June 15, 2000

HONORING HOWARD M. FEUER
FOR HIS 40 YEARS OF SERVICE TO THE SOCIAL SECURITY ADMINISTRATION

HON. JOSEPH CROWLEY
OF NEW YORK
IN THE HOUSE OF REPRESENTATIVES

Thursday, June 15, 2000

Mr. CROWLEY. Mr. Speaker, I rise today to honor Howard M. Feuer for his long and distinguished career of service to the Social Security Administration. Next week, Mr. Feuer will retire after 40 years of service to the Agency.

In this era of frequent career changes, Mr. Feuer’s 40 years of service should be duly noted. He is one of the most respected and experienced Area Directors in the Social Security Administration. For half of his 40 year career, Mr. Feuer has served as an Area Director. He oversees the operations of 28 field offices in Brooklyn, Queens, Nassau and Suffolk Counties in New York State, including a staff of over 800 SSA employees.

Throughout his career with Social Security, he has received many awards, including a Commissioner’s Citation for his dedication to achieving the administration’s goals of service to the public and value of its employees. Howard Feuer earned a BBA and an MBA from CCNY-Baruch College. He has held many positions in both Social Security offices and the New York Regional Office. Mr. Feuer has been an innovator, embracing technological enhancements and maximizing the efficiency of his Area’s resources. He has been a mentor to many of the management staff in the Region and is a recognized leader among Area Directors throughout the country. For 25 years, he has been directly involved in labor relations activities, including contract negotiations on the regional and national levels.

Howard M. Feuer is a man of incredible vision and foresight. His career has been dedicated to a level of service and efficiency that has no comparison. His commitment to the achievement of the goals of the Social Security Administration has been demonstrated in his unceasing efforts to improve the quality and productivity of his offices. Howard Feuer is now retiring from government service after a distinguished career. I know that his absence will be felt by staff nationally, regionally and locally.

Mr. Speaker, please join me in commending Howard M. Feuer. With his retirement, the American public will be losing one of its most dedicated public servants.

EDUCATION IN MINNESOTA

HON. BOB SCHAFFER
OF COLORADO
IN THE HOUSE OF REPRESENTATIVES

Thursday, June 15, 2000

Mr. SCHAFFER. Mr. Speaker, today I speak on behalf of myself and Mr. HOEKSTRA of Michigan. The Subcommittee on Oversight and Investigations of the House Education and Workforce Committee conducted an oversight field hearing Monday, June 6, 2000, in the State of Minnesota.

Among the most informative presentations made after the member participants was one delivered by Mr. John H. Scribante, a Minnesotan businessman and an honorably 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 and submit the following for the RECORD:

EDUCATIONAL FASCISM IN MINNESOTA

(A Statement Submitted by John H. Scribante—Entrepreneur; Respectfully submitted to the 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 remaining 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, 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 seen how their people 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 8th grade that will determine their secondary school curriculum. This system is a radical shift towards government central planning.

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. 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 approach even a fraction of its potential.

Since we don’t know today what we may learn tomorrow about educational methods and knowledge, we need entrepreneurship in education.

History has proven, time and time again, that where competition does not exist, mediocrity prevails. Nowhere is that 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 and that government will subsidize 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 hire the best person you could. Your new responsibilities must be to improve the way you organize work and to develop the human resources in your company, your firm, and your organization.”

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 the inversion equations. Who is training students for what I need? What is wrong with teaching people how to think? I don’t need work skills bosses; I need people who have the right ideas and be willing to put their knowledge to the test!

Why is it that the 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 shall 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 bureaucrats 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 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 too easily troubled knowing that their children are the pawns that the educational system trains to meet the needs of industry.

The economic goals of bureaucrats should never be promoted over the virtue and importance of knowledge. School to work transition issues would disappear if schools focused on strengthening core curricula, setting high expectations, and improving discipline and forgetting about retraining failed ideas.

THE RESULT

The sad truth is, in exchange for federal chump change, the state of Minnesota sold out its 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 students worked brilliantly, that is, until approximately 35 years ago when Minnesota public education started flitting 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. Now, as 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, is sleeping through 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 worse case. You may have to fight—when there is no hope of victory, because it is better to perish than to live as slaves.”

THE 102ND ANNIVERSARY OF THE U.S. NAVY HOSPITAL CORPS

HON. SOLOMON P. ORTIZ

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 15, 2000

Mr. Ortiz. Speaker, the tradition of Naval enlisted medical personnel dates back to the navy of the 13 Colonies in the Revolutionary War, before they even declared independence. These medical sailors were known by many designations: first the Loblolly Boys, whose job it was to sound the bell for daily sick call aboard ship, and to spread the floor of the sickbay with sand so that the ship’s surgeon would not slip on the blood there.

Later they were known as the Surgeons’ Stewards, the Apothecaries, and the Baymen. Then, on June 17, 1898, in the midst of the Spanish-American War, Congress authorized the Hospital Corps of the United States Navy. They were and are still the only “Corps” in the U.S. military composed entirely of enlisted members. Since that founding, Navy Corpsmen have had the responsibility and the honor of caring for the Fleet and the Marines.

The first corpsman to earn a Medal of Honor was serving with the Marines in China when the U.S. took part in the intervention there to end the Boxer Rebellion at the turn of the last century.

Between the turn of that century and the onset of World War I, corpsmen sailed around the globe with President Teddy Roosevelt’s Great White Fleet, landed in Nicaragua with the Marines, and a second corpsman earned the Medal of Honor in San Diego Harbor a few years later, aiding his shipmates when the USS Bennington in Guatemala.

Corpsmen took care of navy shore parties during the Moro Uprising in the Philippine Islands and hit the beach with the Marines during the seizure of Vera Cruz, Mexico, in 1914.

In both of these actions corpsmen were again in action as the Cold War continued. They were aboard the hospital ships of the fleet during World War II, they were serving with the fleet in Pacific actions against the Imperial Japanese Navy and with the Atlantic Fleet again combating the German U-boat menace. They were aboard hospital ships, on medevac planes, and manned hospitals and clinics around the world. And they were in every landing on every invasion beach from North Africa to Normandy, and from Guadalcanal to Japan.

During the battle for the island of Iwo Jima a corpsman helped raise the Stars and Stripes atop Mt. Suribachi and was then immortalized along with his Marines in the statue that is now the Marine Corps Memorial just across the Potomac River in Arlington. And after Iwo Jima and the last major battle of the war, on the island of Okinawa, seven more Medals of Honor were hung ‘round the necks of corpsmen.

Corpsmen were again in action as the Cold War turned hot on the Korean Peninsula. They served alongside their Marines, from the early bleak days inside the Pusan Perimeter to the Inchon Landings, up to the frozen Chosin Reservoir, and back down to the stalemate of trench warfare along what became the DMZ. And they earned five of the seven Medals of Honor awarded to the Navy during those three bitter years.

Corpsmen were aboard the USS Nautilus when she surfaced at the North Pole, and they accompanied their Marines ashore in Lebanon for the first time and then to the Dominican Republic. They were aboard the ships that helped the Marines put down the Viet Congs off the coast of Vietnam. While ashore there, again in action with the Marines in the sweltering jungles and rice paddies, corpsmen earned their 19th, 20th, and 21st Medals of Honor.

Corpsmen were with their Marines hitting the beach in Grenada, and then going ashore in Lebanon for the second time. Over a dozen corpsmen were killed there at the Beirut Airport by the terrorist truck bombing of the Marine barracks. They sailed aboard the hospital ships and served again with their Marines in the invasion of Panama, and in Desert Shield/Desert Storm aboard the ships of the Fleet, manning hospital ships in the Persian Gulf and ashore staffing Navy forward fleet hospitals, and on the front lines in Saudi Arabia, Kuwait, and Iraq.

Just in the last decade they’ve accompanied their Marines ashore in Haiti yet again, and for famine relief in Somalia. They’ve cared for Haitian refugees in Guantamano Bay, Cuba, and for Kurdish refugees in Guam. They’ve carried on their healing traditions with the fleet hospitals in the bitter conflict in the former Yugoslavia, and gone at a moment’s notice with the Marines to evacuate American and allied nationals from countless hot spots around the globe. They’ve held their heads high as