

Cleveland, Ohio, at the end of World War I, when Middleton H. Lambright, Jr., was 12 years old.

Young Middleton was also interested in medicine. From the time he was very small his father had permitted him to ride with him when he made house calls, visit the hospital and spend time in his office browsing through medical literature. Very early in his life, Middleton was given the opportunity to understand the meaning of success, duty, and commitment. His father was his example of an educated, successful black man fulfilling his dream of giving service to others through his medical practice.

The son wanted to follow in his father's footsteps. Middle, as he was nicknamed, graduated from Glenville High School of the Cleveland Public Schools. He attended two prestigious historically black universities, Morehouse College and Lincoln University, before completing requirements at the Western Reserve University.

In 1934, he entered Meharry Medical College. During his 4 years there, he became interested in the field of surgery and whenever possible spent time in the emergency traumatic service, on the wards, and in operating rooms. He was privileged to have professors and lifetime friends, several famous surgeons: Dr. John Hale, Matthew Walker, and Joseph L.B. Forrester.

After graduating in 1938, he sought and was successful in an effort to receive an internship at Cleveland City Hospital. Following his surgical residency, he was appointed assistant clinical professor of surgery in the Department of Medicine at Western Reserve School of Medicine. This position entitled him to hospital privileges at University Hospitals and Mt. Sinai Hospital.

He became the first black physician to receive a full staff appointment in any hospital in Cleveland, Ohio. He continued to fill his dreams by moving into the office with his father where he built a general and thoracic surgical practice while continuing as a visiting surgeon at University Hospitals. In ensuing years, he became involved in numerous activities, was elected President of the American Academy of Medicine in Cleveland in 1964. He became only the second African-American to head a local affiliate of the American Medical Association. He also worked with his father to found Forest City Hospital which enabled other African-American doctors to head up medical departments throughout the hospital.

He believed in taking chances and seeking new opportunities. In 1971, he was offered and accepted a position as Dean and Associate Professor of Surgery in the College of Medicine at the Medical University of South Carolina. He was quoted as saying: My father would have been extremely pleased to know that his son had been invited to join the staff and faculty of an institution he could not have hoped to enter in any capacity. He was speaking to

the racial segregation in the State of South Carolina.

After more than 25 years of practice, Dr. Lambright returned to Cleveland and entered his third career as the vice president of medical affairs for Blue Cross and Blue Shield. Here was a man who had a dream and who had his materialized and then had been granted the opportunity to expand the use of his success in many avenues. He believed that a man so blessed had a duty to his fellow man.

Dr. Lambright might well have been guided by the words of Thomas Paine: The duty of man is plain and simple and consists of but two points, his duty to God, which every man must fill, and with respect to his neighbor, to do as he would be done by.

His list of medical staff appointments would equal the list of several physicians combined, and included there is appointments to numerous hospitals in the city of Cleveland. He shared his knowledge and experience with young students eager to join his honored profession, serving as an instructor and clinical assistant professor at Case Western Reserve.

Involved in numerous community activities, he was a trustee, grand jury foreman, a trustee of the American Red Cross. Here indeed was a man who dared to dream, who lived his dreams, and shared his vision. Anthropologist Margaret Mead "measured success in terms of the contributions that an individual makes to his or her human beings." Booker T. Washington said "success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed." By either measure, Dr. Middleton H. Lambright, Jr., was a successful man.

On behalf of the citizens of the Eleventh Congressional District of Ohio, I express gratitude to this outstanding citizen of Ohio for his life and service and extend my condolences to his family and friends.

[From the Plain Dealer, June 19, 1999]

#### DR. MIDDLETON LAMBRIGHT, OVERCAME RACIAL BARRIERS

(By Richard M. Peery)

EUCLID—Dr. Middleton H. "Middle" Lambright Jr. was a pioneer who broke barriers of racial discrimination throughout his career.

He was the first black doctor to attain full hospital privileges in Cleveland when he was admitted to the staffs of University and Mt. Sinai hospitals.

He worked with his father to found Forest City Hospital, enabling black doctors to head medical departments.

He was the second in the nation to head a local affiliate of the American Medical Association when he became president of the Cleveland Academy of Medicine in 1964.

When he left Cleveland in 1972 to become assistant dean of the Medical College of South Carolina, he was welcomed to the state by Sen. Strom Thurmond, who had been one of the leading defenders of racial segregation in the nation.

Dr. Lambright returned to Cleveland in 1984 to serve as a vice president of Blue Cross & Blue Shield of Ohio. He retired four years later.

Dr. Lambright died Monday at his home in Euclid. He was 90.

He was born in Kansas City, Mo. When he was 12, his father moved the family to Cleveland so his children would not be subjected to segregated education. Dr. Lambright graduated from Glenville High School.

He attended Lincoln University in Pennsylvania, but his graduation was delayed while he recovered from tuberculosis. He eventually received a degree from Western Reserve University in 1934. He decided to specialize in surgery while he was a student at Meharry Medical College in Nashville, Tenn., where he graduated in 1938.

Dr. Lambright completed his internship at City Hospital, now MetroHealth Medical Center, and was serving a surgical residency there when World War II broke out. Although fellow residents joined the Lakeside Medical Unit that served under Gen. Douglas MacArthur in the Pacific, Dr. Lambright was not allowed to go with them because of the racial segregation in the military. Because the Army's only black medical training unit was full, he remained at City Hospital throughout the war.

Dr. Lambright became an assistant professor of surgery at Case Western Reserve University and chief of surgery at Forest City Hospital. He was medical adviser for The Plain Dealer Golden Gloves tournaments and medical director for the Cleveland Boxing and Wrestling Commission.

In addition to his memberships in numerous professional organizations, Dr. Lambright found time for civic activities. He served on the original trustee board for Cleveland State University. He was also a trustee of several local organizations, including the Automobile Association, Growth Association, United Appeal, American Cancer Society, Red Cross, Welfare Federation, Urban League, Cedar YMCA and Barons Hockey Club.

He was appointed Cuyahoga County grand jury foreman in 1965.

After he returned to Cleveland from South Carolina, he was a trustee of the Cleveland Scholarship Program.

He was a member of Alpha Omega Alpha Honor Medical Society and Alpha Phi Alpha fraternity.

Dr. Lambright is survived by his wife, Willie Callahan Lambright of Greensboro, N.C.; a sister, Elizabeth B. of Euclid; and a granddaughter, Lodi of Providence, R.I.

Services will be a 11 a.m. June 26 at the Mausoleum of Lake View Cemetery, 12316 Euclid Ave., Cleveland.

Arrangements are by the E.F. Boyd & Son Funeral Home of Cleveland.

Memorial donations may be made to the CWRU/Forest City Hospital Endowment Fund, Bolton School of Nursing, 10900 Euclid Ave., Cleveland 44106-4904; or to Meharry Medical College, Division of Institutional Advancement, 1005 D.B. Blvd., Nashville, Tenn. 37208.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Pennsylvania (Mr. PETERSON) is recognized for 5 minutes.

(Mr. PETERSON of Pennsylvania addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

#### INTRODUCTION OF THE TRANSITION TO TEACHING ACT

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Indiana (Mr. ROEMER) is recognized for 5 minutes.

Mr. ROEMER. It has been said, Mr. Speaker, that as education goes, so

goes America. Whether we are talking to a labor union in South Bend, Indiana, or a small business in Elkhart, Indiana, and with an unemployment rate of about 3 percent, everybody is saying the same thing across our State, that we need to work together in the United States Congress to improve education, not just simply improve it, but to creatively and boldly improve education for every single one of our Nation's children.

Now the new Democrat coalition, which I helped start and found, has taken the approach that we need to do a host of creative and bold new things. Certainly we all agree that parental involvement and community concern is the Number one issue, and in addition to that we need more charter schools and public school choice. This was a bill that I wrote and drafted with new Democrat help and with the help of Mr. Riggs from California, and we passed this bill in 1997. This is a bipartisan bill to provide more public choice for all our Nation's children and parents.

Secondly, we need more teachers, not just more of them, but better quality of teachers to compliment and supplement the number of teachers that are working so hard in America today, and my good friend from Florida (Mr. DAVIS) and I have introduced a bill called Transition to Teaching Act that will boldly improve on the Troops to Teachers bill to try to build relationships with the private companies and foundations to help transition people from their first career, as maybe a businessman or a businesswoman, somebody in science, somebody as a police officer or a fireman, and transition them into a second career of teaching. This is a dream for many people when they are in their 40s or 50s or 60s, to enter the teaching profession, and my colleague from Florida (Mr. DAVIS) and I will introduce this bill on Thursday, the Transition to Teaching Act.

Thirdly, we need technology. The E-rate, which I would say the E stands for equality or education, the E-rate needs to make sure that we win the battle of connecting up our schools and libraries to this exciting new technology of the Internet. It is not the answer, the panacea, to all our Nation's questions of research, but it does provide us some interesting opportunities for helping with new curriculum, helping develop role models for new teachers, helping share information from one classroom to another. The E-rate is the battle of the new century to make sure that all of our Nation's children in the inner city, in the rural communities which I represent in Indiana, that they all have access to get to this technology and that our teachers, that our teachers are equipped with the sufficient skills to learn this and teach it and convey it to our children.

Fourthly, when we just succeeded on this, and I worked closely with my good friend from Delaware (Mr. CASTLE), a Republican, on the education flexibility bill, we will give our local

communities additional waivers from Federal and State regulations if they attach more success to that student, that student that gets better scores and graduates from year to year and out of high school into college.

That education flexibility is directly tied to the success of the student and not to more and more red tape, regulations, and requirements. And, Mr. Speaker, we need to do more. We need to look at bolder and newer and more creative ideas, teacher academies set up with our universities and colleges. We need to look at preschool initiatives when we are hearing that our children are learning more and more at earlier and earlier ages and they are capable of more and more.

We need to look at helping provide the resources to our local communities to stop social promotion. It does not do our children any good to be promoted from grade to grade to grade when they cannot provide, they cannot read, they cannot provide themselves with the opportunity to learn more about geography and math and science.

So, Mr. Speaker, as paraphrasing Abraham Lincoln in conclusion, Abraham Lincoln talked about making sure that we all have the opportunities not to guarantee that we will all finish the race of life at the same time. No, nobody can guarantee that, but at least we get the opportunity for an equal start in life, and that comes back to education.

Let us work together across the aisle, Democrat and Republican, for creative bold new reforms in education as the new Democratic coalition has sought to do.

#### WHAT WE WOULD BE DOING BY AMENDING THE CONSTITUTION TO MAKE IT ILLEGAL TO DESECRATE THE AMERICAN FLAG

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas (Mr. PAUL) is recognized for 5 minutes.

Mr. PAUL. Mr. Speaker, tomorrow we have on our schedule the debate and the vote on a constitutional amendment, the amendment that would make the desecration of the flag illegal. Many who support this amendment imply that those of us who oppose it for some reason might be unpatriotic. That, of course, is not true.

I would like to call attention to my fellow colleagues just exactly what I see us doing by amending the Constitution.

The very first thing that Communist China did after it took over Hong Kong was to pass legislation to make sure that it was illegal to desecrate the Chinese flag. Now let me say that one time again. As soon as Red China took over Hong Kong, that was the very first thing they did. One of the first pieces of legislation was to make sure that the people of Hong Kong knew it was illegal to do anything to desecrate the Chinese flag.

Now another interesting thing about the Chinese and their flag is that we monitor human rights in China. As a matter of fact, the State Department is required to come before the House and the Senate and report to us about the violations of human rights in China. The purpose is to find out whether or not they qualify for full trade with us, and the argument comes up every year. Some say, well, they violate civil rights and human rights all the time; therefore, we should not be trading with Red China, which is an argument that can be presented.

But in this report that came out in April to summarize last year, our government lists as a violation of human rights that we are holding them accountable for that we want to use against them so that we do not trade with them is the fact that two individuals last year were arrested because they desecrated the Communist Chinese flag.

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I think that is pretty important. We should think about that. First, the Chinese Government makes it illegal to desecrate a flag in Hong Kong, and then they arrest somebody and they convict them, and they want to hold it against them and say we do not want to give them Most Favored Nation status because they are violating somebody's human rights.

Mr. Speaker, my point is obviously that why do we want to emulate them? There are other countries around the world that have similar laws: Iraq, Cuba, Haiti, Sudan; they all have laws against desecration of the flag. But in this country we have not had this. We have never put it in the Constitution. This debate would dumbfound our Founders to think that we were contemplating such an amendment to the Constitution.

We have existed now for 212 years since the passage of our Constitution, and we have not had laws like this, but all of a sudden we feel compelled. What is the compulsion? Do we see on the nightly news Americans defying our flag and defying our principles of liberty? I cannot recall the last time I saw on television an American citizen burning an American flag or desecrating our flag. So all of a sudden now we decide it is a crisis of such magnitude that we have to amend the Constitution; at the same time, challenging the principles of freedom of expression.

There is one State in this country that has a law which they have the right to, a law against desecration of the flag. And the flag police went to a house to find out what was going on because they were flying their flag upside down. What is going to happen when we try to define "desecrate"? Desecrate is usually something held for religious symbol. Have we decided to take the flag and make it a holy symbol? But will a towel that is in the shape and the color of a flag that somebody is