the streets by displaying the FBI’s “most wanted” list, now wants to do the same with defective products.

Posters containing color pictures of products recalled by good consumer Product Safety Commission are going up in 33,000 post offices nationwide. Every day, about 7 million people will visit those post offices to mail letters and ship packages. Now they’ll be able to get potentially life-saving information while they’re there.

“We can get dangerous products off store shelves, but the real challenge is to get them out of families’ homes,” commission Chairwoman Ann Brown said.

That’s the crux of it. As more and more products are recalled, a smaller and smaller percentage of them rate a mention in news reports. For the rest, it’s left to consumers to determine whether products they own have been recalled. That’s a bad system, and as the Sun-Sentinel reported in its product recall series last year, several proposals have been put forth to fix it.

Ralph Nader, for example, has suggested using computers to notify consumers immediately if products they own have been recalled. Others want to repeal or modify section 6b of the Consumer Product Safety Act, which requires that recalls be kept secret until the companies involved can review the information, a process that can take years. Those are good ideas, but unless and until they are implemented, displaying posters in post offices will help. It’s another way in which the post office can serve as “the one hand that binds this nation together,” as one postal official put it.

And hey, if you see any wanted criminals on your way to return a defective product, call the police and tell them you want to re-port a defective person.

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**NATIVE NATIONS INSTITUTE FOR LEADERSHIP, MANAGEMENT, AND POLICY ACT OF 2000**

**HON. GEORGE MILLER**
OF CALIFORNIA

**IN THE HOUSE OF REPRESENTATIVES**
Friday, June 9, 2000

Mr. GEORGE MILLER of California. Mr. Speaker, I rise today to introduce legislation to establish the Native Nations Institute for Leadership, Management, and Policy (NNI). I am pleased to be joined by the Chairman of the Resources Committee Mr. Young and a number of our colleagues.

The Native Nations Institute for Leadership, Management and Policy will provide an essential and comprehensive training program for American Indian leaders so that present and future generations of tribal leaders will have access to necessary management and policy decision making skills.

The Native Nations Institute will be based at the University of Arizona and be under the leadership and guidance of the Udall Center for Studies in Public Policy. The Udall Center will take on primary responsibility for the implementation of NNI’s programs while the Board of Trustees of the Morris K. Udall Scholarship and Excellence in National Environmental Policy Foundation (established by Public Law 102–259) will approve NNI’s annual budget and manage any federal appropriations. NNI will be comprised of individuals from the Morris K. Udall Foundation, the Udall Center, representatives from Indian Nations, and representa-tives from other academic groups directly involved in NNI’s projects.

The Native Nations Institute will empower Native American leaders by providing a comprehensive program that focuses on (1) leadership and management training and (2) policy analysis. The leadership and management program will (a) provide for the current educational needs of the senior leaders and managers of Indian Nations, (b) provide a distance learning program that reaches a broad reservation audience, and (c) provide a Master’s degree in Public Administration focused on tribal governance and designed for mid-career individuals and students who are seeking careers in tribal government. In addition, the leadership and management program will (d) create an alliance with tribal colleges that provide curricular materials, program cooperation, and assistance in meeting the educational needs of Indian reservations, (e) provide a nine month Washington DC internship program focusing on federal government, and (f) create a curriculum development program designed for NNI’s and other educational institutions working in Indian country. All of the components in the leadership and management program will share a common focus—they will enable skills such as nation-building, strategic planning and policy making, administration and management, and external relations to be developed and strengthened. As policy makers ourselves, we can do no greater service to Indian tribes than to provide them with opportunities to help strengthen their governments.

Policy analysis, the second program at the NNI, will address contemporary issues facing tribal governments and provide for curriculum development, solving intricate social problems, interacting with other governments, and managing natural resources. NNI will perform policy research grounded in Indian country to address these issues and will use this research in the leadership and management training program by providing data, case studies, and analysis for the program’s students.

By providing indigenous people customized educational experiences in policy and management, we will continue to move toward the policy goal of self-determination for Indian tribes. I urge my colleagues to recognize and to continue to fulfill our obligation to Indian Nations by supporting the Native Nations Institute for Leadership, Management, and Policy Act of 2000.

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**HONORING AFRICAN AMERICAN MUSIC AND KANSAS CITY JAZZ**

**HON. KAREN McCARTHY**
OF MISSOURI

**IN THE HOUSE OF REPRESENTATIVES**
Friday, June 9, 2000

Ms. McCARTHY of Missouri. Mr. Speaker, earlier this Congress, I enjoyed unanimous support to House Resolution 509 offered by my distinguished colleague, the gentleman from Pennsylvania’s 2nd district, Representative CHAKA FATTAH. This resolution recognizes the importance of the United States to study, reflect on, and celebrate African American music. Amendments including economic development, solving intricate social problems, interacting with other governments, and managing natural resources. NNI will perform policy research grounded in Indian country to address these issues and will use this research in the leadership and management training program by providing data, case studies, and analysis for the program’s students. By providing indigenous people customized educational experiences in policy and management, we will continue to move toward the policy goal of self-determination for Indian tribes. I urge my colleagues to recognize and to continue to fulfill our obligation to Indian Nations by supporting the Native Nations Institute for Leadership, Management, and Policy Act of 2000.

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**PERSONAL EXPLANATION**

**HON. ROBERT MENENDEZ**
OF NEW JERSEY

**IN THE HOUSE OF REPRESENTATIVES**
Friday, June 9, 2000

Mr. MENENDEZ. Mr. Speaker, I was home in my district this Tuesday, June 6, to vote...
and participate in my state’s primary election. Had I been present, I would have voted “yea” on roll call votes Nos. 234, 235, 236, and 237.

EDUCATION IN MINNESOTA

HON. PETER HOEKSTRA
OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Friday, June 9, 2000

Mr. HOEKSTRA. Mr. Speaker, the Subcommittee on Oversight and Investigation of the House Education and the Workforce Committee conducted an oversight field hearing last Monday in the State of Minnesota.

Among the most informative presentations making Fascist Germany for the freedom for Americans to pursue liberty. This offers us a unique perspective on this monumental issue of educational change. We’re poised at the beginning of the 21st century, and while the rest of the world is abandoning central labor planning, Minnesota is driving through School-to-Work programs for central control of its education in the will of the people.

Consider that in just over 200 years, this country became the Greatest Nation on Earth. We’ve had more Nobel Prize recipients than any other industrialized nation. We’ve sent men into outer space and brought them back alive; we’ve pioneered open-heart surgery, and our science and technologies are copied worldwide. Those who accomplished these incredible feats were the product of an education system that emphasized academics, not life-long job training.

I’ve been to Europe, I’ve seen the life destroying results of governments trying to plan the economy and control education, and I’ve spoken to people who have been subject to their central controls. This is not what America was founded on, it is; it has been proven not to work. Those of us who have sworn to uphold the United States Constitution will stand firmpressed to support such a threat of tyranny.

Today in Minnesota, the best interests of children have become secondary to the interests of bureaucrats, un-elected non-profits, and economic forecasts. In many districts, the world is open-ended. We don’t know what we will learn tomorrow. We can be sure that at any particular time, we are over-looking integration and educational disparities. Our knowledge is incomplete and resources are, undoubtedly being misdirected.

However, we have a 225-year proven method for discovering and correcting these errors called Capitalism. Entrepreneurs search out instances where resources are being under-utilized and work to change those that produce profits . . . nothing else approaches its power to stimulate discovery. The application of this principal in education should be obvious. Since we don’t know today what we may learn tomorrow about educational methods and knowledge, we need entrepreneurship in education. Government is not equipped for this.

History has proven, time and time again, that where competition does not exist, mediocrity ensues. Nowhere is this truer than in many of America’s public schools. If you must have government-funded education, at least leave the private schools and home schools alone to compete for ideas and innovation.

BUSINESSES HAVE BEEN DUPED

Businessmen and women are being told that they can and should become partners in the education of our children. With tax funded incentives, subsidies, reimbursements, and free training . . . how can these businesses resist?

According to the Minnesota School to Work publication called Making Connections, p. 5, "The Marketplace instructs business to “look outside your company and change your view of your responsibilities for human resource development. Your old responsibilities were finding the best available applicants and to retain those you hired. Your new responsibilities must be to improve the way you organize work and to develop the human resources in your community, your firm, and your nation.”

The Minnesota STW program seeks 100% employer compliance and further provides a "Work-For-Kids Program" to "help" me in my “responsibilities” of complying with this lunacy. Who is running my business anyway? I’ve got all the capital at risk. I just leave me out of this mess.

This experiment may be very attractive in the short run . . . but business will pay in the long run in higher taxes to fund these programs, in less educated people and a loss of economic freedom. Productive labor is their goal, not an educated populace. This is simply a way to assist in de-populating the community, your firm, and your nation.

My company needs entrepreneurial minds and intellectual property for which it will train who can think, read, write, and add. I interview many young people who are products of Minnesota schools, and they don’t even know how to fill in even simple version equations. Who is training students for what? What is wrong with teaching people how to think? I don’t need work skills for what I need? What is wrong with teaching young people who are products of Minnesota schools, and they cannot solve simple classroom.

In St. Cloud, MN, the STW program has accomplished this. In 1993, the Minnesota legislature repealed the STW & Goals 2000 system, while there is a new program that will train will have little or nothing to do with that child’s dreams, goals, or ambitions.

Parents, however, in this three way partnership with business, may be troubled knowing that their children are the pawns that the educational system trains to meet the needs of industry.

The economic goals of education should not be promoted over the importance of knowledge itself. School to work transition issues would disappear if schools focused on strengthening core curricula, set-tural training to make way for the new federal Goals Standards system already in the works. This left Minnesota without tried and true standards.

There are no longer any course requirements for any child in Minnesota. No 4 years of English, no 4 years of history, no 3 years of math, or a year of geography, or years of shop, or art, or music. One can walk out of school with a copy of the Declaration of Independence or the Constitution and few even mention them in classes.

This system is really nothing new. Tyranny has always waited in the wings, ready to step to center stage at the first hint of apathy towards freedom.

For over 230 years we’ve enjoyed the finest freedom and prosperity the world has ever known. Yet we were warned by Edmund Burke that, “The eternal pangs of liberty is vigilance.” As a people we’ve been asleep at the switch, and now our entire nation, not just Minnesota, has signed on to this crazy new system of totalitarianism, where every one is under government’s control, from cradle to grave.

This system has been tried around the world, across the centuries. But it is radically new for those of us used to freedom. This new system has more to do with fascism than freedom.

Now we need to work to eliminate the entire STW & Goals 2000 system, while there is a new program that will train will have little or nothing to do with that child’s dreams, goals, or ambitions.

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