

Our thoughts go out to his wife Anna Marie and daughter Hayley who are missing and grieving for a man they deeply loved. At only 2 years of age, Hayley is forced to grow up without her father all because some vicious criminals were afraid they would be held responsible for their crime. A close knit family has now been separated because these villains could not see behind the police uniform to a man who was loyal, honest and loving. I ask you to remember Officer Vanderjagt and all he did to serve his community and his family. This tragic loss is being felt all over the State of Colorado. His family needs our prayers and concern today as they grieve his loss.

The Congress of the United States expresses its sympathy for a brave officer who gave his life for the freedom of his fellow citizens.

WHY I INTRODUCED THE PAYCHECK PROTECTION ACT

HON. BOB SCHAFFER

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Thursday, November 13, 1997

Mr. BOB SCHAFFER of Colorado. Mr. Speaker, on the face of it, no one would argue against an individual's right to deny the use of his money to support a cause he opposed. The very idea of being coerced into doing so violates the basic tenets of a democratic society. But what if the consequences of protecting this right were to cost powerful labor unions a great measure of influence they wield in Washington?

Suddenly, as one might have guessed, the issue becomes muddled with flawed rhetoric and vitriol. Indeed, the principle of involuntary contributions is at the center of the debate over the Paycheck Protection Act currently being considered by Congress.

The act, which I authored and introduced along with 161 other cosponsors, would require explicit consent from American workers to allow use of their wages for political purposes. Though aimed at union abuses, the bill also applies to corporations.

Not surprisingly, union-friendly forces in Congress have variously referred to the act as a violation of unions' rights. Some say it's partisan retribution for the \$400 million unions spent bashing Republicans in the 1996 elections.

Opponents also claim the act is redundant because of the Supreme Court's 1988 Beck decision ruling that forbids involuntary political union contributions. Each of these arguments is very weak and upon closer examination, simply falls apart.

Claims that the Paycheck Protection Act would limit unions' free speech ignore the fact that unions use other peoples' money—including that of conservative Republicans—to support liberal candidates. In fact, the act does not forbid the unions continuing this practice. It merely requires that union bosses and corporations first have written permission from the individual worker whose wages are withheld and spent on politics. Of course, union bosses retain the ability to make "soft money" contributions, but they do not have the right to unilaterally appropriate their members' salaries for the same purpose.

Union leaders and their supporters also argue that the Paycheck Protection Act is an

attempt by Republicans to prevent a repeat of 1996 when union PAC's spent nearly \$50 million on an issue advocacy campaign aimed at Republican candidates. The wise should not be persuaded by this argument. In the current climate of rabid partisanship, only political insiders narrowly view this debate in terms of what will be gained or lost by either party.

What is forgotten however, is that the battle is primarily waged on a human level. Indeed the main impetus for reform stems from a legitimate concern for individuals—not a political party, union, or corporate agenda.

Oklahoma's DON NICKLES, the act's lead sponsor in the Senate, became aware of the issue at one of his Tulsa town hall meetings. There, union workers, whether Democrat, Republican, or unaffiliated, simply objected to having portions of their salaries taken from them, regardless of how it's used. For these people—and for many Republicans in Congress—the issue begins and ends there.

In the 1988 Communication Workers versus Beck decision, the Supreme Court ruled that unions must return dues used for political purposes to those requesting repayment. Currently, these workers' only recourse is to apply for a rebate of the money that has already been donated. But most unions have created a rebate procedure that is deliberately arduous and not often attempted. According to accounts from union members who have sought a return of their money, this process can be a harrowing one.

There are widespread reports of harassment of workers who seek a rebate. One union member for example, was asked to give up his union membership before getting a refund. The National Right to Work Committee found that most unions provide a very small period of time during which members can apply for the refund.

Rebates are made even more difficult through the practice of publishing obscure notices in union newspapers informing workers of these limited time frames. The courts have failed to enforce the Beck decision and Congress is right, even obligated to make a stronger attempt at justice.

Unions were founded on the premise that workers need to collectivize to preserve their rights in the workplace. The UAW, the AFL-CIO and the Teamsters have grown very powerful because millions of Americans have put great faith in this notion.

How ironic it is that the union practice of using involuntarily-collected member dues to further their political agenda offends the very rights they claim to protect. The Paycheck Protection Act is a reasonable, sound, and timely response to this abuse.

TRIBUTE TO DR. JOHN DAVID ARNOLD AND PORTABLE PRACTICAL EDUCATIONAL PREPARATION, INC.

HON. ED PASTOR

OF ARIZONA

IN THE HOUSE OF REPRESENTATIVES

Thursday, November 13, 1997

Mr. PASTOR. Mr. Speaker, I rise today to pay tribute to an organization, Portable Practical Educational Preparation, Inc., [PPEP] and its founder, Dr. John David Arnold, and to congratulate them for 30 years of outstanding contributions to the residents of rural Arizona.

On the 30th anniversary of PPEP, the Arizona community recognizes that Dr. John David Arnold is the driving spirit of PPEP. It is his vision and energy that transformed "La Tortuga", a large old bus converted into a mobile classroom, into a major force for "Improving the Quality of Rural Life" in Arizona and in the world. In these 30 years, Dr. Arnold has had the vision and dedication to guide and to expand PPEP from the La Tortuga bus to the information superhighway. Their address on the Internet is ppepruralinst.org.

The work began by Dr. Arnold so many years ago and carefully shepherded by him through the social, economic, and technological changes that these 30 years have brought to Arizona's rural residents, is remarkable proof of his ability and dedication to utilize diverse resources and to surround himself with an exceptionally wise, creative, and committed staff. Together, he and his staff have created opportunities for many who had been excluded from the American dream. Through opportunities for education, economic and business development, child and health care, housing, and job training, Dr. Arnold gave hope to the hopeless; for them, he made possible a rewarding future.

The emphasis on education and on self-help have enabled the PPEP program to be flexible and responsive to a wide range of needs in the rural communities. PPEP has been a pioneer in the charter school movement and has created 14 charter high schools that provide learning opportunities to rural, at-risk, and farm worker populations. PPEP has also been instrumental in promoting first-time home buyer programs, affordable housing programs, and transitional housing programs designed to meet the needs of welfare reform mothers.

I also comment the many community volunteers who have served on PPEP's board of directors and in its programs over these 30 years. They, too, have served a greater vision and have provided a collective consciousness for PPEP's continuing to be a relevant, positive force in rural lives.

I applaud PPEP for its contribution and efforts in the community over the past 30 years. PPEP's 30 years of history are about people and the resilience of the human spirit. May its future continue to be the same.

DISTRICT OF COLUMBIA CONTRACTING PRACTICES

HON. THOMAS M. DAVIS

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, November 13, 1997

Mr. DAVIS of Virginia. Mr. Speaker, the revitalization of our nation's capital will require the participation and commitment of both the public and private sectors. Public-private partnerships will be the anchor of any economic revitalization. This goal will be successful only if all participants are assured that this is a sincere effort, with a level playing field, and not simply an extension of the two decades of poor policy decisionmaking that helped spiral Washington, DC into its recent situation.

The Congress has no desire to run the daily affairs of the city. However, the Congress does have a unique constitutional responsibility to the District of Columbia. Without micro-managing the affairs of the city, the Congress

does not need to ensure that as a matter of Federal policy, it will: support public-private efforts designed to assist in the Capital's revitalization; support creative, imaginative, and unique approaches; support the streamlining of the Federal and District review and regulatory processes, where appropriate, to encourage revitalization; and exercise appropriate oversight to ensure that the District honors all of its contractual and financial commitments.

It is well understood by the Congress that the District of Columbia continues to suffer from past financial problems. For example, D.C. has experienced issues with a number of its current vendors as a result of its prior reputation of poor payment performance. A recent newspaper article documented that one of the reasons for schools not having textbooks was "... twelve textbook companies refused to ship books because the District still owes for previous orders."

Prior negligence in these matters created a ripple effect that has a broad and negative reach. Vendors have been discouraged from responding to DC RFP's because of concerns over the selection process. Congress can assist in eliminating this perception without direct intervention. Congress can also assure all current and prospective private sector partners and their respective lenders that it will monitor and respond appropriately to any failing by the government of D.C. to meet acceptable government contracting practices.

VETERANS' BENEFITS ACT OF 1997

SPEECH OF

HON. ENI F.H. FALEOMAVAEGA

OF AMERICAN SAMOA

IN THE HOUSE OF REPRESENTATIVES

Sunday, November 9, 1997

Mr. FALEOMAVAEGA. Mr. Speaker, I rise in strong support of S. 714, the Veterans' Benefits Act of 1997. I very much appreciate the efforts of Chairman BOB STUMP and Senior Democrat LANE EVANS for their assistance in moving this bill forward this year. Subcommittee Chairman JACK QUINN and Senior Democrat BOB FILNER also deserve special recognition for their assistance and support. Senator DANIEL AKAKA of Hawaii and Congressman NEIL ABERCROMBIE of Hawaii also deserves special recognition for introducing this legislation and the companion bill in the House, H.R. 2317.

Even though we are continuing to reduce the size of our military forces, we have a sizable number of veterans who served this Nation both in times of war and peace. Many of these veterans now suffer from physical injuries or mental illness directly attributable to their military service. Today's legislation will provide further assistance to these individuals who sacrificed so that we may all enjoy our liberties.

Mr. Speaker, of particular importance to the veterans in my congressional district is section 201 of this legislation, which extends and improves the Native American Veteran Housing Loan Program.

It was only 5 years ago with the implementation of the Native American Veterans Housing Pilot Program that there has been a mechanism for the U.S. veterans residing in American Samoa to obtain home loans through the

Department of Veterans Affairs. It took about 2 years for the Department and the American Samoa government to work out an agreement implementing the law.

To the credit of the Department of Veterans Affairs, 48 American Samoan veterans were able to obtain loans under the pilot program and they are now either living in those homes or the homes are under construction. The Department has not had to repossess any of these loans because of a lender default. The pilot program has been equally successful for native Hawaiians living on Hawaiian homelands.

Unfortunately, Mr. Speaker, the authorization for the pilot program expired on September 30, 1997, and since that time, veterans in Samoa are again left with no VA home loan program in operation. The prompt action by the Senate and today by the House will renew this necessary authorization for the VA to begin again making home loans in American Samoa.

While the bill has met with considerable success in Samoa, many of our American Indians living on reservations in the continental United States still are not eligible for loans under this program. I am pleased that we are able to achieve agreement on the outreach provisions, which should be of some assistance.

NATIONAL TESTING

HON. WILLIAM F. GOODLING

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, November 13, 1997

Mr. GOODLING. Mr. Speaker, over the past few weeks there has been much debate in this body and across the country about whether we should have national testing of fourth and eighth graders as proposed by the Clinton administration.

Just a few days ago, the Congress said "no." The conference report on the Labor, Health and Human Services and Education appropriations bill, H.R. 2264, prohibits any pilot testing, field testing, implementation, administration or dissemination of national tests in fiscal year 1998. And, I might also add, during the course of 1998, the National Academy of Sciences will be conducting three studies related to testing and reporting back to Congress.

Next year the Committee on Education and the Workforce, which I chair, will hold several hearings on the authorization of the National Assessment of Educational Progress and the National Assessment Governing Board. At that time, the issue of national testing will be back before the Congress.

In the regard, I wanted to bring to the attention of my colleagues a well-thought-out letter and op-ed article "The Tyranny of Testing", The New York Times, October 2, 1997, I recently received from Dr. Mark F. Bernstein, Superintendent of Schools in North Merrick, NY. In his letter and article, Dr. Bernstein points out how national tests could nationalize school curriculum. I commend his letter and article to my colleagues, both of which are attached to this statement.

ADMINISTRATIVE OFFICES,
NORTH MERRICK, NY,

October 9, 1997.

Hon. WILLIAM GOODLING,
Chairman of the Committee on Education and Work Force,

U.S. House of Representatives, Washington, DC

DEAR CONGRESSMAN GOODLING: Enclosed is a copy, which you may have already seen, of my recent submission that appeared in The New York Times Op-Ed page (October 2, 1997) entitled "The Tyranny of Testing." I believe this topic to be extremely important to the future of public education. I'd like to share my thinking with you and ask for your advice.

The main premise of my piece is that national testing and national curriculum are one and the same. In spite of Secretary of Education Riley's assertion that one can differentiate between supporting national testing (which he does) and opposing national curriculum (which he also does), educators agree that "what is tested is what will be taught." Teachers and administrators spend incredible amounts of time pouring over test questions to analyze the content of each question so to assure that no curriculum gaps exist. And, when a significant number of students answer certain questions incorrectly, teachers rework the curriculum to guarantee that students will be taught that specific material so to answer these questions correctly the next time around. We call this process "item analysis." In addition to using tests for the purpose of differentiating among students through grades, tests are specifically developed to drive curriculum and textbook selection. If one accepts my premise that national testing is synonymous with the development of national curriculums, then one must decide if it is in the best interests of our children to have a uniform curriculum in the areas of reading and mathematics (and perhaps social studies, language arts and science). Though a good argument can be offered to support such a decision, the inherent risks far outweigh the potential benefits.

People who support a national testing program believe that too many students are failing and drastic steps must be taken to improve their education. And, they hold, the Federal government is the only one who can do it. Through a series of national tests which will point-out failing schools, the argument goes, learning will be improved as a result of increased public attention. They point to student populations in many of our large cities or rural areas where student results are absolutely dismal. (There are probably some suburban communities that have less than stellar results as well.) If only parents were aware of how poorly their children's schools were performing, increased competition and accountability would force schools to improve. How simplistic! Ignored is the research which strongly suggests that poor student performance is significantly correlated with low per-public expenditures, parents' own educational attainment levels, and family poverty. Though we all want higher educational standards and improved student achievement, national testing poses real dangers to public education, and to the role delineation between the Federal government and the states.

One has only to recall our recent experience with the process of developing history standards to shudder at the prospect of national tests. A panel of "recognized experts" was brought together after the panel membership was debated ad nauseam to insure a proper balance of ethnicity, gender, religion, geography, etc. These well-intentioned individuals then embarked on the never-ending task of determining what all American school children should learn about their