

the wonderful life he lived. Bill will surely be missed.

RECOGNIZING MR. GUS CHAVEZ

HON. HILDA L. SOLIS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, September 30, 2003

Ms. SOLIS. Mr. Speaker, I rise before you today to recognize one of the most inspiring and remarkable Latino leaders in our country, Mr. Gus Chavez. Gus Chavez is a bellwether in higher education and human service. Most importantly, he is an exceptional human being who has dedicated his entire professional life to improving access to higher education for underrepresented minorities in southern California.

For more than 30 years, Mr. Chavez has worked as director of the Offices of Educational Opportunity/Ethnic Affairs and Affirmative Action at San Diego State University. An alumnus of SDSU, Gus Chavez was responsible for recruitment, admission and retention services of low income and educationally disadvantaged students at SDSU. He also assisted and promoted the development of university initiatives aimed at admitting a racially and culturally diversified student body throughout the university.

Under his leadership, EOP/Ethnic Affairs at San Diego State has admitted over 22,000 low-income students in the university. Currently, San Diego State ranks 5th in the nation in awarding Bachelor of Arts degrees to Latino students.

Throughout his illustrious career Mr. Chavez has earned numerous awards for his monumental accomplishments. Some of his awards include the Outstanding MEChA Faculty/Staff Award, the California Educational Opportunity Program Directors Service Award, and the Cesar E. Chavez Award for Social Justice Service. Although many of his awards come from the Latino community, African American and Filipino SDSU students have also recognized him. During his career, he earned the African Student Union Service Award and the Filipino American Council of San Diego County Service Award.

After more than 30 years of serving underrepresented students, Mr. Chavez continues to mentor young people in his retired state. I unwaveringly commend him for his excellent work and for all his remarkable accomplishments.

I am privileged to recognize him as the perfect example of today's exceptional leader.

A SPECIAL TRIBUTE TO DR. LARRY G. MCDUGGLE, PRESIDENT OF NORTHWEST STATE COMMUNITY COLLEGE, ON HIS RETIREMENT

HON. PAUL E. GILLMOR

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, September 30, 2003

Mr. GILLMOR. Mr. Speaker, it is my distinct privilege to stand before my colleagues in the House to pay tribute to an outstanding educator from Ohio's Fifth Congressional District. Dr.

Larry G. McDougale retires today after a distinguished career as the Fourth President of Northwest State Community College (NSCC) in Archbold, Ohio.

Larry McDougale's career in higher education spans more than 3 decades and has touched the lives of students and administrators in four states. He is the product of Ohio's universities, receiving his bachelor's degree in physics from the University of Findlay (1963), his master's degree in physics from Kent State University (1965), and his doctorate in higher education from the University of Toledo (1971).

During his professional career, Dr. McDougale has served as a faculty member and administrator in Ohio, Indiana, Illinois and South Carolina. Prior to his appointment as President of NSCC, he served as a tenured professor at Indiana University, Southern Illinois University at Carbondale, and at the University of Toledo. I first met Dr. Larry McDougale when he became President at NSCC in October, 1991. NSCC has blossomed under Dr. McDougale's leadership, serving as an educational gateway for approximately 3,500 students in Northwest Ohio. In addition to transfer programs, NSCC offers associate degree and certificate programs in allied health and public services, business and engineering technologies.

Dr. McDougale's leadership extends far beyond the NSCC campus. His service includes the Ohio Board of Regents Advisory Committee on Service Achievement and includes membership on the Boards of Trustees of Mercy College of Northwest Ohio, the Northwest Ohio Regional Economic Development Regional Growth Partnership, the Henry County Business and Education Advisory Council, and the Henry County Workforce Investment Board.

Dr. McDougale's work has both touched the lives of students and earned the respect of educators and employers. In 1996, he received the Philip J. Rusche Distinguished Service Award from the University of Toledo College of Education and Allied Professions. In 1998, he received the John C. Hoyt Outstanding Employment and Training Leadership Award from the Toledo Area Private Industry Council.

Mr. Speaker, there is no greater gift that an educator can give a student than the gift of inspiration. Dr. McDougale has done just that. I ask each of my colleagues to join me in this special tribute. We wish the entire McDougale family good health and good fortune in the coming years.

CONSERVATIVE CONCERNS WITH VOUCHERS

HON. RON PAUL

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, September 30, 2003

Mr. PAUL. Mr. Speaker, many of those who share my belief that the most effective education reform is to put parents back in charge of the education system have embraced government-funded voucher programs as a means to that end. I certainly sympathize with the goals of voucher proponents and I believe that States and local governments have the right, protected by the Tenth Amendment, to

adopt any sort of voucher program they believe meets the needs of their communities. However, I have a number of concerns regarding proposals to implement a voucher plan on the Federal level.

The basic reason supporters of parental control of education should view Federal voucher programs with a high degree of skepticism is that vouchers are a creation of the government, not the market. Vouchers are a taxpayer-funded program benefiting a particular group of children selected by politicians and bureaucrats. Therefore, the Federal voucher program supported by many conservatives is little more than another tax-funded welfare program establishing an entitlement to a private school education. Vouchers thus raise the same constitutional and moral questions as other transfer programs. Yet, voucher supporters wonder why middle-class taxpayers, who have to sacrifice to provide a private school education to their children, balk at being forced to pay more taxes to provide a free private education for another child.

It may be argued that vouchers are at least a more efficient welfare program than continuing to throw taxpayer money at public schools. However, the likely effect of a voucher program is to increase spending on new programs for private schools while continuing to increase spending on programs for public schools. For example, Mr. Speaker, during the debate on the DC voucher program, voucher proponents vehemently denied that any public schools would lose any Federal funding. Some even promised to support increased Federal spending on DC's public and charter schools. Instead of reducing funding for failed programs, Congress simply added another 10 million dollars (from taxes or debt) to the bill to pay for the vouchers without making any offsetting cuts. In a true free market, failing competitors are not guaranteed a continued revenue stream.

Many supporters of vouchers couch their support in rhetoric about a child's right to a quality education and the need for equal educational opportunities for all. However, accepting the premise that people have a "right" to a good of a certain quality logically means accepting government's role in establishing standards to ensure that providers are giving their consumers a "quality" product. Thus, in order to ensure that vouchers are being used to fulfilling students' "right" to a "quality" education (as defined by the government) private schools will be forced to comply with the same rules and regulations as the public schools.

Even some supporters of vouchers recognize the threat that vouchers may lead to increased Federal regulation of private schools. These voucher supporters often point to the fact that, with vouchers, parents will choose which schools receive public funding to assuage the concerns of their critics. However, even if a voucher program is free of State controls at its inception, it will not remain so for long. Inevitably, some parents will choose a school whose curriculum is objectionable to many taxpayers; say an academy run by believers in the philosophy of the Nation of Islam. This will lead to calls to control the schools for which a voucher can be used. More likely, parents will be given a list of approved schools where they can use their voucher at the inception of the program. Government bureaucrats will have compiled the list to "help" parents choose a quality school for their children.

The fears of these voucher critics was confirmed on the floor of the House of Representatives when the lead sponsor of the DC voucher amendment admitted that under his plan the Department of Education would have to begin accrediting religious schools to ensure that only qualified schools participate in the voucher program because religious schools currently do not need to receive government accreditation. Government accreditation is the first step toward government control.

Several private, Christian schools in my district have expressed concerns that vouchers would lead to increased government control of private education. This concern is not just limited to Christian conservatives; the head of the Jewish Anti-Defamation league opposed the recent DC voucher bill because he feared it would lead to "...an unacceptable effort by the government to monitor and control religious activities."

Voucher supporters will fall back on the argument that no school is forced to accept vouchers. However, those schools that accept vouchers will have a competitive advantage over those that do not because they will be perceived as being superior since they have the "government's seal of approval." Thus, those private schools that retain their independence will likely be forced out of business by schools that go on the government dole.

We have already seen how a Federal education program resembling a voucher program can lead to Federal control of education. Currently, Federal aid to college students is dispersed in the form of loans or grants to individual students who then transfer these funds to the college of their choice. However the government has used its support of student loans to impose a wide variety of policies dealing with everything from the makeup of student bodies to campus safety policies. There are even proposals for Federal regulation of the composition of college faculties and course content! I would remind my colleagues that only two colleges refuse to accept Federal funds (and thus Federal control) today. It would not be a victory for either liberty or quality education if the experience of higher education was replicated in private K-12 education. Yet, that is the likely result if the supporters of vouchers have their way.

Some supporters of centralized education have recognized how vouchers can help them advance their statist agenda. For example, Sibhon Gorman, writing in the September 2003 issue of the Washington Monthly, suggests that, "The way to insure that vouchers really work, then is to make them agents of accountability for the private schools that accept them. And the way to do that is to marry the voucher concept with the testing regime mandated by Bush's No Child Left Behind Act. Allow children to go to the private school of their choosing, but only so long as that school participates in the same testing requirements mandates for public schools." In other words, parents can choose any school they want as long as the school teaches the government approved curriculum so the students can pass the government approved test.

Instead of expanding the Federal control over education in the name of parental control, Congress should embrace a true agenda of parental control by passing generous education tax credits. Education tax credits empower parents to spend their own money on

their children's education. Since the parents control the education dollar, the parents control their children's education. In order to provide parents with control of education, I have introduced the Family Education Freedom Act (H.R. 612) that provides all parents with a tax credit of up to \$3,000. The credit is available to parents who choose to send their children to public, private, or home school. Education tax credits are particularly valuable to lower income parents.

The Family Education Freedom Act restores true accountability to education by putting parents in control of the education dollar. If a child is not being educated to the parents' satisfaction, the parent will withdraw that student from the school and spend their education dollars someplace else.

I have also introduced the Education Improvement Tax Cut Act (H.R. 611) that provides a tax credit of up to \$3,000 for in-kind or cash donation to public, private, or home schools. The Education Improvement Tax Cut Act relies on the greatest charitable force in history to improve the education of children from low-income families: the generosity of the American people. As with parental tax credits, the Education Improvement Tax Cut Act brings true accountability to education since taxpayers will only donate to schools that provide a quality education.

Mr. Speaker, proponents of vouchers promise these programs advance true market principles and thus improve education. However, there is a real danger that Federal voucher programs will expand the welfare state and impose government "standards" on private schools, turning them into "privatized" versions of public schools. A superior way of improving education is to return control of the education dollar directly to the American people through tax cuts and tax credits. I therefore hope all supporters of parental control of education will support my Family Education Freedom Act and Education Improvement Tax Cut Act.

TRIBUTE TO ST. DAVID'S EPISCOPAL CHURCH ON ITS 108TH ANNIVERSARY

HON. JOSÉ E. SERRANO

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, September 30, 2003

Mr. SERRANO. Mr. Speaker, I rise today to pay tribute to St. David's Church in the Bronx, New York, a treasured Bronx institution and a historic house of worship that celebrated its 108th anniversary on September 26, 2003.

St David's Church was founded in 1895 to address the needs of poor blacks, especially the dining car waiters and Pullman porters who roomed in the area of the New York Central Railroad Depot and had no place to worship.

Mr. Speaker, as a part of the Episcopal Diocese of New York, St. David's strongly believes in the Diocesan mission objective of effective church presence in poor communities. In order to meet that objective, St. David's is constantly involved with community outreach. Presently, it has after school programs, summer day camps, and senior citizens programs to provide structured educational and recreational activities to the people who live,

work, and worship in their community. For the past 108 years, St. David's has been a cornerstone of the Bronx community, providing its parishioners not only with a place of worship, but also with invaluable services in order to assist them in enriching their lives.

Institutions such as St. David's Episcopal Church give life and vitality to distressed areas throughout the United States. The services they provide to their communities deserve recognition. Therefore, I ask that my colleagues join me in recognizing and honoring St. David's Episcopal Church for 108 years of service to the people of the Bronx, New York.

TRIBUTE TO JACKIE WEAVER

HON. SCOTT McINNIS

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, September 30, 2003

Mr. McINNIS. Mr. Speaker, it is with a heavy heart that I rise before this body of Congress and this Nation today to pay tribute to the life and memory of a great citizen from my district. Jackie Weaver of Pueblo, Colorado recently passed away at the age of eighty. Jackie was a caring woman who gave selflessly to those around her. As her family mourns her passing, I would like to pay tribute to her memory before my colleagues here today.

Jackie was born in Frederick, Maryland in 1923, and she worked as a chemist in New York City before marrying her husband, D.A., in 1946. After moving to Pueblo with her family in 1978, she became an active member of the community, working with the Christian Women's Club and the youth ministry of her church. In addition, Jackie devoted time to the Reach-for-Recover Program of the American Cancer Society and the Pueblo Kiwanis Club. Jackie cared deeply about children and worked to improve their lives by caring for three foster children and by adopting a child through the World Vision Ministries.

Mr. Speaker, Jackie Weaver's dedication and commitment to her family and her community has touched many lives. She tirelessly gave to her family and community. While Jackie has passed on, her legacy will continue to live. I am honored to join with my colleagues in honoring Jackie here today.

IN LOVING MEMORY OF MOTHER TERESA

HON. RAHM EMANUEL

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, September 30, 2003

Mr. EMANUEL. Mr. Speaker, I rise to celebrate the memory of a remarkable woman who dedicated her 87 years of life to reaching out to poor, suffering and dying people all over the world, Mother Teresa.

Mother Teresa was born in Albania on August 26, 1910. She chose to become a Roman Catholic sister at age 18 and was assigned to a convent in Calcutta where she taught history and geography at St. Mary's School. Discontent to simply teach, Sister Teresa dedicated her life to creating a new religious order to serve the sick, disabled and dying no matter where they lived.