

State's annual economic output shrink by \$1.5 billion, labor income fall by \$1.3 billion, and an increase in both racial and gender income inequality.

If right to work laws are not actually good for the economy, what are they good for? Right to work laws do a great job at harming hard-working middle class families, widening income inequality, and weakening unions. Right to work States have seen almost a 10 percent decline in unionization, which has undermined growth in wages and led to the deterioration in workplace safety.

In right to work States, wages for all workers, not just unionized workers, are over 3 percent lower than in non-right to work States. That is about \$1,500 less per year in the pockets of teachers, firefighters, nurses, and other hard-working Americans.

Furthermore, injuries and deaths in right to work States are much higher than in non-right to work States. In the high-risk environment of construction, where unions have played a fundamental role in demanding adequate safety standards, deaths are 34 percent higher in right to work States than in non-right to work States.

As you can see, right to work is not right for our country, not right for our States, and not right for our workers. Using right to work as a strategy to lower wages and attract more businesses is not a suitable and sustainable strategy.

Instead of focusing on attacking unions and middle class workers, Governors should focus on fixing broken budgets and investing in our schools, public safety programs, and transportation systems. That is the real recipe for economic success.

Let's stand up against right to work laws and stand up for the right to organize, the right to a safe job, and the right to a fair wage.

HONORING DR. PETER SCHRAMM

The SPEAKER pro tempore. The Chair recognizes the gentleman from Ohio (Mr. GIBBS) for 5 minutes.

Mr. GIBBS. Mr. Speaker, I rise today to honor Dr. Peter Schramm of the Ashbrook Center at Ashland University in Ashland, Ohio. Earlier this week, the Ashbrook Center, supporters, and friends gathered to recognize Dr. Schramm for his years of service and to name the center's library in his honor.

Since 1987, Dr. Schramm has been teaching political science at Ashland; mentoring students; and shaping the minds of the next generation of teachers, lawyers, and political thinkers.

His story starts in Hungary, as a young boy living under the brutal Soviet regime. When he was 10, after the Communists crushed the Hungarian uprising in 1956, Peter's father decided it was time to leave Hungary and come to America. Peter asked his father why he chose America, and he was told: "We were born Americans but in the wrong place."

After leaving Hungary, the Schramm family found their way to California, thanks to an American dentist his father met shortly after World War II.

With just a few American dollars, Peter's family started a new life. His parents found work, and Peter and his sister went to school. Peter did not know English and had to learn along the way, with the help of his classmates.

Eventually, they saved enough money to open a restaurant. The whole family worked there. Peter continued his studies and worked through college. He studied history and graduated, taking a few years longer than usual because he was unaware he actually had to graduate. Peter was content to learn for the sake of learning. Years later, he once said: "I think it is true that human beings by nature desire to know."

His economic curiosity led him to Claremont for his master's and doctorate degrees. It was there that he studied the classics, focusing more on philosophy than history.

When he began teaching, Dr. Schramm insisted on an open discussion, encouraging and directing debates among his students. He once said: "A good education is a conversation."

He didn't want to lecture his students and believes that a classic liberal arts education should teach its students how to read, to analyze, and to explain and defend their beliefs.

The Ashbrook Center, where he served as executive director and senior fellow of the scholar program, states that their mission is to restore and strengthen the capacities of the American people for constitutional self-government. Having witnessed the corruption and horror of the Soviet rule, he was able to impress upon his students how important Ashbrook's missions and values are.

One of his most recent students and an intern in my office, James Coyne, told me: "Dr. Schramm has dedicated his life to preserving and perpetuating American greatness by teaching us what it means to be an American. The many of us he has taught will continue his work and honor his legacy by educating future generations on what makes America great."

Dr. Schramm, who is battling an aggressive illness, can be assured that the principles of self-government of free men with free minds and the values that our Founding Fathers cherished are alive and well in the generations of students he has taught.

On Monday evening, Dr. Schramm said that, despite his medical condition, no man has been happier than he has been.

Thank you, Dr. Schramm, for adopting America as your home and teaching so many young minds to keep the flame of freedom burning.

DARK PERIOD IN AMERICAN HISTORY

The SPEAKER pro tempore. The Chair recognizes the gentleman from

North Carolina (Mr. BUTTERFIELD) for 5 minutes.

Mr. BUTTERFIELD. Mr. Speaker, I rise to express the utter outrage of the Congressional Black Caucus regarding the Calvert amendment, scheduled for later this afternoon, which is an amendment to the Interior Appropriations bill.

That amendment would allow Confederate imagery to remain on graves on Federal lands. Don't Republicans understand that the Confederate battle flag is an insult to 40 million African Americans and to many other fair-minded Americans?

The Confederate battle flag, Mr. Speaker, is intended to defend a dark period of American history, a period when 4 million Blacks were held as slaves, held as property, as chattel, not as human beings. The slaves were bought and sold and mortgaged and gifted as chattel.

Mr. Speaker, this period of enslavement continued for more than 200 years and did not legally end until December 6, 1865.

Here is the history, Mr. Speaker. Following President Lincoln's election in November 1860, 12 Southern States ceded from the Union in response to their belief that President Lincoln would free the 4 million slaves. South Carolina was the first State to cede from the Union, on December 20, right after Lincoln's election.

These Southern States formed the Confederate States of America. They empowered a military, elected a President, adopted a constitution, and adopted a currency. They engaged in a brutal, brutal civil war with the Union. Thousands of lives were lost on both sides of the battle. The Confederate flag, Mr. Speaker, was their symbol; it was their flag.

The Southern States lost the war. The States then rejoined the Union. President Lincoln then proposed the 13th Amendment, legally ending slavery. That amendment, Mr. Speaker, passed this Congress on January 31, 1865, and finally was ratified by Georgia on December 6, 1865. During the period of ratification, President Lincoln was assassinated.

For the next 50-plus years, every Black person living in the South faced the possibility of lynching. More than 4,000 Blacks were lynched between 1890 and 1950, and 136 Black people were lynched in South Carolina.

There are some now who want to continue to honor slavery and to honor bigotry, and this House, Mr. Speaker, must not be complicit.

The horrific shooting in Charleston, South Carolina, was an example of a 21st century lynching.

□ 1030

The manifesto left by the Charleston killer stated:

I have no choice. I am not in the position to, alone, go into the ghetto and fight. I chose Charleston because it is the most historic city in my State, and at one time had