

"I don't want to see these jobs or any other jobs go to Mexico, but the idea that because the Mexicans had to lower tariffs it has hurt American jobs defies any logic," he said.

Gillmor said NAFTA has had little impact in the Fifth District, which includes Sandusky County. His 1996 poll of 124 firms, employing 17,000 people, found that 72 percent reported no impact on business by NAFTA. Eighteen percent said NAFTA had helped their business and 10 percent reported it had been detrimental.

A local business expert, Richard Smith of the Sandusky County Economic Development Corp., said American companies moving to Mexico is a trend related to NAFTA.

"Personally I think these are short-term solutions," Smith said. "In the long run, quality will suffer. . . . They are leaving behind quality labor when they do that."

Kaptur could not agree more.

"We have had dozens of closings in Ohio already," Kaptur said, listing Goodyear and Allied Signal as examples of movers to Mexico.

" . . . I say to them, 'You sell your product there and don't send it back here. We are not interested.'"

#### EL PASO LEADS THE NATION IN NAFTA-RELATED JOB LOSSES

EL PASO, TEXAS (AP).—El Paso, once a garment-industry stronghold, has lost more jobs than any other U.S. city since the North American Free Trade Agreement went into effect in 1994, U.S. Department of Labor statistics show.

In El Paso, 5,623 jobs have been lost. Coming in second is Washington, N.C., which has lost 3,400 jobs because of NAFTA.

El Paso mayor-elect Carlos Ramirez said the losses show the city needs to give selected industries strong incentives to come to the city and stay.

"Our economic development areas have to be in jobs where not only we have an economic advantage but also where we have an economic multiplier, such as international trade, light manufacturing and high-tech," Ramirez said.

No figures are kept on jobs created by NAFTA in El Paso. But Ramirez said that from January 1994 to January 1997, El Paso's total number of jobs grew by 13,200 to 236,500.

NAFTA lowered trade tariffs among the United States, Canada and Mexico beginning in 1994. The Labor Department's numbers cover job losses attributed to trade with Canada and Mexico from January 1994 until April 30, 1997.

Nationwide, the Labor Department counts 124,616 NAFTA-related job losses, 45 percent of them from work moving to Mexico. Most of El Paso's NAFTA-related layoffs occurred when companies closed plants and moved operations to Mexico.

The majority of NAFTA layoffs, 77 percent, were in the garment industry. Some analysts said the industry was moving production out of the country before NAFTA anyway.

"El Paso concentrates on men's blue jeans, men's shorts, basically men's clothing, which is very standard. And that is the easiest thing to move offshore," said Raul Hinojosa, director of the North American Integration and Development Center at the University of California at Los Angeles.

Unlike the garment industry, the trucking industry has benefited from NAFTA. More than 500 trucking jobs have been created in El Paso in the past year alone.

When the Labor Department certifies jobs as lost because of NAFTA, the displaced workers become eligible for government-paid retraining.

Armida Arriaga, 56, worked in the El Paso garment industry for 18 years. In May 1996,

she lost her job as a seamstress at Tex-Mex Sportswear when the company moved work to Mexico.

"I've used the NAFTA benefits, I'm studying English like others. But I'd prefer to have a job," she said.

Arriaga's benefits, which have included unemployment pay and paid retraining, come to an end in August and she's worried she will not have learned enough by then.

"I'll have to find work, and in sewing there aren't many jobs any more," she said. "That was my profession. I have little hope they'll take me."

Some efforts are under way to extend NAFTA benefits for displaced workers: a worker's advocacy group, La Mujer Obrera, is pushing for bilingual training programs.

U.S. Rep. Silvestre Reyes, D-El Paso, is proposing \$12 million for NAFTA's Transitional Adjustment Assistance program. Budget disputes in Congress have so far kept the proposal off the next budget.

#### TRIBUTE TO MRS. BERTHA MUSICK OF CLARK CENTRAL HIGH SCHOOL

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Georgia [Mr. KINGSTON] is recognized for 5 minutes.

Mr. KINGSTON. Mr. Speaker, in 1973 two significant education-related events occurred in my life. No. 1, Clark Central High School teacher Bertha Musick retired after 37 years of teaching. Mrs. Musick had taught social studies, science, and English in elementary school, junior high school, and high school, but during my time in high school she was known as the 11th grade teacher in that feared and hated subject of grammar.

On the 12-year bumpy road to a high school diploma, Bertha Musick was the gatekeeper. If you could not pass 11th grade grammar, you could not get a diploma, and Mrs. Musick did not give away any freebies.

I, along with most Athens, GA, kids, started hearing about Mrs. Musick's 11th grade class as early as in the 9th grade. Pray you do not get her, it is the hardest class at Clark Central, the upper classmen would warn us, yet nothing could be done to prevent it. Student placement and teacher selection was done in some dark, secret chamber far beyond the influence of watchful eyes of 16-year-old students. What would I do if I got Mrs. Musick?

The luck of the draw was such that I did get Mrs. Musick, and I guess from her perspective, she got me. My deepest fears were realized: How was I, a mere average kid, going to live up to her high standards? My first task was to know all of her many ground rules. She was known as a strict no-nonsense instructor; no talking, no napping, no note-passing, and never forget your grammar book. I did all these things, and because I knew she was not going to change, I would have to.

Mrs. Musick, let me say this now if you are listening: I only tonight feel comfortable in confessing that I did forget my grammar book once, and it was one of the most dramatic days of

my junior year, but somehow you never noticed. But I can promise you this, it only happened one time. My game plan was to try to fit in as a quiet, even smart student. I decided that I could get by being unnoticed and not rocking the boat, stay under the radar screen.

But I soon found I had a problem, because in the 1970's in Clark Central High School students in each grade were divided by ability. They were four groups. I know the board of education had more suitable terms, but for us kids the four groups were known as the smart group, the medium smart group, the medium group, and the dumb group.

The smart group contained all the future doctors, lawyers, mechanical engineers, accountants, miscellaneous eggheads, National Merit Scholars, and professors' kids. You see, Athens, GA, is a college town. All the University of Georgia professors' kids were in the smart, advanced placement class.

Actually, Mr. Speaker, I, too, am a professor's child, but through some genetic defect I inherited none of the accompanying brains. I was in the average group. But early in 1971, through some quirk of the board of education, I was put into the dumb group. I had never been in this group before, and it bothered me greatly. How did this happen? What strange alignment of the stars put me in this place?

Not knowing what to do, I stumbled into the guidance counselor's office; another great lady, Mrs. Hackey. I asked for her advice. In short, she told me the decision to transfer would be made by Mrs. Musick. My heart sank.

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She will think I am dumb. She will not have anything to do with me. Teachers like that think less of you, not more of you. A week passed, and I still lacked the nerve to talk to her. Finally I could not stand it.

I caught Mrs. Musick after class one day. "You see, Mrs. Musick, I have already read a lot of these books that we are supposed to be reading, and I just think I would be better off in the medium class."

She replied, "There is no room in the medium class. Besides, you have a conflict with algebra. What about the advanced group?"

Was she joking? The advanced, that was where all the real smart kids were like Richard Royce and Alice Cooper and David Bowman, certified geniuses from way back, kids who made 1500 on their SAT score and played with slide rules when the rest of us were fiddling around with Etch-a-Sketch. I stammered, "Well, not that much of a leap."

"Do you want to stay in the class you are in now?" I dreaded the thought.

She looked at me and said, "I think you can do it." Now, was not this a surprise? Teachers like this do not give students like me a break. This was

strange indeed. A teacher I feared and fretted about giving me a promotion, based on speculation. No one had ever done this for me. I had had plenty of good teachers. I liked plenty of them, and they liked me. But no one had ever gone out on a limb on my behalf.

Then something even more wonderful happened. If Mrs. Musick thought I could do it and she believed in me, maybe I could do it and maybe I could believe in myself also.

Mr. Speaker, this inspiration given to me by a schoolteacher over 25 years ago always has stuck with me. I transferred to the new class and got to work. I doubled my efforts, my enthusiasm for learning. I did not want to let the other kids know I did not really fit in, and I sure did not want to let Mrs. Musick down.

During the Christmas holiday, I worked on my term paper for the winter quarter. I read "For Whom the Bell Tolls", "Thanatopsis", "Tess of the D'Urbervilles", "Red Badge of Courage", "The Last Leaf". I ended up the year making A and B's, mostly B's, but B's never felt so good. But above all, I was in the advanced class in everything else, algebra, science and history.

What else can I say about the woman who made this possible? She was strict but she was clear. She gave us the rules. We understood them and we followed them, and we if we did not, punishment was sure and swift. There was no pink slip, no parent-teacher conference or gray area. Fairness and certainty were her trademarks in discipline.

On her subject matter, she was passionate. No sentence has been constructed that she could not diagram. Infinitives did not get split and participles did not get dangled on her watch. In fact, I am still a little afraid now, if she is watching, she will catch all my mistakes.

On literature there was none so devoted. One day it snowed, and in Athens, Georgia a snow day to students was worshipped like manna from heaven. No school. While all of the students rushed to the hills for sledding, Mrs. Musick later confessed she could not wait to get back to a good book or two, and with good reason.

She was intimately acquainted with Fitzgerald, Thoreau, Emerson, Huxley, Whitman, Oliver Wendell Holmes and company. She was their peer and they were her friends. Once Lewis Nix suggested Hemingway partied too much in Key West. Mrs. Musick neither confirmed nor denied this but took us all to a higher plane with her admonishment, "Do not talk about one of America's greatest authors in such fashion. He went through a lot in the war." A classy way to handle such a statement. Her love of literature was contagious and many Clark Central students left with reading as a lifetime hobby.

I will close with this. I still do not know what Thanatopsis means, but I do know what the poem was about. I traveled with Hemingway to Mount

Kilimanjaro, spent some time with Thoreau at Walden Pond, dined with Fitzgerald and Gatsby at West Egg and wept with Oliver Wendell Holmes on the Gettysburg battleground. As they have become immortal, so has Mrs. Musick.

How many students like me left her class with a lifetime habit of reading and yearning for knowledge or even an appreciation of grammar? Our lives live on in the influence that we have on others, and Mrs. Musick's legacy is indelibly etched on thousands of Athens, Georgia kids. I am blessed to have had her and forever better for the experience. I am sorry for those who did not.

I started out, Mr. Speaker, saying there were two significant things that happened in Athens, GA. One, Mrs. Musick retired. The other, Jack Kingston graduated. After 12 years of study, I walked down the aisle with my diploma, a product of lots of classroom hours and homework and wonderful teachers like Mrs. Bertha Musick.

The SPEAKER pro tempore (Mr. BOB SCHAFFER of Colorado). Under a previous order of the House, the gentleman from Texas [Mr. EDWARDS] is recognized for 5 minutes.

[Mr. EDWARDS addressed the House. His remarks will appear hereafter in the Extensions of Remarks.]

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from North Carolina [Mrs. CLAYTON] is recognized for 5 minutes.

[Mrs. CLAYTON addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.]

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from North Carolina [Mr. HEFNER] is recognized for 5 minutes.

[Mr. HEFNER addressed the House. His remarks will appear hereafter in the Extensions of Remarks.]

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from North Carolina [Mr. ETHERIDGE] is recognized for 5 minutes.

[Mr. ETHERIDGE addressed the House. His remarks will appear hereafter in the Extensions of Remarks.]

#### ON SUPPLEMENTAL APPROPRIATIONS

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from California [Ms. ROYBAL-ALLARD] is recognized for 5 minutes.

Ms. ROYBAL-ALLARD. Mr. Speaker, as a Member of Congress representing parts of Los Angeles, I am acutely aware of the devastating impact natural disasters have on human life. The Northridge earthquake, for example, not only destroyed homes and parts of communities but lives and people's livelihood.

In response, Congress acted to ease the misery of these victims by quickly appropriating much-needed disaster assistance. By so doing, Congress sent a clear message to these victims that they were not being abandoned by their government and we gave them hope that they would be able to rebuild their lives. Congressional response to the Northridge earthquake represented the Federal Government at its best.

Today, 83 days after the President asked Congress to pass legislation providing desperately needed funds for families suffering the aftermath of the recent floods, these victims are still waiting for Congress to help them in their time of need. Their cries for help fall on the deaf ears of the Republican majority who insist on using the disaster relief bill as a vehicle to ram through an unrelated political agenda which the President has said over and over again is unacceptable.

Despite the President's warning of a veto, the Republican majority put their interests ahead of the interests of the flood victims and included unrelated provisions, knowing the bill would be vetoed. These Republican machinations represent government at its worst. Yes, the issues of the continuing resolution and the census should be considered by this House. But those are separate issues.

Our first and most immediate responsibility is to give help to those who are suffering the ravages of the floods. North and South Dakotans, Minnesotans, northern Californians and Ohio River Valley residents want and deserve to rebuild their lives. They want and deserve to have peace of mind and a modicum of security. They need help to relocate their businesses, repair damaged roads and clear their farms in time for planting.

Yet the Republicans keep placing their political agenda ahead of the needs of these victims. Such game playing is untenable when lives and livelihood are at stake. I call on the majority to do the right thing and immediately remove objectionable extraneous provisions from the emergency supplemental appropriations bill. Send President Clinton an emergency supplemental appropriations bill he can sign. Send the flood victims the relief they so desperately need and deserve.

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Michigan [Ms. STABENOW] is recognized for 5 minutes.

[Ms. STABENOW addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.]

#### PASS THE EMERGENCY SUPPLEMENTAL

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Maine [Mr. ALLEN] is recognized for 5 minutes.

Mr. ALLEN. Mr. Speaker, a few moments ago I told my wife I was coming