

June 15, 2000

HONORING HOWARD M. FEUER
FOR HIS 40 YEARS OF SERVICE
TO THE SOCIAL SECURITY AD-
MINISTRATION

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 26 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 efficacy 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.

PERSONAL EXPLANATION

HON. J.C. WATTS, JR.

OF OKLAHOMA

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 15, 2000

Mr. WATTS of Oklahoma. Mr. Speaker, I was unavoidably detained in my district on June 12, 2000, and June 13, 2000, to attend a family funeral. I missed recorded votes for H.R. 4577, making appropriations for FY 2001 Labor/Health & Human Services/Education,

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and H.R. 4079, to require the Comptroller General of the United States to conduct a comprehensive fraud audit of the Department of Education.

I ask that the record reflect that, had I been present, I would have voted "aye" on rollcall votes numbered 258, 260, 261, 263, 265, 266, 267, 269. I would have voted "nay" on rollcall votes numbered 259, 262, 264, 268.

EDUCATION IN MINNESOTA

HON. BOB SCHAFFER

OF COLORADO

HON. PETER HOEKSTRA

OF MICHIGAN

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 before the member participants was one delivered by Mr. John H. Scribante, a Minnesota businessman and an 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 and submit the following for the RECORD.

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, 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 be-

sides; 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 approaches its power to stimulate discovery. 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 thrives. 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 the government vigilantly looks for predatory pricing, anticompetitive, and monopolistic behavior in the private sector, and yet it is the greatest offender?