

as professionals, not as Education Department functionaries. I urge my colleagues to support my legislation to prohibit the use of federal funds for national teacher testing and to give America's teachers a \$1,000 tax credit.

THE OPTIMIST CLUB OF SAINT
MARIES HONORS LOCAL LAW EN-
FORCEMENT OFFICERS

HON. STENY H. HOYER

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 6, 1999

Mr. HOYER. Mr. Speaker, I rise today to celebrate with the Saint Maries Optimist Club as they recognize the lives and labors of our local law enforcement community.

Mr. Speaker, It has been said: "Encouragers need to be encouraged!" I can think of no greater group today to applaud than our men and women who wear blue everyday to protect our communities and promote peace on a daily basis.

In July 1965, former Optimist International President, Carl Howen, recognizing the need to bridge the gap between police officers and the community, initiated the "Respect For Law" program and tonight, the Saint Maries Optimist Club continues to honor those who serve us in law enforcement.

Mr. Speaker, as you well know, it has been reported that every 40 seconds a child is reported missing. According to a study by the U.S. Justice Department, 359,000 are kidnapped every year. These statistics are staggering and although numbers can be misleading we must no longer tolerate adults abducting or abandoning our adolescents! This is just one of the countless stressors that our law enforcement officers and officials have to deal with on a daily basis. The "Respect For Law" educates parents and communities of the pitfalls that plague our society (i.e. drugs, theft, arson, violence, battery, rape and murder).

On a positive note, crime in St. Mary's County has decreased 15% since 1998, and much of the credit can be attributed to Lt. Doug Slacum of the Maryland State Police (Leonardtown barracks) and St. Mary's County Sheriff, Richard Voorhaar. I would like to recognize Mr. Tom Slaughter, "Respect for Law" chairman and Rich Fry, President of St. Maries Optimist Club and their colleagues whom annually applaud the service and sacrifice of St. Mary's finest! My friend, Ms. Mary Whetstone of Mechanicsville has played a pivotal role as the Lt. Governor for zone 5 and I am pleased by the efforts of our law enforcement team of the Sheriff's Department, State Police and our prosecutors. For the record, the six law enforcement agencies represented this evening are the Maryland State Police, Department of Natural Resources, Sheriff's Department, Department of Corrections, NAS Police Department and St. Mary's College Department of Public Safety.

At this moment, I would like to mention and pay tribute to Deputy Keith Fretwell of the St. Mary's Sheriff's Department who recently passed away in his prime of a brain tumor. I attended Deputy Fretwell's funeral and his commitment to St. Mary's County will be the benchmark for all recruits to follow in the future.

Mr. Speaker, I ask you and the remainder of my colleagues to reflect with admiration and

appreciation of those who serve and have served in the respective districts of which we are so fortunate to represent in Congress.

INTRODUCTION OF THE SCHOOL
QUALITY COUNTS ACT

HON. GEORGE MILLER

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 6, 1999

Mr. GEORGE MILLER of California. Mr. Speaker, today I am introducing legislation to make the academic performance of all students the top priority of federal education programs.

This legislation would achieve that goal by taking four clear steps: strengthening accountability for student achievement; raising standards for teachers; rewarding successful schools and teachers; and providing better information to parents.

For far too long, the educational system in this country has operated under a policy of "acceptable losses." Too many children have simply been written off. They leave school—in many cases with a diploma—only to find out that they have not received the high-quality education that they need and to which every child in this country ought to be entitled. We must increase the opportunities for success.

We can do better. In fact, there are successful schools all over the country, in every type of community, that are living proof that all children have the ability to achieve beyond our wildest expectations, no matter what their economic or social background.

For example, according to data released recently by the Kentucky Association of School Councils, some of the schools achieving the highest scores on state exams in 1998 were high-poverty schools. In fact: five of the twenty elementary schools with the highest reading scores in the state were high-poverty schools; six of the twenty elementary schools with the highest mathematics scores in the state were high poverty; and thirteen of the twenty elementary schools with the highest writing scores in the state were high poverty schools. In all of these cases, high poverty schools outperformed much more affluent schools in order to reach the top twenty.

The success in Kentucky is not isolated. There are schools in every part of the country doing the same thing everyday. Our job, in this Congress, is to help all parents and educators in every community apply these lessons and achieve, for their children, the same success that these Kentucky schools and other successful schools are achieving.

The American public is leading the way on this issue. Our citizens are currently engaged in an inspiring, unprecedented effort to improve our public schools.

Parents and taxpayers understand that all children need a world-class education if they are going to succeed in the global economy, be productive members of our society, and participate actively as responsible citizens.

They have come to the conclusion that we, as a nation, have not asked enough of our children; that we have not set academic standards high enough; that we have not recognized the amazing things that our children can, in fact, achieve.

In California we are seeing great enthusiasm for education reform at the local level.

Parents are demanding better schools, and they are willing to invest the time and money needed to get them.

At almost an unprecedented rate, education bond issues—that must be passed by a two-thirds vote—are passing in California because people have decided that they want to reinvest in the public schools.

We are seeing similar things here at the federal level in support for increased education funding.

This is a pivotal time in education policy. We have an unprecedented opportunity to work with parents, educators, and communities in their drive to fundamentally improve the quality of education for all children. The right way for Congress to help in this effort is to provide the necessary resources and set clear and rigorous standards for accountability.

Now is the right time for Congress to act. This year we will be taking up the reauthorization of the Elementary and Secondary Education Act, something we do once only every five or so years.

We come to this reauthorization at a point where the federal government has spent roughly \$120 billion over the last three decades on funding for the largest federal education program—the official title of which is "Helping Disadvantaged Children Meet High Standards," but which is more widely known as "Title I"—with uneven results.

To be clear, there have been notable achievements. The achievement gap between low-income students and their more advantaged peers narrowed significantly from 1970 until the mid-1980's. Independent studies suggest the federal effort on Title I and other educational equity initiatives have played a key part in this success.

Closing the achievement gap was a central goal of the title I program when it was enacted in 1965 and its accomplishments in this regard have been under-rated.

But in recent years the nationwide trend in narrowing the achievement gap has stalled—and in a few cases, we have even lost ground.

And yet the federal government has continued to send almost \$8 billion a year in Title I funds to states and schools with few questions asked and no real demand for higher student achievement.

As we look to reauthorize the Title I program under the Elementary and Secondary Education Act for another five years, and invest somewhere in the neighborhood of \$50 billion or more in the program, we need to make a choice.

We can either learn from states like Kentucky, Texas, and North Carolina, and ask that all states, in return for billions in federal subsidies, set clear goals for student achievement and then hold them accountable for making progress toward those goals. Or we can continue writing checks and sending the message that we are happy with the status quo.

We are entitled to ask the same questions and expect the same commitment and accountability as a financial partner would in providing capital for a loan.

We don't want to micromanage your enterprise. States and localities have the primary responsibility for the day-to-day operation of schools.

But we can, and should, ask that:

(1) States lay out clear and measurable goals for the academic achievement of all students, including their goals for closing gaps in