

## EXTENSIONS OF REMARKS

## MINIMUM WAGE COMPROMISE

**HON. DOUG BEREUTER**

OF NEBRASKA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, September 12, 2000*

Mr. BEREUTER. Mr. Speaker, I submit for my colleagues the following editorial, from the September 7, 2000, edition of the Norfolk Daily News. This editorial highlights the letter sent by House Speaker DENNIS HASTERT to the President both on the minimum wage and on small business tax cuts. In particular, this editorial recognizes the Speaker's efforts towards compromise on this.

[From the Norfolk Daily News, Sept. 7, 2000]

**A COMPROMISE—HOUSE SPEAKER HASTERT OFFERS METHOD TO REACH DEAL ON MINIMUM WAGES**

House Speaker Dennis Hastert says he believes it possible for congressional Republicans and the Clinton administration to reach agreement on the minimum wage issue.

The White House and Democrats on Capitol Hill had sought a minimum wage increase of more than the dollar over a two-year period that many Republicans believed acceptable. Mr. Hastert's colleagues wanted that spread over a three-year period. They have relented.

The compromise outlined by Mr. Hastert includes a tax package that would benefit the small businesses most affected by changes in the minimum wage scale. Therefore, its risks of broader adverse economic effects are reduced.

Given the fact that current employment conditions mean the minimum wage is less frequently the starting wage today, the impact may be limited. There is still the risk, though, that the figure is high enough that employers can be discouraged from hiring the unskilled and marginal workers most in need of job opportunities.

Raising mandatory minimums is a dangerous political exercise. Politicians cannot create jobs on a lasting basis, but they can easily destroy them and harm the economy by trying to fix wages in the private sector. So it is important that their perennial tendency to raise them be moderated. Mr. Hastert's effort is in that spirit, and it is a test of President Clinton's willingness to reach a reasonable compromise.

**TOWN OF MEDFIELD  
ANNIVERSARY**

**HON. JOHN JOSEPH MOAKLEY**

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, September 12, 2000*

Mr. MOAKLEY. Mr. Speaker, I wish to acknowledge the Three Hundred and Fiftieth Anniversary of the Town of Medfield, Massachusetts and in so doing reference the fine histor-

ical research of Richard DeSorger in compiling a perspective of the Town's history.

Mr. Speaker, in the month of June, in the year 1650, a small group of pioneers ventured outward from the already established Town of Dedham, Massachusetts, into the wilderness seeking to build a new life for their families.

In 1651, those pioneers incorporated the Town of Medfield as the forty-third town in the Commonwealth of Massachusetts and quickly adopted the town meeting form of government that exists to this day in Medfield and in countless towns throughout the Commonwealth and the Nation.

As an inducement to participate in town meetings, it was voted that any citizen of Medfield that arrived at the town meeting after nine o'clock would be fined twelve pence. Selectmen were compensated for their public service with a free dinner, while the custodian/drummer was paid twenty shillings for his labor.

Mr. Speaker, the Town of Medfield has, since its founding and throughout its history, demonstrated the civic mindedness, sense of honor and duty, and compassion that have made this country the beacon of hope and freedom it has become to people from all over the world. The brave, and self-reliant men and women who founded America's first towns bore the hardships that were the cornerstone of the American character, and the citizens of Medfield have demonstrated that character since the year Medfield was first established.

In that spirit, when the City of Boston was blockaded by the King's Navy under the Intolerable Acts, the citizens of Medfield did not hesitate in collecting and delivering one-hundred and thirty-two pounds of pork, four hundred and two pounds of cheese, and twenty-two cartloads of wood to aid their fellow colonists in time of need.

Mr. Speaker, one hundred and fifty-four citizens of Medfield saw combat in the Revolutionary War, which at that time, reflected one out of five people of Medfield's entire population.

Throughout American history and the history of the Commonwealth, Medfield has played a prominent and honorable role. Akin to the public mindedness of their ancestors, Medfield's citizens continue to demonstrate a commitment to working together in order to enhance the public good.

Mr. Speaker, I am proud to report that the same strength, character, and perseverance that has sustained Medfield over the last three hundred and fifty years, continues unfettered to this day as is evidenced by the outstanding achievements of the town officials, and the citizens investing in their future by maintaining perhaps the finest school system in the Commonwealth of Massachusetts.

Mr. Speaker, it is my distinct honor to pay tribute and to bring congratulations and thanks to the men, women, and children of Medfield, from the United States Congress.

## BILINGUAL EDUCATION

**HON. DOUG BEREUTER**

OF NEBRASKA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, September 12, 2000*

Mr. BEREUTER. Mr. Speaker, I submit for my colleagues this editorial from the August 23, 2000, Omaha World-Herald regarding the effectiveness of bilingual education.

[From the Omaha World-Herald, Aug. 23, 2000]

## BILINGUAL ED TAKES A HIT

Ken Noonan, a California public school principal, has an interesting story to tell. It begins: I was wrong.

Noonan, whose story was related in The New York Times on Sunday, spent many years as a leading proponent of bilingual education. That's a way of educating students who enter school not knowing the English language. The theory is that these students can learn best by taking their math, science, history and other subjects in their native tongue. Over time, they make a gradual transition into English, partly as a result of studying it on the side as a second language.

Or so the theory goes.

So enamored of bilingual education was Noonan that, 30 years ago, he founded the California Association of Bilingual Educators. In the 1990s, when opponents of bilingual education proposed a ballot initiative to discontinue its use, he was one of the leaders in the fight to preserve the status quo.

"I thought it would hurt kids," he said of the ballot initiative.

But the initiative passed. In effect, students who don't speak English are required to plunge in and do their best. In the two years since the initiative took effect, test scores in the target group have risen sharply. Kids are learning English. And Noonan, who predicted that children would be hurt, now says: "The exact reverse occurred, totally unexpected." He said children are learning formal and written English "far more quickly than I ever thought they would."

Research, he said, says it takes seven years for students to learn English. In practice, they showed considerable progress in 9 to 12 months.

The Times, in its story about the higher test scores, noted that some educators are still reserving judgment. For one thing, it's uncertain how many schools made a complete break from bilingualism. Other improvements, including a reduction in class sizes, may account for some of the progress. And the overall scores, even though they rose, are still embarrassingly low.

From the experience of Noonan and others in California, however, it's possible to draw a few conclusions about the way society educates its children:

Too often the educational establishment trusts in theories, such as the theory Noonan thought justified giving students seven years to learn English, when common sense cries

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