY, to reintroduce the Patient Access to Physical Therapists Act. This bill will allow Medicare beneficiaries direct access to qualified physical therapists without a physician referral.

Currently, Medicare beneficiaries must see a physician before being allowed to see a physical therapist. This burdensome requirement in Medicare is a regulation whose time has passed. The referral mandate is unnecessary and limits access to timely and medically necessary physical therapists' services. I believe that providing Medicare beneficiaries with direct access to physical therapists is critical as Congress looks to modernize the Medicare program.

All health care consumers should have the ability to choose the health care services they want when they need it. Allowing Medicare beneficiaries to have direct access to physical therapists will help achieve that goal. Currently, 47 states and the District of Columbia allow direct access to physical therapist evaluation and 35 states, including the state of Illinois allow their citizens to access physical therapists' services without the added cost of a physician referral. The Medicare Patient Access to Physical Therapists Act would allow Medicare beneficiaries in these states to access care that is already available to other residents of the state.

Direct access to physical therapists allows for improved access to quality health care services. A study of BlueCross BlueShield insurance claims in Maryland indicates that when a patient has direct access to physical therapists, services are neither over-utilized nor do they result in higher costs for physical therapy. To the contrary, the study found that

the costs incurred for episodes of physical therapy care were 123 percent lower when patients went to a physical therapist directly. State boards that regulate physical therapy confirm that patient safety is not compromised by the elimination of the referral requirement. With this in mind, the policy of improved access to physical therapists is healthy to the Medicare program and its beneficiaries. It is clear that improved access to physical therapists will maintain this critical balance of patient safety, cost to Medicare program, and improved beneficiary service. Medicare beneficiaries should have the same access to physical therapists as the rest of patients in Illinois and 35 other states.

Providing better access to qualified physical therapists will help ensure patients receive quality health care for all Americans. Mr. Speaker, I ask my colleagues for their consideration and support of the Patient Access to Physical Therapists Act.

NEW JERSEY'S 11th DISTRICT—
PRIME RECRUITING GROUND
FOR ACADEMIES

HON. RODNEY P. FRELINGHUYSEN

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 13, 2003

Mr. FRELINGHUYSEN. Mr. Speaker, every year, more high school seniors from the 11th Congressional District trade in varsity jackets for Navy pea coats, Air Force flight suits, and Army brass buckles than most other districts in the country. But this is nothing new—our area has repeatedly sent an above average proportion of its sons and daughters to the nation's military academies for decades.

This fact should not come as a surprise. The educational excellence of our area is well known and has long been a magnet for families looking for the best environment in which to raise their children. Our graduates are skilled not only in mathematics, science, and social studies, but also have solid backgrounds in sports, debate teams, and other extracurricular activities. This diverse upbringing makes military academy recruiters sit up and take note—indeed, many recruiters know our towns and schools by name.

Since the 1830's, Members of Congress have enjoyed meeting, talking with, and nominating these superb young people to our military academies. But how did this process evolve? In 1843, when West Point was the sole academy, Congress ratified the nominating process and became directly involved in the makeup of our military's leadership. This was not an act of an imperial Congress bent on controlling every aspect of the Government. Rather, the procedure still used today was, and is, a further check and balance in our democracy. It was originally designed to weaken and divide political coloration in the officer corps, provide geographical balance to our armed services, and to make the officer corps more resilient to unfettered nepotism that handicapped European armies.

In 1854, Representative Gerritt Smith of New York added a new component to the academy nomination process—the academy review board. This was the first time a Member of Congress appointed prominent citizens from his district to screen applicants and as-

sist with the serious duty of nominating candidates for academy admission. Today, I am honored to continue this wise tradition in my service to the 11th Congressional District.

The Academy Review Board is composed of six local citizens who have shown exemplary service to New Jersey, to their communities, and to the continued excellence of education in our area—many are veterans. Though from diverse backgrounds and professions, they all share a common dedication that the best qualified and motivated graduates attend our academies. And, as is true for most volunteer panels, their service goes largely unnoticed.

I would like to take a moment to recognize these men and women and to thank them publicly for participating in this important panel. Being on the board requires hard work and an objective mind. Members have the responsibility of interviewing upwards of 50 outstanding high school seniors every year in the academy review process.

The nomination process follows a general timetable. High school seniors mail personal information directly to the Military Academy, the Naval Academy, the Air Force Academy, and the Merchant Marine Academy once they become interested in attending. Information includes academic achievement, college entry test scores, and other activities. At this time, they also inform my office of their desire to be nominated.

The academies then assess the applicants, rank them based on the data supplied, and return the files to my office with their notations. In late November, our Academy Review Board interviews all of the applicants over the course of 2 days. They assess a student's qualifications and analyze character, desire to serve, and other talents that may be hidden on paper.

This year the board interviewed over 50 applicants. Nominations included 19 to the Naval Academy, 15 to the Military Academy, 2 to the Merchant Marine Academy and 7 to the Air Force Academy—the Coast Guard Academy does not use the Congressional nomination process. Congressman FRELINGHUYSEN then forwarded the recommendations to the academies by January 31, where recruiters reviewed files and notified applicants and my office of their final decision on admission.

As these highly motivated and talented young men and women go through the academy nominating process, never let us forget the sacrifice they are preparing to make: to defend our country and protect our citizens. This holds especially true at a time when our nation is fighting the war against terrorism. Whether it be in Afghanistan, the Persian Gulf or other hot spots around the world, no doubt we are constantly reminded that wars are fought by the young. And, while our military missions are both important and dangerous, it is reassuring to know that we continue to put America's best and brightest in command.

ACADEMY NOMINEES FOR 2002 11TH
CONGRESSIONAL DISTRICT NEW JERSEY

AIR FORCE ACADEMY

Mark C. Domogola, Short Hills, Millburn H.S.; Mark Cavanaugh, Flanders, Mt. Olive H.S.; Michael D. Fitzsimmons, Andover, Lenape Valley H.S.; Hannah Minchew, Mountain Lakes, Mountain Lakes H.S.; Andrew J. Moreno, Chester, West Morris Mendham H.S.; Don N. Smith, Sparta, Sparta H.S.; Joseph E. Ziega, Sparta, Sparta H.S.

MERCHANT MARINE

Matthew J. Pulitano, Randolph, Morris Catholic H.S. Donald G. Maye, Bridgewater, Bridgewater-Raritan H.S.

MILITARY ACADEMY

Lee W. Barnes, Mendham, Rutgers; Duane W. Clark, Bloomingdale, Butler H.S.; Robert Connelly, Brookside, West Morris Mendham H.S.; Phillip A. Durkin, Sparta, Pope John XXIII H.S.; John R. Fiddes, III, Long Valley, Delbarton Andrew D. Filauro, Denville, Morris Knolls H.S.; Allison T. Gaydosh, Bridgewater, Bridgewater-Raritan H.S.; Edward Gibbons, Chatham, Chatham H.S.; Timothy Kuppler, Basking Ridge, Ridge H.S.; Jason C. McKay, Bridgewater, Bridgewater-Raritan H.S.; Timothy Nagle, Bridgewater, Bridgewater-Raritan H.S.; William C. Nordlund, Mendham, St. Georges School; John R. Rashap, Randolph, Randolph H.S.; Todd R. Stawicki, Bridgewater, Rutgers; Paul R. Wistermayer, Denville, Morristown Beard School.

NAVAL ACADEMY

David S. Bellomo, Whippany, Whippany Park H.S.; Gregory D. Butler, Bloomingdale, Bulter H.S. Joseph L. Caprio, Denville, Morris Knolls H.S.; Shannon E. Clancy, Califon, West Morris Central H.S.; Michael J. Coffey, Succasunna, Roxbury H.S.; Benjamin B. DeWitt, Mendham, Hill School; Christopher T. Dibble, Somerville, Somerville H.S.; Thomas K. Gallant, West Caldwell, James Caldwell H.S.; Joshua Haba, North Caldwell, West Essex H.S. Bryce C. Holden, Sparta, Sparta H.S.; Richard L. Kilcoyne, III, Essex Fells, West Essex H.S.; Paul S. Kim, Kinnelon, Kinnelon H.S.; Emily A. Laraway, Long Valley, West Morris Central H.S.; Daniel M. Leahey, Morris Plains, Morristown H.S.; Matthew F. Minor, Kinnelon, Kinnelon H.S.; Gregory A. Pappianou, Chester, West Morris Mendham H.S.; Erin C. Reeve, Madison, Madison H.S.; Christopher C. Smith, Succasunna, Roxbury H.S.; Craig G. Wilson, Sparta, Sparta H.S.

TRIBUTE TO THE AUSTRALIAN EX-
CHANGE WASHINGTON INTERN-
SHIP PROGRAM

HON. JAMES E. CLYBURN

OF SOUTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 13, 2003

Mr. CLYBURN. Mr. Speaker, it gives me great pleasure to rise today to celebrate a unique international exchange that continues to enrich this institution and The Other Body annually.

Australia is half a world away from this chamber and my constituents in the Sixth Congressional District of South Carolina. Yet Australians and Americans are close international allies and, in many ways, exceptionally close cousins in our democratic institutions, in our multiculturalism, and in the value we place on friendship.

Since 2000, a select handful of Australian university students have made the journey, at great personal expense, from Adelaide in South Australia to spend six-weeks full-time in very welcoming congressional offices. This year was my first such opportunity to host such an entrepreneurial student in Alison Cupper, who is originally from the neighboring Australian state of Victoria.

Alison has been a tireless assistant since the moment she arrived. She is here to study, which she has done daily in her enthusiasm to