we should take a look at it and say, let us set a measurable standard for the school district. Let them set the standard. It does not have to be driven down from the national government. Then measure them against their own standard in the future and reward improvement. Reward people who are accountable and are moving forward in education instead of just those who fill out the proper grant form.

I think this would help in two regards. One, it would give the right incentives to school district to work towards improving achievement for their students as opposed to work toward meeting some requirement that has been set by the Federal Government.

I will give one example of that. In my home State, for a while, we drove the money out for special ed based on how many special ed students there were, period. There was no ceiling on it. So slowly but surely we saw the creeping increase in the number of special ed students in school districts, not because there were more coming in, but because the school districts knew, if they could qualify more as special ed, they would get more money.

Did this do anything to improve the quality of education? No, but that was the incentive that we gave the school district.

Let us give the right incentive. Let us tell them that we will drive more dollars out to the degree to which they are improving the academic achievement of their students.

Another good idea that I have seen is one that was introduced by the gentleman from Florida (Mr. DAVIS) and the gentleman from Indiana (Mr. ROEMER) on alternative certification of teachers. In addition to encouraging local control and higher standards and accountability, we also need to make sure that we have the level-best teachers out there and as many of them as we need.

The idea of setting up alternative certification procedures so that professionals who may have worked in a variety of different fields who now want to get into teaching can without necessarily having to go through the normal certification process.

If we have somebody who has been a professional physicist for a number of years, it does not make sense to say to them they somehow cannot teach physics. Let us take advantage of that brain power we have out there to help our students.

But the biggest point I want to make today is one does not have to simply blindly support education. Support it, but expect results.

EDUCATION

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

Mr. FOSSELLA. Madam Speaker, I think the previous speaker, I think millions of Americans agree that, among the most important priorities for any family, particularly young family, is their child's education. Along those lines, I believe that the essence of this country is about freedom. However, it seems that too often when it comes to education, there is no such thing as freedom.

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There are many, many families across America who have no choice when it comes to selecting a school for their child. In fact, the controls dictate that they send the child to the school that has been zoned for them.

Now, frankly, I think ultimately what we need to do is to ensure that every parent across this country, regardless of income, because regrettably it is the low- and middle-income families that suffer the most, that regardless of income those parents have the ability, the opportunity, and the freedom to choose the best school possible for their child. I do not think there is a more important decision that a parent can make, yet in making that decision too many are deprived.

Along those lines we can also take steps to get to that point. Recently, the Republican Party has introduced legislation that will take us down the path to true freedom when it comes to education. The notion that we can take billions of dollars out of Washington and send it back home, whether Staten Island or Brooklyn, where I am from, or anywhere else across America, I think is common sense to the ordinary American. Because the average, ordinary American says, I think that my community, with the teachers and the principals and the administrators and the local PTAs, if given that money, would be in a better position to determine what is best for their children. Perhaps it would be smaller classrooms, perhaps more money dedicated to math and science. It could be a range of issues. It could be more money dedicated to arts.

But, sadly, the model that has been created over the last number of years is let us send billions to Washington with strings attached, with endless reams of red tape and bureaucracies that make it almost unreasonable to deliver quality education to the folks back home.

So that is why I think when we provide flexibility and reduce the amount of red tape and send that money back home to the communities that need the money and to the classrooms where that money belongs we are doing the right thing for America and for the families and the children across America. And at the same time we should demand appropriate accountability from school districts that too often are unaccountable to anybody.

So I think we have to move down this path of getting funds away from Washington. Because this money does not just fall out of the trees. The reality is that people get up every morning and go to work and at the end of the week, or every 2 weeks, out of that paycheck goes money to Washington. And that money stays here. But we want to send that money back home to where Americans really are.

I hope everyone will listen to the debate in the next few months. It could even go on for a year, because there are a lot of defenders of the status quo here. There are a lot of defenders of the status quo who believe in their heart that taxpayer money is better spent here in Washington by people who will never set foot in the communities of those taxpayers. They believe they know what is best for all America's children and all America's families.

And I just throw that out there; that if we believe that wherever we are in America, that our local school districts and our local communities and schools are in the best position and the best able to determine what is best for their children, then we should support common sense legislation like Straight A's: demands accountability and sends the money back home. However, if we do not believe the status quo is serving our children correctly, if we believe that there should be as many strings attached to the decision-making at the local level, if we believe that folks in Washington know best what is going on in Staten Island or Kansas or Texas or Alaska, if we believe that, then we probably do not support this legislation and we do not support initiatives to move to the path of freedom when it comes to education.

Madam Speaker, the next several months will underscore, I believe, this Congress' desire to improve education and raise academic standards. I would only hope all Members would support this legislation.

COMMUNICATION FROM THE HONORABLE RICHARD A. GEPHARDT, DEMOCRATIC LEADER

The Speaker pro tempore laid before the House the following communication from the Honorable RICHARD A. GEPHARDT, Democratic Leader:

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
Washington, DC, June 18, 1999.

Hon. J. DENNIS HASTERT,
Speaker of the House of Representatives, Washington, DC.

DEAR MR. SPEAKER: Pursuant to Section 591(a)(2) of the Foreign Operations, Export Financing, and Related Programs Appropriations Act, 1999 (112 STAT. 2681–210), I hereby appoint to the National Commission on Terrorism: Honorable Jane Harman of Torrance, California and Mr. Salam Al-Marayati of Shadow Hills, California.

Yours Very Truly,
RICHARD A. GEPHARDT.

PATIENTS' BILL OF RIGHTS

The SPEAKER pro tempore (Mrs. EMERSON). Under the Speaker's announced policy of January 6, 1999, the gentleman from New Jersey (Mr. PALLONE) is recognized for 60 minutes as the designee of the minority leader.