

EXTENSIONS OF REMARKS

PUT THE DECENNIAL CENSUS BACK ON TRACK

HON. PHILIP M. CRANE

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 2, 1999

Mr. CRANE. Mr. Speaker, I come to the floor today in opposition to the plan of the Census Bureau to use sampling techniques in the Decennial Census.

The situation is clear: we must abide by the Constitution as we have in every census for over 200 years. As we all know, Article I Section II says that "an actual enumeration" must be done every 10 years. Now, for the first time in our history, this is not good enough. Some feel that counting part of the population and guesstimating the rest is better than actually counting the population head by head, as the Constitution requires.

The Director of the Census Bureau, Kenneth Prewitt, said last Wednesday he would abide by the Supreme Court ruling by using two sets of numbers in the Decennial Census. Recognizing part of the Court's decision, Prewitt plans to use enumeration for apportionment. However, the Census Bureau plans to create a second set of numbers, using sampling techniques, for redrawing House districts. Although they were not asked to rule on the constitutionality of sampling, four Justices said that using sampling for a census is illegal. But, the Administration continues to include sampling techniques in the Decennial Census, despite the contradictory rulings of several courts.

Mr. Speaker, this plan will only create more problems. Holding two censuses, which is exactly what the Bureau is doing by creating two figures, will double costs, lead to an increase in litigation with discrepancies over figures, and increase the chance that the census will not be done in a timely fashion. For the past six years, the Census Bureau was against a two-figure census for the very same reasons. This dual-track census is wrong, and they know it.

We in Congress have the responsibility to stand up for the American people. They do not want two versions of how many people live in our nation, and have to deal with the resulting confusion for ten years. I encourage my colleagues to consider this dual-track census plan as we consider releasing funding for the Commerce, State, and Justice Departments that is set to expire on June 15. This may be the last opportunity to put the Decennial Census back on track.

INTRODUCING THE EDUCATION IMPROVEMENT TAX CUT ACT

HON. RON PAUL

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 2, 1999

Mr. PAUL. Mr. Speaker, I rise to introduce the Education Improvement Tax Cut Act of

1999. This act, a companion to my Family Education Freedom Act, takes a further step toward returning control over education resources to private citizens by providing a \$3,000 tax credit for donations to scholarship funds to enable low-income children to attend private schools. It also encourages private citizens to devote more of their resources to helping public schools, by providing a \$3,000 tax credit for cash or in-kind donations to public schools to support academic or extra-curricular programs.

I need not remind my colleagues that education is one of, if not the top priority of the American people. After all, many members of Congress have proposed education reforms and a great deal of their time is spent debating these proposals. However, most of these proposals either expand federal control over education or engage in the pseudo-federalism of block grants. I propose we go in a different direction by embracing true federalism by returning control over the education dollar to the American people.

One of the major problems with centralized control over education funding is that spending priorities set by Washington-based Representatives, staffers, and bureaucrats do not necessarily match the needs of individual communities. In fact, it would be a miracle if spending priorities determined by the wishes of certain politically powerful Representatives or the theories of Education Department functionaries match the priorities of every community in a country as large and diverse as America. Block grants do not solve this problem as they simply allow states and localities to choose the means to reach federally-determined ends.

Returning control over the education dollar for tax credits for parents and for other concerned citizens returns control over the ends of education policy to local communities. People in one community may use this credit to purchase computers, while children in another community may, at last, have access to a quality music program because of community leaders who took advantage of the tax credit contained in this bill.

Children in some communities may benefit most from the opportunity to attend private, parochial, or other religious schools. One of the most encouraging trends in education has been the establishment of private scholarship programs. These scholarship funds use voluntary contributions to open the doors of quality private schools to low-income children. By providing a tax credit for donations to these programs, Congress can widen the educational opportunities and increase the quality of education for all children. Furthermore, privately-funded scholarships raise none of the concerns of state entanglement raised by publicly-funded vouchers.

There is no doubt that Americans will always spend generously on education, the question is, "who should control the education dollar—politicians and bureaucrats or the American people?" Mr. Speaker, I urge my colleagues to join me in placing control of edu-

cation back in the hands of citizens and local communities by sponsoring the Education Improvement Tax Cut Act of 1999.

INTRODUCING THE GRATON RANCHERIA RESTORATION ACT

HON. LYNN C. WOOLSEY

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 2, 1999

Ms. WOOLSEY. Mr. Speaker, today I am proud to introduce legislation that would restore federal recognition for the Federated Indians of Graton Rancheria, which is primarily composed of the Coast Miwok and Southern Pomo tribal members. This is a matter of simple justice, because in 1966 the United States government terminated the tribe's status under the California Rancheria Act of 1958.

My bill, the Graton Rancheria Restoration Act, restores all federal rights and privileges to the tribal members. It reinstates their political status and makes them eligible for benefits now available to other federally recognized tribes, such as Native American health, education, and housing services. The bill also specifically prohibits gambling on tribal lands affected by the bill.

The earliest historical account of the Coast Miwok peoples, whose traditional homelands include Bodega, Tomales, Marshall in Marin County and Sebastopol in Sonoma County, dates back to 1579. Today there are 355 members of the Federated Indians of Graton Rancheria.

Legislation passed by Congress in 1992 and later amended in 1996, established an Advisory Council in California to study and report on the special circumstances facing tribes whose status had been terminated. The Council's final report, which was submitted to Congress in September 1997, recommended the restoration of the Federated Indians of the Graton Rancheria.

Mr. Speaker, the tribes of the Graton Rancheria are a rich part of the North Bay's cultural heritage. Terminating their status was wrong then, and it would be wrong now for us to continue to deny them the recognition that they deserve.

HONORING THE LIFE OF JUDGE ED J. HARRIS

HON. GENE GREEN

OF TEXAS

HON. NICK LAMPSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 2, 1999

Mr. GREEN of Texas. Mr. Speaker, my colleague (Mr. LAMPSON) and I ask all of our colleagues in Congress to join us in paying tribute to an outstanding individual, Judge Ed J. Harris. Ed passed away on February 10th

• This "bullet" symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.

Matter set in this typeface indicates words inserted or appended, rather than spoken, by a Member of the House on the floor.

after leading a long and distinguished life of public service and civic duty.

Ed Harris devoted his professional and private life to serving his home state of Texas. After graduating from Southwestern University in 1941, Ed entered the United States Navy to bravely fight for his country for six years during World War II.

After devoting his energy towards completion of both his law degree and master's degree, Ed joined the law firm of Martin, Carmona, Cruse, Micks & Dunten in 1956. Ed was admired by his colleagues for his devotion to the law and constant strive for excellence, and within two years he became senior partner. He distinguished himself as a respected leader and accomplished attorney for the next 21 years.

Ed spent thirty-three years of his extraordinary professional career as an elected public official, which in of itself is a testament of his outstanding leadership capacity and desire to serve the community he loved. He won the first of his 17 successful elections in 1961 when he was elected as Galveston City Councilman, where he served for three years. In 1962, Ed's devotion to service led to his election to the Texas Legislature as a State Representative, where he honorably served for fourteen years.

After Ed completed his tenure as State Representative, he became State District Judge, where he presided over the administrative, civil, and criminal dockets until his 1993 retirement. Ed is remembered by all he encountered for his kindness and his dedication to the law.

Ed lead a rich and active civic life that enhanced the lives of the people in his community. He was a devoted parishioner of Moody Memorial First United Methodist Church in Galveston and was a board member of McMahan's Chapel, the oldest protestant church in Texas. He continued his long dedication to the law through his activity in many county and state bar associations and in the American Judges Association. Ed also maintained his Navy ties through his participation in the Retired Officers association and VFW. Ed's desire to help those less fortunate than he was a constant force in the community. In fact, in 1986 and 1987, Ed rode in the 175 mile, two-day Houston Muscular Dystrophy Bike Tour, where he earned \$14,000 in pledges for this cause. In 1991, Ed received the 1st Annual Independence Award from North Galveston County Democrats for his lifetime of devotion to this community.

The death of Ed Harris is a blow to all that loved and respected him. His years of public service and devotion to his community touched thousands of lives. Those who were fortunate enough to have known Ed will never forget his kind spirit, his leadership in the community, and his dedication and understanding of the law. He has left a legacy that will never be forgotten.

Mr. Speaker, please join us in paying tribute to the life of Ed Harris. Those of us fortunate enough to have known him are truly blessed.

HONORING OUR NATION'S BEST
AND BRIGHTEST

HON. GARY L. ACKERMAN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 2, 1999

Mr. ACKERMAN. Mr. Speaker, I rise to honor and congratulate four outstanding high school students from my Congressional District, who were recently named as finalists in the Intel Science Talent Search. The talent search has given each of these students an opportunity to demonstrate their unique talents and capacity for innovation. The students will be honored this week in Washington with the thirty-six other finalists. Indeed, it is both humbling and inspirational to listen to the accomplishments of these dynamic individuals.

Trevor Bass, of Great Neck, used a genetic algorithm to analyze the theory of evolution. At Great Neck South High School, Trevor is the coach of the math team and has won several awards in math, computer science and physics. He hopes to attend Harvard University in the fall.

Lauren Cooper, of Roslyn, studied how gender based language influences our perceptions of Presidential candidates. At Roslyn High School, Lauren is active in student government and president of the math club. Lauren plans to attend Duke University in the fall.

Lisa Schwartz, of Roslyn, examined patterns in two-way sequences of positive integers for her project. At Roslyn High School, Lisa is the captain of her forensics team and the editor in chief of both her yearbook and newspaper. She is currently ranked first in her class of 221 students and hopes to attend Harvard University in the fall.

Eric Stern, of Great Neck, has studied the nature of Alzheimer's disease. At Great Neck South High School, Eric has led the marching band and science club and has won many music, math, and science awards. Next year, David hopes to attend Yale University.

I would also like to take this opportunity to congratulate all the schools in the Fifth Congressional District of New York. These students' achievements underscore our community's commitment to excellence in education. These four scholars truly embody the ideals of innovation, perseverance, and leadership. I ask all of my colleagues to join me in honoring and congratulating these young men and women, on their many accomplishments, and extending to them our best wishes for continued success in what appears to be a very bright future.

TRIBUTE TO BOB LIVINGSTON,
REPRESENTATIVE FROM THE
FIRST DISTRICT OF LOUISIANA

SPEECH OF

HON. JAMES T. WALSH

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 23, 1999

Mr. WALSH. Mr. Speaker, Today I would like to extend my best wishes and prayers to BOB LIVINGSTON and his family as he retires from the House of Representatives. I know he has put the best interests of the family ahead of politics and I respect him deeply for that.

Chairman LIVINGSTON's leadership skills and productive energy will be sorely missed on appropriations and in the House. I know that others have praised BOB for his humor and his intellect. I want to echo those words while I add that BOB LIVINGSTON is also a very good friend.

Since I came to Congress, he has been a mentor and much more. He has provided campaign support when I needed it, but more importantly he has assisted me with professional guidance as I learned the ropes in the Appropriations Committee.

The House of Representatives has been affected positively by the work of our colleague BOB LIVINGSTON. I know his future endeavors will be equally successful. I hope he will remember us as fellow combatants in a fight to cut government waste and return control to the American people. It is a great honor to have served during this period with BOB LIVINGSTON and I know his work will be a testament to his dedication to public service for many, many years to come.

INTRODUCING THE FAMILY
EDUCATION FREEDOM ACT

HON. RON PAUL

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, March 2, 1999

Mr. PAUL. Mr. Speaker, I rise today to introduce the Family Education Freedom Act of 1999, a bill to empower millions of working- and middle-class Americans to choose a non-public education for their children, as well as making it easier for parents to actively participate in improving public schools. The Family Education Freedom Act accomplishes its goals by allowing American parents a tax credit of up to \$3,000 for the expenses incurred in sending their child to private, public, parochial, other religious school, or for home schooling their children.

The Family Education Freedom Act returns the fundamental principal of a truly free economy to America's education system: what the great economist Ludwig von Mises called "consumer sovereignty." Consumer sovereignty simply means consumers decide who succeeds or fails in the market. Businesses that best satisfy consumer demand will be the most successful. Consumer sovereignty is the means by which the free market maximizes human happiness.

Currently, consumers are less than sovereign in the education "market." Funding decisions are increasingly controlled by the federal government. Because "he who pays the piper calls the tune," public, and even private schools, are paying greater attention to the dictates of federal "educrats" while ignoring the wishes of the parents to an ever-greater degree. As such, the lack of consumer sovereignty in education is destroying parental control of education and replacing it with state control.

Loss of control is a key reason why so many of America's parents express dissatisfaction with the educational system. According to a recent study by The Polling Company, over 70% of all Americans support education tax credits! This is just one of numerous studies and public opinion polls showing that Americans want Congress to get the federal