

FORTY-FOURTH ANNIVERSARY OF  
TUNISIAN INDEPENDENCE

**HON. NICK J. RAHALL II**

OF WEST VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, March 9, 2000*

Mr. RAHALL. Mr. Speaker, I rise to acknowledge the anniversary of the 44th year of Independence for the Republic of Tunisia, to be celebrated on March 20, 2000.

Legend has it that more than 200 years ago, Tunis, as token of esteem and friendship, sent one of its finest stallions to U.S. President George Washington. Unfortunately, customs officials in the nascent republic denied entry to the horse, which spent its remaining days in the port of Baltimore.

After this somewhat rocky start, I am pleased to note that U.S.-Tunisian relations have improved considerably. Tunisia is about to celebrate its 44th anniversary of the establishment of the Republic of Tunisia as an independent country, a time during which Tunisia has enjoyed a strong and healthy relationship with the United States.

I congratulate Tunisia for its many accomplishments, not the least of which is to have established a more democratic system of government, making every effort to broaden political debate, including passage of an electoral law that reserved 19 seats of the National assembly for members of opposition political parties.

Tunisia has a very impressive economic record, having turned to economic programs designed to privatize state owned companies and to reform the banking and financial sectors over the last decade.

As a result Tunisia's economy has grown at an average rate of 4.65 percent just in the last several years, and its economic success has had a beneficial impact on Tunisia's international standing. Tunisia is one of the few countries to graduate successfully from development assistance and to join the developed world.

Tunisia has also become a moderating force in the Middle East peace process, taking an active role within the international community in fighting terrorism, while maintaining internal stability in the face of external chaos.

I am pleased with the increasingly strong ties between the United States and Tunisia, and join the American people in congratulating the people of Tunisia on this historic occasion. I encourage my colleagues to do the same.

IN RECOGNITION OF TEXAS  
PUBLIC SCHOOLS WEEK

**HON. RON PAUL**

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

*Thursday, March 9, 2000*

Mr. PAUL. Mr. Speaker, as this is Texas Public Schools Week, I wanted to take a moment to offer my thanks to the parents and teachers of my district and those across Texas for all of their hard work to make sure our children get the best education possible. Unfortunately, Congress and the federal bureaucracy continues to strip authority away from parents, teachers and local school boards. While Congress promises the American people that ex-

pansions of federal control over local schools will create an education utopia, the fact is the federal education bureaucracy has only made educating the next generation more difficult and diverted resources away from the classroom. For example, while the federal government provides less than 10% of education funding, many school districts find that over 50% of their paperwork is generated by federal mandates. The federal government also forces local school officials to jump through numerous hoops in order to get Washington to return a ridiculously small portion of taxpayer moneys to local public schools.

Over thirty years of centralized control of education has resulted in failure and frustrated parents. It is time for Washington to return control of the nation's school system to the people who best know the needs of the children: local communities and parents. The key to doing so is to return control of the education dollar back to the American people.

In order to give control of education back to the people I have introduced the Family Education Freedom Act (HR 935). This bill provides parents with a \$3,000 per child tax credit for K-12 education expenses.

The Family Education Freedom Act fulfills the American people's goal of greater control over their children's education by simply allowing parents to keep more of their hard-earned money to spend on education rather than force them to send it to Washington to support education programs reflective of the values and priorities of Congress and the federal bureaucracy.

The Family Education Freedom Act will help parents strengthen their child's public education. Parents may use the credit to improve schools by helping to finance the purchase of education tools such as computers or extra-curricular activities such as music programs. Parents of public school students may also wish to use the credit to pay for special services for their children.

I have also introduced the Teacher Tax Cut (HR 937), which provides a \$1,000 tax credit for every teacher in America. Quality education is impossible without quality teaching. Yet, America's teachers remain underpaid compared to other professionals. Adding insult to injury, teachers often have to use their own money to purchase supplies for their classroom. For example, according to the Association of Texas Professional Educators, many Texas teachers spent between \$50-300 of their own money on school supplies during the 1998-99 school year!

Because America's teachers are underpaid because they are overtaxed, the best way to raise teacher take-home pay is to reduce their taxes. Raising teachers' take-home pay via a \$1,000 tax credit lets teachers know the American people and the Congress respect their work and encourages high-quality people to enter, and remain in, the teaching profession. I have also introduced the Education Improvement Tax Cut (HR 936), which provides a \$3,000 tax credit for cash or in-kind donations to public schools to support academic or extra-curricular programs. This legislation encourages local-citizens and community leaders to help strengthen local public schools. The Education Improvement Tax Cut Act also ensures that education funding matches the needs of individual 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.

Mr. Speaker, my education agenda of returning control over the education dollar to the American people is the best way to strengthen public education. First of all, unlike plans to expand the federal education bureaucracy, my bills are free of "guidelines" and restrictions that dilute the actual number of dollars spent to educate a child. In addition, the money does not have to go through federal and state bureaucrats, each of whom get a cut, before it reaches the classroom. Returning power over the education dollar to the American people will also free public school teachers, administrators and principals from having to comply with numerous federal mandates. Therefore, school personnel will be able to devote their time to working with parents and other concerned citizens to make sure all children are receiving the best possible education.

In conclusion, Mr. Speaker, I once again extend my thanks to all those who are involved in the education of our nation's children. I also call upon my colleagues to help strengthen public schools by returning control over the education dollar to parents and other concerned citizens, as well as raising teacher take-home pay by cutting their taxes, so that the American people can once again make the American education system the envy of the world.

IN HONOR OF LONNIE R. ANDERSON—WHITLEY COUNTY SUPERINTENDENT OF SCHOOLS AND WINNER OF F.L. DUPREE AWARD FOR EXEMPLARY CONTRIBUTIONS TO EDUCATION

**HON. HAROLD ROGERS**

OF KENTUCKY

IN THE HOUSE OF REPRESENTATIVES

*Thursday, March 9, 2000*

Mr. ROGERS. Mr. Speaker, we often hear about grand, universal plans for making positive changes in our nation's public education system. None of these plans, however, can substitute for the daily effort of educators working at the local level. It is these dedicated professionals, in tens of thousands of local school districts across the nation, who bear the responsibility for touching the lives of the students in their communities. These educators hold the key to the transformation of our nation's system of education—one student at a time.

Today, I want to honor one such professional in Whitley County, Kentucky. The Kentucky School Boards Association (KSBA) has recognized my constituent, Whitley School Superintendent Lonnie R. Anderson, for his distinguished service to the field of education. He has been awarded the KSBA's annual F.L. Dupree Award for exemplary contributions to education. The family of the late F.L. Dupree, Sr., a Lexington businessman and supporter of Kentucky public schools sponsors the award.

Superintendent Anderson has worked tirelessly for the parents and students served by the Whitley County School District over the past nine years. Through his hard work and dedication, he has been a driving force in

bringing about positive changes in the school district, as well as the surrounding community.

Lonnie Anderson accepted the school district's top job in 1991 when the district ranked last among Kentucky's 176 public school districts and the county schools were required to be under state management. In 1999, after nearly a decade of Superintendent Anderson's leadership, the Whitley County School District was measured as one of the top districts in the state for academic improvement. During this period, the district has twice earned "rewards" rankings through the state's system of school assessment and accountability.

Superintendent Anderson is an alumnus of Cumberland College, Union College, and Eastern Kentucky University. He began his education career as a classroom teacher and coordinator of the gifted and talented program in Whitley County. Through a total of 17 years with the school district, he has also served as athletic director, food service director, Chapter I coordinator, and public relations coordinator.

In a recent article in the Corbin (KY) News-Journal, Anderson is credited with the following achievements for the Whitley County School District:

Augmented the district's reading curriculum with the Accelerated Reader Program and the Reading Coaches Program, which pairs high school students with at-risk second and third-graders. Anderson also employs a district reading specialist, established the Even Start Family Literacy Program for parents of young children and initiated a summer reading program.

Directed a school facility modernization effort that built three new elementary schools and established an alternative school. The program also resulted in a new science wing, library and kitchen at Whitley County High School and renovated a middle school and four elementary schools.

Developed the Parents as Volunteer Educators Program (PAVE), in which 600 parents now participate.

Implemented a cash management program that increased earnings on investments from \$52,545 in 1990 to \$332,986 in 1999.

Introduced an energy program with a utilities cost avoidance of over \$150,000 since its implementation in 1998.

Established a newspaper for the school district, The District Ed News, that spotlights student and school achievements and is distributed to every household in the district.

Initiated HEROES (Honoring Educators/Staff Recognizing Outstanding and Extraordinary Services) to honor staff members for years of service to the district.

United five separate adult education providers into one comprehensive program now serving twice the number of people.

One principal who supported Superintendent Anderson's nomination of this prestigious award correctly described him as "an agent of positive change" for the Whitley County School District.

I join educators, parents and students in Whitley County and across Kentucky in congratulating Superintendent Lonnie R. Anderson for being selected for this distinguished award and recognize his outstanding leadership and continued contribution to public education.

## "A SOLDIERS STORY" TRIBUTE TO MR. WILLIAM ELLIS

### HON. DAVE CAMP

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 9, 2000

Mr. CAMP. Mr. Speaker, I rise today to pay tribute to Mr. William Ellis, a decorated soldier from World War II. I would like to acknowledge his selfless acts as a young Sergeant leading his infantrymen through Germany. His Bronze Star, Good Conduct Medal and many other awards demonstrate his bravery and patriotism. I am proud to stand and honor this glorious citizen of the United States and would like to call his admirable actions to the attention of my colleagues in the House of Representatives.

I have attached for the RECORD one of Mr. Ellis' first-hand experiences, which he shared with me. He has titled it, "A Soldiers Story."

The winter of 1944-1945 in Germany was bitter cold. I was a young infantry sergeant, a 19 year old squad leader in an infantry division that had been advancing and fighting in the mountains for sometime. During a lull in the fighting we came across a valley with a cluster of old stone cottages inhabited by farmers. All the young men had gone to war leaving the old folks to fend as best they could. This was a chance to catch a few hours of much needed sleep indoors. After posting perimeter guards nightfall was first approaching and we sat about to find places to stay for awhile. The house I picked out was much like the others, its stone steps worn down in the middle from many generations that had come and gone. An old German couple lived there and seemed pleasant enough. After sharing what few rations I had with them I went over and sat down in front of the fireplace soaking up some welcomed heat. There was not much light, just an oil lamp and the fireplace. The old man came and sat beside me. I took out my pipe which I always carried along with a package of tobacco that my folks had sent from back home. As I filled my pipe I noticed this old man looking at me intently with a hungering expression in his eyes. In my faltering German I asked him, "du haben sie pipe ja?" Whereupon he got up with an alacrity which belied his age and brought down a pipe from atop the mantel and I passed the package of tobacco to him. He put only a small amount in his pipe, "Nix nix," I said and filled his pipe to the brim. There we sat, a young American soldier and an old German farmer, smoking our pipes in silence each with our own thoughts. The silence was broken only once when the old man looked over at me and said, "pipe goot, ja?" I replied, "ja, pipe goot." As I got up to go "sack out" for a few hours I gave the old man the package of tobacco. Tears rolled down his cheeks as he said "danko, danko." I am now about the same age as was the old man and have thought about the incident a number of times in the intervening years. Each time I have come to the same conclusion, it was a most satisfying conversation.

## UNDERAGE ALCOHOL DRINKING

### HON. GEORGE RADANOVICH

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 9, 2000

Mr. RADANOVICH. Mr. Speaker, I would like to submit the text of the following correspondence to the House of Representatives.

DEAR DR. FLETCHER: Thank you for sending me a pre-publication copy of your article "Alcohol Home Delivery Services: A Source of Alcohol for Underage Drinkers". As I indicated in our phone conversation, the Senate Judiciary Committee held a hearing on "Interstate Alcohol Sales and the 21st Amendment" March 9, 1999. Testimony at that hearing made reference to your article.

Within the context of that hearing, Utah Attorney General Wayne Klein referenced your upcoming study to indicate that 10% of 12th graders and 7% of 8 to 20 year-olds obtained alcohol through delivery services in the last year. This has left an impression amongst Senators and in the record that these youths were purchasing through interstate alcohol direct shipment mechanisms.

It is my understanding that the questions in your study did not distinguish between interstate delivery mechanisms and delivery from stores within a community. In fact my understanding of our conversation and of your article is that it typically is a community liquor outlet in the area which is making the delivery and that most of these deliveries are beer. As I understand it, your study did not attempt to distinguish interstate shipments of alcohol by common carriers and the purchase and delivery of alcohol from community sources.

Because there has been significant misinterpretation of these results, I am asking that you write Senators Hatch (FAX (202) 224-9102) and Leahy (FAX (202) 224-3479) to clarify the degree to which your studies have relevance to the issue of Interstate Alcohol Sales. I would also like to obtain a copy of your letter, which I am sure will be added to the official record of the committee.

As this is a current and significant issue here on Capitol Hill, your earliest response would be most appreciated. Please let me know if you have any questions or concerns in this regard.

Sincerely,

JOHN MCCAMMAN,  
Chief of Staff.

DEAR MR. MCCAMMAN: This letter is to provide clarification on the findings of the research article "Alcohol Home Delivery Service: A Source of Alcohol for Underage Drinkers." This article is being cited to demonstrate that persons under the legal drinking age of 21 are using direct shipment mechanisms to obtain alcohol. I would like to provide some relevant background on the paper to address this contention.

The survey that is the basis of the article was intended to address whether underage individuals were having alcohol delivered from local liquor stores. Respondents were asked: "In the last year, have you purchased alcoholic beverages that were delivered by a store to a home or individual?" We think this wording is more consistent with retail home deliveries than with direct shipment purchases. While it is possible that some youths interpreted the question to include direct shipment deliveries via the internet, the history of the internet suggests that this is unlikely. Access to the internet did not proliferate until the last several years. Our survey was administered in 1995 in small and medium sized communities. Internet access typically did not become available in smaller towns until significantly later than in larger metro areas.

It is possible that some of our respondents who said they purchased delivered alcohol purchased it via telephone 800 numbers, but there are several factors that makes this less likely. First, we think that youth alcohol purchases tend to be spontaneous, in other words, alcohol is purchased right before consumption. Second, most purchases via 800