

11 each year to honor those who have served our Nation in the Armed Forces. Veterans Day is an opportunity to remember those who have given their life in service and to remind ourselves of our responsibility to care for those veterans who still need assistance.

As Mr. Vass writes, veterans continue to serve our Nation, even after leaving the military. Not only are they ready to serve in time of war, they remain active in times of peace. Veterans and active-duty personnel alike are active in our communities by volunteering at hospitals, sponsoring scouting and athletic programs for youths, providing scholarships or students and donating thousands and thousands of hours in volunteer service in their communities.

I share my good friend's column with my colleagues because it reminds us that Veterans Day is not just a day for veterans and their families; it is America's Day. It is a day for Americans to "express appreciation for the contributions of all veterans upholding the values for which these patriots sacrificed." And it is a day for all Americans, to be like veterans, and to involve themselves in their communities.

Mr. Speaker, I have included a copy of Bob Vass column and ask that it be printed following my statement.

[From the Charleston Gazette, Friday, Nov. 7, 1997]

VETERANS DAY IS AMERICA'S DAY—HOLIDAY
HONORS THOSE WHO SACRIFICED

(By Robert E. Vass, Sr.)

I'm proud to be one of countless Americans who in the tradition of the citizen-soldier fighting for America's independence, served in our nation's armed forces. I served in the U.S. Army Air Corps during World War II.

Veterans Day, Nov. 11, is not only my day; it is American's day. On this day, in events ranging from solemn to spectacular—in sprawling cities and in small towns—Americans will honor those who sacrificed for freedom.

Men and women of all races, creeds and social stations have stood in harm's way in World War I, World War II, Korea, Vietnam, Lebanon, Panama, Grenada and the Persian Gulf. More than a million of them, including my wartime contemporaries, forfeited all of their tomorrows in their youth so that the core values of our nation—freedom, justice and equality—might grow old.

A simple gesture of gratefulness is all veterans want on Veterans Day. Whether you a veteran or not, you can poignantly express appreciation for the contributions of all veterans by upholding the values for which these patriots sacrificed.

I and my comrades in the American Legion support traditional American values here and in thousands of other communities nationwide. We carry on a tradition of community service dating back to the Legion's founding in 1919.

We advocate policies upholding law and order, a strong national defense, a full accounting of those listed either as missing in action or as prisoners of war, and just compensation for veterans, with service-connected disabilities. The latter includes thousands of Gulf War veterans who went to the region healthy and returned with ailments of mysterious origin.

We volunteer in Department of Veterans Affairs hospitals. We help veterans file claims for benefits. We sponsor programs which instill traditional values in young people, including Scouts, high school ROTC, American Legion Baseball, American Legion Boys State and Boys Nation, Junior Shoot-

ing Sports, and the National High School Oratorical Contest.

West Virginia Legionnaires last year donated 38,436 hours of service to their communities, awarded \$63,664 worth of scholarships to 70 deserving West Virginia students, and donated 459 pints of blood to West Virginia blood collection centers.

Above all, consistent with our support for the Constitution, Legionnaires believe "we the people" must have a voice in how our nation is governed. On this premise, the U.S. Senate should do what the House did in June: Pass a constitutional amendment to return to the people the right to protect the flag of the United States from physical desecration.

Ordinary citizens must reinforce America's core values through service to God and country and participation in our governance. That's what the American Legion is all about on Veterans Day and every day. And that's what we all must be about on Veterans Day and every day.

Veterans Day is America's day.

SCHOOL CHOICE

HON. LEE H. HAMILTON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, November 12, 1997

Mr. HAMILTON. Mr. Speaker, I would like to insert my Washington Report for Wednesday, November 12, 1997, into the CONGRESSIONAL RECORD.

SCHOOL CHOICE

Education has always been a defining issue in American politics and a matter of the highest importance. Everyone believes that in America every child should get a good education. Politicians of all stripes have yearned to be known as "education presidents" or "education governors". The often heated debates swirling at the local school board level also testify to how central an issue education is at all levels of government.

Now a further debate within this larger education debate is taking place in statehouses and schoolhouses across the country. That debate is over school choice. At a fundamental level, school choice involves giving parents the ability to select which schools their children attend. But despite the relatively simple definition, school choice involves many different and competing options, and the debate is heating up.

WHAT IS SCHOOL CHOICE?

School choice encompasses a broad spectrum of educational initiatives and models, from modest tinkering to expansive reorganizations. The most popular include school vouchers and charter schools.

School vouchers provide assistance to families, often in the form of coupons, to be used to pay either a portion or the entire cost of private school tuition. Cleveland and Milwaukee have voucher programs supported with taxpayer dollars. These programs are targeted to low-income families. In Indianapolis there is a limited voucher program funded through private funds.

Charter schools are independent public schools usually started by parents, teachers, and administrators. These schools are freed from some of the bureaucratic rules and regulations that drag down performance, but in return they are responsible for meeting certain standards. Over the past several years there has been an intense debate in the Indiana state legislature over the issue of some charter schools possibly restricting admission.

CONGRESSIONAL DEBATE

Currently in Congress the school choice debate is a popular topic and will certainly continue to be a lightning rod for years to come. Supporters claim that choice injects competition and accountability into the educational system. They ask why the poor should not have the same chance at better schools as the well-to-do. They believe that choice will, through competition, prod the public schools to get better.

American parents are deeply concerned about the quality of their children's education, and are searching for ways to improve the system. School choice is one such option. Billed as a way to increase parents' control over where their children enroll while also creating incentives for reform in our public schools, the numerous school choice proposals promise to shake up our educational system. In this day and age, when we often hear calls to increase the efficiency and responsiveness of government, the free enterprise themes that characterize school choice proposals resonate with many Americans.

Opponents, on the other hand, argue that choice, at its least, unduly weakens public schools and, at most, is unconstitutional. They argue fairness: since States will never have the money to help all the poor children who want it, most poor children will never be able to take advantage of the choice, and they will be left behind in a public system more starved for money than ever before. For them, public funds should be spent to improve public schools, not spent to help students leave them.

Critics also argue that most Americans do not want tax dollars subsidizing private schools, and they believe that vouchers create instant church-state problems. They say that using public funds for religious-affiliated schooling is a violation of the First Amendment's separation of church and state which is at the center of the American political heritage.

Critics also point to the practical difficulties in implementing school choice. In urban areas, where there are not only more schools to choose from but also greater accessibility to public transportation, it is easier to implement school choice reform. Could this work in rural southern Indiana where schools are often separated by at least an hour's drive? What about parents unable or unwilling to choose, or troubled students who are less desired by the schools? How do you find enough resources to make choice really meaningful, so even the poorest or worst behaving or lowest achieving student would have a chance to enroll in a good school?

ASSESSMENT

When it comes to the education of American children, I believe we should be willing to experiment and creatively address the challenges of making sure they receive the world-class education they deserve. The idea of school choice is certainly an attractive one, at least in general. By allowing parents to send their children to any school in any neighborhood, many schools will shape up and bright students can shop around to escape inferior schools.

But I also believe that choice is not a cure-all for American schools. It must not stand as a substitute for a strong commitment to a sound education for all of our children. If school choice is going to be an effective alternative, we must address the fundamental

issues which surround it, and local leadership must take the lead in designing the programs. In general, I think school choice works best when it is arrived at gradually, locally, and voluntarily—not by top-down mandates.

The verdict is still out on whether school choice programs already in place have been ultimately successful. For this reason, school choice needs to be a gradual experiment, and local leaders need to look long and hard at a variety of innovative strategies aimed at improving public schools.

What we do not want in the end is a school choice system that leads to further segregation by race or income, or a choice system that creates a few favored schools for the elite. To bridge the gap between the ideal of school choice and the reality of fundamental educational reform, we need to carry on with this timely experiment.

WHY BETTER CERTIFICATES OF MEDICAL NECESSITY ARE NEEDED TO HOLD DOWN MEDICARE FRAUD

HON. FORTNEY PETE STARK

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, November 12, 1997

Mr. STARK. Mr. Speaker, on October 7, I introduced H.R. 2633, to require the Secretary of HHS to develop and require the use of standard forms by which physicians certify that a course of home health or hospice care is necessary and appropriate.

Today, doctors just sign for such services without a clear statement that the patient qualifies or is eligible for the course of treatment. Often a doctor is nagged into approving the course of treatment by the family or patient, and I know that many doctors would like to be able to explain to patients why they cannot casually certify an expensive Medicare benefit, but instead, various conditions of medical need must be met.

A clearer, consistent statement of CMN can help reduce fraud. For example, there is the complaint of the United States versus Joseph Ari Kirschenbaum, filed this October 14 in the U.S. District Court for the Northern District of Illinois (Eastern Division), No. 97 CR 702. In the grand jury's charges and in the complaint, Mr. Kirschenbaum is charged with defrauding Medicare of millions of dollars by providing—or not providing—hospice benefits to Medicare beneficiaries.

Following is one of the many charges from the grand jury. It is important to note that Doctor K and the other doctors mentioned in this charge are not—to my knowledge—being charged with the hospice owner. A reformed and strengthened CMN system, as provided in H.R. 2633, would help ensure that doctors would not casually sign such stacks of paper, and if they did, would be liable for false certification.

58. It was further part of the scheme that defendant KIRSCHENBAUM hired a Medical Director for Samaritan Care who, in exchange for a modest salary, was willing to sign every patient certification form that was presented to him without examining the patients or reviewing the patients' medical records. This Medical Director, referred to in this indictment as "Doctor K," had no involvement in the hospice other than signing his name to patient forms every two weeks

at the Samaritan Care office. Often the patients had been receiving hospice care for several days before Doctor K first learned of the patients when he received the certification forms to sign. Kirschenbaum never informed Dr. K of the extensive responsibilities of the Medical Director as set forth in the Policies and procedures, and Dr. K did not fulfill these responsibilities. Kirschenbaum later employed other Medical Directors at modest salaries who signed certification forms without seeing patients or reviewing their medical records.

TRIBUTE TO JOE PAULINO

HON. ROBERT A. UNDERWOOD

OF GUAM

IN THE HOUSE OF REPRESENTATIVES

Wednesday, November 12, 1997

Mr. UNDERWOOD. Mr. Speaker, I rise today to pay tribute to one of Guam's educators, and a former colleague of mine, Jose "Joe" E. Paulino, who was called from this life on October 14, 1997.

Following his graduation from George Washington Senior High School in 1956, Joe attended the College of Guam before transferring to Fresno State College in California where he earned a bachelor of arts in physical education and a minor in recreation in 1961. After his graduation, Joe returned to Guam and began his teaching career at Inarajan Junior High School. He spent the next 3 years teaching at the former Tumon Junior-Senior High School, prior to commencing his affiliation with the College of Guam in 1964.

The following year, Joe was granted a year of paid educational leave by the college's then president, Antonio C. Yamashita, to pursue a master's degree in physical education at Indiana University. Upon receiving his degree in 1966, he returned to the College of Guam and was promoted to an assistant professor position. Joe continued his teaching career, achieving associated professor status at what would eventually become the University of Guam in 1977, and subsequently achieving tenure in 1982.

Later that year, Joe took leave from the university to become the director of the department of parks and recreation, but continued to teach one course per semester at the University of Guam through 1984.

In 1984, he returned to the University of Guam campus on a full time status accepting the position of advisor to then university president, Jose Q. Cruz, on the management and operation of the newly built University of Guam fieldhouse. President Cruz subsequently appointed him as the fieldhouse manager, a position he retained until his retirement in 1991.

During Joe's distinguished academic career, he served on a majority of the University of Guam's planning committees. He also held responsible administration positions, including chairman of the Division of Health, Physical Education, Recreation and Dance, and assistant to the president.

Joe also played a major role in the establishment of sports organizations, such as the Guam Sports Federation, the Guam Tennis Club, the Guam Table Tennis Association, the Guam Volleyball Association, the Far East AAU, the Guam Amateur Sports Association and the Guam Amateur Baseball League. He

was one of the driving forces behind Guam's involvement in the 1966, 1969, and 1975 South Pacific Games, the Chamorro Open Tennis Tournament as well as the activities for refugees as part of Operation New Life.

Throughout his teaching career, Joe Paulino consistently demonstrated the kind of care and commitment to students expected for all good teachers. Joe reached out not only to Guam students but also to hundreds of young men and women from our neighboring Micronesian islands. Whenever necessary, he took these visiting students under his wing during their stay on Guam. He also spent many summers teaching courses in Kosrae and Chuuk. Joe Paulino's distinguished service, his active involvement and his contributions to the University of Guam and to the people of Guam are well deserving of recognition and have in fact moved the Guam legislature to enroll him in Guam's "Guma Onra" or House of Honor.

My sincere condolences go out to his wife, Pauline, and his children and their spouses, Mark and Pauliana, Brian, Andre and Melissa Mendosa.

THE VIETNAM WAR: THE MISSING CHAPTER IN AMERICAN HISTORY BOOKS

HON. DONALD A. MANZULLO

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, November 12, 1997

Mr. MANZULLO. Mr. Speaker, yesterday, my family and I had the opportunity to attend the commemoration of Veterans Day held at the Vietnam Memorial in Washington, DC. My children, ages 9, 11, and 13, don't know the meaning of the word "Vietnam," though several times we have talked to them about the Vietnam war.

Gen. Barry McCaffrey, Vietnam war veteran, and now head of our Office of National Drug Control Policy, gave a stirring speech about the ones who fought the war, reminding us that the price of freedom is very high. I also heard the incredible speech of Ann Cunningham, a nurse who served two tours of duty in Vietnam and who shared her experiences of the war.

Then I met a group of Vietnam veterans in the rotunda of our Capitol, and they advised me that in many school history textbooks the Vietnam war is relegated to a simple paragraph. The memory of the 58,000-plus men and women who perished in that war deserves more than cursory comment.

Therefore, I am requesting the speeches given by Gen. Barry McCaffrey and Ann Cunningham be included in the CONGRESSIONAL RECORD for today. I trust that they will be read by children and serve as a missing chapter in our history books.

REMARKS FOR VETERANS DAY, VIETNAM WAR MEMORIAL

(By Gen. Barry McCaffrey)

INTRODUCTION

Senator Hagel, Jan Scruggs, distinguished guests, ladies, gentlemen, fellow Veterans of the Vietnam War.

In particular the assembled soldiers of B Company, 2-7th Cav who I was privileged to serve with in Vietnam during 1968-1969—thank you for your courage and dedication in combat and the joy of our reunion during the past two days.