

merit badges, but also the respect of his family, peers, and community.

Madam Speaker, I proudly ask you to join me in commending Cody Turnball for his accomplishments with the Boy Scouts of America and for his efforts put forth in achieving the highest distinction of Eagle Scout.

IN HONOR OF THE NATIONAL ASSOCIATION OF LETTER CARRIERS AND THE OHIO STATE ASSOCIATION OF LETTER CARRIERS ANNUAL FOOD DRIVE TO "STAMP OUT HUNGER"

**HON. PATRICK J. TIBERI**

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 7, 2009*

Mr. TIBERI. Madam Speaker, I rise today to honor and recognize the dedication and achievements of the National Association of Letter Carriers and the Ohio State Association of Letter Carriers. May 9th, 2009 marks the 17th annual NALC National Food Drive to "Stamp Out Hunger." On that day, letter carriers will collect non-perishable donations from homes as they deliver mail along postal routes.

Letter carriers from over 10,000 cities and towns in all 50 states, the District of Columbia, Puerto Rico, and Guam collected a record setting 73.1 million pounds in last year's drive. The drive is held annually on the second Saturday in May. Donations will be collected by more than 1,400 local branches of the 300,000-member postal union and delivered to food banks, pantries and shelters in the communities where they are collected.

I am honored to have the opportunity to recognize the National Association of Letter Carriers and the Ohio State Association of Letter Carriers for their dedication and hard work in the communities to help provide food for the growing number of American families facing hunger in these difficult economic times.

SUPPORTING NATIONAL CHARTER SCHOOLS WEEK

SPEECH OF

**HON. ROB BISHOP**

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, May 6, 2009*

Mr. BISHOP of Utah. Mr. Speaker, I'm honored to be able to sponsor this resolution commending Charter Schools for their contributions to education, and designating this week as National Charter School Week. Successful businesses don't build a product and then find a target group to which to market their product. Successful businesses pick a target group, find a need, then build a product that satisfies that need.

When we talk about reforming education, we must remember that parents are the target market. Kids belong to the parent, not to an educator or a legislator. We unfortunately forget this too often. There is sometimes an institutional attitude of antagonism toward parents. In a 1910 essay entitled *How We Think*, even John Dewey wrote that one inhibitor to problem solving was parental values. One could ask whose values would have been more ap-

propriate. A school's direction ought to be agreeable to parents. The final word ought to be with parents. If the parents are satisfied, who else cares and what else matters? Schools are for the kids and the parents and no one else.

Charter schools take us a large step in that direction—the direction of treating parents as the customers. In Utah, there are currently 67 charter schools serving 27,000 kids, and there are several more slated to open this year. Several have a specific emphasis on math and science, and several others focus on the arts. The curriculum is often selected by parents. There are no geographical boundaries to any of them. Some charters belong to a school district, and others are their own district.

There is often a higher demand than there is supply of seats in a charter, so in Utah those seats are generally awarded by a lottery system. Nationally, there are more than 365,000 kids on charter school waiting lists. Why is it that parents want their kids to attend charter schools? It's because a charter school meets their needs better. Charter schools take us closer to the goal of treating the parents as the customers. In many cases charters have a large percentage of students who are either minorities or economically disadvantaged—in one Utah charter, 70% of the students fall in this category. Many of these are kids who haven't done well in traditional public schools, but who thrive in the charter school. Several studies have backed this up by showing that kids who are behind academically do better in a charter school than they would in a traditional public school. Charters are able to innovate, find creative ways to meet the needs of parents and kids, and the customer is satisfied.

In that sense, charter schools are the most accountable of all our public schools. They're directly accountable to parents, because if the parents aren't satisfied, they'll take their kids elsewhere. In Utah, it's working. According to one study, 94% of parents gave their children's charter school an A or B grade. The success of Charter schools should also teach us the potential of the public education system. Charter schools are not private schools. They are public schools. Public schools can easily compete with private schools when the public schools are released from bureaucratic restrictions and allowed to be creative. Only with the freedom to be creative can any school meet the individual needs of students and parents. Without choices and freedom to be creative, kids become a widget on a conveyor belt to the local school "factory."

There are a number of things we can do to allow charters to continue to grow, including eliminating the caps on the number of charter schools, and addressing inequitable funding treatment. We will continue to encourage these reforms, and we'll continue to lower the barriers to innovation and creativity in education.

One member of the Utah State Charter School Board said, in many ways, charter schools are doing for education what the printing press did for the world of communication. Charter schools have promised creativity, innovation, inspiration, and motivation, and I believe they have delivered.

Charter schools have ignited the desire to rethink aspects of our nation's education system. They have shown how involved parents

can and will be in their children's education. They are finding ways to reduce class size, deliver the Core Curriculum to smaller school communities, and increase individualization of instruction.

Charter schools are helping our public education system to be the best it can be for every child. I commend the parents, teachers, administrators, and creative innovators involved in charter schools throughout the country.

A TRIBUTE TO SISTER JULIA MARY FARLEY, C.S.J. ON THE OCCASION OF THE 25TH ANNIVERSARY OF HER WORK AS FOUNDING DIRECTOR OF GOOD SHEPHERD CENTER FOR HOMELESS WOMEN & CHILDREN IN LOS ANGELES

**HON. LUCILLE ROYBAL-ALLARD**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 7, 2009*

Ms. ROYBAL-ALLARD. Madam Speaker, I rise today to pay tribute to Sister Julia Mary Farley, an extraordinary and dedicated woman who has been providing care and shelter for homeless women and children in the 34th District in Los Angeles for the last quarter of a century. On May 15, 2009, friends and supporters of the Good Shepherd Center for Homeless Women & Children will celebrate the center's 25th anniversary and honor Sister Julia Mary for her years of service to the homeless.

A native of Chicago, Sister Julia Mary has been a member of the Sisters of St. Joseph of Carondelet since 1951. She has a Master's Degree in Health Administration from the University of California, Los Angeles, and an honorary Doctor of Humane Letters degree from Loyola Marymount University. As a hospital administrator, Sister Julia Mary worked in hospitals in Lewiston, Idaho, and Pasco, Washington, St. Mary's Hospital in Tucson, Arizona, and Daniel Freeman Hospitals in Inglewood and Marina del Rey, California. She also taught at Mount St. Mary's College and several elementary schools in Los Angeles. In 1983, Sister Julia Mary joined the staff of Angels Flight, a crisis intervention center for runaway teenagers operated by Catholic Charities of Los Angeles, Inc.

The following year, Cardinal Timothy Manning noticed that the number of homeless women on the street around St. Vibiana's Cathedral in downtown Los Angeles was increasing dramatically. To address this disturbing trend, he initiated the establishment of a program to provide emergency services to homeless women. He named Sister Julia Mary as the new program's director.

Since 1984, the Good Shepherd Center has empowered women to move from homelessness to self-sufficiency through its housing, employment, and support services. Under Sister Julia Mary's leadership, the center has grown from an emergency shelter and drop-in center to five residential facilities offering a broad spectrum of employment and support services a quarter of a century later.

Following the opening of the emergency shelter and drop-in center on May 6, 1984, Good Shepherd Center expanded its services