

I am pleased and honored to do so at this time.

CONGRATULATING THE
RIDGEWOOD PUBLIC LIBRARY

HON. MARGE ROUKEMA

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 10, 1998

Mrs. ROUKEMA. Mr. Speaker, I rise to congratulate the Ridgewood Public Library on its just-completed renovation, a major project that has nearly doubled the size of my hometown library and will help this outstanding facility better serve Ridgewood residents well into the next century. Completion of this project comes as the library marks its 100th anniversary of service.

Libraries are more than just a repository of books and other media. They are centers of information and ideas, places to inspire thought and innovation. They serve the young and old alike, from pre-schoolers imagining the world ahead at story hour to seniors re-reading the history of their youth. They are an essential, indispensable part of every community.

The Ridgewood Public Library has been a powerful influence on its citizenry for a full century. The library had its beginnings in 1898, when the Ridgewood Village Improvement Association opened the village's first circulating library of donated books in a rented room. The association's stated purpose in opening the library was to "further Ridgewood's social development."

The library quickly grew. By 1900, the expanding collection of more than 2,000 books prompted a move to larger rented accommodations. In 1916, Ridgewood resident Gertrude Pease Anderson, one of the founders of the Village Improvement Association, designated that \$150,000 from her estate be used to construct and maintain a library building. In 1923, that building, the George L. Pease Memorial Library, opened on Garber Square.

By 1962, Ridgewood's population had more than tripled and a new library costing \$367,000 was built on North Maple Avenue. More than 500 individuals contributed over \$50,000 for new furnishings, continuing the tradition of the community's philanthropic support for library service.

In 1988, the Library Board of Trustees again recognized the need for larger, more flexible library space and began planning for expansion and renovation. Fundraising for the project began in 1993. In April 1997, a groundbreaking ceremony signaled the start of construction.

The library has now been fully renovated and expanded from 20,000 to 34,000 square feet. The new library offers more bookstacks, media, study space with parkland views, a new community auditorium, and full access for the disabled. Computers offer multimedia information through the Internet and library networks, and staff will provide ongoing technology training.

New features include: A sky-lit lobby for reading amid art displays. A children's Department with story tower, project studio and study carrels. Circulation Center offering high-demand books, periodicals and media. Young Adult Area featuring lounge seats, computers

and paperbacks. Auditorium with stage, LCD projector, 160 seats for meetings and events. Reference level including rooms for silent study, local history, technology training, literacy tutoring, and health and career information centers.

The cost for construction, furnishings and equipment for the library will be close to \$4 million, funded half through private donations gathered in a 5-year, town-wide fund-raising campaign and half through a Village of Ridgewood municipal appropriation.

Augustine Birrell said, "Libraries are not made; they grow." The Ridgewood Public Library has been growing for 100 years. It will continue to grow for many more years, and as it grows, so will grow the minds of those it touches. I offer the Ridgewood Public Library my full support in all its endeavors and ask my House colleagues to join me in offering our congratulations.

The Ridgewood Public Library reflects the forward-looking enlightenment that has always typified the residents of this community—one of the most outstanding communities in all of New Jersey.

HAPPY 50TH ANNIVERSARY,
CLARE AND BETTY HERRIMAN

HON. JAMES A. BARCIA

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 10, 1998

Mr. BARCIA. Mr. Speaker, tomorrow is a very special day for two very special people. Tomorrow two high school sweethearts, Clare Herriman and Betty Brown, will be celebrating their 50th wedding anniversary with friends and family who have had the privilege of sharing in their lives.

These two lucky individuals became a couple who are a model for so many young people who wonder whether or not two people can sustain a lifetime commitment to one another. They met when they were students at Tawas City High School, graduating a year apart. And one year after Betty's graduation in 1947, they were married.

Clare worked at the US Gypsum Company for 42 years, having retired on October 1, 1990. During that time, Betty raised four children, Harold, Sherry, Craig and Harvey. The stability of their relationship, the influence of a positive home life, and the example of two parents who are devoted to one another and to their children is truly something to be celebrated. I have had the specific privilege of knowing their son, Craig, who has taken those most valuable lessons he learned at home and has successfully applied them as the Sheriff of Iosco County.

Clare and Betty have also been very active in their community as members of the Masonic Lodge and the Shriners of Tawas. They have given to each other, to their family, and have still made time to give to their community.

Mr. Speaker, I am sure that all of us pray that we can be as fortunate to have a life as fulfilling and happy as Clare and Betty Herriman. I ask you and all of our colleagues to join me in wishing them the very best on their 50th anniversary, and many more anniversaries together to come.

INTRODUCTION OF "HELPERS"
LEGISLATION

HON. CHARLIE NORWOOD

OF GEORGIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 10, 1998

Mr. NORWOOD. Mr. Speaker, I rise today to offer legislation that will help create thousands of jobs for low skilled laborers across this country. This legislation will allow a class of construction workers called "helpers" to work on federal construction projects.

"Helpers" are construction workers with little or no previous training who perform lower skill tasks to assist higher skilled workers. These are good first jobs for young or inexperienced workers—just the kind of workers we are attempting to encourage to work with welfare reform.

Now you would think that the government would do what it could to encourage work for these folks. At the very least you would hope that the government would not put any obstacle in the way of these folks finding good work. Well as I have learned in my 4 years up here you and I might hope this but it is probably unwise to rely on the government to do this.

And sure enough the Department of Labor has put some obstacles in the way of "helpers" who would like to work on federal construction projects. The Department refuses to recognize these workers as a legitimate and "prevailing" job classification under the Davis-Bacon law. This prevents many "helpers" from obtaining jobs on federal construction projects.

Today I am introducing legislation which will recognize "helpers" under the Davis-Bacon law and thereby allow them to work on federal construction projects. I urge my colleagues to join me as cosponsors of this legislation. Let us remove this obstacle to jobs. Let us expand the Davis-Bacon Act in order to create jobs for our lower skilled workers.

ARTS EDUCATION

HON. BOB SCHAFFER

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Thursday, September 10, 1998

Mr. BOB SCHAFFER of Colorado. Mr. Speaker, I rise today to address the importance of arts education—music, dance, visual arts, and theatre—to learning and development. Art as an academic discipline has long been seen as an essential component of education. From the dawn of western culture, through the Middle Ages, to the education of our own forefathers and the great schools of today, the western tradition relies on the use of arts education to enhance the cognitive and cultural development of children.

Recent scientific studies confirm what teachers of old have always known—art and music stimulate higher brain function. Referred to now as the "Mozart Effect," researchers have demonstrated that classical music enhances spatial-temporal reasoning. Moreover, music education elevates test scores in other academic disciplines.

In light of this information, the arts education community under the leadership of the Consortium of National Arts Education Associations is working to shape education policy in a