

the NLRB investigative process, and restrictions on the ability of companies to shift their operations to avoid unionization. More fundamentally, we as Americans must acknowledge that these rights, the right to organize a union and bargain collectively, are indeed basic human rights, to be protected as vigilantly as are the right to worship freely and the right to free speech. Only when we take these core labor rights as seriously as our other fundamental rights will our workers achieve the respect, dignity, and justice they deserve.

TRIBUTE TO ALFRED G. FELIU

HON. JOSÉ E. SERRANO

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 14, 2001

Mr. SERRANO. Mr. Speaker, I rise today to pay tribute to Mr. Alfred G. Felieu on the occasion of his completion of his term as Chairman of the Board of Trustees of the Bronx Museum of the Arts, a position he has held since June 1998. He served in that capacity during a challenging time in the history of the Museum, steering it through financial difficulties, leadership changes and staff disruptions into a period of stability and growth. His work on behalf of the Museum has been tireless. While the Museum was undergoing a change in Executive Directors, he virtually assumed management of this institution, working on its behalf more than 20 hours a week. His dedication to the Museum and its success is unrivaled.

Mr. Felieu is a partner in his own law firm, Vandenberg, Felieu and Peters where he specializes in employment and labor law. He has also served as an employment law mediator and arbitrator on the American Arbitration Association's National Employment Disputes Panel. He is the managing editor of New York Employment Law & Practice, a monthly newsletter published by the New York Law Journal and is the author of several books.

Mr. Felieu was born and raised in the Bronx and remains a devoted advocate of the borough. His interest in serving on the Board of the Bronx Museum of the Arts arose out of his desire to give back to his home community, and particularly the children of the Bronx, some of the wonderful opportunities he believes it afforded him.

Mr. Speaker, I ask my colleagues to join me in paying tribute to Mr. Felieu for his work on behalf of the Bronx Museum of the Arts, and indeed on behalf of all of the people of the Bronx. We owe him a debt of gratitude.

HONORING JOSEPH LYNCH UPON
HIS RETIREMENT AS COMMISSIONER OF THE NEW YORK
STATE DIVISION OF HOUSING

HON. THOMAS M. REYNOLDS

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 14, 2001

Mr. REYNOLDS. Mr. Speaker, I rise today to pay tribute not only to an outstanding public servant, but a dear friend, Mr. Joseph B.

Lynch. Next week, friends and co-workers will gather in Albany, NY, to salute Joe's leadership as Commissioner of the New York State Division of Housing and Community Renewal, and to extend their fondest wishes as Joe begins his retirement after a long and distinguished career.

Joe first joined DHCR in April of 1995 when he was tapped by Governor George E. Pataki to serve as Deputy Commissioner for Community Development. Successive promotions led to Joe's appointment as Commissioner on February 10, 1999.

A registered architect, graduate of Rensselaer Polytechnic Institute, and veteran of the United States Navy, Joe was former Area Manager of the U.S. Department of Housing and Urban Development (HUD) Buffalo Office and Acting Regional Administrator, where he provided an extensive range of housing and community development programs and administered HUD's operating programs in 48 counties in upstate New York.

Under Joe's leadership, a series of public-private partnerships and innovative initiatives helped revitalize communities across New York state. Joe's previous service and expertise includes serving as President and CEO of the Audubon New Community in Amherst, N.Y., Senior Staff Officer for the New York State Urban Development Corporation in the Western New York area, and Director of Design and Construction for the State University Construction Fund.

Joe has been honored countless times for his professional achievements, and is active in a wide-range of community and professional organizations.

Mr. Speaker. Throughout Joe Lynch's career, he has made a difference not only in our Western New York community and across our state, but in our nation as well. And as he begins his retirement from public service, I ask that this Congress join me in saluting Joe Lynch's career the difference that he has made.

PACIFIC SALMON RECOVERY ACT

SPEECH OF

HON. MICHAEL K. SIMPSON

OF IDAHO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 13, 2001

The House in Committee of the Whole House on the State of the Union had under consideration the bill (H.R. 1157) to authorize the Secretary of Commerce to provide financial assistance to the States of Alaska, Washington, Oregon, California, and Idaho for salmon habitat restoration projects in coastal waters and upland drainages, and for other purposes:

Mr. SIMPSON. Mr. Chairman, I would like to revise my earlier statement during debate on the Hooley amendment to H.R. 1157, the Pacific Salmon Recovery Act. During the debate I erroneously stated the Environmental Protection Agency (EPA) had ordered a landowner in my district to fill in an illegally dug stream channel. It was the U.S. Army Corps of Engineers that told my constituent to fill in the stream channel.

TRIBUTE TO FREDERICK
DOUGLASS ACADEMY

HON. CHARLES B. RANGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 14, 2001

Mr. RANGEL. Mr. Speaker, I rise before you today to share with you and my colleagues here in the House, an article which appeared in the June 11, 2001 edition of The Washington Times about Frederick Douglass Academy which is located in my 15th Congressional District in central Harlem.

As a graduate of Frederick Douglass Academy, I am most proud of the hard work and commitment of their principal, Gregory Hodge and the teachers who go beyond the call of duty to see that each child leaves there with a good education.

Just recently, I sponsored two Congressional Pages who are students at Frederick Douglass, Charzetta Nixon and Leon Harris, and I am proud to say that they truly represented the best of the Academy and my Congressional District.

I commend this article to my colleagues knowing that with students like those at Frederick Douglass Academy, this nation's future is in good hands.

[From the Washington Times, June 11, 2001]

LOW BUDGET, HIGH ACHIEVERS

STAFF'S COMMITMENT DRIVES A SCHOOL'S
SUCCESS IN HARLEM

(By Nate Hentoff)

Most polls indicate that education leads all other concerns among Americans. Parents, whatever they themselves have achieved, or not achieved, want their children to succeed in school and therefore in life. Many parents become desperately disappointed. Yet, in 40 years of writing about schools, I've seen that depression lift as a principal reinvents the wheel and shows how all children can learn.

A current reinventor of the wheel of learning is Gregory Hodge, the principal of the Frederick Douglass Academy in central Harlem, a predominantly black and Hispanic area of New York City.

I was not surprised when I read a story about his school earlier this year in the New York Times because I once wrote a book—"Does Anybody Give a Damn: Nat Hentoff on Education"—about schools in "disadvantaged" neighborhoods that also expected all of their students to learn. And they did learn.

Of the 1,100 students at the Frederick Douglass Academy, a public school, 80 percent are black and 19 percent are Hispanic. Some come from homes far below the poverty line. In a few of those homes, one or both parents are drug addicts. Seventy-two percent of the students are eligible for free lunch.

The dropout rate is 0.3 percent. If a student doesn't show up at a tutoring session, his teacher calls his mother, father or other caregiver. Every student is expected to go to college. As the New York Times reported, "In June of last year, 114 students graduated and 113 attended colleges, some going to Ivy League or comparable schools." The 114th student was accepted by the Naval Academy.

During the Great Depression, I went to a similar public school. All of us were expected to go to college. Most of us were poor. At the