

RECOGNIZING THE MILLENNIUM  
PLEDGE MADE BY STUDENTS AT  
SLEEPY HOLLOW ELEMENTARY,  
FAIRFAX COUNTY, VIRGINIA

### HON. THOMAS M. DAVIS

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, February 10, 2000*

Mr. DAVIS of Virginia. Speaker, on Thursday, January 16, 2000, I joined students, teachers, and school officials at Sleepy Hollow Elementary School as the final student signatures were added to the school's "Millennium Pledge." These students have decided to enter the new millennium as leaders dedicated to making their world more respectful and tolerant. In a campaign spearheaded by Sleep Hollow's student council, I praise the students for committing themselves to this endeavor. These students are taking an admirable and challenging step. The plan is simple, action oriented, and it allows each and every student to assume a leadership position that can truly make a difference in their everyday lives.

The pledge kicks off a year-long character education campaign at the school. After student council members added their signatures on January 16th, the pledges were hung outside classrooms to serve as a reminder of their resolution, which reads:

With my signature, I recognize that I possess the power to affect the world around me. It is my pledge to use this power to spread kindness and respect, to be accepting and tolerant, and to walk away from negative and aggressive situations. As a future leader of America it is my resolution to enter this new millennium as a nation that values life and respects our rights to live and learn in a safe society. I am the future of America. The future begins today, and it begins with me.

Mr. Speaker, in conclusion, I again would like to commend these fine young students at Sleepy Hollow Elementary for their courage and strength in accepting this challenge from their peers. These students have signed a pledge making "kindness and respect" their resolution for the new millennium. This is a pledge I would encourage all people, young and old, to take.

### INTRODUCTION OF BROKEN PROMISES RETIREE HEALTH LEGISLATION

### HON. GERALD D. KLECZKA

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

*Thursday, February 10, 2000*

Mr. KLECZKA. Mr. Speaker, today I am introducing the Broken Promises Retiree Health Act. This legislation would help retirees obtain health insurance if their coverage is canceled and would ensure that retirees are given fair warning before their employers terminate their health coverage.

The need for this legislation is clear. Far too many companies are breaking their promises to retired workers by eliminating retiree health benefits. A recent report by Mercer/Foster-Higgins found that in 1999, only 35 percent of large employers offered health benefits to their early retirees. This is a decline of six percent in the past five years alone. As a result, thousands of retirees have been stranded without

health care—health care they were promised, and health care they earned through their long years of service.

This national trend hit home in my district on August 5, 1996 when the Pabst Brewing Company announced that they were eliminating the health benefits plans for almost 750 retirees and their families.

Seniors in my district and throughout the country rely on their employers' commitment to provide health insurance in their golden years. When a company revokes that coverage, many older Americans are trapped in the limbo between employee health benefits and Medicare coverage. Retirees should not be faced with the vulnerability of being uninsured when irresponsible employers break their promise to provide retiree health coverage.

The legislation I am introducing today would establish a critical safety-net for these retirees. Through this bill, retirees who were over the age of 55 when their health benefits were terminated can choose between two new health coverage options. First, for a monthly premium of approximately \$400 per month, retirees would be allowed to buy into the Medicare program. Or, if the employer is continuing to offer health benefits to its current employees, retirees could choose to buy the same health coverage for themselves and their families that the company offers current employees. Both options ensure that health coverage would be available to retirees until they turn 65 and become eligible for Medicare.

In addition, this legislation would require employers to give 6 months notice to retirees of any reduction in their health benefits and would also require the Labor Department to certify that these changes meet the requirements of the collective bargaining agreement.

Legislation cannot heal the pain of employer betrayal after a lifetime of service, but it can renew the promise of retiree health coverage.

Mr. Speaker, we must act now. I ask my colleagues to show their support for retired workers and their families by cosponsoring this bill.

### HONORING THE HERSHEY KIXX SYNCHRONIZED SKATING TEAM UPON THEIR ACCOMPLISHMENT IN RECEIVING THE BRONZE MEDAL AT THE EASTERN DIVISION SYNCHRONIZED TEAM SKATING CHAMPIONSHIPS

### HON. GEORGE W. GEKAS

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, February 10, 2000*

Mr. GEKAS. Mr. Speaker, I rise today to recognize the Hershey KIXX Synchronized Skating Team for receiving the Bronze Medal at the Eastern Synchronized Team Skating Championships in Lowell, Massachusetts.

The "Synchro East 2000" Competition included teams in the Eastern Division of the USFSA with the gold and silver medal winners in the qualifying division advancing to Nationals in Detroit in February 2000. With the coming Olympic games in 2002 in Salt Lake City, Utah, synchronized team skating will be added as a new Olympic sport. Synchronized skating is guided by the United States Figure Skating Association, which divides all competitors into

fourteen individual brackets. Within each bracket, skaters are divided into groups depending on skill level, age and style. Each team usually contains between eight and twenty members. The teams skate in formations which are judged in a variety of categories which include artistry, speed, and difficulty, while onlookers are marveled, mystified, and enthused by a wide range of daring skating tricks, tremendous feats, and gallant efforts. In the United States there are only 325 synchronized skating teams, with the Hershey KIXX team being the only synchronized competitive team at the Junior Classic level in all of Pennsylvania.

The Hershey KIXX team was first created in 1996 and immediately began winning ribbons, gaining national recognition, and hosting a variety of honors. In early 1999 they took first place in the junior classic division at the Colonial Classic in Lowell, Massachusetts, going on to win second place at the Garden State Classic in New Jersey later in the summer. They have performed at a variety of venues, including club Christmas shows, the Winterfest at Baltimore's Inner Harbor, summer camps in New England, as well as amaze the local crowds in frequent performances at Hershey Bears hockey games.

The team is now in its third year of competing and continues to gain in popularity with girls and young women from statewide elementary schools, high schools, and even colleges. The girls currently attend Cedar Cliff, Cumberland Valley, Mechanicsburg, Central Dauphin, Hershey, Lower Dauphin, Palmyra, and Lebanon School Districts, along with Meyer High School in Wilkes-Barre and Gettysburg College. Currently, the team is coached by Amy Henderson, along with the assistance from Elizabeth Beichler and Dr. Ellen Geminani. Similarly to synchronized swimming, the team constantly rehearses their routines to the point where every part of their bodies move synchronized to one another fitting brilliantly with the music and mood. But unlike synchronized swimming, the skaters are in constant view, skating at extremely high speeds without the benefit of underwater reconfiguring. The show only lasts about three to five minutes, but each performance is guaranteed to be filled with drastically precise, vulnerable, and complicated maneuvers. When these young women decide to embark in art of synchronized skating, they are learning about the vast responsibility, utmost discipline, and sheer sacrifice the sport entails. The team practices on the ice every Saturday and Sunday morning at 6:30 a.m., with each session followed by off the ice practices where various new and complicated moves are attempted without skates. When competitions or performances are scheduled, you can be certain that the local ice rink will be rented out for a grueling practice. But in the end, the dedication and hard work of each team member is rewarded with awards, honors, and respect from the community both on the ice and off.

Supporting the Hershey KIXX are the parents who vigorously and selflessly help raise money, sew uniforms, transport equipment, and cheer their devoted girls at all competitions. The club also gets financial help from the community who help the skaters by purchasing hoagies, lollipops, or any other various seasonal fundraising items the team decides to sell. These supporters, who help the team continue to pursue their interests,

dreams, and expectations for the future, also deserve our thanks.

The Hershey KIXX team is currently scheduled to perform in the Opening Ceremonies at the Keystone State Games at Twin Ponds-West in February 2000, and at a future Hershey Bears game. I wish them the best of luck in these performances and all their future endeavors.

Mr. Speaker, again we take this opportunity to acknowledge and commend the Hershey KIXX Synchronized Skating Team for their outstanding achievement in winning the Bronze Medal.

#### ARTICLE BY BILL EVERS

#### HON. RON PAUL

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 10, 2000

Mr. PAUL. Mr. Speaker, I submit for the RECORD and highly recommend to all of my colleagues Bill Evers' "Secretary Riley Reignites the Math Wars," which recently appeared in the Weekly Standard. Mr. Evers' provides an excellent overview of the controversy created by the Department of Education's endorsement of ten "discovery-learning" programs (also known as "new, new math" or "fuzzy math"). Concerns have been raised that "fuzzy math" de-emphasizes traditional mathematics in favor of encouraging children to "discover" math without the guidance of a teacher. Under some "new, new math" programs traditional teaching is discouraged on the grounds that teachers may harm a child's self-esteem by, for example, correcting a child's "discovery" that 2+2 equals 5. Obviously, this type of "education" diminishes a child's future prospects, after all, few employers value high self-esteem more than the ability to add!

Mr. Evers' article points out that the federal government has no constitutional authority to dictate or even recommend to local schools what type of mathematics curriculum they should adopt. Instead, all curriculum decisions are solely under the control of states, local communities, teachers, and parents. I would remind my colleagues that outrages like "new math" did not infiltrate the classroom until the federal government seized control of education, allowing Washington-DC based bureaucrats to use our children as guinea pigs for their politically correct experiments.

The solution to America's education crisis lies in returning to the Constitution and restoring parental control. In order to restore true parental control of education, I have introduced the Family Education Freedom Act (HR 935). This bill would give parents a \$3,000 per year tax credit for each child's education related expenses. Unlike other so-called "reform" proposals, my bill would allow parents considerably more freedom in determining how to educate their children. It would also be free of guidelines and restrictions that only dilute the actual number of dollars spent directly on a child.

The Family Education Freedom Act provides parents with the means to make sure their children are getting a quality education that meets their child's special needs. In conclusion, Mr. Speaker, I remind my colleagues that thirty years of centralized education have pro-

duced nothing but failure and frustrated parents. I, therefore, urge my colleagues to read Mr. Evers' article on the dangers of the federal endorsement of "fuzzy math" and support my efforts to improve education by giving dollars and authority to parents, teachers and local school districts by cosponsoring the Family Education Freedom Act.

Williamson Evers is a research fellow at the Hoover Institution, an adjunct professor of political science at Santa Clara University, a research fellow at the Independent Institute and an adjunct fellow of the Ludwig Von Mises Institute. Mr. Evers has served on the California State Commission for the Establishment of Academic Content and Performance Standards and he is currently a member of the California State Standardized Testing and Reporting (STAR) assessment system's Content Review Panels for history and mathematics as well as the Advisory Board of the Californian History-Social Science Project. Mr. Evers is the editor of What's Gone Wrong in America's Classrooms (Hoover Institution Press, 1998). Mr. Evers has been published in numerous scholarly and popular periodicals, including the New York Times, the Wall Street Journal, the Los Angeles Times, and the Christian Science Monitor.

#### SECRETARY RILEY REIGNITES THE MATH WARS (By Bill Evers)

BILL EVERS IS A RESEARCH FELLOW AT THE HOOVER INSTITUTION AND A MEMBER OF HOOVER'S KORET TASK FORCE ON K-12 EDUCATION.

In early 1998, U.S. Secretary of Education Richard W. Riley called for a "cease-fire" in the math wars between the proponents of solid content and the proponents of discovery-learning methods. He said he was "very troubled" by "the increasing polarization and fighting" about how and which mathematics should be taught from kindergarten through high school.

Despite this call for a cease-fire, the U.S. Department of Education endorsed ten discovery-learning programs in October 1999. This federal imprimatur should not be allowed to disguise the fact that content (such as dividing fractions and multiplying multidigit numbers) is missing from these federally approved programs and that there is no good evidence that they are effective. Discovery-learning math is often called by its critics "fuzzy math" or "no-correct-answer math."

In response to the Department of Education, about two hundred mathematicians and scientists signed an open letter to Secretary Riley, which was published in the Washington Post on November 18, 1999 (see letter at [www.mathematicallycorrect.com/riley.htm](http://www.mathematicallycorrect.com/riley.htm)). The signers, who included Nobel laureates and some of the country's most eminent mathematicians, didn't like the Department of Education's new equation: Federal Math=Fuzzy Math. The letter asked Riley to withdraw the federal endorsements. The news stories that followed got at the essence of the debate.

Steve Leinward of the Connecticut Department of Education was on the U.S. Department of Education's panel that picked the math programs that would receive federal approval. In an interview with the Chronicle of Higher Education, Leinward defended the approved programs as the least common denominator—"a common core of math that all students can master."

Leinward is not saying that the federally approved programs cover the material taught in too-performing countries such as Japan or Hungary or that the programs contain complete coverage of elementary and

secondary school math. What he and his fellow panelists want is a watered-down program that all American students—as currently trained—can master.

Mathematics professor David Klein of California State University at Northridge is a proponent of solid content. He is quoted in the Chronicle of Higher Education as saying that algebra is the key course for students, the gateway to success in mathematics and to success in college in general. Leinward says that Klein's algebra-for-all position is elitist.

Here we have the central difference between the two sides. The rigorous curriculum side says that, like Japan, Taiwan, and Singapore, we can have algebra for all, preparing students for technical careers and college-level work. The water-it-down side says U.S. teachers and students aren't capable of teaching and learning algebra.

These federal recommendations are for kindergarten through high school, which has serious consequences. In essence, the U.S. Department of Education, by making these endorsements, is closing the gate on going to college or even on technical blue-collar jobs for many students. And it is closing that gate as early as kindergarten.

#### IN HONOR OF ALFRED RASCON

#### HON. ELTON GALLEGLY

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 10, 2000

Mr. GALLEGLY. Mr. Speaker, I rise to honor a hero, former Army medic Alfred Rascon.

After a delay of nearly 3 1/2 decades, Alfred this week finally received the nation's highest military honor, the Medal of Honor.

Mr. Speaker, Alfred was born in Mexico, and moved to Oxnard, California, in my district, with his family when he was a small child. His family raised him there and instilled in him the values of honor, integrity, a love of his adopted land and a reverence for life and his fellow human beings.

At age 17, he left Oxnard and joined the Army. He trained to be a medic and a paratrooper. On March 16, 1966, in the jungles of Vietnam, Alfred was severely and repeatedly wounded as he crawled from comrade to comrade to render aid, to protect his comrades and to retrieve weapons and ammunition needed in the firefight they were in.

By the time Alfred was loaded into a helicopter, he was near death. A chaplain gave him last rites. He survived. Because of his efforts, so did his sergeant and at least one other in his platoon.

But the medal Alfred was due was lost in red tape, until this week, when the record was corrected.

During the intervening 34 years, Alfred left the Army, completed his college education, became U.S. citizen, returned to the Army, returned to Vietnam, and left the Army as a lieutenant. Now married with two children, Alfred is an inspector general for the U.S. Selective Service.

When President Clinton presented the Medal of Honor to Alfred, the hero downplayed his actions in Vietnam as "common valor that was done every day." We know differently. We know that Alfred is special. We know we would do well to emulate his values and his humility. We honor him to remind us of the ideal American: someone who