

## CONGRATULATIONS GRAND JUNCTION KNOWLEDGE BOWL TEAM

HON. SCOTT MCINNIS

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, June 5, 1996*

Mr. MCINNIS. Mr. Speaker, I rise today to congratulate the Grand Junction High School's Knowledge Bowl for winning the State championship in Colorado, and going on to the national finals in Florida this month.

Team members were asked as many as 500 questions during the event at Fort Lewis College, and competed among 60 Colorado schools. The young scholars include Jacob Johnson, Sarah Smith, David Tice, Jeff Mohrlang, Jeff Hurd; alternates, Mark Richards, Elizabeth Buescher, Elizabeth Ryan and they were coached by Lorena Thompson.

In this day and age, it is heartening to see our youth aspire to intellectual excellence. Their success, as well as Custer County's success in taking second place, demonstrates the personal dedication of our youth in western and southern Colorado.

The Grand Junction team spent several hours a week practicing, and their hard work paid off handsomely. I congratulate them on their efforts, Mr. Speaker, and wish them the best of luck in the national championship. Even though they are now known as Team Colorado, they will always be Team Grand Junction to me.

Mr. Speaker, I ask you to join with me in recognizing the hard work and dedication of these young people. I know they will make Colorado proud.

## TRIBUTE TO F.E. (BUZ) SPOONER, CHUCK SHAW, AND RON RHODES

HON. HARRY JOHNSTON

OF FLORIDA

HON. MARK ADAM FOLEY

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, June 5, 1996*

Mr. JOHNSTON of Florida. Mr. Speaker, we are pleased to congratulate F.E. (Buz) Spooner, Chuck Shaw, and Ron Rhodes for their long dedication to the students of Palm Beach County. For 38 years, they have provided over 55,000 students with the opportunity to visit our Nation's Capitol. It has been our pleasure to greet the thousands of students they brought to Washington, DC. Every year the patrols arrive and fill the seats on the floor of the House of Representatives, bringing their interest and excited enthusiasm to normally staid chambers. Their enthusiasm reminded all of us who work here of the awesome nature of the Capitol and what it represents.

We commend Buz, Chuck, and Ron for granting this opportunity to so many students over the years. One of the greatest problems in our country today is a lack of understanding and appreciation for our democratic system and the way we make laws and why. Introducing young people to the Capitol and educating them on the lawmaking process is a truly admirable pursuit that will serve our entire country as those same students become adults

who have the power to vote and affect change.

The efforts and dedication of Buz Spooner, Chuck Shaw, and Ron Rhodes are remembered and appreciated by our south Florida colleagues in the U.S. House of Representatives and our predecessors, the Honorable DAN MICA and the Honorable TOM LEWIS. Most importantly, they are remembered by the students who will retain the experience and grow up to be citizens actively involved in the democratic process. We can only hope that others will take up the challenge and continue providing this service for future generations. It would be the best way to honor the legacy of these three men.

## MANDATORY ASSESSMENT OF UNION DUES

HON. HARRIS W. FAWELL

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, June 5, 1996*

Mr. FAWELL. Mr. Speaker, today, I introduced the Worker Right to Know Act, legislation which will make real the rights created by the U.S. Supreme Court in *Communication Workers of America versus Beck*. This legislation strengthens Beck and gives workers a procedural bill of rights so they will have the ability and the knowledge to stand up to unions and exercise their right to object to the payment of dues not necessary for collective bargaining. This legislation places workers on more even footing with unions who have the extraordinary power, bestowed upon them by the Congress, to compel employees to pay union dues as a condition of employment.

The Worker Right to Know Act is necessary because, under current law, unfortunately Beck does not offer employees a meaningful right to object to union dues payments not necessary for collective bargaining. The problems begin with the notice, or lack thereof, that employees have of their rights under Beck. A recent poll of union members conducted for Americans for a Balanced Budget found that only 19 percent of union members know that they can object to the use of union dues for political purposes. The National Labor Relations Board has taken few steps to address this widespread lack of notice and, in its recent ruling, some 8 years after the Beck decision, concluded that it was enough for the union to print a notice of Beck rights once a year in the inside of its monthly magazine. Although, why nonunion fee payers are expected to pick up and read the union magazine is less than clear. Further, both the Board and the current administration have steadfastly refused to require that Beck notices be posted in the workplace.

Employees who clear this initial hurdle of knowledge of their rights under Beck and want to object to the use of their union dues for political or social causes may be required to first resign their membership in the union. This is not an easy thing for many employees to do for a number of reasons. First and foremost, unions often either wittingly or unwittingly mislead their employees on the effect resignation from the union will have on their employment. Union security clauses often require membership in the union as a condition of employment, even though the courts have made it

clear that this is not allowed. Even for employees who find out the truth, many who object to the union's extracurricular activities may believe that union representation brings them benefits in the workplace and thus may be reluctant to resign. Some employees may also fear the reaction that union resignation may bring from fellow employees.

On top of these more personal reasons, once an employee resigns from the union they lose their right to have a voice in the myriad decisions made between the exclusive bargaining representative and the employer about the terms and conditions affecting his or her employment. In most workplaces, employees who are part of a bargaining unit that is represented by a union, but who are not union members, have no right to participate in the internal affairs of the union, for example, cannot vote in union elections, have no right to vote in decisions to strike an employer, and have no right to vote to ratify a contract offer of an employer. Under a union security agreement, a nonmember can be forced—as a condition of employment—to pay for the costs of union representation but can be denied participation in all decisionmaking with regard to what that representation entails.

If the employee is willing to accept these very real limitations on his or her role in the workplace, there are additional practical obstacles that dilute the meaningfulness of the employee's right to object to dues being used for political purposes. The procedural hurdles faced by employees include limited window period for making objections, annual renewal requirements for objectors, very specific requirements regarding mailing objections, objections must be made to multiple parties, and so forth. Further, the employee must rely on the union to determine what percentage of dues is used for purposes related to collective bargaining and thus how much dues the employee may be required to pay. And, the union may use its own auditors to make this determination. The employee may ultimately file a lawsuit or unfair labor practice charge to challenge the union's determination, but it is often months and years before the appropriate amount of dues is resolved. Keep in mind that, throughout this process, the employee may be required to pay the disputed amount on pain of losing his or her job.

Suffice to say there are not any easy answers for employees, whether they are union members or not, who want to take issue with the activities of the union that go beyond what may be a yeoman's effort by that union in representing employees in the workplace. It seems to me that we are talking about basic issues of fairness. Employees have a right to know why money is taken out of their paycheck, how money legitimately taken is used, and a realistic and available right to stop money from being taken out of their paychecks that is illegitimately used. This is exactly what the Worker Right to Know Act is designed to provide.

The Worker Right to Know Act provides that an employee cannot be required to pay to a union—nor can a union accept payment of—any dues not necessary for collective bargaining unless the employee first agrees to pay such dues in a signed written agreement with the union. The bill also provides that the agreement must include a ratio—certified by an independent auditor—of both collective bargaining and noncollective bargaining dues.

The legislation requires such agreements to be renewed annually and requires employers to post notices at their plants and offices advising employees that their obligation to pay dues only refers to dues necessary for collective bargaining.

The Worker Right to Know Act also increases the quality of the financial information available to workers by requiring unions to annually report their expenses to the Department of Labor by function classification in sufficient detail to allow employees to determine whether expenses were necessary for collective bargaining or were for other purposes. The bill also gives all employees paying dues to a union greater access to the union's financial records.

The Worker Right to Know Act will give all workers who pay union dues as a condition of employment the right to know how their dues are spent and the right to stop unions from taking money out of their pockets that is not used for legitimate collective bargaining purposes. I urge all my colleagues to support the legislation.

#### TRIBUTE TO ALBERT THOMPSON

HON. JACK QUINN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, June 5, 1996*

Mr. QUINN. Mr. Speaker, I rise today to recognize and honor the distinguished service of Mr. Albert Thompson, an educator who has served the Buffalo City School District with distinction as Superintendent of Schools, on the occasion of his retirement.

Throughout his brilliant career with the Buffalo City School District, Albert Thompson dedicated his life to the enhancement of our city's schools, and proved himself to be strong voice in our community.

Mr. Thompson received his Master of Science in Industrial Arts Education from the State University College at Buffalo in 1964, and his Secondary School Administrator at Canisius College in 1970.

Aside from his steady involvement with the Buffalo City School Board, Mr. Thompson is a member of the Board of Trustees of Medaille College, member of the Board of Directors for the Greater Buffalo Opera Company, member of the Board of Directors for the Community Music School, and a member of the Board of Directors of the Junior Achievement of Western New York, as well as several other organizations. Albert Thompson has also served the State of New York as a member of Governor Cuomo's "Task Force on Creating Career Pathways for Youth in New York State."

In addition to the numerous awards he has received, Mr. Thompson has been invited to meet with President Clinton regarding education legislation.

With retirement comes many opportunities, several personal, many professional. May he meet every opportunity with the same enthusiasm and vigor in which he demonstrated throughout his brilliant career; and may those opportunities be as fruitful as those in his past.

Mr. Speaker, today I join with the Thompson family, his colleagues, friends, the Buffalo City School District, all of us who have served as educators, and indeed, the entire western New York community, to honor Superintendent Al-

bert Thompson for his dedication, hard work, and commitment to our community and its education.

#### RANCH A

HON. BARBARA CUBIN

OF WYOMING

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, June 5, 1996*

Mrs. CUBIN. Mr. Speaker, today, I am introducing legislation which will transfer property known as Ranch A to the State of Wyoming. The facility, constructed by the Annenberg family for \$600,000 in the 1930's, was acquired by the U.S. Fish and Wildlife Service [USFWS] in the 1960's for a fish genetics research facility.

The USFWS research operations were terminated in 1980; fisheries development work continued until 1986. The agency then entered into agreements for the use of various facilities by Wyoming Game and Fish production, South Dakota School of Mines for a training seminar site, and Inya Kara Foundation for a troubled youths group home. The Wyoming Game and Fish discontinued their fish production at Ranch A in the early part of the summer of 1995.

Currently, USFWS has no operational activities at Ranch A and it is unlikely that USFWS will have use for the facilities in the foreseeable future. The Region 6 USFWS Director has recommended that the agency transfer ownership of Ranch A.

The concept of a transfer is endorsed by the State of Wyoming, Wyoming Gov. Jim Geringer, U.S. Fish and Wildlife Service, the Ranch A Restoration Foundation, and State Representative Marlene Simons.

Representative Simons has been a driving force for the foundation since the onset of this issue. It has been because of her hard work that the reality of a transfer of this property may come to fruition.

The bill, as introduced, will direct the Secretary of the Interior to convey Ranch A to the State of Wyoming without reimbursement, all right, title, and interest of the United States. Ranch A consists of approximately 680 acres of land and includes property, buildings, artworks, historic light fixtures, wildlife mounts, draperies, rugs, and furniture.

The legislation assures the State of Wyoming will provide access to the property for institutions of higher education that will benefit not only Wyoming, but neighboring States as well.

#### STATEMENT REGARDING STUDENT-CENTERED HIGH SCHOOL EDUCATION

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, June 5, 1996*

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed in the RECORD this statement by Ajah Leas, Eli Stokes, Kyja Page, Ken Bramlett, B.J. King, high school students are Peoples Academy in Vermont, who were speaking at my recent town meeting on issues facing young people.

Our topic is: changing the education system. We don't have any great solutions, or anything, but we just want to increase the awareness of the fact that there's too much emphasis put on getting good grades, and having a good score. And the desire to learn is gone; or if it's not gone, it's not there very much, or whatever. The result of this is that students just go through school just playing the motions, getting good grades, having tests, memorizing and they're not necessarily learning anything; or discovering how they are self-learners, like what is the best way for them to learn, which they can carry with them throughout life.

Another thing that we think is that teachers seem bored. They're teaching the same thing again and again and again, and they need to teach something different, to put themselves into it, because it becomes monotonous; it makes learning more of a chore.

Along the same lines, we think that perhaps there could be more courses—there's a lot of courses out there that are trying to help teachers learn how to become better educators; but many times the teachers themselves don't have the desire to become better educated. If those teachers could, instead of going to classes and things like that and learning how, we could find the teachers that are considered good teachers, that actually want to help someone. I dare say, that the majority of people that become teachers don't necessarily become a teacher and say, "Well, I want to go out there and help better the education of our youth, and become better people. They say, "This'll be a good paycheck for me.

And that's another thing that is a real problem with the way the system is set up right now: that money and getting a good paycheck is how things are judged by, and if you want to become a doctor, or whatever, it's not because you want to help cure disease, it's because you want a BMW. And, if these things are taught in the school, then that's obviously how it's going to be presented, but if we could . . . help people understand what they would enjoy doing, and less emphasis on money. Perhaps trying to help people understand that, "Well, hey, money's not the only thing out there, you know, you've got to go to job 40 hrs./week, making \$50,000/yr., and hate my job, that's not something that's going to make your life happy. So, if we could change things, and help . . . people understand that you have to want to learn; you need to understand what you need to go out and learn about yourself. And this is going to help in the school system also, because if someone's enjoying what they're learning, they're going to actually go out and do it themselves; they're going to be interested. I dare say that some people, if not most people are here today because it's for a class; they have to be here for a class, not because they're interested in the political system, but because it's a break. And if that's going to the way things are, then nobody's going to be happy in their life; and that's a bigger issue than simply educating. (Applause).

We also feel that you shouldn't have as many required courses; you have a four-year English requirement to graduate, and had my 4th year of English, and just sat through my English classes—I couldn't wait until it was over, I didn't learn much of anything, I just got by. I think that there should be more elective classes that you can take, that you're interested in, so that you have more interest to learn. I think that would be better for the students. Along the same lines also, that it is a major problem how general the courses are. The general courses are made to expose us to a lot of things, so that we can try to find out what we enjoy. But instead, it actually decreases that, because the