

and create dramatic performances, exhibits, documentaries, and research papers by exploring a variety of resources beyond classroom textbooks. Students in grades 6-12 engage in this challenging year-long program in order to gain a better understanding of the importance of studying history. I believe that a fundamental understanding of history is imperative in order to appreciate the present world situation. Fifty students from Connecticut have demonstrated their proficiency in the subject area by having been selected as National History Day finalists from our State.

As a Senator from the State of Connecticut, I am pleased to congratulate the students from Connecticut who have been selected to represent our State at this year's National History Day competition. It also gives me great pleasure to pay special tribute to Sadie Hartell and Elizabeth Kelly. Sadie Hartell and Elizabeth Kelly, both students at Hall Memorial School in Willington, CT, were among the 19 students chosen out of more than half a million across America to display and present their history projects at the Smithsonian American Art Museum. Sadie's project is titled "The Beatles: Communicating to their Generation." Elizabeth's project is titled "The Second American Revolution: Elizabeth Cady Stanton and her Fight."

I applaud all 50 delegates from the State of Connecticut for having been selected to represent our State as finalists in the National History Day competition and commend these students for their diligence and creativity. I join with the citizens of the State of Connecticut in wishing them well in all their future endeavors.

Mrs. DOLE. Mr. President, I am delighted to come to the floor today to congratulate Nathan Przechowski of Swannanoa, NC and Stephen Gordon of Fletcher, NC on being selected to present their award-winning history projects at the Smithsonian National Museum of American History and the Smithsonian American Art Museum in celebration of National History Day.

For 25 years the National History Day Program has brought history to life for students across our country. By combining creativity with scholarship, students are finding a new appreciation for the past while developing valuable skills in writing and analytical reasoning. Most importantly, this program focuses on inspiring each child to reach his or her full potential, and in doing so provides a great service by increasing their confidence and ability to succeed.

This year the National History Day Program asked students to present projects on the theme "Communication in History: the Key to Understanding." Students were asked to explore the role communication plays in history and its significance in helping shape how historical changes have been understood.

Let me share with you the two wonderful projects Nathan and Stephen presented.

Nathan presented his exhibit entitled, "The History of Spring Training: Communication is the Key to Understanding the Merger of Athletic Preparation with Market Magic." His project explores how baseball's spring training has grown from traditionally being a means for athletic preparation to today becoming a multi-million dollar industry expressed through business marketing. Nathan was able to incorporate his love of sports, his interest in business, and his appreciation of history to better understand how this tradition evolved over time.

Stephen also presented his project, a documentary entitled, "Telling Tales: The Appalachian Oral Tradition." His work depicts how the people of Appalachia have communicated ideas, history, heritage, and values through the use of nothing more than oral tradition. Stephen was able to trace stories from the mountains of North Carolina back over hundreds of years and show how fundamental concepts were passed from generation to generation.

Through their hard work and dedication, these young historians show that discovering, understanding, and interpreting history is not only important, but exciting.

Today is a proud day for Nathan, Stephen, and their families. We are proud of these student's hard work, dedication, and tremendous achievements. I believe passionately that education is the foundation for success, and I am encouraged to see students so active in the learning process. I hope Nathan and Stephen have enjoyed this experience and I wish them continued success in the years ahead.

Mr. DEWINE. Mr. President, the importance of learning and appreciating history cannot be understated. Men and women—young and old—benefit from learning about the past as a way to shape the future. Today, the National History Day Program is honoring students from around our Nation who have displayed excellence in the study of history, and I am pleased to recognize five students from my home State of Ohio who are participating in this important program.

The National History Day Program actually originated in Ohio at Case Western Reserve University in Cleveland. The National History Day Program allows students to create exhibits, documentaries, and performances by using their critical thinking and research skills in the subject of history. This year is a special year, as the National History Day organization is celebrating its 25th Anniversary of training students and teachers to incorporate libraries, museums, and archives into their learning plans.

I would like to take a moment to recognize the Ohioans who are participating this year. Megan Daines, a student at Hannan Trace Elementary in Crown City, OH, presented her project, titled "The Underground Railroad: Communication between Two Worlds," at the Smithsonian National Museum

of American History. Holly Anderson, a student at Canton County Day School in Massillon, OH, was one of 19 students chosen from over 2,000 finalists to perform her original work, "All of a Flutter: The Secret Language of the Fan," in the Grand Salon in the Renwick Gallery of the Smithsonian American Art Museum.

Ian Shaw of Sylvania, Michael Kreuz of Swanton, and Ben Spang of Toledo are three Ohio home-schooled students, who have been selected to present their project at the National Museum of Health and Medicine. Ian, Michael, and Ben joined Isaac Skaggs of Michigan to complete a documentary titled, "A Voice in the Darkness: Dr. Jonathan Mann, Uniting the World Against AIDS."

I congratulate all of these students for their presentations and performances. Their dedication to the pursuit of excellence in the study of history sets a great example for our Nation's youth. I join all Ohioans in wishing them all the best in their future endeavors.

Mr. HAGEL. Mr. President, I rise to congratulate Michael Walsh of Omaha, NE, an outstanding student and young history scholar whose National History Day project has been chosen out of half a million in America to be presented today at the White House Visitor Center. Michael's documentary, "Let the Word Go Forth: JFK's New Frontier," highlights President Kennedy's unique ability to communicate effectively with both Americans and leaders throughout the world, especially during the Cuban missile crisis, a critical time in America's history. His project shows that young Americans can take important historical events and share them with us in an interesting and educational way. Michael is a student at Lewis and Clark Middle School in Omaha.

National History Day is a unique approach to teaching and learning history in our Nation's classrooms. It allows students to create exhibits, documentaries and performances by using their critical thinking and research skills in the subject of history. This year marks the 25th anniversary of the National History Day organization.

All of Nebraska is proud of Michael's commitment to scholarship. This young Nebraskan understands that history shapes our future and influences the world we live in today. I ask my colleagues to join me and all Americans in honoring Michael Walsh and all students who participated in National History Day.

LOCAL LAW ENFORCEMENT ENHANCEMENT ACT OF 2005

● Mr. SMITH. Mr. President, I rise today to speak about the need for hate crimes legislation. Each Congress, Senator KENNEDY and I introduce hate crimes legislation that would add new categories to current hate crimes law, sending a signal that violence of any

kind is unacceptable in our society. Likewise, each Congress I have come to the floor to highlight a separate hate crime that has occurred in our country.

Last year, a 19-year-old gay man was bludgeoned with a pipe while standing on a street corner in Queens, NY.

I believe that the Governments first duty is to defend its citizens, to defend them against the harms that come out of hate. The Local Law Enforcement Enhancement Act is a symbol that can become substance. I believe that by passing this legislation and changing current law, we can change hearts and minds as well.●

THE FIFTY CALIBER SNIPER WEAPON REGULATION ACT

Mr. LEVIN. Mr. President, in recent years, there has been numerous reports regarding .50-caliber sniper rifles and the danger they pose to our communities and homeland security. It is important that we take action to prevent potential terrorists and violent criminals from having easy access to these dangerous weapons.

The .50-caliber sniper rifle is a favorite weapon of militaries around the world. According to a report released by the Violence Policy Center last year, a .50-caliber sniper rifle is capable of accurately hitting a target over 1,500 yards away, and the ammunition available for the rifle includes armor-piercing, incendiary, and explosive bullets. The report also cites the U.S. Army's manual on urban combat, which states that .50-caliber sniper rifles are designed to attack bulk fuel tanks and other high-value targets from a distance using "their ability to break through all but the thickest shielding material." According to the Brady Campaign to Prevent Gun Violence, one of the leading manufacturers of the .50-caliber sniper rifle has also promoted their rifle's ability to destroy "multimillion dollar aircraft with a single hit delivered to a vital area."

While these capabilities may be desirable for military purposes, the .50-caliber sniper rifle provides the same capabilities to terrorists who may use them to bring down civilian aircraft, attack critical infrastructure, or kill innocent Americans. Currently, these powerful weapons are subject to only minimal Federal regulation and are treated the same as other long rifles including shotguns, hunting rifles, and smaller target rifles. A loophole in the law, commonly known as the "gun show loophole," also allows for .50-caliber sniper rifles to be purchased without even a minimum background check.

I have cosponsored the Fifty-Caliber Sniper Weapon Regulation Act introduced by Senator FEINSTEIN. This bill would reclassify .50-caliber rifles under the National Firearms Act, NFA, treating them the same as other high-powered or especially lethal firearms like machine guns and sawed off shotguns.

Among other things, reclassification of .50-caliber sniper rifles under the NFA would subject them to new registration requirements. Future transfers or sales of .50-caliber sniper rifles would have to be conducted through a licensed dealer with an accompanying background check. In addition, the rifle being sold would have to be registered with Federal authorities. The additional requirements would help ensure that these dangerous weapons do not fall into the hands of potential terrorists or violent criminals.

We should recognize the extraordinary capabilities of .50-caliber sniper rifles and the danger they pose to our homeland security. I urge my colleagues to take up and pass the Fifty-Caliber Sniper Weapon Regulation Act to help protect our Nation from those who may wish to do us harm.

CHUCK LUDLAM

Mr. LIEBERMAN. Mr. President, I rise to express my gratitude and, truly, this country's gratitude, to Chuck Ludlam of my staff, for his 33-year career in government service and public policy. He's retiring on June 24, 40 years to the month after his first job on Capitol Hill as a "Stanford in Government" intern in the House of Representatives.

Thomas Jefferson once asked the question: What duty does a citizen owe to the government that secures the society in which he lives?

Answering his own question, Jefferson said: "A nation that rests on the will of the people must also depend on individuals to support its institutions if it is to flourish. Persons qualified for public service should feel an obligation to make that contribution."

Chuck has answered that call—a call as old as our Republic—with dedicated service to our Nation and continued service to our world.

Chuck began his public service as a Peace Corps volunteer in Nepal in 1968–1970. After his Senate retirement, he and his wife, Paula Hirschhoff, also a 1960's Peace Corps volunteer, in Kenya, will serve again as Peace Corps volunteers, in Senegal. This full circle expresses well their commitment to service.

The professionalism and accomplishments of congressional staff are often unsung and even unappreciated. While it is difficult to summarize a career as varied and distinguished as Chuck's, let me touch on a few highlights.

I have known Chuck since I arrived in the Senate in 1989, and he has served as my economic counsel since 2001. Following the anthrax attack on the Senate in October 2001, Chuck went to work on biodefense and infectious disease policy issues. BioShield I, enacted last July, was in significant part due to his work, and he has now helped Senator HATCH, Senator BROWNBACK, and me fashion BioShield II, S. 975, a visionary tour de force on the full range of issues we must address to prepare

for a bioterror attack or infectious disease outbreak. This bill provides a prescription for how to prepare ourselves for these threats to our national health and well being. Now it is incumbent on us to enact it. It is hard to describe the importance to our country of moving this legislation. It is an area of extreme future risk not only for ourselves but for all nations. Chuck developed a profound view of what must be done to deter this nightmare, a nightmare not only of bio attacks but of infectious disease in general, and has been relentlessly pressing this problem and its solutions onto our national policy agenda since 2001. It has been an exceptionally dedicated and unique legislative effort and it underscores the kind of remarkable role talented and driven Senate staff like Chuck can play assisting Senator policymakers.

Chuck had a long and very special working education that has enabled him to serve in this Senate policy-developer role. Before his service in my office, Chuck served as chief tax counsel on the Senate Small Business Committee, 1985–1993, with Senator Dale Bumpers; as legal counsel on the Joint Economic Committee, 1982–1985, with Congressman Gillis Long; as legal counsel on the Carter White House Domestic Policy Staff, 1979–1981, working with Si Lazarus and Stu Eizenstat; as counsel to the Subcommittee on Administrative Practice and Subcommittee on Separation of Powers of the Senate Judiciary Committee, 1975–1979, with Senator James Abourezk; and as a trial attorney in the Bureau of Consumer Protection of the Federal Trade Commission, 1972–1975. In addition, he served as vice president for Government Relations, Biotechnology Industry Organization, 1993–2000, and Counsel, Musick, Peeler and Garrett, 1981–1982).

During his long career on Capitol Hill, Chuck has brought his strong talents to bear on a wide range of legislative issues. While on my staff, these ranged from Federal fiscal responsibility and honest government accounting, S. 1915; to building assets for the poor, S. 476; to promoting U.S.–China educational and cultural engagement; S. 1117; to U.S. economic competitiveness policy, S. 2747; and, as I mentioned, to enacting Project BioShield, Public Law 108–276.

Long before joining me, Chuck worked to establish the Office of Senate Legal Counsel, Public Law 95–521; to defeat problematic Airline Noise legislation in 1978; to enact the first law on the subject of organizational conflict of interest, Public Law 95–70; to enact the Regulatory Flexibility Act, Public Law 96–354; to save the tax exemption for the bonds for non-profit hospitals and schools, Public Law 97–248; enact the Patent Reform Act of 1999, Public Law 106–113; to enact the first law banning genetic discrimination, Public Law 104–191; to make permanent the Orphan Drug Tax Credit, Public Law 104–188 and 105–34; and to