the District of Columbia Council and to align longtime congressional practice and the law. The congressional review process for D.C. bills provides no benefit to Congress, but imposes substantial costs (in time and money) on the District. Indeed, Congress effectively abandoned the congressional review process as a mechanism for overturning D.C. legislation twenty-three years ago, yet it still requires the D.C. Council to use Kafkaesque make-work procedures to comply with the abandoned congressional review process established by the Home Rule Act of 1973.

The bill would eliminate the congressional review process for legislation passed by the D.C. Council. Congress would lose no authority it currently exercises because, even upon enactment of my bill, Congress would retain its authority under clause 17 of section 8 of article I of the U.S. Constitution to amend or overturn any D.C. legislation at any time.

The congressional review process (30 days for civil bills and 60 days for criminal bills) includes only those days when both houses of Congress are in session, delaying D.C. bills from becoming law, often for many months. The delay forces the D.C. Council to pass most bills several times, using a cumbersome and complicated process to ensure that the operations of this large and rapidly changing city continue uninterrupted, or in the alternative, the lapse of the bill before it becomes final. The review period, based on legislative, not calendar, days means, for example, that a 30-day period usually lasts three calendar months and often much longer because of congressional recesses. The congressional review period for a bill that changed the word ''handicap'' to ''disability'' lasted nine months. The Council estimates that 50–65 percent of the bills the Council passes could be eliminated if the review period did not exist. To ensure predictability, the Council often must pass the same legislation in three forms—emergency (in effect for 90 days), temporary (in effect for 225 days) and permanent. Moreover, the Council has to carefully track the days Congress is in session for each piece of legislation it passes to avoid gaps and to determine when the bills have taken effect. The Council estimates that it could save 5,000 employee-hours and 160,000 sheets of paper per Council period if the review period were eliminated.

My bill would do no more than align the Home Rule Act with congressional practice over the last twenty-three years. Since the Home Rule Act, of the more than 4,500 legislative acts transmitted to Congress, only three resolutions disapproving D.C. legislation have been enacted—in 1979, 1981, and 1991—and two of those mistakenly involved federal interests in the Height Act and the location of chanceries. Placing a congressional hold on 4,500 D.C. bills has not only proven unnecessary, but also a waste of money and time for both the District and Congress. Instead of using the congressional review process to overturn D.C. legislation, Congress has preferred to use appropriations riders. It is particularly unfair to require the D.C. Council to engage in a labor-intensive and costly process that Congress has itself long ago abandoned. My bill would only eliminate the automatic hold placed on D.C. legislation and the need for the D.C. Council to use a process initially passed for the convenience of Congress, but one that Congress has since eliminated in all but law. The bill would promote efficiency and cost savings for the District, and carry out a policy stressed by Congress of eliminating needless paperwork and make-work redundancy.

I urge my colleagues to support this good-government measure.

HONORING WILLIESTINE ''PEGGY'' LARK

HON. BENNIE G. THOMPSON

OF MISSISSIPPI

IN THE HOUSE OF REPRESENTATIVES

Tuesday, January 7, 2014

Mr. THOMPSON of Mississippi. Mr. Speaker, I rise today to honor a remarkable unsung hero, Mrs. Williestine ''Peggy'' Lark, a woman who is truly worthy of admiration.

Mrs. Lark is a wife, a mother, a grandmother, an educator, a mentor, and a friend who exemplifies true womanhood through her virtuous lifestyle. She has dedicated her life to empowering the lives of her family and community.

Mrs. Lark is the third of twelve children born in the small town of Monticello, MS. She has always desired to pursue a good education and become successful in life. After completing high school, she attended Mississippi Valley State University located in Itta Bena, MS. Mrs. Lark was the first in her family to graduate from college. After receiving her degree, she became a teacher in Durant Public Schools. In 1969, she married and started a family there in Durant, MS.

While raising her children, Denise, Monica and LaRonica, Mrs. Lark instilled in them the value of being well-educated. She lived by example and continued to pursue her education as well. She received her Master's Degree in Education in 1979 and continued to further her education with degrees from both Jackson State University and Delta State University. Mrs. Lark was relentlessly involved in her daughters' education and committed to supporting them in their extracurricular activities. She also voluntarily took on mentoring children in her community as well as the students she taught. With her support and encouragement, many of her students have successful careers. Among them are her daughters—Denise, who is an elementary school principal and Monica, a high school teacher.

In the year of 1995, Mrs. Lark lost her daughter, LaRonica to a car accident. Although this was a trying time for her, she thrived by sharing herself with the children in her community. Even through her daughter's death, she allowed her daughter to become an organ donor and donated her heart.

Today, Mrs. Lark is active in her grandchildren's education and encourages them to volunteer in their schools and community. Her grandchildren are honor students—one of who has graduated from high school attends college on scholarship, with an ACT score of 25. Her grandson and two granddaughters volunteer every summer in programs for youth.

Mrs. Lark is retired from teaching after 35 years in the Durant Public Schools system. She is presently the coordinator of the after-school tutorial program at the Community Students Learning Center in Lexington, MS, where she teaches and inspires children from her ''heart''. She can often be found voluntarily transporting community children to summer programs and activities throughout the community.

In Mrs. Lark's personal time, she often opens up her home to mentor, tutor, feed, and reward children for their achievements. She is also a devoted Christian and Sunday school teacher. She loves to help children learn, be creative, and feel good about themselves.

There is nothing more picturesque than the smile that Mrs. Lark wears for each child's accomplishments. She has the gift of making people feel good about themselves and finds the time to teach and inspire those around her, giving others the ability to wear that same smile that she wears everyday.

Mr. Speaker, I ask my colleagues to join me in recognizing an unsung hero, Mrs. Williestine ''Peggy'' Lark, for her dedication to serving others.

CELEBRATING THE 100TH ANNIVERSARY OF THE SIGNING OF THE SMITH-LEVER ACT, THE FOUNDING LEGISLATION OF THE NATIONWIDE COOPERATIVE EXTENSION SYSTEM

HON. BILL FLORES

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, January 7, 2014

Mr. FLORES. Mr. Speaker, whereas May 8, 2014 marks the centennial of the signing of the Smith-Lever Act of 1914, which established Cooperative Extension, the nationwide transformational education system operating through land-grant universities in partnership with federal, state and local governments.

Whereas U.S. Senator Hoke Smith of Georgia and U.S. Representative A. F. Lever of South Carolina authored the Smith-Lever Act to expand the ''vocational, agricultural and home demonstration programs in rural America'' by bringing the research-based knowledge of the land-grant universities to people where they live and work.

Whereas Cooperative Extension is a critical component of the three-part land-grant university mission and works collaboratively with research, particularly the Agricultural Experiment Station System, and academic programs in 106 colleges and universities; including historically black, Native American and Hispanic-serving institutions; in all 50 states, the District of Columbia and six U.S. territories to reach traditional and underserved audiences in all communities.

Whereas the Cooperative Extension System continues to receive federal programmatic leadership and support enabled by the Smith Lever Act and other legislation through the U.S. Department of Agriculture's National Institute of Food and Agriculture.

Whereas Cooperative Extension's research-based education for farmers and ranchers helped establish the United States as a leading agricultural-producing nation in the world.

Whereas since 1924, when the clover emblem was adopted by USDA to represent 4-H, Cooperative Extension's nationwide youth development program has reached millions of youth and helped prepare them for responsible adulthood.

Whereas Cooperative Extension prepares people for healthy, productive lives through sustained education, such as the Expanded