

legislator have this issue near the top of their agendas.

The president used his State of the Union speech to address aspects of education, and I would like to respond. He recommends bringing public education more under the authority of the federal government. He also makes some points that should be common-sense to most Americans, but to him are more of a revelation that only the federal government should implement.

His first point was to end social promotion. Children should not graduate with a diploma they can't read. Who could possibly oppose this? Already schools—at the local level—are endeavoring to ensure reading skills are mastered at the earliest grade levels.

His second point was to close low-performing schools. Will the federal government decide this issue? By what standard? Indiana already examines each public school's performance and intervenes when necessary to help those schools to meet their specific needs. We don't need the federal government to transcend the state authority already in place.

His third point suggested that teachers only teach subjects they are trained in. This is another local issue—one manipulated by contracts, state licensing rules and course offerings requested by students. What we at the local level need is greater flexibility in putting qualified teachers into the classroom. Indiana should modify the licensing procedure to allow people to teach who are qualified in the material but do not necessarily have a major in education.

An example is: Schools are in great need of vocational program teachers. People who have vocational skills but may not meet licensing requirements could pass their experience on to students. For example, people just out of the military or retirees could fill this need.

His fourth point was to allow parents to choose which public school to send their child to based on school "report cards." Indiana already requires each district to publish information about schools' performance. Charter schools have been a state issue and should remain so. One aspect of charters that makes them unique is the avoidance of many current state Department of Education regulations. I suggest that if some schools can do this, all public schools should be allowed to avoid these rules.

His fifth point was to "implement sensible discipline policies." Not long ago, the president pushed through the mandatory one-year expulsion for any student who comes to school with a handgun. Every state had to make this into law. Indiana already had a law forbidding handguns to be within 1,000 feet of a school. Why was it necessary to federalize this issue?

I would like to make some suggestions in contrast to the president's agenda.

First, give real tax relief to families. When families have both parents working out of necessity, they have less time for their children. A parent waiting for the child to arrive at home is better than after-school programs. Families are paying approximately 40 percent of their income to taxes. One parent is effectively working just to pay the government. Children need their parents—not another government program!

Second, do not generalize when talking about education. Every school has unique problems—and many have unique successes. Create opportunities for all schools to succeed in the areas that they want and need. Rather than add more bureaucracy, remove what currently exists. Free the public schools up so that they can compete equally with private schools. It is tempting—and easy—for legislators to get their hands into the means of education. Be more concerned

about the results and leave the means implementation to the local school districts. They can better assess their specific needs and respond to them directly.

Third, let the local districts decide how to spend money. The recent "100,000 teachers" legislation is a perfect example. Considering the amount of money appropriated, it will never meet the need to hire that amount of teachers. It creates an obligation to the school districts to make up a difference that they may not have.

Finally, I would ask that education remain a local issue and that the state resist any further federal intervention. There are problems in public education, but they can be much better resolved at the local and state level. Washington doesn't need to involve itself any further.

I realize I do not have the influence on lawmakers that the president or governor may have. But I am only a school board member. I want to do what is in the best interests of students in this district. I ask parents who support these ideas to contact their representatives and tell them how they feel.

[From the Ft. Wayne Journal-Gazette, Mar. 2, 1999]

PRaise SCHOOL THAT FIGHTS DRUGS

It has long been said that one picture is worth a thousand words. Unfortunately those words do not have to be the truth or accurate. Such is the case with the Feb. 26 editorial cartoon. It infers several incorrect concepts. The first is that education will take a secondary role to drug testing at Concordia High School. One only has to look at ISTEP scores, graduation rates, percent of graduates going to college and SAT scores to refute that idea.

The second is that the testing will occupy the entire school day. Testing can be completed in a very short period of time, being minimally disruptive to the school day. For a non-drug user an inconvenience—to a drug user, surely no more disruptive than days missed because of over indulgence.

His third incorrect concept is the most damaging. His attempt to ridicule the recently announced plan for random drug testing at Concordia, by overstating his case, will give those who have a misguided belief that drug testing is evil and an invasion of privacy the belief that taking action to help prevent good kids from making bad decisions is an unworthy undertaking.

Rather than swelling up with righteous indignation over the alleged loss of privacy, I would suggest the editorial staff consider looking at the educational success gained at a high school where standards are set, expectations delineated and students and faculty are held accountable for their actions. This action to take care of a problem that occurs in every high school in this area is the act of responsible administrators and parents who are taking action rather than burying their heads in the sand.

EARNIE WILLIAMSON,
Fort Wayne.

SPECIAL ORDERS

The SPEAKER pro tempore. Under the Speaker's announced policy of January 6, 1999, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Florida (Mr. DIAZ-BALART) is recognized for 5 minutes.

(Mr. DIAZ-BALART addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Iowa (Mr. BOSWELL) is recognized for 5 minutes.

(Mr. BOSWELL addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

ST. JOSEPH'S DAY BREAKFAST

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Florida (Ms. ROS-LEHTINEN) is recognized for 5 minutes.

Ms. ROS-LEHTINEN. Mr. Speaker, I rise today to inform my colleagues about an important event, the St. Joseph's Day Breakfast, that will be held on March 18th, and I strongly urge anyone who can be present to attend. The St. Joseph's Day Breakfast is sponsored by a truly exceptional organization called the Faith and Politics Institute.

The St. Joseph's Day Breakfast celebrates the day of St. Joseph, who is the patron saint of the worker. This event brings Members of Congress together with leaders of our Nation's labor unions. As they break bread together, they will remember the religious values and the moral imperative that underlie the struggle for economic justice.

This is a bipartisan event sponsored by our colleagues the gentleman from Georgia (Mr. JOHN LEWIS) and the gentleman from New York (Mr. AMO HOUGHTON) to honor those who have acted courageously on behalf of the working men and women of our country. The St. Joseph's Day Breakfast is also the primary event of the Faith and Politics Institute, and the motto of this wonderful organization best sums up their goals and their accomplishments: spirit, community and conscience in public life.

The Faith and Politics Institute was established in 1991 as an interfaith, nonpartisan approach to reach consensus across party lines and break down the polarization that often engulfs our body. The mission of Faith and Politics seeks to provide occasions for moral reflection and spiritual community to political leaders, and draws upon the moral lessons and religious traditions to encourage civility and respect for one another and differing opinions.

These values, civility and respect, are essential to our strong democracy, and toward this end Faith and Politics have brought Mark Gerzon to Washington for private meetings a year before he led our Members into the historic bipartisan Hershey retreat.

Since its inception, the Institute has brought to Capitol Hill a combination of theological perspective, spiritual sensitivity, and political know-how as it has undertaken projects on behalf of labor, race, economic exploitation, the environment, and kindness to all. Last June this marvelous organization kicked off, with the help of General