

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. The governing committee of NNI will be comprised of individuals from the Morris K. Udall Foundation, the Udall Center, representatives from Indian Nations, and representatives 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 training program has six components that 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 and for 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 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.

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 week, the House gave 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. Artists have used and continue to use the African American experience as an important source of inspiration for various musical genres including jazz, gospel, blues, rhythm and blues, rap, and hip-hop. It is especially important to recognize this in June, which President Clinton designated three years ago as African American Music Month. In 1997, the President noted that ". . . America's musical heritage music is the voice that proclaims who we are as a people, then African Americans have helped to give this voice its content, its tone, its volume, and its power. . . . This music continues to grow and change, continuously adding depth and richness to America's cultural heritage."

African American music, more specifically jazz, has played an important role in the cultural development of Missouri's Fifth District. In the 1920's and 1930's, Kansas City was the birthplace of swing and a major center in the maturation of bebop style jazz. Several jazz greats including Charlie "Bird" Parker, Count Basie, Big Joe Turner, and Jay McShann have called Kansas City their home, and their legacy is alive and well in the community today.

To recognize Kansas City's role in jazz history and to further the appreciation of the art form, Kansas City has revitalized the district where jazz once played non-stop through the night. In 1997, the American Jazz Museum opened at the historic 18th and Vine address immortalized in Lieber and Stoller's song "Kansas City." This 50,000-square-foot complex features interactive exhibits and sound samples chronicling the music and the musicians who made jazz great. Dedicated to the unknown African Americans who fought for self-sufficiency, the American Jazz Museum also remembers the plight of Africans in America from slavery to freedom. The Parker Memorial adjacent to the museum is a 17-foot sculpture of Charlie Parker in honor of his vast contributions to American culture. More than 350,000 visitors from the inner city, suburbs, and around the country experienced the museum last year alone.

Kansas City showcases African American music through its annual Blues and Jazz festival which takes place near the historic WWI Liberty Memorial. More than 50,000 people

come from all parts of the city and the region to enjoy some of the best music America has to offer.

This resolution also comes in conjunction with the Jazz Conference sponsored by BET on Jazz and Billboard Magazine June 7-9 in Washington, DC to discuss new strategies for taking jazz into the new millennium. I hope many of my distinguished colleagues join me at this historic event to study the past and anticipate the future of jazz.

By recognizing the influence and importance of African American music, we have called on Americans to learn the history of blues, jazz, and other genres. Hopefully, other cities will follow Kansas City's lead to promote and study the musicians and their music. Mr. Speaker, please join me in commending the gentleman from Pennsylvania and supporting adoption of this historic resolution.

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 rollcall 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 made before the member participants was one delivered by Mr. John H. Scribante, a Minnesota businessman and honorable American.

Mr. Scribante's passion for children and their need for first-rate learning opportunity was most impressive and we hereby submit for the RECORD the remarks of Mr. Scribante regarding the important topic of school reform.

Mr. Speaker, we commend the excellent observations and conclusions made by Mr. Scribante to our colleagues.

EDUCATIONAL FASCISM IN MINNESOTA

(A statement submitted by John H. Scribante—Entrepreneur)

(Respectfully submitted to the U.S. House of Representatives Subcommittee on Oversight and Investigations Committee on Education and the Workforce, June 6, 2000)

STATEMENT

We're gathered here this morning at a very interesting time . . . 56 years ago today, D-Day, 2,500 Allied soldiers died in Normandy fighting 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 economy against 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 Eastern 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 . . . and besides; it has been proven not to work. Those of you who have sworn to uphold the United States Constitution will be hard pressed to support such a system 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, children are already being required to choose a "career cluster" by the end of the 8th grade that will determine their secondary school curriculum. The system is a radical shift towards government central planning.

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 overlooking valuable information and opportunities. 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 underutilized and redirect them to 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 the task.

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, page 11: the SCANS report instructs business to "look outside your company and change your view of your responsibilities for human resource development. Your old responsibilities were to select 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-Based Learning Coordinator" 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 . . . 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 will be the end of a free America.

My company needs entrepreneurial minds and intellectual capital. People who can think, read, write, and add. I interview many young people who are products of Minnesota schools, and they cannot solve simple conversion equations. Who is training students for what I need? What is wrong with teaching people how to think? I don't need work skills . . . I need people who can think of great ideas and be willing to put their knowledge to the test!

Why is it that government vigilantly looks for predatory pricing, anticompetitive, and monopolistic behavior in the private sector, and yet it is the greatest offender?

To quote Ralph Moore "The REAL credit in life should go to those who get into the ARENA—if they fail, they at least fail while DARING TO BE GREAT. Their place in life will never be with those COLD AND TIMID SOULS who know neither victory nor defeat."

In a free market economy, consumers ultimately determine what is produced. What school or government bureaucrat could have predicted ten years ago how many webmasters we would need today? From the information I've seen from the Department of Labor's SCANS reports, they're planning on teaching manure spreading, car washing, working the fryer at the diner and how to take a message off an answering machine.

In St. Cloud, MN, the STW program has already put a company out of business and severed off the arm of a 17-year-old student running a machine on a STW assignment.

School-to-work is a dangerous shift in education policy in America. It moves public education's mission from the transfer of academic knowledge to simply training children for specific jobs. And most tragically, the job for which it 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 and the State 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 never be promoted over the virtue and importance of knowledge itself. School to work transition issues would disappear if schools focused on strengthening core curricula, setting high expectations, and improving discipline and forgetting about retrying failed ideas.

THE RESULT

The sad truth is, in exchange for federal chump change, the state of Minnesota sold out it's commitment to high academic standards and agreed to follow national standards based on moral relativism, politically correct group thinking, and getting kids out of the classroom to work in local businesses, beginning in kindergarten.

Our state threw out a system of education that worked brilliantly for most all Minnesota youngsters. It worked brilliantly, that is, until approximately 35 years ago when Minnesota public education started flirting with the progressive, trendy movement away from high academic standards.

Under the Profile of Learning, high academic standards are practically banned from the classroom.

In 1993, the Minnesota legislature repealed 230 education statutes, thus creating a structural vacuum to make way for the new federal Goals 2000 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 science. Most public schools don't have 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 price 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 everyone 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 time. As Sir Winston Churchill wrote to convince the British to join in the fight against Nazi Germany: "If you will not fight for the right—when you can easily win without bloodshed, if you will not fight when your victory will be sure—and not too costly, you may come to the moment when you will have to fight—with all the odds against you—and only a precarious chance of survival. There may be even a worst case. You may have to fight—when there is no hope of victory, because it is better to perish than to live as slaves."

CELEBRATING DEMOCRACY IN TAIWAN: INAUGURATION OF PRESIDENT CHEN SHUI-BIEN

HON. TOM LANTOS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Friday, June 9, 2000

Mr. LANTOS. Mr. Speaker, I would like to invite my colleagues to join me in paying tribute to the peaceful and democratic transition of executive power in the Republic of China on Taiwan. On May 20, 2000, the presidential inauguration of Democratic Progressive Party (DPP) leader Chen Shui-Bien marked the culmination of decades of political, social, and economic reform. Chen's ascent to power—the first President not a member of the long dominant Kuomintang (KMT) party—is only the latest illustration of the democratic culture that characterizes Taiwan in the twenty-first century.

Today, Mr. Speaker, Taiwan reflects the principles envisioned by Dr. Sun Yat-sen when he led the successful movement to overthrow the Chinese emperor and the undemocratic imperial system nearly ninety years ago. While