

of many peoples who, blended together on a benignant basis of political and race equality, combine to form the Kingdom of Hawaii . . ." The Akaka Bill would thus represent a wretched regression in race relations that would occasion equally wretched racial ills.

JUNETEENTH INDEPENDENCE DAY

Mr. OBAMA. Madam. President, I was pleased to join the Senator from Michigan, Senator LEVIN, in submitting a resolution on the Juneteenth Independence Day.

I have heard people ask, "Why celebrate Juneteenth?" We have so many holidays and remembrances already—why add more history to the calendar?

But of course, Juneteenth is not just about celebrating history. It is about learning from it. Just like the day when the greatest civil rights leader of our time was born or the day when we finally gave African Americans a ballot and a voice, Juneteenth is a day when we can look back on a time when everyday Americans faced the most daunting challenges and the slimmest odds and still persevered. When they said "we shall overcome," and they did. When the hopes held by so many for so long finally led to the victory of freedom over servitude; of independence over enslavement.

Juneteenth is a day that allows us to remember that America is still the place where anything is possible. It has been that place in the past, and it can be that place in the future when it comes to the challenges we have yet to meet.

And so when we think of those challenges—when we think of the injustice we still face and the miles we have left to march—when we think of the millions without health care, the children without good schools, the families without jobs, and the disparities that still exist between black and white, rich and poor, educated and uneducated—when we think about all these challenges, we can also think "Juneteenth."

We can think of a day when the word began to spread from town to plantation to city to farm that after more than a hundred years of slavery, millions were now free. That after so many hopeless days and years of despair, the impossible was now truth; the shackles were now broken and a new day was finally here.

In the memory of this day, I believe we can find hope for all the trying days we have yet to face as a people and as a nation. And as we continue to overcome, we will continue to celebrate those victories as historical markers that give future generations the same hope we have today.

I commend Senator LEVIN for his longtime leadership on civil rights issues and urge my colleagues to support this resolution.

Mr. KERRY. Mr. President, I wish to recognize the upcoming Juneteenth celebration that will occur this Sunday, June 19, 2005. This celebration

commemorates the end of slavery throughout the United States. Although the Emancipation Proclamation was issued on January 1, 1863, the information had not been passed to the most rural parts of the South until some two and a half years later when General Gordon Granger entered Galveston, TX on June 19, 1865, and issued the proclamation, officially freeing the town.

There are a number of theories to explain why it took so long for the message of freedom to reach many slaves throughout the South. While there is yet to be a definitive explanation for the delay, as we continue to recognize the importance of this date, we can be assured that scholars will continue to research this part of our Nation's history.

Annual Juneteenth celebrations have long been a part of our Nation's history. Although they were held in the years immediately following 1865, they were not popular in the Jim Crow-era South. In fact, they were banned from public property, and, in order to continue the celebrations, churches throughout the South held fundraisers to sponsor Juneteenth events. This was common until the Great Depression, when people could no longer afford the necessities of everyday life, let alone celebrations of our past. At the same time, in many public schools, teachers often focused discussion on the day of the Emancipation Proclamation, even though it had no immediate impact for slaves in many parts of the South. Thus, there was limited recognition of the importance of Juneteenth until the Texas legislature recognized it as an official holiday on January 1, 1980.

This weekend we recognize this important celebration. In so doing, we take time to reflect on the evil of slavery. This is a time to learn from the past and to redouble our efforts to ensure that the values of freedom and liberty in this country are afforded to all its citizens. Juneteenth is a day for reflection, for prayer and for hope that our country will continue to grow together in the spirit of liberty, equality and justice.

I am proud to honor the 140th commemoration of the African American emancipation day, Juneteenth, June 19, 1865.

"HEROES AMONG US" AWARD RECIPIENTS

Mr. KENNEDY. Mr. President, all of us in New England are proud of the Boston Celtics. They led the Atlantic Division of the NBA this season, but they are also leaders in the community. Each year, the Celtics honor outstanding persons in New England as "Heroes Among Us"—men and women who have made an especially significant impact on the lives of others.

The award, now in its 8th year, recognizes men and women who stand tall in their commitment to their community. The extraordinary achievements of the

honorees this year include: saving lives, sacrificing for others, overcoming obstacles to achieve goals, and lifelong commitments to improving the lives of those around them. The winners include persons of all ages and all walks of life—students, community leaders, founders of nonprofit organizations, members of the clergy, and many others.

At home games during this season, the Celtics and their fans salute the efforts of an honoree in a special presentation on the basketball court. So far, over 300 individuals have received the "Heroes Among Us" award.

The award has become one of the most widely recognized honors in New England. I commend each of the honorees for the 2004-2005 season, and I ask unanimous consent that their names and communities be printed in the RECORD.

There being no objection, the material was ordered to be printed in the RECORD as follows:

Bill Annino, Scituate, RI
Mattie Arkord, Brighton, MA
Suzin Bartley, Milton, MA
Boston MedFlight, Bedford, MA
Andrea Casanova, Boston, MA
Mike Cataruzolo, Watertown, MA
Marisol Chalas, Lynn, MA
Erika Ebbel, Cambridge, MA
Jini Fairley, Dorchester, MA
Judi Fanger, Needham, MA
Autumn Faucher, Pelham, NH
Students from Fenway High School, Boston, MA
Sue Fitzsimmons, Wellesley, MA
Officer Steven Fogg, Waltham, MA
Lauren Fox, Brookline, MA
Gladys Aquino Gaines, Andover, MA
Sean Gavin, Brighton, MA
The Giangrande Family, Andover, MA
Manna Heshe, Brookline, MA
Deborah Jackson, Milton, MA
Hubie Jones, Newton, MA
Kirk Joselin, Holliston, MA
Paula Kane, Westborough, MA
Rick De Muinck Keizer, Belmont, MA
Dr. Punyamurtula Kishore, Chestnut Hill, MA
Sotun Krouch, Lynn, MA
Iwona and Emily Londono, Dorchester, MA
George Mazareas, Nahant, MA
Jake Mazza, Newton, MA
Jane Melchionda, Reading, MA
Kimo Murphy and David Dorriety, Hillsboro, NH
Kyle Power, Methuen, MA
Pat Pumphret, Winthrop, MA
Jerry Quinn, Brighton, MA
Margie Rabinovitch, Newton, MA
Sergeant Steve Roche, Worcester, MA
Freddie Rodrigues, Dorchester, MA
Dick Rogers, Waltham, MA
Jothy Rosenberg, Newton, MA
The Sammis Family, Rehoboth, MA
The Schoen Family, Weston, MA
Peter Trovato, North Attleboro, MA
Three members of the original Tuskegee Airmen: Jack Bryant, Cohasset, MA; James McLaurin, Weymouth, MA; Enoch Woodhouse, Boston, MA
Nancy Tyler Schoen, Franklin, MA
Steven Vellucci, Jr., Tyngsboro, MA

NOMINATION OF THOMAS GRIFFITH

Mr. BIDEN. Madam President, I ask unanimous consent to have printed in

the RECORD my statement on the nomination of Thomas Griffith.

There being no objection, the statement was ordered to be printed in the RECORD, as follows:

NOMINATION OF THOMAS GRIFFITH

Mr. BIDEN. Mr. President, I rise today to discuss the nomination of Thomas Griffith to the U.S. Court of Appeals for the District of Columbia. I intend to vote for Mr. Griffith's nomination today. When the Judiciary Committee reported Mr. Griffith's nomination to the floor on April 14, I opposed his nomination because of my concern over the nexus between his public views on title IX and his views on stare decisis. More specifically, I expressed concern that Mr. Griffith had not clearly indicated that he would respect 27 years of the accepted legal interpretation espoused by successive administrations and other Federal appellate courts regarding the "substantial proportionality" test of title IX. In my view, failure to accept this consensus as "applicable precedent" would mark a monumental, and unacceptable, shift in the ability to enforce title IX.

When I voted against Mr. Griffith in the Judiciary Committee, however, I stated that I would reconsider my vote on the floor if I received assurances that he would respect the unanimous consensus of the Federal appellate courts and prior and current administration interpretations on title IX. When I was unable to reach Mr. Griffith, I had my staff director speak to him to ask a series of followup questions. Mr. Griffith assured my staff that he would consider the consensus views of the appellate courts and administration views as "applicable precedent" with respect to any challenge to title IX he might face as a sitting judge on the DC Circuit. He also reiterated the point, made in his earlier written responses, that he would recuse himself in any case where the DC Circuit's recusal rules required it. Mr. Griffith also noted that he has five daughters who are all active in sports and who had been direct beneficiaries of title IX. He stated that, having seen first-hand the tangible effects of increased participation for women in sports, he would never do anything to curtail the continued success of title IX.

By all accounts, Mr. Griffith is an honorable man and I take him at his word. It is my hope and expectation that he will apply the consensus precedent on title IX matters should he consider them on the bench. I am fortified in my views by the strong endorsement of Mr. Griffith's nomination by three individuals for whom I have great respect—Judge Abner Mikva, Gregory Craig, and Lanny Breuer. I served in Congress with Judge Mikva, helped shepherd his nomination to the Federal bench, and worked closely with him when he was White Counsel and I was chairman, then ranking member, of the Judiciary Committee. I have worked with all three of these individuals, and their personal assurances to me that Mr. Griffith is both a man of his word and possessed of the requisite judgment and temperament to sit on the Federal bench is a significant factor in my decision to support his nomination. Finally, I am hopeful that Mr. Griffith will also remain true to his word for the sake of his five daughters who have been direct beneficiaries of title IX.

For these reasons, I have decided to support Mr. Griffith's nomination on the floor.

ADDITIONAL STATEMENTS

RECOGNITION OF ECONOMIC EDUCATION ACHIEVEMENTS

• Mr. AKAKA. Mr. President, I want to recognize the achievements of several individuals from Hawaii who have excelled in an area of great interest to me, the area of economic education.

First is Lance Suzuki, a teacher at Maryknoll High School in Hawaii. For his AP Economics class he developed a new and very innovative piece of curriculum, a novel approach to involve the students in learning economics. This lesson is called "What Does 2 Trillion Dollars Buy?" where students participate in learning the political side of the economy as well as how the federal budget is developed and approved by the Congress. For this lesson, he was recognized by the NASDAQ Stock Market Educational Foundation, Inc. and the National Council on Economic Education as the Grand Winner of their 2005 National Teaching Award.

Economic education is very important to our nation. Commercial marketing continues to target younger audiences—not just teenagers, but young children—to become consumers and in some cases provides them with easy access to lines of credit. We must ensure that our students have the necessary tools for sound financial decision making. Lance Suzuki's curriculum achieves this important goal. Not only will his students and school benefit, but all of us will gain from the innovative efforts of Lance Suzuki. I am proud that a teacher in my home State of Hawaii has been recognized with this prestigious award for expanding economic education.

I also wish to congratulate a group from Iolani School. They are students Justin Van Etten, Lara Malins, Tyler Mizumoto and Reed Ayabe, and their coach, Col. Richard Rankin. These four students along with team member Steve Schowalter, who was unable to attend the competition, comprise the top Iolani School Economics Team. On May 23, 2005, they won the 2005 National Economics Challenge, a competition that started out with 34,000 teams nationwide. The future of our country depends on our students, and I am pleased to know that Hawaii is turning out such successful young people. I earnestly congratulate them for their achievement.

I have been very active in working to address economic and financial illiteracy in the United States. I have introduced legislation including the Mutual Fund Transparency Act, the College Literacy in Financial Education Act and the enacted Excellence in Economic Education Act. We must strive for better economic and financial literacy, which, in turn, will result in stronger families, better-functioning markets, and a more secure future for our nation.

It is a critical time for citizens to be literate in economic issues. More than

ever, the need for leadership in the classroom is foremost and the involvement of students is paramount. Lance Suzuki and the Iolani Economics Team are role models for our country and I am proud to extend my sincere congratulations and appreciation for their hard work.●

RECOGNIZING JULIA DYER

• Mr. ALLEN. Mr. President, today I am pleased to recognize Julia Dyer, a teacher at Albemarle High School in Charlottesville, VA, who is one of eight finalists for the Richard T. Farrell Teacher of Merit Award for outstanding success in teaching history.

The Richard T. Farrell Award is presented each year to a teacher who employs innovative and creative teaching methods in and out of the classroom. The teacher must participate in the National History Day program, develop and use creative teaching methods to pique students' interest in history, help them make exciting discoveries about the past, show exemplary commitment to helping students develop their awareness of history and recognize their achievements.

Ms. Dyer is being recognized for her dedication to the National History Day program and her success with improving history education. She has been involved in helping students participate in National History Day for over 20 years. Ms. Dyer has a unique ability to take a classroom curriculum and personalize it for each student. And, most impressively, she continues to have an impact on students even after they have left her classroom.

As a former Governor who implemented academic standards for Virginia's students in a broad range of subjects, including history, I am especially pleased that we have outstanding women like Julia teaching in our schools. I commend Julia on her selection for this award and applaud her dedication to her students, the improvement of the educational process and the teaching of our common history. With dedicated teachers like Julia Dyer, I know the students in Virginia, and indeed across America, have a bright future.●

COLLEGE WORLD SERIES IN OMAHA—JUNE 2005

• Mr. NELSON of Nebraska. Mr. President, on June 17, 2005, more than a half-century baseball tradition continues in Omaha, NE. This is the 56th year in a row that Omaha plays host to what is officially named the NCAA Men's College World Series. Of course, baseball fans nationwide know it by its unofficial name—"The Road to Omaha."

The Men's College World Series features the best teams that college baseball has to offer. Many of the players are the professional superstars of tomorrow. One has even gone on to become President of the United States.