

HONORING MRS. GEORGIA  
MCGLODY OF COMPTON, CALI-  
FORNIA ON THE OCCASION OF  
HER 90TH BIRTHDAY

**HON. LAURA RICHARDSON**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Friday, April 27, 2012*

Ms. RICHARDSON. Mr. Speaker, I am happy to announce that one of my constituents, Mrs. Georgia McGlory of Compton, California, celebrated her 90th birthday this past Monday, April 23. Mrs. McGlory was born in Oklahoma in 1922. She moved to California in 1956. Like so many other families during that time, including mine, Mrs. McGlory was attracted to the promise of a better life offered by the Golden State. She settled in Compton and has resided in the same home for the last 56 years.

Mrs. McGlory labored at Paramount Cleaners for many years, but her desire to further her education was unstoppable. She went back to school to learn Office Administration and enjoyed a productive career in the field. But her hard work and accomplishments did not end there. She saw the importance, and had the need, to be of service to community. So Mrs. McGlory volunteered at Compton High school, and has been an active member of Avalon Church in Compton for over 40 years.

Mr. Speaker, Mrs. McGlory has achieved all of this while raising ten wonderful children, and she shows no signs of slowing down as she moves gracefully into her nineties. Mrs. McGlory has already held several elected offices at the Friendship Club at the Dollarhide Senior Center, and is continuously working to make the Senior Center a fun and inviting place to be.

So on her 90th birthday, I say to Mrs. McGlory, my dear friend Georgia: Happy Birthday! Keep going strong for many years to come.

PENSACOLA CHRISTIAN COLLEGE  
COMMUNITY HONORS RETIRING  
PRESIDENT DR. ARLIN HORTON

**HON. CATHY McMORRIS RODGERS**

OF WASHINGTON

IN THE HOUSE OF REPRESENTATIVES

*Friday, April 27, 2012*

Mrs. McMORRIS RODGERS. Mr. Speaker, I rise today to recognize the exemplary career of a great leader, scholar and mentor, Pensacola Christian College's Founder and President, Dr. Arlin Horton. After 38 years of exceptional leadership at Pensacola Christian College and nearly 60 years at Pensacola Christian Academy, we celebrate Dr. Horton's retirement and reflect back on a career of distinguished accomplishments.

As the Founder of my alma mater, Pensacola Christian College, Dr. Horton created one of the finest institutions of higher learning in America—and a ministry serving God's work with leadership, responsibility and faith. After he and his wife Beka graduated from college in 1951, they came to Pensacola to start this ministry. And their success was extraordinary.

In 1954, they opened the doors to Pensacola Christian School—which began with only

35 students—and since 1970, over 2,000 students from kindergarten through twelfth grade have received an education at Pensacola Christian School. With over 93,000 Christian school principals and teachers attending clinics in Pensacola, the work President Horton and his wife began paved the way for generations of students, teachers and leaders.

Years later, Dr. Horton's influence expanded from the Christian School to a broad network of Christian radio stations all across the country. He also began publishing unique curriculums for Christian Schools, which revolutionized Christian education in America. Today, over 10,000 Christian schools and daycares use their books.

Most notably though, in 1974, Dr. Horton founded Pensacola Christian College, from which I was honored to receive my Bachelor's Degree in 1990. Beginning with only 100 students in the fall of 1974, Pensacola Christian College now recognizes over 16,600 alumni all over the world. To say that his influence was incalculable is an understatement.

So today I join Dr. Arlin and Beka Horton in celebrating a long life of dedication to education, devotion to Christ, and commitment to making a difference in the lives of others. While Dr. Horton's retirement is sad for the PCC community, we will all—PCC students and alumni alike—continue to carry his legacy with us forever. He taught us: "To God be the Glory!"—and this we will most certainly remember.

IN HONOR OF YOM HA-SHOAH

**HON. CAROLYN B. MALONEY**

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Friday, April 27, 2012*

Mrs. MALONEY. Mr. Speaker, on Holocaust Remembrance Day—we remember the 6 million Jews who were brutally murdered by the Nazis and their allies.

The world stood silent while Jews were rounded up and shot, while families were taken from their homes while entire communities were "liquidated"—and Jews were transported to concentration camps or murdered.

While millions perished in the gas chambers. There was no outrage. There were no protests.

And the world stood by while one-third of the Jewish community was murdered. The numbers are almost incomprehensible. And perhaps the world stayed silent because the threat was simply unbelievable. Who could believe that civilized Germany, with its musicians and philosophers, could possibly mean to murder so many?

But now we know better—we know that when a dictator rises up—when he swears that he will destroy Israel—when he denies that the Holocaust ever took place—when he murders his own people and suppresses democracy—should not be allowed to develop the capability to murder millions of people with a single bomb.

We know that we have an obligation to stand up—we know we have an obligation to act. We know that a nuclear Iran can blackmail the world, threaten oil supplies and carry out its threat to wipe Israel off the face of the map. If Iran develops nuclear bombs, it will have the ability to do in a matter of minutes what it took the Nazis six years to do.

The best way to ensure that there's no possibility of a new, deadlier holocaust is to make sure Iran does not develop nuclear weapons.

I support efforts in Congress and by this administration to implement strong sanctions to force Iran to give up its nuclear ambitions.

But above all, Israel has an absolute right and sole discretion to take whatever steps may be necessary to defend itself and its citizens.

A nuclear Iran is a threat to the entire world and we all have a responsibility to act.

We cannot afford to stand by in silence.

THE INTRODUCTION OF THE AUTISM UNDERSTANDING AND TRAINING IN SCHOOL METHODOLOGIES FOR EDUCATORS ACT (AUTISM EDUCATORS ACT)

**HON. JAMES P. MORAN**

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

*Friday, April 27, 2012*

Mr. MORAN. Mr. Speaker, I rise today to introduce the Autism Understanding and Training In School Methodologies for Educators Act (AUTISM Educators Act) of 2012. This legislation would create a demonstration program to train mainstream teachers in effective communications skills and in turn improve the learning experience for children on the autism spectrum. Autism Spectrum Disorder (ASD) is the fastest growing developmental disability in the United States.

The Centers for Disease Control and Prevention (CDC) recently announced updated statistics on the incidence of Autism Spectrum Disorder in the U.S. They are staggering. One in 88 children is diagnosed on the autism spectrum by age 8, and boys are five times more likely to have an ASD. These findings are based on 2008 data and reflect a 78 percent increase from the 2002 data. Although we are better at diagnosing ASD, the increase cannot be wholly attributed to better and earlier diagnosis.

We do not know the causes of ASD, but many in the field of research suggest environmental factors are at play.

While scientists work on the causes of and treatments for ASD, children on the spectrum deserve the best possible education. Many of these children are placed in special classes with trained special education instructors, but a number of "high functioning" children on the spectrum are enrolled in mainstream classrooms.

Unfortunately due to the rapid growth in ASD, many teachers have not had the opportunity to receive training in communicating with autistic children. Teachers want this training. And the AUTISM Educators Act will facilitate and implement qualified training programs in school settings.

There is a large demand for this legislation. I know this because the issue first came to me from families in my district who desperately need the public education system to work better for their children's special needs. These committed parents know that communications skills are paramount in working with children on the spectrum. The AUTISM Educators Act establishes a demonstration grant to a local education agency (LEA) in partnership with a university school of education to develop and

implement a program to deliver in-service training to practicing teachers.

My constituents—parents, teachers, principals and school board members—are in agreement that this is a remedy they seek. It is a small investment, but it can make an enormous improvement in educational success for our special needs children.

I am pleased that the cochair of the House Autism Caucus, MIKE DOYLE, is joining me as an original cosponsor of this bill.

I have been overwhelmed with the support of my local school community. I include their letters of support.

ARLINGTON SEPTA,  
Arlington, VA, April 9, 2012.

Hon. JIM MORAN,  
Rayburn House Office Building,  
Washington, DC.

DEAR CONGRESSMAN MORAN: The Arlington Special Education Parent Teacher Association (Arlington SEPTA) enthusiastically supports your legislative initiative to establish a demonstration program to train classroom teachers and school staff on how to implement evidence-based practices for educating students with autism spectrum disorders.

Arlington has a highly organized community of families who actively collaborate with schools to support students with special needs. Two years ago, Arlington families established the first Special Education PTA in Virginia. The Arlington SEPTA is a county-wide Parent Teacher Association organized for the specific purpose of providing information and support to the families of children with special needs. Our organization's mission is to enhance the educational experience of children with special needs by creating a collaborative network of parents, educators, and community members. For example, we have developed a program to competitively award mini-grants of up to \$500 to classroom teachers and school staff, who use the mini-grants to purchase the materials needed to pilot enrichment activities for students with autism spectrum disorders and other disabilities.

The National Research Council's 2001 report on Educating Children with Autism concluded that teachers, paraprofessionals and others educating children with autism spectrum disorders "must be familiar with theory and research concerning best practices for children with autistic spectrum disorders, including methods of applied behavior analysis, naturalistic learning, assistive technology, socialization, communication, inclusion, adaptation of the environment, language interventions, assessment, and the effective use of data collection systems" (p. 225). Unfortunately, few teachers, paraprofessionals and related staff receive such training and the resulting knowledge gap is becoming a crisis as the number of children with autism spectrum disorders continues to rise. The Center for Disease Control and Prevention estimates that the number of children identified as having an autism spectrum disorder in the United States now is roughly 1 in 88, with boys four times more likely to have autism at an estimated rate of 1 in 54.

Congressman Moran, your legislative initiative brings hope to many families who are doing everything they can to support their children with special needs. Not only students with autism spectrum disorders, but also students with other types of disabilities, will benefit from training classroom teachers and school staff on how to implement evidence-based practices for educating students with autism spectrum disorders. Thank you for listening to the calls of this

unique community and dedicating time and resources to support these special students.

Sincerely,

JOHN E. TONER,  
President.

MARCH 30, 2012.

Congressman JIM MORAN,  
Rayburn House Office Building,  
Washington, DC.

DEAR CONGRESSMAN MORAN: On behalf of the Arlington School Board, thank you for working closely with us and with Arlington families to help address the educational needs of the growing population of students with Autism Spectrum Disorder (ASD). We truly appreciate your leadership and vision.

Students with ASD are valued members of the community and many are placed in the general education classroom. These students are uniquely skilled and can make important contributions in the future. The Arlington School Board is committed to ensuring that students on the autism spectrum are provided the services they need in the classroom and in related settings to reach their full potential.

As you know, Arlington has an especially active parent community that works side-by-side with Arlington Public School staff. Families are key partners and advocates for improving services for students with ASD. This joint initiative has the potential of enabling Arlington to become a model for the country and also of making a great difference to help students on the autism spectrum succeed in their education.

We thank you for listening to the calls from local families and community leaders, which has culminated in the legislation that you are now introducing. Providing federal grants to fund training for classroom teachers and others who work with students with ASD will help ensure that students are receiving the support they need to be successful.

Thank you for your continued commitment to students with ASD and their families. Please let us know what we can do to help you in achieving passage of this important legislation.

Sincerely,

ABBY RAPHAEL.

ARLINGTON SPECIAL EDUCATION  
ADVISORY COMMITTEE,  
Arlington, VA, April 5, 2012.

Hon. JIM MORAN,  
Rayburn House Office Building,  
Washington, DC.

DEAR CONGRESSMAN MORAN: Thank you for attending a recent meeting of the Arlington Special Education Advisory Committee (ASEAC) and presenting your legislative proposal to help improve educational outcomes for students with Autism Spectrum Disorders (ASD). The ASEAC is a parent-led advisory committee mandated by the Virginia Department of Education to advise the school board regarding the unmet needs of students with disabilities and to assist in developing plans and solutions. The ASEAC fully supports your legislative initiative, which could make an enormous difference for a growing population of students with ASD.

Congressman Moran, your legislation comes at a critical time. Recently the Centers for Disease Control and Prevention (CDC), reported a continued rise in the numbers of students with ASD. The CDC report estimates the national incidence of ASD to now be 1 in 88 children, an increase of 23% since the previous report in 2009. In Arlington County over the same reporting period, the growth rates are even higher—with an increase of 35%. To accommodate the surge in the population of students with ASD, Ar-

lington Public Schools (APS) has expanded autism services programs over the past two years. However, it is clear to everyone that the need is greater than current capacity.

As you know, the Individuals with Disabilities Act (IDEA), stipulates that all students should receive free, appropriate public education (FAPE) in the least restrictive environment. For many students with ASD this means being educated in the general education classroom with proper support. Teachers and paraprofessionals are critical resources for providing the structured, predictable, organized environment that all children need to learn and which is even more important for those with ASD.

Having more informed and well-trained teachers and paraprofessionals in general education settings will undoubtedly improve academic and behavioral outcomes for students with ASD. The role of paraprofessionals is especially noteworthy as they frequently are assigned to implement the strategies for educating students with ASD and often are the educators who accompany and provide the most direct support to students with ASD. Your legislation can make a crucial difference in the ability to provide training in evidence-based practices for instructing students with ASD, giving educators the specific skills needed to work effectively.

We appreciate that your legislation also recognizes the importance of family involvement in the successful education of children with ASD. A close collaboration between educators and families is the right recipe for achieving the best outcomes for students with ASD. This is made clear in the Virginia Department of Education Office of Special Education and Student Services 2010 report on Guidelines for Educating Students with Autism Spectrum Disorders, which states, that "Family members can be the most stable, influential and valuable people in a student's environment . . . The pervasive nature of ASD and difficulties generalizing from school to home and community environments make parents essential partners in the education of students with ASD." The ASEAC supports this approach wholeheartedly.

Congressman Moran, thank you for the many years you have worked in support of children with special needs and thank you now for specifically championing the needs of the growing population of students with Autism Spectrum Disorders.

Sincerely,

J. TERRIG THOMAS,  
Autism Subcommittee.  
M. ALEXANDRA ARRIAGA,  
Autism Subcommittee,  
ASEAC Co-Chair.  
ALISA COWEN,  
ASEAC Chair.  
NADINE ASEF-SARGENT,  
ASEAC Secretary.

ARLINGTON PUBLIC SCHOOLS,  
Arlington, VA, April 24, 2012.

Hon. JAMES P. MORAN,  
House of Representatives, Rayburn House Office  
Building, Washington, DC.

DEAR REPRESENTATIVE MORAN: On behalf of Arlington Public Schools (APS), thank you for the opportunity to collaborate with you and your office to better meet the needs of students with Autism. APS remains committed to providing a challenging and engaging educational program to all students regardless of disability or learning difference. Though we have made great strides in providing high quality services to students with disabilities, as the number of students with ASD continues to grow, we welcome and embrace efforts to better meet their educational needs.

APS has experienced exponential growth in the number of students with Autism in recent years. Between December 2007 and December 2011, the number of students with Autism receiving special education services in APS increased by 70 percent, bringing over 100 new students into our schools and classrooms. A report released by the Centers for Disease Control (CDC) on March 30, 2012, echoed those increases estimating that one in 88 children in the United States had been diagnosed with Autism in 2008, up from one in 150 children in 2000. As we continue to encounter these and other national and local trends, APS continues to work diligently to plan for increased student needs at all grade levels.

While budget constraints have made this work difficult, school divisions must continue to strengthen their efforts to provide educators with the training, tools, and other resources necessary to implement research-based instructional practices that effectively challenge and engage students with Autism regardless of classroom setting. APS currently forecasts a substantial increase in student needs in the upper grades, particularly related to providing support to students with Autism in the general education setting and to providing high quality post-secondary transition services. While many educational programs to serve students with Autism already exist, current educational investments focus heavily on early intervention and require expansion. Thus the prospect of a grant for a demonstration project in Arlington is extremely welcomed.

The demonstration project you propose would allow APS to collaborate and partner with families, institutions of higher learning, and educational experts to take the next critical steps to meeting our goal of challenging and engaging all students. On behalf of APS, the Arlington School Board, and the Arlington Community, we thank you for your dedication to meeting the needs of diverse learners. Your leadership and support for this critical initiative is commendable and we are proud and honored to be a partner with you in serving the community.

Sincerely,

PATRICK K. MURPHY, Ed.D.  
Superintendent.

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THE NORTH-SOUTH SUDAN  
CONFLICT 2012

HON. CHRISTOPHER H. SMITH

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Friday, April 27, 2012

Mr. SMITH of New Jersey. Mr. Speaker, yesterday, I chaired a hearing of the Subcommittee on Africa, Global Health, and Human Rights that examined the current conflict between the Republic of the Sudan and the Republic of South Sudan and the policy options for forestalling a full-blown war that are available to the United States and the rest of the international community. As we met yesterday, the two countries move ever closer to all-out war, and some strategy to avert this eventuality must be devised soon if it is not created already. Our hearing should reveal what such a strategy is or will be.

The United States is one of the guarantors of the peace process that ended the second North-South civil war in 2005, but it is not our responsibility alone to prevent what everyone

believes would be disaster for two nations and their populations and likely for the welfare of their neighbors. The United Nations and the African Union certainly bear some responsibility for working to restore peace. However, no lasting peace will be likely if other interested parties fail to play a positive role in this crisis.

The Khartoum government is now talking about “the spirit of jihad” rising in the North. Jihad is often interpreted as a call for all true believers to help in the fight against one’s enemy. Sudan reportedly reached out to the Arab League to initiate discussions on the current crisis, and the Arab League might be able to convince Sudan’s leaders to calm down their rhetoric and help them see the negative end result of their warmongering. If Arab nations can support a workable plan to fulfill the provisions of the Comprehensive Peace Agreement, CPA, that ended the second Sudan civil war, then they will have helped a nation led by people who consider themselves Arabs to create a sustainable future with peace and security.

China imports five percent of its oil from Sudan currently, and according to the Chinese Academy of Social Sciences, that total could rise soon to 10 percent due to regional tensions in the Persian Gulf. Oil shipments from Sudan depend on both the southern supply and the northern pipelines. War between the two would have a significant impact on China’s ability to continue importing Sudanese oil, and as a result, Beijing has been trying to mediate the current dispute. South Sudan President Salva Kiir Mayardit has been in Beijing this week for discussions on ending the dispute between the two countries.

But while all nations must join in the effort to end the Sudan-South Sudan conflict, the difficulty of achieving a lasting peace is evident from the long history of North-South enmity, mistrust and war. During colonial times, the northerners and southerners were treated differently, and when independence finally came in 1956, the continuing estrangement of Muslim northerners and Christian and animist southerners was established.

The first civil war that began in 1955 was the result of an Arab-led government in Khartoum that broke promises of inclusion and marginalized southerners. The massacre of northerners in the South only exacerbated the growing hatred between them. After 11 years of relative peace, the second civil war broke out in 1983 when the Sudan People’s Liberation Army fought for the independence of the South. The CPA not only ended the second civil war, it set the South on the road to independence, which was finally achieved in 2011.

Unfortunately, the peace agreement which laid out the path to a sustainable peace, was never fully implemented. The genocide in Darfur distracted the international community from fulfilling the CPA, and nearly a year after South Sudan became a nation, there is no agreed-upon border, the Abyei region remains in dispute, citizenship remains in dispute for those in border areas and there is no agreement on how oil revenues are to be divided. With all these unresolved issues, significant tensions, and even some form of conflict was inevitable, especially between antagonists with a long history of mistrust.

The animosity between leaders from both sides does not bode well for peace talks or a

peace accord that will be sustainable. Both sides have taken actions that have made the situation we now face more difficult to resolve, but a false equivalency will not help us achieve a lasting peace. Whatever the international community thinks of the South’s capture of the oil junction town of Heglig, no nation will allow an antagonist to use a location as a staging ground for repeated attacks without retaliation. Sudan’s government has been brutally oppressing Darfur, and more recently has relentlessly attacked Southern Kordofan and Blue Nile states for months. We have held multiple hearings on the destruction in Sudan since last August. To equate months of vicious attacks that have killed or displaced thousands with the short-term occupation of a strategic town will neither placate the North into ending its cruelty against its own citizens nor shame the South into withdrawing from the staging ground for assaults against it.

I have met both Sudan President Omar Bashir and South Sudan President Kiir. I found President Bashir to be obstinate and uncaring about the destruction his armed forces have unleashed on his own citizens. President Kiir has been single-minded in pursuing independence over Sudanese unity since he assumed leadership of South Sudan in 2005. There have been numerous ceasefires and peace accords between the North and South over the years—none of them enduring. If we cannot devise a means of achieving a lasting peace, we may gain a brief halt in the fighting, but the war will inevitably resume at some point.

Our witnesses yesterday provided Congress an update on what is happening on the ground in Sudan and South Sudan and help us understand more fully the situation we now face.

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HONORING THE TOWN OF DUNLAY

HON. FRANCISCO “QUICO” CANSECO

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Friday, April 27, 2012

Mr. CANSECO. Mr. Speaker, I am proud to rise today to recognize and honor the extraordinary history of the town of Dunlay. Dunlay, located in West Texas, was originally established to service the Galveston, Harrisburg, and San Antonio Railroad, GH & SA RR CO, that came through Medina County in 1881. Initially named Enterprise, the town’s name was changed in 1895 to Dunlay, after railroad conductor Jerry Dunlay. The town’s primary purpose was to house railroad section crews who were responsible for a ten-mile stretch of track between Dunlay and Hondo.

During its heyday, Dunlay had a cotton gin, general store, lumber yard, restaurant, depot, grist mill, blacksmith shop, butcher shop, saloon, boarding house, school, and a Hermann Sons Hall. When the railroad left, many of the businesses in Dunlay dismantled and followed the railroad. The general store continued, as well as, a filling station and post office.

Today, Dunlay is still home to many families and new businesses. Dunlay’s history symbolizes a special time in America and I am proud to represent this town and their great people.