

TRIBUTE TO MRS. GERTRUDE S.  
PARIS

**HON. JAMES E. CLYBURN**

OF SOUTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, February 23, 1999*

Mr. CLYBURN. Mr. Speaker, I ask my colleagues to join me in paying tribute to a loving mother, grandmother and great-grandmother, Mrs. Gertrude S. Paris.

Mrs. Paris was born in Rochester, New York, on February 27, 1899, to Charles and Elizabeth Steul. In November 1938 she married Earl A. Paris (deceased). They had two children, John Walter Paris and Beverly Paris Dox. Mrs. Paris has seven grandchildren and six great-grandchildren who affectionately address her as "Gramma."

Mrs. Paris has led an extremely active life. She maintained her home in Rochester until her early 90's, mowing her own lawn and tending her garden. She was a founding member of the Rochester Garden Club, and an avid bridge player. Her favorite pastime was "a pound of chocolate and a good book." Mrs. Paris became a constituent of mine at the age of 94 when she moved to Columbia, SC, to be closer to her family.

Mr. Speaker, on Saturday, February 27, 1999 Ms. Gertrude A. Paris will celebrate her 100th birthday. Please join me in wishing her the happiest of birthdays and Godspeed.

TRIBUTE TO PATRICK CAMPBELL

**HON. DONALD M. PAYNE**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, February 23, 1999*

Mr. PAYNE. Mr. Speaker, as we know, the work of a busy person is never done. This Friday, February 26, such a man is being recognized for his work in the labor community. Patrick Campbell will be acknowledged and paid tribute to for his leadership role within New Jersey's labor movement.

Patrick Campbell has been a member of Local 825, International Union of Operating Engineers since July, 1946. He has worked as an Apprentice/Engineer, Dirt and Crane Equipment Operator, Plant and Shop Engineer, Shop Steward and Lead Engineer. In 1971 he was elected to the Executive Board and appointed as a Business Representative. In 1976 he was chosen Business Manager and was appointed Trustee of Local 825's Pension/Welfare Fund Service Facilities. He has been re-elected Business Manager seven times. In addition to his functions as Business Manager of Local 825, he is a Vice President of the New Jersey State AFL-CIO. He has served as Vice President of the New Jersey State Building and Construction Trades Council.

Mr. Campbell is also Second General Vice President of the International Union of Operating Engineers. He also serves on joint committees of the Engineers/Teamsters, Engineers/Laborers and Engineers/Iron Workers. Additionally, he is President of the Northeastern Conference of Operating Engineers.

Pat Campbell has served on the Port Authority Development Advisory Committee of New York and New Jersey and on a committee of the Research Advisory Council for Pub-

lic Service Electric and Gas Co. He is Chairman of Local 825's Political Action and Education Committee and one of the founders of Local 825's Registered Indentured Apprenticeship Program.

When it comes to service, Patrick Campbell shares his time and expertise with community organizations, as well. He has served as Scoutmaster for the Boy Scouts of America, has coached Little League girls' softball, and has been Vice President of the Parents' Guild of Roselle Catholic High School. He served as a Navy Seabee in the South Pacific during World War II and has been a member of the Catholic War Veterans, the Veterans of Foreign Wars and the Knights of Columbus. He is currently a member of the Council of Regents of Felician College of Lodi, NJ and the Housing Commission of the Archdiocese of Newark.

Mr. Speaker, I am sure our colleagues will join me as I extend my best wishes and thanks to Patrick Campbell and family; his wife Adele, his four children and ten grandchildren.

THE TEXAS LEGISLATIVE BLACK  
CAUCUS AND ITS UPCOMING  
CONFERENCE

**HON. EDDIE BERNICE JOHNSON**

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, February 23, 1999*

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise today to pay tribute to the Texas Legislative Black Caucus and its groundbreaking efforts to advance public policy objectives in my home State of Texas.

As a former Member of the Texas House of Representatives and Texas Senate, I know first-hand of the Caucus's strong commitment in promoting education, economic development and public safety to ensure positive change. The Caucus's accomplishments include the passage of legislation to provide scholarships for low-income students, securing funding for the Lone Star State's black colleges and universities as well as provisions to ensure minority participation in the state's procurement program.

To kick off its legislative agenda for 1999, the Caucus will be hosting a statewide conference in Austin on March 10th-12th. Thousands of Texans from across the state are expected to attend the conference aptly entitled, Preparing for the Millennium. The State's 14 African-American House Members and its two Senators will be hosting the conference. They will be honoring the achievements of outstanding Texans in the fields of education, business, public services, entertainment, professions, and public safety. Governor George Bush is expected to attend the conference as well.

Delegates to the conference will be holding an "Education Summit" whose purpose is to identify problems and propose solutions to enhance the state's black colleges and universities. "Break-out" sessions will be held to discuss elementary, secondary and higher education issues. Other workshops will be conducted on health care, child care, economic development, electricity restructuring and environmental racism.

Mr. Speaker, please join me in congratulating the Caucus on its past accomplishments

and in sending best wishes for a successful conference this year in Austin.

THE INTRODUCTION OF THE NATIONAL  
RIGHT TO WORK ACT OF  
1999

**HON. BOB GOODLATTE**

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, February 23, 1999*

Mr. GOODLATTE. Mr. Speaker, I am pleased today to introduce the National Right to Work Act of 1999 along with 86 original co-sponsors.

This Act will reduce federal power over the American workplace by removing those provisions of Federal law authorizing the collection of forced-union dues as part of a collective bargaining contract.

Since the Wagner Act of 1935 made forced-union dues a keystone of Federal labor law, millions of American workers have been forced to pay for union "representation" that they neither choose nor desire.

The primary beneficiaries of Right to Work are America's workers—even those who voluntarily choose to pay union dues, because when union officials are deprived of the forced-dues power granted them under current federal law they'll be more responsive to the workers' needs and concerns.

Mr. Speaker, this act is pro-worker, pro-economic growth, and pro-freedom

The 21 states with Right to Work laws, including my own state of Virginia, have a nearly three-to-one advantage over non-Right to Work states in terms of job creation.

And, according to U.S. News and World Report, seven of the strongest 10 state economies in the Nation have Right to Work laws.

Workers who have the freedom to choose whether or not to join a union have a higher standard of living than their counterparts in non-Right to Work states. According to Dr. James Bennett, an economist with the highly-respected Economics Department at George Mason University, on average, urban families in Right to Work states have approximately \$2,852 more annual purchasing power than urban families in non-Right to Work states when the lower taxes, housing and food costs of Right to Work states are taken into consideration.

The National Right to Work Act would make the economic benefits of voluntary unionism a reality for all Americans.

But this bill is about more than economics, it's about freedom.

Compelling a man or woman to pay fees to a union in order to work violates the very principle of individual liberty upon which this nation was founded.

Oftentimes forced dues are used to support causes the worker does not wish to support wish his or her hard-earned wages.

Thomas Jefferson said it best, ". . . to compel a man to furnish contributions of money for the propagation of opinions which he disbelieves is sinful and tyrannical."

By passing the National Right to Work Act, this Congress will take a major step towards restoring the freedom of America's workers to choose the form of workplace representation that best suits their needs.

In a free society, the decision of whether or not to join or support a union should be made

by a worker, not a union official, not an employer, and certainly not the U.S. Congress.

The National Right to Work Act reduces federal power over America's labor markets, promotes economic growth and a higher standard of living, and enhances freedom.

No wonder, according to a poll by the respected Marketing Research Institute, 77 percent of Americans support Right to Work, and over 50 percent of union households believe workers should have the right to choose whether or not to join or pay dues to a labor union.

No other piece of legislation before this Congress will benefit this Nation as much as the National Right of Work Act.

I urge my colleagues to quickly pass the National Right to Work Act and free millions of Americans from forced-dues tyranny.

#### THE INTRODUCTION OF THE EDUCATION FLEXIBILITY PARTNERSHIP ACT OF 1999

### HON. MICHAEL N. CASTLE

OF DELAWARE

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, February 23, 1999*

Mr. CASTLE. Mr. Speaker, I am pleased to introduce the Education Flexibility Partnership Act of 1999. Teaching children to master skills and knowledge is the key to our nation's future success and economic growth and the surest ticket to a better life for our Nation's citizens. As the House Education Subcommittee Chairman on Early Childhood, Youth, and Families, I offer this legislation—which I began work on in the 105th Congress—as the first item on the Subcommittee's agenda in pursuit of attaining educational excellence for children across the Nation.

The Education Flexibility Partnership Act of 1999, also known as Ed-Flex, will bring much needed relief to our schools, while boosting the productivity and the academic achievement of students. There is nothing more important to the future of our country than ensuring our students receive a challenging and enriching education. In talking to teachers about our schools, one of the complaints I hear repeatedly is that the Federal Government often weighs in on local school matters in a counterproductive and burdensome way. Often times, regulations put in place at the Federal level—intended to assist local schools in attaining educational excellence—actually have the opposite effect. Instead of strengthening teachers' time in the classroom, some regulations end up taking talented teachers away from students so they can fill out paperwork or assess program spending. Again, the intention of these regulations are good. Everyone wants students to achieve at higher rates and schools to provide better educational opportunities. However, because each school district is structured differently and because each student body has diverse needs, regulations sometimes actually interfere with the schools' main focus of educating children. In these instances, we have actually added to the barriers of attaining educational excellence, instead of breaking them down. A 'one size fits all solution' rarely works for everyone, and though they provide a framework for schools, they do not cross every 'T' or dot every 'I'. We can help fill in this gap, however, by supporting education flexibility.

Under current law, 12 states are authorized to participate in an enormously popular pilot program known as Ed-Flex. My proposal extends that authority to all states. Under Ed-Flex, states can grant schools waivers of certain federal requirements that, while intending to assist, actually inhibit the school's ability to improve educational opportunities for its students. For example, in Ohio, the program was used to significantly reduce paperwork for schools, school districts, and the state education agency. In addition, the state granted two statewide waivers. Each of these required school districts to describe the specific regulatory barrier, show how the removal of the barrier will benefit students, and describe a plan to evaluate the waiver's effect on teaching and learning. The time saved on completing applications frees up staff time to address more substantive and crucial needs of the students.

Texas has successfully used Ed-Flex waiver authority to improve student performance through more than 4,000 programmatic and administrative waivers, such as permitting schools to offer school-wide Title I programs, changing the priorities for professional development activities under the Eisenhower Professional Development program, and reducing paperwork for schools. After only two years of implementation, preliminary statewide results on the Texas Assessment of Academic Skills show that districts with waivers outperformed districts without waivers 87 percent to 84 percent in reading and 82.6 percent to 80.2 percent in math. For African-American students, the gains were even bigger. For example, at Westlawn Elementary School in La Marque, Texas, African-American students improved almost 23 percent over their 1996 math test scores with 82 percent of students passing. The statewide average was 64 percent.

Maryland, another Ed-Flex state, used its waiver authority to reduce student-teacher ratios for students with the greatest need in math and science from 25 to 1 to 12 to 1. Under the Howard County waiver, the school will provide additional instruction time in reading and math and increase each student's time on task. The State holds schools accountable through performance on the Maryland School Performance Assessment Program. Ed-Flex allows schools to tailor waivers to meet their individual needs. I believe all States should have the opportunity to obtain similar improvements in their regulatory process and, more importantly, in academic achievement.

In response to a report released by the General Accounting Office on the Ed-Flex demonstration project, my proposal strengthens accountability in the program by ensuring that states demonstrate that student performance improves through the use of waivers and adds to the list of programs eligible for waiver under Ed-Flex. My proposal also ensures that states do not issue waivers to allow schools to participate in Title I that are more than 5 percent below the average poverty rate—thereby maintaining targeted funding for disadvantaged children.

Ed-Flex facilitates a seamless system of services for students because the federal and state programs can be well coordinated. In testimony and reports submitted to Congress by the U.S. Department of Education, states gave examples of how Ed-Flex has given them not only greater flexibility, but also the

ability to set even higher expectations for student performance—by asking for a higher level of accountability in exchange for Ed-Flex waivers. In addition, by enacting this legislation now, the immediate experiences of the States can help Congress identify the areas of federal regulatory burden for school districts. We can then address these problems during the reauthorization of the Elementary and Secondary Education Act. Ed-Flex will allow our schools to work more creatively in meeting student needs while ensuring that important Federal education priorities remain in effect.

#### THE LINE-ITEM VETO CONSTITUTIONAL AMENDMENT

### HON. BILL ARCHER

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, February 23, 1999*

Mr. ARCHER. Mr. Speaker, today I am introducing a joint resolution to amend the Constitution in order to give the President line-item veto authority on appropriations approved by Congress. I first introduced this resolution during the 99th Congress. As the Supreme Court confirmed on June 25, 1998 in ruling that the 1996 Line Item Veto Act was unconstitutional, a constitutional amendment is indeed necessary.

During this era of "as far as the eye can see" surpluses, I am deeply concerned that our commitment to fiscal discipline will be eaten away. The "desire" to cut spending may no longer be enough to fight the Washington spending machine. Last year's 40-pound, 4000-page, \$520 billion "omnibus" spending bill is compelling evidence of this point.

President Clinton's FY2000 budget was an even further retreat from his earlier claim that the "era of big government is over." Without any thought of giving back some of the surplus to the people who put it there, President Clinton called for more than \$200 billion in new domestic spending over 5 years, including nearly 40 new mandatory programs and almost 80 new discretionary programs. How does he propose to pay for this spending spree? \$108 billion in new taxes and fees!

Obviously, a fixed mechanism to fight unnecessary and abusive spending must be put in place. A constitutional line-item veto amendment must be adopted—to restore fiscal discipline to the Federal Government and to save the well-being of our Nation. I want American Presidents to have the tools they need (just like the governors of 43 States) to resist the inevitable pressures to spend our Nation's assets.

#### A TRIBUTE TO BRIGADIER GENERAL ROGER W. SCEARCE, USA

### HON. BILL McCOLLUM

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, February 23, 1999*

Mr. McCOLLUM. Mr. Speaker, I rise today in tribute to a great General, a great leader, a great soldier and citizen from my home state of Florida, Brigadier General Roger W. Scarce, on the occasion of his retirement from the United States Army. On this day, he