

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