

David has led the Montshire Museum from a fledgling enterprise to a nationally recognized center for science learning.

Under David's leadership Montshire Museum has developed their capacity for high-quality science education. He helped form the Montshire School Partnership Initiative that supports science education in the region's rural K-8 schools by building capacity and infrastructure for high-quality science programs. Montshire Museum has become a national model, attracting research and program support from numerous private foundations and federal agencies including the National Science Foundation (NSF), Department of Education (DOE), National Aeronautic and Space Administration (NASA), National Oceanic Atmospheric Administration (NOAA), and the National Institutes of Health (NIH).

As Montshire's executive director, David was instrumental in creating the partnership between Dartmouth College and the Montshire Museum, known as the Dartmouth-Montshire Institute for Science Education, a collaborative effort drawing upon the resources of these two leading institutions to better serve the educational needs of Vermont and New Hampshire. During David's tenure, Montshire became an official interpretive site for the Silvio O. Conte National Fish and Wildlife Refuge in 1995.

David's leadership extends beyond the Montshire Museum. He currently serves on the executive committee of the New England Museum Association and key committees of the Association of Science and Technology Centers. He serves as an evaluator for the Museum Assessment Program of the American Alliance of Museums. David has been recognized with the first annual New Hampshire Corporate Fund Award for Excellence in Nonprofit Management, and represented Montshire at a White House reception with President Clinton recognizing Montshire as the first recipient of the National Award for Museum Service.

Mr. Speaker, David has provided the Montshire Museum with many years of remarkable service and his lasting legacy is immediately clear to anyone who visits the museum. While we will miss his exemplary leadership, the Board of Trustees is fully committed to maintaining the high standards that he has established for the Montshire's educational programs, exhibits, facilities and visitor services.

IN RECOGNITION OF MAYOR  
MICHAEL B. RYAN

**HON. FRANK PALLONE, JR.**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

*Friday, February 27, 2015*

Mr. PALLONE. Mr. Speaker, I would like to congratulate the Honorable Michael B. Ryan on his retirement as Mayor of Lake Como, New Jersey. As a mayor, union member, and United States Army Veteran, Mayor Ryan embodies the American spirit and his contributions are truly deserving of this body's recognition.

Mayor Ryan has been an outstanding public servant and labor advocate for both New Jer-

sey and his home state of California. Mayor Ryan's introduction to labor and politics began in his native California, but he continued his efforts upon moving to New Jersey after marrying his wife, Marlene Brown. Mayor Ryan dedicated many years to leading his community as a council member, council president and mayor. Although retiring from elected office, Mayor Ryan remains active in local and state politics. For nearly 20 years, he has been Democratic Municipal Chairman of South Belmar and Lake Como. He has also been elected to the New Jersey State Democratic Committee and previously served as President of the South Belmar Democratic Club. Mayor Ryan is also committed to protecting labor rights, currently serving as Secretary Treasurer of the Monmouth and Ocean Counties Central Labor Council AFL-CIO and as a member of Teamsters-GCIU 612M.

In addition to his work in the public and labor sectors, Mayor Ryan is an Account Representative at Dimensional Management Corporation and is an active member of the community, volunteering at Camp Zehnder YMCA, serving as an usher at St. Rose Church and as a member of the Friendly Sons of the Shillelagh of the Jersey Shore and the Friendly Sons of St. Patrick.

Mr. Speaker, once again, please join me in congratulating Mayor Michael Ryan on his retirement. It is my hope that my colleagues will join me in thanking him for his leadership and service to the Borough of Lake Como.

DETECTIVE SERGEANT THOMAS  
TROMMELEN

**HON. BILL PASCRELL, JR.**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

*Friday, February 27, 2015*

Mr. PASCRELL. Mr. Speaker, I rise today to recognize Detective Sergeant Thomas Trommelen who, after 30 years of service to the City of Paterson as Supervisor of the Paterson Police Department's Special Investigations Unit, is being honored for his retirement celebration tonight on Friday, February 27, 2015.

A native son of Paterson, Detective Sergeant Trommelen has devoted his career to serving the community that raised him, most notably serving as Detective Sergeant in the Special Investigations Unit.

A graduate of Paterson's Don Bosco Technical High School, Detective Sergeant Trommelen first pursued his passion for public service as an emergency medical technician for Paterson's Fire Department. After displaying exemplary valor serving those in critical need, Detective Sergeant Trommelen was appointed as a Patrolman for the Passaic County Park Police Department and then, on November 4, 1985, found his true calling as a Patrolman with the Paterson Police Department.

During his time as a Patrolman for the Paterson Police Department, Detective Sergeant Trommelen strived to uphold the department's mission, which is, "to preserve the peace and to protect and serve all who live or work in, as well as those who travel through,

our city and in so doing, make a meaningful contribution to the quality of life in our community." Detective Sergeant Trommelen's enthusiasm for public service and extraordinary work ethic in the Patrol Division prompted him to be assigned a permanent position to Paterson's Narcotics Division, a move that would greatly benefit the City of Paterson over the next three decades. Tasked with addressing the city's vice issues, Detective Sergeant Trommelen proved to be a formidable force within the department, receiving commendations, awards and respect amongst his colleagues and peers alike. He has also served at the Passaic County Prosecutor's Office as an 'Expert Witness' in the area of narcotics enforcement working with the DEA, FBI and other Federal Agencies in combating the plague of narcotics in and around the City of Paterson.

Residing in Clifton, Detective Sergeant Trommelen has been married to this wife Joann for 25 years and they have two adult children, Alyssa and Tommy. Detective Sergeant Trommelen and his family sustained a life changing event in December of 1997 when he lost his older brother John, a Port Authority Police Officer, to a heart attack. However, he took tragedy and turned it into a positive force through serving his community, the Knights of Columbus and St. Phillips the Apostle Parish, for many years. Just in the past few years, he has solicited the donation, managed the collection of and organized the distribution of thousands of jackets and pairs of shoes for Paterson's children.

As Co-Chair of the Congressional Law Enforcement Caucus, I am honored to acknowledge Detective Sergeant Trommelen who has been a tremendous leader, mentor, and public servant in my hometown of Paterson. There is no doubt, in the minds of his family, friends and colleagues that the civic minded Detective Sergeant Trommelen will continue to 'Serve & Protect' for many years to come.

The job of a United States Congressman involves much that is rewarding, yet nothing compares to recognizing and commemorating the achievements of individuals such as Detective Sergeant Thomas Trommelen.

Mr. Speaker, I ask that you join our colleagues, Sgt. Trommelen's coworkers, family and friends, all those whose lives he has touched, and me, in recognizing the career of Detective Sergeant Thomas Trommelen.

OUR UNCONSCIONABLE NATIONAL  
DEBT

**HON. MIKE COFFMAN**

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

*Friday, February 27, 2015*

Mr. COFFMAN. Mr. Speaker, on January 20, 2009, the day President Obama took office, the national debt was \$10,626,877,048,913.08.

Today, it is \$18,133,356,358,144.49. We've added \$7,506,479,309,231.41 to our debt in 6 years. This is over \$7.5 trillion in debt our nation, our economy, and our children could have avoided with a balanced budget amendment.

## PERSONAL EXPLANATION

**HON. PETER J. ROSKAM**

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

*Friday, February 27, 2015*

Mr. ROSKAM. Mr. Speaker, on roll call no. 93, I was detained due to an unavoidable conflict. Had I been present, I would have voted aye.

## PERSONAL EXPLANATION

**HON. BARBARA LEE**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Friday, February 27, 2015*

Ms. LEE. Mr. Speaker, I was not present for roll call votes 86–90 due to a family emergency. Had I been present, I would have voted no on #86, no on #87, yes on #88, yes on #89, and yes on #90.

HONORING THE LIFE OF FRANK  
EDWARD “ED” RAY**HON. JIM COSTA**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Friday, February 27, 2015*

Mr. COSTA. Mr. Speaker, I rise today to honor the life of Frank Edward “Ed” Ray on what would have been his 94th birthday. In a 1976 incident, Ed helped save 26 students from a kidnapping attempt in the city of Chowchilla. Recognizing such heroic actions, it is fitting and appropriate that the City of Chowchilla has chosen to name its largest park “Ed Ray Park.”

Frank Edward Ray was born in Le Grand, California on February 26, 1921. One of eight children of Frank and Marie Ray, he moved to Chowchilla with his family and graduated from Chowchilla High School in 1940. In 1942, he married his wife, Odessa, and bought a ranch where they raised dairy cows and grew corn. Ed then worked for the Dairyland Union School District as a bus driver for nearly 40 years.

Ed was the driver of the school bus packed with summer school kids that was hijacked in Chowchilla in 1976. They were later escorted into a buried moving truck in a quarry, where Ed led them to safety after he and two older boys dug their way out. During the time inside the quarry, Ray gave comfort and hope to the school children. No one was hurt and astonishingly he was able to recall significant details of the escort van’s license plates, assisting in the police investigation.

Ed was a humble and quiet man; he rarely spoke of the ordeal. He did not flaunt himself as a hero. In his final days, Ed was visited by several of the schoolchildren he helped save from the kidnapping. They will always remember him as their hero. A few years after retiring in 1988, he bought the bus for \$500 because he did not want it to become scrap metal at a junkyard. He donated it to a nearby museum in Le Grand, California. Ed’s selfless nature made him a pillar of the Chowchilla community.

Mr. Speaker, it is with great respect that I recognize the memory of Frank Edward “Ed”

Ray for his brave acts in 1976. May his brave deed and care for the children he drove to and from school every day never be forgotten.

EDUCATION WEEK SPOTLIGHT:  
THE COMMON-CORE STANDARDS’  
UNDEMOCRATIC PUSH**HON. MIMI WALTERS**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Friday, February 27, 2015*

Mrs. MIMI WALTERS of California. Mr. Speaker, I submit the following article by Williamson M. Evers, published online on January 13, 2015.

One of the most influential books in social science in the last 50 years is economist Albert O. Hirschman’s *Exit, Voice, and Loyalty*.

In this pivotal 1970 book, Hirschman discusses how individuals react when services they rely on deteriorate. The basic responses available to us are “exit” and “voice.” Hirschman points out, where exit means turning to a different provider or leaving the area, and voice means political participation.

We tend to think of these responses as stark alternatives. Hirschman, as a social scientist, wanted us to consider the interplay between them.

Exit usually has lower costs than voice for the individual. With exit, you can avoid the long slog of politics and simply turn to someone else or move somewhere else.

But there is a limiting case: Exit can have high costs when individuals are loyal to institutions—thus the third component in Hirschman’s trio of exit, voice, and loyalty.

In the 1830s, when Alexis de Tocqueville visited the United States, he found Americans intensely loyal to their local schools. Americans saw schools as extensions of their families and neighborhoods. They viewed public schools as akin to voluntarily supported charities and as part of what social scientists today call civil society.

Tocqueville described township school committees that were deeply rooted in their local communities. State control of local public education took the form of an annual report sent by the township committee to the state capital. There was no national control.

Today, Americans retain much of the sentiment about local schools they had in Tocqueville’s day. But, increasingly, parents and taxpayers view the public schools as an unresponsive bureaucracy carrying out edicts from distant capitals. Today, we are dealing with a deteriorating situation in a declining institution, namely widespread ineffective instruction in the public schools.

The Common Core State Standards have come to the fore precisely at a time when civically active individuals care much more than they usually do about exit, voice, and loyalty. But the common core has denied voice and tried to block exit.

The common core’s designers have taken the existing bureaucracy and increased its centralization and uniformity. By creating the common-core content standards behind closed doors, the authors increased the alienation of the public from schools as institutions worthy of loyalty. The general public had no voice in creating or adopting the common core.

The other approach in times of a deteriorating public service is offering better exit options. But the common core’s proponents have created an almost inescapable national cartel.

There has long been a monopoly problem in public education, which was why economist Milton Friedman called for opportunity scholarships (also known as vouchers) to create a powerful exit option. But even in the absence of opportunity scholarships and charter schools, we had some exit options in the past because of competitive federalism, meaning horizontal competition among jurisdictions.

Economist Caroline Hoxby studied metropolitan areas with many school districts (like Boston) and metropolitan areas contained within one large district (like Miami or Los Angeles). She found that student performance is better in areas with competing multiple districts, where parents at the same income level can move to another locality, in search of a better education.

We have also seen competitive federalism work in education at the interstate level. Back in the 1950s, education in Mississippi and North Carolina performed at the same low level. North Carolina tried a number of educational experiments and moved ahead of Mississippi. Likewise, Massachusetts moved up over the years from mediocre to stellar.

The common core’s promoters are endeavoring to suppress competitive federalism. The common core’s rules and its curriculum guidance are the governing rules of a cartel. The common core’s promoters and their federal facilitators wanted a cartel that would override competitive federalism and shut down the curriculum alternatives that federalism would allow.

The new common-core-aligned tests, whose development was supported with federal funds, function to police the cartel. All long-lasting cartels must have a mechanism for policing and punishing those seen as shirkers and chiselers, or, in other words, those who want to escape the cartel’s strictures or who want increased flexibility so they can succeed.

The new leadership of the College Board by David Coleman, one of the common core’s chief architects, is being used to corral Catholic schools, other private schools, and home-schooling parents into the cartel. The proponents of the common core have now established a clearinghouse for authorized teaching materials to try to close off any remaining possible avenue of escaping the cartel.

What was the rationale for the common core? The name given to the Obama administration’s signature school reform effort, the Race to the Top program, promotes the idea that the federal government needs to step in and lead a race. Central to this rhetoric is the idea that state performance standards were already on a downward slide and that, without nationalization, standards would inexorably continue on a “race to the bottom.”

I would disagree. While providers of public education certainly face the temptation to do what might look like taking the easy way out by letting academic standards decline, there is also countervailing pressure in the direction of higher standards.

If state policymakers and education officials let content standards slip, low standards will damage a state’s reputation for having a trained workforce. Such a drop in standards will even damage the policymakers’ own reputations.

In 2007, the Thomas B. Fordham Institute looked empirically at state performance standards over time in a study called “The Proficiency Illusion.” The study showed that, while states had a variety of performance standards (as would be expected in a federal system), the supposed “race to the bottom” was not happening. The proponents of the common core are wrong in their claims that state performance standards were inevitably on a downward slide.