

The legislation requires such agreements to be renewed annually and requires employers to post notices at their plants and offices advising employees that their obligation to pay dues only refers to dues necessary for collective bargaining.

The Worker Right to Know Act also increases the quality of the financial information available to workers by requiring unions to annually report their expenses to the Department of Labor by function classification in sufficient detail to allow employees to determine whether expenses were necessary for collective bargaining or were for other purposes. The bill also gives all employees paying dues to a union greater access to the union's financial records.

The Worker Right to Know Act will give all workers who pay union dues as a condition of employment the right to know how their dues are spent and the right to stop unions from taking money out of their pockets that is not used for legitimate collective bargaining purposes. I urge all my colleagues to support the legislation.

TRIBUTE TO ALBERT THOMPSON

HON. JACK QUINN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 5, 1996

Mr. QUINN. Mr. Speaker, I rise today to recognize and honor the distinguished service of Mr. Albert Thompson, an educator who has served the Buffalo City School District with distinction as Superintendent of Schools, on the occasion of his retirement.

Throughout his brilliant career with the Buffalo City School District, Albert Thompson dedicated his life to the enhancement of our city's schools, and proved himself to be strong voice in our community.

Mr. Thompson received his Master of Science in Industrial Arts Education from the State University College at Buffalo in 1964, and his Secondary School Administrator at Canisius College in 1970.

Aside from his steady involvement with the Buffalo City School Board, Mr. Thompson is a member of the Board of Trustees of Medaille College, member of the Board of Directors for the Greater Buffalo Opera Company, member of the Board of Directors for the Community Music School, and a member of the Board of Directors of the Junior Achievement of Western New York, as well as several other organizations. Albert Thompson has also served the State of New York as a member of Governor Cuomo's "Task Force on Creating Career Pathways for Youth in New York State."

In addition to the numerous awards he has received, Mr. Thompson has been invited to meet with President Clinton regarding education legislation.

With retirement comes many opportunities, several personal, many professional. May he meet every opportunity with the same enthusiasm and vigor in which he demonstrated throughout his brilliant career; and may those opportunities be as fruitful as those in his past.

Mr. Speaker, today I join with the Thompson family, his colleagues, friends, the Buffalo City School District, all of us who have served as educators, and indeed, the entire western New York community, to honor Superintendent Al-

bert Thompson for his dedication, hard work, and commitment to our community and its education.

RANCH A

HON. BARBARA CUBIN

OF WYOMING

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 5, 1996

Mrs. CUBIN. Mr. Speaker, today, I am introducing legislation which will transfer property known as Ranch A to the State of Wyoming. The facility, constructed by the Annenberg family for \$600,000 in the 1930's, was acquired by the U.S. Fish and Wildlife Service [USFWS] in the 1960's for a fish genetics research facility.

The USFWS research operations were terminated in 1980; fisheries development work continued until 1986. The agency then entered into agreements for the use of various facilities by Wyoming Game and Fish production, South Dakota School of Mines for a training seminar site, and Inya Kara Foundation for a troubled youths group home. The Wyoming Game and Fish discontinued their fish production at Ranch A in the early part of the summer of 1995.

Currently, USFWS has no operational activities at Ranch A and it is unlikely that USFWS will have use for the facilities in the foreseeable future. The Region 6 USFWS Director has recommended that the agency transfer ownership of Ranch A.

The concept of a transfer is endorsed by the State of Wyoming, Wyoming Gov. Jim Geringer, U.S. Fish and Wildlife Service, the Ranch A Restoration Foundation, and State Representative Marlene Simons.

Representative Simons has been a driving force for the foundation since the onset of this issue. It has been because of her hard work that the reality of a transfer of this property may come to fruition.

The bill, as introduced, will direct the Secretary of the Interior to convey Ranch A to the State of Wyoming without reimbursement, all right, title, and interest of the United States. Ranch A consists of approximately 680 acres of land and includes property, buildings, artworks, historic light fixtures, wildlife mounts, draperies, rugs, and furniture.

The legislation assures the State of Wyoming will provide access to the property for institutions of higher education that will benefit not only Wyoming, but neighboring States as well.

STATEMENT REGARDING STUDENT-CENTERED HIGH SCHOOL EDUCATION

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 5, 1996

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed in the RECORD this statement by Ajah Leas, Eli Stokes, Kyja Page, Ken Bramlett, B.J. King, high school students are Peoples Academy in Vermont, who were speaking at my recent town meeting on issues facing young people.

Our topic is: changing the education system. We don't have any great solutions, or anything, but we just want to increase the awareness of the fact that there's too much emphasis put on getting good grades, and having a good score. And the desire to learn is gone; or if it's not gone, it's not there very much, or whatever. The result of this is that students just go through school just playing the motions, getting good grades, having tests, memorizing and they're not necessarily learning anything; or discovering how they are self-learners, like what is the best way for them to learn, which they can carry with them throughout life.

Another thing that we think is that teachers seem bored. They're teaching the same thing again and again and again, and they need to teach something different, to put themselves into it, because it becomes monotonous; it makes learning more of a chore.

Along the same lines, we think that perhaps there could be more courses—there's a lot of courses out there that are trying to help teachers learn how to become better educators; but many times the teachers themselves don't have the desire to become better educated. If those teachers could, instead of going to classes and things like that and learning how, we could find the teachers that are considered good teachers, that actually want to help someone. I dare say, that the majority of people that become teachers don't necessarily become a teacher and say, "Well, I want to go out there and help better the education of our youth, and become better people. They say, "This'll be a good paycheck for me.

And that's another thing that is a real problem with the way the system is set up right now: that money and getting a good paycheck is how things are judged by, and if you want to become a doctor, or whatever, it's not because you want to help cure disease, it's because you want a BMW. And, if these things are taught in the school, then that's obviously how it's going to be presented, but if we could . . . help people understand what they would enjoy doing, and less emphasis on money. Perhaps trying to help people understand that, "Well, hey, money's not the only thing out there, you know, you've got to go to job 40 hrs./week, making \$50,000/yr., and hate my job, that's not something that's going to make your life happy. So, if we could change things, and help . . . people understand that you have to want to learn; you need to understand what you need to go out and learn about yourself. And this is going to help in the school system also, because if someone's enjoying what they're learning, they're going to actually go out and do it themselves; they're going to be interested. I dare say that some people, if not most people are here today because it's for a class; they have to be here for a class, not because they're interested in the political system, but because it's a break. And if that's going to the way things are, then nobody's going to be happy in their life; and that's a bigger issue than simply educating. (Applause).

We also feel that you shouldn't have as many required courses; you have a four-year English requirement to graduate, and had my 4th year of English, and just sat through my English classes—I couldn't wait until it was over, I didn't learn much of anything, I just got by. I think that there should be more elective classes that you can take, that you're interested in, so that you have more interest to learn. I think that would be better for the students. Along the same lines also, that it is a major problem how general the courses are. The general courses are made to expose us to a lot of things, so that we can try to find out what we enjoy. But instead, it actually decreases that, because the