

employer or union which feels strongly that its case merits full consideration. If the Board brings a losing case against a "little guy," it should pay the attorney's fees and expenses the company or labor organization had to spend to defend itself.

As a package, these four titles will greatly level the playing field for small companies and unions as they deal with the NLRB; will make sure that employees can depend on the Board for quick justice; will protect a multi-location employers' current ability to have a hearing to look at all relevant factors in determining the appropriateness of a single location bargaining unit; and will help prevent the NLRA from being used to inflict economic damage on employers.

TRIBUTE TO MICHAEL McDONALD,
GENERAL MANAGER OF THE
NORTHERN CALIFORNIA POWER
AGENCY

HON. VIC FAZIO

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 24, 1998

Mr. FAZIO of California. Mr. Speaker, I rise today to pay tribute to Michael McDonald, General Manager of the Northern California Power Agency, who has served the citizens of California since 1985. Mr. McDonald, at the helm of NCPA, has provided public power customers with some of the highest quality electrical service in the nation. I wish him luck in his new career.

Mr. McDonald has served many cities in California. He was City Manager for the City of Healdsburg for eight years. He also spent over a decade at NCPA, a full service Joint Powers Agency comprised of 19 public entities, including the cities of Alameda, Santa Clara, Lodi, Palo Alto, among others. Mr. McDonald has also worked tirelessly as the Chairman of the Transmission Agency of Northern California, a Joint Powers Agency which owns and operates high voltage transmission between California and Oregon; a member of the Western Systems Coordinating Council Board of Trustees; and a member of the California Municipal Utilities Association Board of Governors.

I would like today to honor Mr. McDonald and his contribution to the citizens of California and wish him the best in his future.

1998 CONGRESSIONAL OBSERVANCE
OF BLACK HISTORY MONTH

SPEECH OF

HON. WILLIAM (BILL) CLAY

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 11, 1998

Mr. CLAY. Mr. Speaker, as we meet today in commemoration of Black History month, I would like to comment on the historic battle for educational opportunity that continues to this day in the state of Missouri. The State of Missouri is proposing to end the 17-year-old school desegregation program that is finally, after more than a century of struggle, beginning to offer equal educational opportunity to black children in the city of St. Louis.

It is almost impossible to comprehend the current controversy surrounding efforts to end

St. Louis' successful voluntary school desegregation program without understanding the sad, sordid history of state imposed segregation in Missouri's public schools. In 1847 the Missouri Legislature outlawed teaching reading and writing to colored children. In fact, for the next 18 years it was a state felony for any person to teach blacks to read or write. The crime was considered so heinous that those who committed it were subject to six months in jail and a fine of \$500. Fortunately, there were people of courage who stood up to this preposterous law.

Catholics, Quakers and Unitarians, the First Baptist Church, St. Paul A.M.E. and Central Baptist and other colored churches conducted clandestine schools in underground locations. Catholic nuns at the Old Cathedral openly defied the law and taught Negro children. Six Sisters of Mercy defied the state government and opened a school for blacks in 1856.

John Berry Meachum, a former slave, purchased his freedom and then saved enough money to buy a cooperage and boat supply company. He used his earnings to buy the freedom of many slaves and let them work for him until he was repaid. Meachum also became pastor of the First African Baptist Church. During the time that it was illegal to teach blacks to read and write, he operated covert classrooms on boats moored to a sandbar on the Mississippi River. When Meachum's boat schools were discovered, he built a steamboat, equipped with a library, and transported black children and illiterate adults to the middle of the Mississippi River where federal law prevailed. There blacks were taught to read, write and add numbers. His floating school continued until his death.

Despite, the heroic and valiant efforts of a few, the state government was determined to keep the black citizens of Missouri illiterate and uneducated. In 1865 the Missouri Constitution stated: "Separate schools may be established for children of African descent. All funds provided for the support of public schools shall be appropriated in proportion to the number of children without regard to color." The following year the City of St. Louis opened its first school for blacks. This was 28 years after the City had opened its first school for whites. In that era more than 120,000 blacks lived in Missouri and according to the 1865 report of Superintendent Ira Divoli, colored property owners paid taxes on between two and three million pieces of property.

In 1889, the Missouri Legislature enacted a law mandating separate schools "for the children of African descent." A year later, the Missouri Supreme Court upheld the statute and in its unanimous decision declared that "colored carries with it natural race peculiarities" justifying the separation of blacks and whites. Six years later, the U.S. Supreme Court in *Plessy V. Ferguson* declared segregated education the law of the land and ruled that "separate but equal facilities were legal." As "separate" became the edict, "unequal" became the standard for black tax-supported education throughout the nation and the state of Missouri.

For nearly 80 years after the historic *Plessy V. Ferguson* decision, the public schools in Missouri were legally segregated institutions of opportunity for white students and ill-equipped, underfunded dungeons of disgrace for black children who were provided an absolutely inferior education. In 1972, a class action suit was

filed alleging segregation in the City's public school system. But, in 1979, the federal district court ruled that the St. Louis Board of Education had not violated the Constitution's "equal protection" provisions.

Finally, in 1980, the 8th U.S. Circuit Court of Appeals recognized the plight of black children and overruled the 1979 decision. The lower federal court then issued an order allowing busing of children for the purpose of desegregating St. Louis' public schools.

Since 1980, more than \$100 million has been expended to improve the all-black schools in St. Louis and to assist the St. Louis County suburban schools which serve inner city children. Those who now condemn seventeen years as too long and assert that the expenditure of public funds has been too extravagant, need to familiarize themselves with the long and costly history of mis-education of blacks and the role played by the State of Missouri in this long, sad story.

I suggest that critics of the St. Louis school desegregation program compare what the State of Missouri spent in dollars and cents to deny black children an equal education with the amount that is now being expended to equalize educational opportunity. It is hardly the time to decry the cost of school desegregation as excessive and wasteful.

Under the court-approved plan each year, 13,000 black children from St. Louis attend public schools in the suburban districts of St. Louis County in the largest voluntary metropolitan desegregation program in the nation. White children from the County attend magnet schools in St. Louis and substantial funds are devoted to early grade reading programs and other educational improvement efforts in St. Louis. These thirteen thousand black students voluntarily board buses in the inner-city each school day and go to the suburban school districts where they learn in an integrated atmosphere alongside middle class white students. These poor black children fit into the latest national study showing that poor children attending predominantly middle class schools do much better than their counterparts who go to school with mostly poor children. And, the record reveals that the 13,000 inner-city students attending integrated and magnet schools in middle class neighborhoods are graduating from high school at twice the rate of students attending all black schools in the inner city.

These 13,000 St. Louis school children may be, at long last, ending one of the ugliest chapters in the history of the State of Missouri. Yet, unbelievably, some state leaders are rushing to dismantle their classrooms.

Mr. Speaker, Black History Month was established to inspire all people to learn a little more about the history of Black Americans. It is a history that Blacks were once denied the opportunity to learn by the power of the state. Those who do not comprehend this are conspiring to gamble away our future.

DANCE MARATHON MAKES SPECIAL CHILDREN'S WISHES COME TRUE

HON. LOUISE McINTOSH SLAUGHTER

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 24, 1998

Ms. SLAUGHTER. Mr. Speaker, I rise today to recognize the students of St. Fisher College

in Rochester, New York, who are holding their annual Dance for Love on February 27 and 28.

This is no ordinary college dance but a 24-hour dance marathon to benefit special children. Over the past fifteen years, the Dance for Love has raised hundreds of thousands of dollars to benefit the Teddi Project at Camp Good Days and Special Times. These generous, caring students give of their time and energy each year to make dreams come true for children.

Established by local leader Gary Mervis in 1980, Camp Good Days and Special Times provides a special haven for children who are coping with cancer, HIV, physical challenges, or violence in their lives. Too many of these children spend most of their time in hospitals and doctor's offices, or battling their way through the challenges of everyday activities. Camp Good Days is a loving environment where they can learn that they are not alone and enjoy activities like boating, seaplane rides, horseback riding, canoeing, fishing, and much, much more. Camp Good Days and Special Times gives hope and laughter to children who have been robbed of much of their childhood.

The Teddi Project is one of a number of programs operated by Camp Good Days. Named for Gary Mervis's daughter, Teddi, who suffered from a brain tumor and inspired her father to start the camp, the Teddi Project makes wishes come true for children with life-threatening illnesses. Wishes range from a new bicycle or party dress to a trip to Disney World or meeting a celebrity. The Teddi Project gives sick children and their parents an opportunity to bring the family together and remember good times. Since 1982, over 1000 children and families have benefited from the Teddi Project.

The Teddi Project could not happen without the loving support of people like the St. John Fisher students dancing this weekend. Though they will finish the weekend weary, they can be proud knowing the dance will have raised thousands of dollars for the Teddi Project. These students are truly an inspiration to our entire community about our power to make miracles happen.

SECRETARY OF STATE ALBRIGHT
PRESENTS A CONVINCING CASE
FOR NATO EXPANSION

HON. TOM LANTOS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 24, 1998

Mr. LANTOS. Mr. Speaker, during the district work period that is just ending, the Foreign Ministers of Poland, Hungary, and the Czech Republic were here in Washington to present jointly the case for the accession of these three countries to the North Atlantic Treaty—Boleslaw Geremek of Poland, Laszlo Kovacs of Hungary, and Jaroslav Sedivy of the Czech Republic. While the chief diplomats of these three countries were here in Washington, they met with our colleagues in the Senate and with some of our colleagues here in the House. Also during the past week, the President formally submitted to the Senate for ratification the documents for the admission of these three countries to NATO.

I welcome, Mr. Speaker, the President's decision which was affirmed by the heads of government of the other fifteen NATO member countries at Madrid in July of last year to invite the Czech Republic, Hungary, and Poland to become full members of NATO. The admission of these three Central European states to NATO is the next critical step in healing the division of Europe that came about at the end of World War II. As we face the uncertainties of the post-Cold War world, it is critical that the new democratic states of Central and Eastern Europe have the opportunity to join the North Atlantic community of nations—action which will give them the sense of security that will permit them to consolidate the gains of democracy and economic market reform.

Mr. Speaker, two weeks ago, Secretary of State Madeleine K. Albright spoke at a conference of the New Atlantic Initiative here in Washington, and joining her on this occasion were the three visiting foreign ministers from Poland, Hungary, and the Czech Republic. In that address, Secretary Albright made the case for the expansion of NATO clearly and convincingly. I ask that excerpts of her outstanding remarks be placed in the RECORD, and I urge my colleagues to give and give thoughtful consideration to her comments.

REMARKS OF SECRETARY OF STATE MADELEINE
K. ALBRIGHT BEFORE THE NEW ATLANTIC
INITIATIVE CONFERENCE IN WASHINGTON,
D.C., FEBRUARY 9, 1998

Thank you very much. * * * Let me welcome my colleague Foreign Ministers Geremek, Kovacs, Mikhailova and Sedivy to Washington. And let me thank John O'Sullivan, Jeffrey Gedmin and everyone at the New Atlantic Initiative for all you have done to strengthen America's partnership with its friends and allies in Europe, old new new. * * *

These old and new organizations in Europe are part of a truly hopeful global trend that our country has done more than any other to shape. In every part of the world, we have encouraged the growth of institutions that bring nations closer together around basic principles of democracy, free markets, respect for the law and a commitment to peace.

America's place and I believe, correctly—is at the center of this emerging international system. And our challenge is to see that the connections around the center, between regions and among the most prominent nations, are strong and dynamic, resilient and sure. But it is equally our goal to ensure that the community we are building is open to all those nations, large and small, distant and near, that are willing to play by its rules.

There was a time not long ago when we did not see this as clearly as we do today. Until World War II, we didn't really think that most of the world was truly part of our world. This attitude even applied to the half of Europe that lay east of Germany and Austria. Central Europe and Eastern Europe was once a quaint, exotic mystery to most Americans. We wondered at King Zog of Albania; we puzzled about Admiral Horthy, ruler of landlocked Hungary; we laughed with the Marx Brothers as they sang "Hail, Hail Fredonia."

Jan Masaryk, the son of Czechoslovakia's first president, used to tell a story about a U.S. Senator who asked him, "How's your father; does he still play the violin?" To which Jan replied, "Sir, I fear you are making a small mistake. You are perhaps thinking of Paderewski and not Masaryk. Paderewski plays piano, not the violin, and was presi-

dent not of Czechoslovakia, but of Poland. Of our presidents, Benes was the only one who played. But he played neither the violin nor the piano, but football. In all other respects, your information is correct."

It took the horror of World War II and the Holocaust to get across the message that this region mattered; that it was the battleground and burial ground for Europe's big powers; that the people of Paris and London could neither be safe nor free as long as the people of Warsaw and Riga and Sofia were robbed of their independence, sent away in box cars, and gunned down in forests.

President Bush certainly understood this when, after the fall of the Berlin Wall, he inspired us to seek a Europe whole and free. And President Clinton understood it when, in 1993, he set in motion a process that would bring that ideal to life.

Part of our challenge was to adapt NATO to master the demands of the world not as it has been, but as it is and will be. This meant adopting a new strategic concept, streamlining NATO's commands, accepting new missions and asking our European allies to accept new responsibilities. It also meant welcoming Europe's new democracies as partners, and some eventually as members, in a way that preserves NATO's integrity and strength. For NATO, like any organization, is defined not just by its mission, but by its makeup. The preeminent security institution in an undivided Europe cannot maintain the Iron Curtain as its permanent eastern frontier.

And so last July, after three years of careful study, President Clinton and his fellow NATO leaders invited three new democracies—Poland, Hungary and the Czech Republic—to join our alliance, while holding the door open to others. This month, Canada and Denmark became the first NATO members to ratify the admission of our future central European allies. On Wednesday, President Clinton will send the instruments of ratification to the United States Senate.

The strategic rationale for this policy is straightforward. First, a larger NATO will make us safer by expanding the area of Europe where wars do not happen. By making it clear that we will fight, if necessary, to defend our new allies, we make it less likely that we will ever be called upon to do so. It is true that no part of Europe faces an immediate threat of armed attack. But this does not mean we face no dangers in Europe. There is the obvious risk of ethnic conflict. There is the growing threat posed by rogue states with dangerous weapons. There are still questions about the future of Russia.

And while we cannot know what other dangers might arise in ten or 20 or 50 years from now, we know enough from history and human experience to believe that a grave threat, if allowed to arise, would arise. Whatever the future may hold, it will not be in our interest to have a group of vulnerable, excluded nations sitting in the heart of Europe. It will be in our interest to have a vigorous and larger alliance with those European democracies that share our values and our determination to defend them.

A second reason why enlargement passes the test of national interest is that it will make NATO stronger and more cohesive. Our Central European friends are passionately committed to NATO. Experience has taught them to believe in a strong American role in Europe. They will add strategic depth to NATO, not to mention 200,000 troops. Their forces have risked their lives alongside ours from the Gulf War to Bosnia. Without the bases Hungary has already provided to NATO, our troops could not have deployed to Bosnia as safely as they did. Here are three qualified European democracies that want us to let them be good allies. We can and should say yes.