

(6) Stability so people can plan for the future

SIX POINTS OF POLICY

- (1) A single tax rate
- (2) A generous personal exemption to remove the burden on those least able to pay
- (3) Lower tax rates for America's families
- (4) Payroll tax deductibility for workers
- (5) Ending biases against work, saving, and investment
- (6) Making the new tax system hard to change

TIME FOR ENVIRONMENTAL TAXES

HON. FORTNEY PETE STARK

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Monday, January 22, 1996

Mr. STARK. Mr. Speaker, the Republicans are busy talking about flat taxes and sales taxes and reducing the tax on interest and dividends. What we should all be talking about is lowering the tax on labor and job skills and increasing it on pollutants.

Global warming is happening. Those who lived through the snow storms of early January may want to laugh. Do not. The following article from the January 10, 1996, New York Times by two environmental experts points out that the recent blizzards are what we should come to expect as the environment changes.

I have introduced legislation to remove tax subsidies on the extraction of polluting fuels and minerals. I am preparing legislation to move to the next step and gradually increase taxes on pollutants that contribute to global warming and the degradation of the environment. The money raised from these taxes can be used to fund lower taxes on wages and incomes, so that the average citizen is not hurt by these environmental taxes and so that our whole economy can begin to work for the long-term health of the world environment.

[From the New York Times, Jan. 10, 1996]

BAD WEATHER? JUST WAIT

(By John Harte and Daniel Lashof)

As the Northeast bowed before an extraordinary blizzard, southern Californians basked in record-breaking heat. Some speculated that this freakish weather was further evidence of long-term global climate change. But focusing on individual events would be a mistake. Unusual weather conditions have always been normal.

This does not mean that global climate change is not occurring. A United Nations scientific panel recently concluded for the first time that global warming had begun and would intensify because of rising levels of heat-trapping gases emitted by burning coal, oil and natural gas. The magnitude of the change is uncertain, but over the next 100 years, the panel estimated, the planet's average surface temperature is expected to rise by 1.4 to 6.3 degrees Fahrenheit.

The important news about this projected rise is not going to break the way it does for dramatic weather. Continued warming is likely to result in a gradual parching of soil in many regions of the world, possibly leading to declining crop yields even as the global population rises. When does this trend become "news"?

Sea levels will also rise, slowly inundating Asian farmland, entire islands in the South Pacific and coastal cities and harbors throughout the world. Coral reefs will die in the warmer oceans, and grasslands will give

way to desert shrubs that can survive on less water, reducing food for grazing animals.

Producers of coal and oil, as well as some economists, say that we should learn to live with these changes because doing so will be far cheaper than reducing carbon dioxide emissions enough to halt global warming.

Leaving aside the fact that such conclusions ignore potential social and ecological disruption that is difficult to put in monetary terms, a growing body of research and experience indicates that reducing emissions sufficiently is not only possible but makes economic sense. Although the challenge is greater in rapidly developing countries where energy demands are rising most, industrialized nations can lead the way in reducing dependence on fossil fuels.

The cost of solving environmental problems has routinely been overestimated. Take the ozone-destroying chlorofluorocarbons. Ten years ago, the chemical industry and other "experts" said that finding an economic alternative to these substances would be impossible. Yet once the industry was forced to find substitutes for them, under international agreements beginning in 1987, it managed to phase them out completely in two-thirds the time allowed for just a 50 percent cut, in many cases at a profit.

Or consider the shift in fuel economy standards. Before minimum standards were established in 1975, the automobile industry claimed that doubling fuel efficiency, as required, would force everyone to drive compact cars. Ten years later, the standard had been achieved, while the average size of a car had hardly changed.

Why were these estimates so far off? In part, opponents of the new regulations wanted to stimulate political opposition. But independent economists often made similar projections, apparently forgetting that political pressure spurs technological innovation. For this reason, some economists believe that the costs of stemming global warming will continue to fall—but only if the pressure to change exists.

So far, the United States, with all its wealth and technology, has not made a serious commitment to reduce emissions. Only if we unleash our ingenuity to find solutions can we expect poorer countries to follow suit.

CARL SHAFFER HONORED

HON. PAUL E. KANJORSKI

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Monday, January 22, 1996

Mr. KANJORSKI. Mr. Speaker, I rise today to bring to the attention of my colleagues an honor that is being bestowed upon my close personal friend Mr. Carl T. Shaffer. Carl is a farmer who resides in my congressional district who has been selected as "Master Farmer of the Year" by Penn State University and Pennsylvania Farmer Magazine.

Carl Shaffer is the owner and operator of a 1,000 acre vegetable farm in Columbia County, PA. The farm's average annual crop production totals include 600 acres of corn, 20 acres of oats, 60 acres of wheat, 30 acres of carrots, and 300 acres of snap beans. I have visited his farm on numerous occasions and have been greatly impressed by its yields, which have been produced under approved conservation plans.

I am proud to tell my colleagues that Carl's leadership is not confined to the boundaries of his farm, but extends to many agricultural ad-

visory boards and organizations. Carl currently serves as the state committee chair for the consolidated farm services agency, and as a board member of the agricultural advisory board for the Pennsylvania Department of Environmental Protection. In addition, Carl is president of the board of directors of the Agricultural Awareness Foundation of Pennsylvania, and a member of the Pennsylvania Farm Bureau's Board of Directors. He has also served on the boards of the Pennsylvania Vegetable Marketing and Research Program, the Pennsylvania Farm Bureau, and the Pennsylvania Master Corn Growers Association. Locally, Carl was the president of the Columbia County Farmer's Bureau and the Columbia County Crop Improvement Association.

Mr. Speaker, Carl Shaffer is not only an extremely involved activist on agricultural issues, he is an outstanding member of his community. He is an active member of the Mifflinville Methodist Church and the 4H Horse and Pony Club. An ardent Democrat, Carl served on the Columbia County Democratic Committee Executive Board and as a member of the Penn-Ag Democrats.

Every year, Penn State University and Pennsylvania Farmer Magazine join together to honor outstanding farmers and confer upon them the degree of "Master Farmer." The outstanding men and women who have been honored with this recognition have not only made significant contribution to the agricultural industry, but have also worked for the betterment of the society in which they live. Knowing of the special qualities that one must possess to be honored with this award, I believe that Carl Shaffer is a perfect candidate for Master Farmer of the Year.

I have known Carl for many years and I have had the pleasure to work with him on many occasions. His good stewardship extends far beyond his farm. He has given of himself to his community and continues to work for the welfare of his neighbors. Not only is Carl a competent and aggressive problem-solver, he is a warm and caring individual. When I need well-thought-out advice on agricultural issues, I call upon Carl for his astute understanding of complex policy matters.

Mr. Speaker, it is truly an honor for me to pay tribute to a man who has worked to provide so much to so many people. Carl Shaffer truly deserves this honor. I am confident that Carl will continue working on behalf of his fellow farmers and I warmly congratulate him on being named "Master Farmer of the Year."

HEADWATERS FOREST

HON. FORTNEY PETE STARK

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Monday, January 22, 1996

Mr. STARK. Mr. Speaker, the Headwaters Forest in Humboldt County, CA, is one of the world's largest stands of privately owned ancient redwoods; however, this beautiful forest is in imminent danger of destruction. The Pacific Lumber Co., directed by Charles Hurwitz, has already logged thousands of acres and has indicated a desire to log some of the forest's last remaining 2,000-year-old giant redwoods.

Presently, Mr. Hurwitz, is the subject of two Federal lawsuits totaling approximately \$650

million, resulting from the failure in the late 1980's of a Texas savings and loan. The best chance to save the Headwaters Forest is through a debt-for-nature swap in which the Government would acquire the headwaters and in return would relieve all or part of Mr. Hurwit's outstanding debts.

A debt-for-nature settlement negotiated with the help of the Clinton administration would allow the taxpayers to recover some of their losses from the savings and loan scandal while preserving one of the true treasures of nature—the Headwaters Forest.

Less than 4 percent remain of the ancient, old-growth redwoods that once covered more than 2 million acres from Big Sur to the Oregon border. These majestic redwoods, such an important part of our California and national heritage, need to be preserved for future generations.

FAMILY, COMMUNITY, AND OUR PUBLIC SCHOOLS

HON. GEORGE P. RADANOVICH

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Monday, January 22, 1996

Mr. RADANOVICH. Mr. Speaker, all too often our public schools are dominated by a bloated bureaucracy unresponsive to the needs of families and local communities. The more we can return effective control over education to localities, Mr. Speaker, the more we can enhance the active involvement of parents in our public schools, curb costs and bureaucracy, and ensure that our children leave school equipped with the adequate knowledge and skills to play their full part in American society.

The Clovis Unified School District [CUSD] in my congressional district, makes a welcome contrast to this grim picture. Superintendent Walter Buster, building on the foundations laid by the CUSD's first superintendent, Floyd V. Buchanan, has demonstrated that public schools can provide a good education without inflated costs and with maximum parental involvement. The CUSD works actively with its local community and is responsive to it. It therefore gives me great pleasure to present the following article by Christopher Garcia, published in the latest issue of *Policy Review: The Journal of American Citizenship* (January/February 1996).

HUMBLE CLOVIS DEFIES THE EDUCATION VISIGOTHS

In 507 A.D., at Vouillé in present-day France, the King of the Franks led a band of warriors against the Visigoths, the marauding barbarians who had sacked Rome a century earlier. The king, named Clovis, defeated the Visigoths and broke their hold on Europe.

Today, a modern namesake—the Clovis Unified School District (CUSD), in Fresno, California—is successfully defying another ominous empire: the education establishment. Despite serving a significant portion of Fresno's urban poor, Clovis is proving that public schools can deliver a good education with a small budget and minimal bureaucracy.

Clovis has long ignored the prevailing cant about the need for high spending and huge bureaucratic machinery to regulate public education. During the 1993-94 school year, CUSD spent \$3,892 per pupil; school districts

nationwide averaged \$5,730. The district's student-to-administrator ratio is 520:1—nearly twice the national average. And although similarly sized districts (like those in Rochester, New York, and Madison, Wisconsin), typically house 300 to 400 employees in their central office, CUSD employs just 167. With no teachers union or Parent Teachers Association (PTA), CUSD is a rarity among public schools.

In this case, less means more—more students performing above average across a broad range of measures. The district's average score on the Scholastic Aptitude Test (SAT) is 52 points higher than the state average and 42 points higher than the national average. CUSD's mean composite score on the American College Test (ACT) stands respectably at the 65th percentile. In 1995, with a senior cohort of 1,606, CUSD students passed 720 Advanced Placement (AP) exams.

Perhaps one reason Clovis kids outperform their peers is that they show up for class more often: The district's high-school attendance rate is nearly 95 percent, and its drop-out rate is only 4 percent. The district doesn't skimp on its extracurricular offerings, either. More than 80 percent of Clovis students participate in one of the most successful programs in California. Last year, the district earned a championship at the National Future Farmers of America Convention and sent its state-champion Odyssey of the Mind team to compete in the world finals.

Many Clovis children are among the most disadvantaged in the region. Nearly 40 percent of the district's students live in Fresno City. Six of CUSD's elementary schools enroll enough AFDC children to qualify for direct financial assistance from the federal government. And five schools have student bodies with more than 50 percent minorities. In 1989, the median household income of the community surrounding Pinedale Elementary School was \$10,000 below the national median of \$28,906. And yet Mexican-Americans, who make up the district's largest minority (about 18 percent of all students), outperform their State and national counterparts on the ACT by significant margins.

Created in 1960 from the merger of seven rural, low-income school districts, CUSD presented its first superintendent, Floyd V. Buchanan, with a significant challenge: Barely more than one in three of the district's 1,843 students performed at grade level. Buchanan wanted to push this figure to 90 percent—but how?

Put simply: competition, control, and consequences. Buchanan reasoned that schools would not be spurred to meet the goals that he and the central administration set for them unless they competed against one another in academic and extracurricular achievement. He established goals for each of the system's 11 schools at the start of the year, ranked them according to their performance at year's end, and established a system of carrots and sticks (mostly carrots).

Most importantly, administrators and teachers were allowed to choose the teaching methods and curricula they felt suited their objectives. This formula, in place for decades, has allowed the district—now with 30 schools and 28,000 students—to place between 70 and 90 percent of its students at grade level.

Competition in the district exists at several levels. Earning a rating as a top school is its own reward, but the district recognizes high achievement in other ways. The top schools on the elementary, intermediate, and high-school levels are recognized at an annual, districtwide award ceremony. The district's best teachers and administrators are honored at a dinner. And the school's

achievements are reported to parents and the community in the pages of the district's publications.

The friendly, competitive culture at Clovis clearly has helped drive achievement. Because a school's performance at a district-wide choral competition or drama fair influences its ratings, teachers, students, and administrators work hard to give their routines the extra edge needed to push ahead of their colleagues. Schools borrow the winning strategies used elsewhere. Students at Clovis West High School, for example, often score better on SATs and AP exams than those at Clovis High School, so Clovis High has borrowed test-preparation tips from Clovis West. Clovis High is also trying to improve discipline by looking at successful techniques employed at Buchanan High.

Competition, however, would produce little without local decision-making. Anticipating trends that would revolutionize America's Fortune 500 companies, Buchanan made flexible, decentralized, site-based management a fundamental feature of the school system in 1972. The district office has been responsible for setting goals and establishing guidelines, but schools have worked to meet these goals in their own ways. "They give us the what and we figure out the how," says Kevin Peterson, the principal of Tarpey Elementary School.

When officials at Pinedale Elementary School determined that parent participation there was lower than at other schools, for example, they realized that immigrant parents felt locked out by language barriers. So they created "family nights" to help these parents take part in their children's education. With their children present, the parents are taught games and devices they can use at home to help their children with their homework. The result: Immigrant parents now participate more.

Such innovation is easier in the absence of teacher unions. For example, the district deploys teachers weekly to the homes of about 100 recently arrived immigrants to provide them English-language instruction and to help them build a bridge to their rapidly assimilating children. Meredith Ekwall, a first-grade teacher at Weldon Elementary School, teaches English at night to the parents of her ESL students to encourage English use in the home. In districts where collective-bargaining agreements stipulate precisely how much time teachers spend teaching, micromanage the amount of time teachers can devote to activities outside of the classroom, and dictate what a district can and cannot ask its teachers to do, such flexibility and voluntarism is rare.

Along with teacher autonomy and greater parent access, Clovis strives for accountability. All the teachers, without exception, are expected to bring 90 percent of their students up to grade level. If they do not, everyone knows about it. The district's research and evaluation division notifies teachers, parents, and administrators of school and student performance. And with curriculum development and teacher hiring and firing in the schools' hands, knowledge is power. The approach has "made every teacher accountable," says Redbank Elementary School Principal Susan VanDoren. "[I]t made me sit down and look at all those kids [needing help] and ask, 'What can we do?'"

Parents seem more likely to ask that question in Clovis than in other school districts. Parents and other community members (including the clergy, senior citizens, and businessmen) sit on advisory boards, where they review individual school performance and formulate policy. Last year, some parents were upset that children were required to read feminist author Maya Angelou's *I Know Why the Caged Bird Sings*. Parents forged an