

also no surprise that the leaders of the opposition to this exhibit are from southern California—notorious for the El Monte apparel sweatshop in which some 70 Thai workers lived under slave-like conditions until the horror was discovered and the brutality was terminated. This, Mr. Speaker, was not a century ago—this was just 2 years ago in my home State.

Make no mistake about it, Mr. Speaker, the garment industry's fear is not that the American people will view the history of sweatshops in the 19th century but that they will view conditions in sweatshops operating today—in 1997.

Sweatshops are in violation of our Nation's overtime, minimum-wage, and safety laws. Sweatshop operations are often underground and disguised, and monetary transactions in connection with these activities are usually done in cash. For these reasons, it is difficult to get a precise idea of how prevalent sweatshops really are. Some specialists have estimated that there are as many as 7,000 sweatshops across the United States.

Sweatshops are often outside the law in other ways, not only evading wage and hour laws, but also avoiding the payment of Federal, State, and local taxes. Violation of local building codes is common, including such serious safety problems as blocked fire exits or no fire exits at all. The operators of these sweatshops seek out and exploit undocumented immigrants. Let me make one thing clear, Mr. Speaker, immigrants are not the cause of sweatshops, they are the victims of the operators of such vicious practices.

Mr. Speaker, I ask that at this point, an excellent editorial—"Save the Sweatshops"—which appeared in the San Francisco Chronicle be placed in the RECORD.

[From the San Francisco Chronicle, Sept. 23, 1997]

SAVE THE SWEATSHOPS

To its lasting credit, the Smithsonian Institution is planning a hardedged exhibit on sweatshops, an historical look at rapacity and exploitation that is still in our midst. One poignant feature has raised the ire of the apparel industry: a depiction of the El Monte factory raided in 1995 where some 70 Thai immigrants lived in peonage while cranking out clothing.

The exhibit, prepared in part with the help of California state labor authorities, will borrow equipment seized in the raid in order to re-create the dungeon-like sewing shop. Is the factory typical of clothing factories? Obviously not. But it should provoke thought about immigrants, their hunger for work and the role of a vigilant government.

The exhibit, which is due to open next April, will trace sweatshops from early last century to the present. By its very title, it deals with an unsavory back alley of American working life. Along with El Monte, it will highlight the epochal Triangle Shirtwaist fire in Manhattan that killed 146 women trapped in a sweatshop in 1911. Such episodes aren't pretty, but brushing them away, as industry publicists would like, would be a mistake.

These critics may be counting on the Smithsonian to cave in. Several years ago it wanted to mount an exhibit that showed the Japanese death toll from two American atomic bombs that ended World War II. Veterans groups objected saying the decision to drop the bombs was not fairly explained, and the museum eventually recast the exhibit in tamer form. That debate had its own ingredients, and it would be a mistake to compare it to the El Monte dispute.

The Smithsonian, which serves as a curator of American life, cannot survive such challenges and serve its mission well. Critics who want to sanitize controversy deny everyone a chance to experience history.

Mr. Speaker, I further ask that two Letters to the Editor which appeared in the Los Angeles Times also be placed in the RECORD. The letters appeared in the newspaper after it published news stories about the controversy over the sweatshop exhibit in September of this year. The first letter is from I. Michael Heyman, the Secretary of the Smithsonian Institution, and the second is from Evan Smyth of Los Angeles:

LETTER OF I. MICHAEL HEYMAN, SECRETARY, SMITHSONIAN INSTITUTION

The Smithsonian Institution is an educational institution that strives to make American history accessible, useful and meaningful to the millions who view our exhibitions, read our catalogues and participate in our public programs. It occasionally presents difficult, unpleasant, or controversial historical episodes, not out of any desire to embarrass, to be unpatriotic, or to cause pain, but out of a responsibility to convey a fuller, more inclusive history. By examining historical incidents ripe with complexities and ambiguities, we hope to stimulate greater understanding and appreciation for the historical forces and choices that shaped America. Ultimately, the Smithsonian Institution mounts these kinds of exhibitions because we have confidence in the American public's desire for candor and appreciation for important historical stories.

The exhibition, "Between a Rock and a Hard Place: A Dialogue on American Sweatshops, 1920-Present," scheduled to open April 15, 1998, will be a balanced presentation, both in the historical material it presents and the outside views and participation it will include. We have sought to include the voices of participants on all sides of this issue. Our exhibition will be strong in scholarship, but equally it will be sensitive to participants' concerns. We will continue to reach out to all interested parties, including the manufacturing, apparel and retail sectors, to ensure a fair and balanced presentation.

LETTER OF EVAN SMYTH OF LOS ANGELES

The apparel industry trade groups claim that their position could not be heard in an exhibit like the one proposed for the Smithsonian. Perhaps they are right, but I would be very interested to hear their position on sweatshops in light of the following facts:

The slave conditions at El Monte are a matter of public record.

One of the largest garment manufacturers in Southern California, Guess, Inc., is currently scrambling to defend itself against charges in a class-action lawsuit that minimum wage and overtime violations are rampant in their contractors' sweatshops. Guess, Inc., has been removed from a Department of Labor trendsetters list because of recidivism in its 'fight' against wage-and-hour violations. Sweatshop conditions appear to be the cornerstone of the apparel industry rather than "a few bad apples."

LIBERTY COMMON SCHOOL

HON. BOB SCHAFFER

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Friday, November 7, 1997

Mr. BOB SCHAFFER of Colorado. Mr. Speaker, on September 2, 1997, in Fort Col-

lins, CO, the Liberty Common School, opened its doors for the first time. The school's headmaster, Dr. Kathryn A. Knox greeted 393 children and their parents in the yard of the newly renovated facility at 1725 Sharp Point Drive. For me it was greatly inspiring to be there that first day. As a Member of Congress, and a parent of three children in public school, I can tell you that it was truly exciting to observe such enthusiasm about the first day, and grand opening of a brandnew public school.

Liberty Common School is a charter school. It is one of 23 charter schools in Colorado, and the first in Larimer County in northern Colorado. Colorado was the third State to enact a statute creating charter schools. The late State representative, John Irwin of Loveland, CO, first proposed the idea, but did not live to see his dream for Colorado children become a reality. Today, there are tens of thousands of Colorado schoolchildren who enjoy brighter futures because of Representative Irwin's vision and bold leadership.

The founding of Liberty Common School was a heroic effort in and of itself. Owing its establishment to the determination of Dr. Randy Everett and Ruth Ann Everett, Liberty Common School began as an idea conceived in the Everetts living room. There a small group of educators, community leaders, and parents convened a discussion of public school reform possibilities in Fort Collins. The Everetts led those early discussions and formulated a bold plan which they championed through to the establishment of Liberty Common School. It is due chiefly to the Everetts vision and passion for equitable, high quality public schooling in Fort Collins that Liberty Common School exists today. Quite clearly, their devotion to the community at large and to the concept of education excellence, has touched the lives of not only the Liberty Common students of today, but for generations to come.

Of course Randy and Ruth Ann Everett were not alone. Led by Phil Christ, chairman of Liberty Common's first governing board of directors, and entire legion of parents and community leaders joined the Everetts in seeing their vision to fruition. The band of volunteers convened countless evening meetings, met with school district officers, moderated public forums, and petitioned the Colorado State Board of Education before winning approval for Liberty Common's charter.

Mr. Speaker, on September 2, 1997, the eager children left the schoolyard, found their new classrooms, and became acquainted with their new teachers. These educators met the full definition of professionals. From across America, Liberty Common drew upon the best talent in the education field to assemble its faculty. Because of the liberties created by Colorado's charter legislation, Liberty Common School is able to treat its teachers like the real professionals they are. Each hired at will, each considered according to merit, the professional educators at Liberty Common began to engage their skills, their craft, and their passion for teaching, in an intellectual exchange with their new students.

Sharon Jones was the first kindergarten teacher. Other teachers include Glynis Tidwell, and Christy Coufal in the first grade; Gretchen Jeffers, Victoria Palmer, second grade; Beth Helmers and Cherie Pederson, third grade; Jeffrey Seiner and Linda Dunn, fourth grade; Constance Behr, fifth grade and history;

Frances Polster, fifth grade science; Paul Stoda, sixth grade and math; Maxwell Fransson, sixth grade and English; Marie-Louise Borok, seventh grade and art; Kyndra Spitler, music; and Gary Schwartz, physical education. Linda Berry, Melissa Copp, Beth Olsen and Tina Shockley helped deliver the academic program to the children as the school's first teachers' assistants.

With the guidance of business manager Paris Thomas, and administrative assistant Sally Hutchinson, Liberty Common's teachers and staff began the process of teaching in Fort Collins in a most unique way.

Mr. Speaker, there is no other program of this type in Colorado. The school has selected the Core Knowledge Foundation's Curriculum Sequence as the framework of its curriculum. The Core Knowledge sequence is distinguished by planned progression of specific knowledge in history, geography, mathematics, science, language arts, and fine arts.

Parents actually govern the school. They drafted and proposed the charter to the Poudre School District Board of Education. Parents make the hiring decisions. They selected the headmaster. They establish school policies, and they maintain parental involvement and community support in the school's operation.

The expanded science curriculum is based on Project 2061, guidelines developed by the American Association for the Advancement of Science. This project builds on and goes beyond Core Knowledge Sequence in science. The science program is allotted more time than is usual in the local school district, and a science specialist, with a science degree, has been hired to deliver the curriculum. No other local school has a definitive plan like Liberty does for using higher order thinking [HOT] skill, including the teaching of habits of mind in the various subjects. To summarize HOT: the students learn to know, understand, and use knowledge across the curriculum. In addition students develop skills of patterning, likeness/difference; modeling, reproducing; and creating, producing uniqueness across the curriculum. The result is that the students absorb the curriculum thoroughly as well as develop thinking skills to be lifelong learners. Habits of mind are more specific critical thinking skills unique to each discipline.

The school is teacher focused. The program directly meets the desires of teachers to have more planning time, more training in certain subjects, and more help in the classroom. Additional hours are built into the weekly schedule so teachers can prepare lessons, coordinate plans and ideas with one another, and consult with the specialty subject teachers in the upper grades. There is a teaching assistant for every two classes in the lower grades. Teachers are paid competitively.

Liberty Common makes use of a unique plan to encourage at-risk students to attend the school. No other school is required to do so, but Liberty Common believes its program can truly benefit students from a broad background. The plan includes holding meetings targeted to certain neighborhoods, and making Spanish translation available. At-risk students and parents deserve to have a choice too. The school assists with transportation as needed.

The school has agreed to take any district-wide standardized tests, including math and reading level tests. It is important to be ac-

countable, and provide data to verify the success of the program. The school will also participate in the Johns Hopkins University study of the Core Sequence.

The program consists of grades K-7 the first year, expanding to 8th and 9th grade in consecutive years. This is an essential part of the plan, both in terms of effective use of teachers and coherence of the entire school program. There is evidence that K-9 programs are common among charter schools, and are successfully meeting the demands of elementary and junior high age students. The K-9 plan is one of the innovations of the program, and parents deserve to have this choice as well. This curriculum, teacher development model, school day, and budget work most effectively together.

Mr. Speaker, Dr. Everett's vision is today a thriving example of the value of parental choice. Dr. Everett himself has become noted as one of Colorado's foremost leaders and authorities on the topic of school reform. I submit for the RECORD the following statement of philosophy by Dr. Randy Everett, M.D., which illustrates his commitment to the children of Fort Collins and perhaps best describes Liberty Common School:

Assumptions about how one learns, the purposes and goals of learning, and what constitutes effective teaching define an educational philosophy. The School's educational philosophy is known as agency education. It informs our decisions on how knowledge, skills, and democratic values should be taught and how students, parents and teachers should work together to accomplish that part of education that occurs in schooling.

The individuals which have most clearly identified and characterized the most significant issues of educational reform as well as put forth the best solutions are: E.D. Hirsch, ("Schools We Need and Why we Don't Have Them"), William Kilpatrick, ("Why Johnny Can't Tell Right from Wrong"), Neil Postman, ("The End of Education, Amusing Ourselves to Death, The Disappearance of Childhood"), Diane Ravitch, Thomas, Sowell, ("The Conflict of Visions"), and Jacques Barzun, ("Begin Here"). All parents are requested to read "The Schools We Need and Why We Don't Have Them" and "Why Johnny Can't Tell Right From Wrong."

Agency education has as its metaphor a journey. The journey is the individual's own quest in life and includes a responsibility for one's own education, which is a lifelong endeavor. The purpose of a liberal education is to lead young people on just such an odyssey of the mind and heart, which is to lead them to self-reliance. The classical allegories for a liberal education, such as the journeys of Odysseus, Aeneas, and Faust, represent a journey of the soul from one particular time, place and attachments to the universal and back again. The beauty of this journey is its applicability to the actual development of mind, heart, skills, and knowledge in each child.

Children begin their cognitive development by first developing a broad framework of knowledge through early acquisitional curiosity, much like they acquire their early spoken vocabulary. After they have gained a wider familiarity with literature, history, science, math, music, people, and places, as one does in the early years of Core Knowledge, they begin to appreciate patterns and forms. Following this, particularly when trained in Thinking Skills, or Habits of Mind, the student is able to engage in mental modeling, which is possible only when one's broad background knowledge, enables

one to solve problems and exercise judgement.

The beginnings of the moral journey are along a similar course. At first the focus is obedience to parental authority. Later the child focuses on rules, or the required patterns of expectation. As in writing or thinking, it is only through the formation of good habits that the ability to act, and act wisely becomes instinctive. As those habits become more and more internalized, the student journeys closer to self-reliance.

Mr. Speaker, this philosophy has become manifest in the Mission Statement and Declaration of Liberty Common School's principles which I hereby submit for the RECORD:

The mission of the School is to provide excellence and fairness in education for school children through a common foundation by successfully teaching a contextual body of organized knowledge, the skills of learning including higher order thinking, and the values of a democratic society. The School recognizes the value of inclusiveness, or providing access to a broad cross-section of the community, so that students from all backgrounds can benefit from the School's educational offering. The School acknowledges the leadership of teachers in the classroom, and recognizes the responsibility of each student for his/her academic effort.

Mr. Speaker, I would like to include the Declaration of Principles the school has adopted:

1. Children yearn for more meaning and require a basis of solid contextual common knowledge for the development of mature literacy and critical thinking, for growth and communication in a diverse society.

2. The educational "playing field" between students of differing backgrounds should be level to provide all students a basis to the greatest degree practicable, upon which they can build further knowledge and to develop the skills necessary to communicate and succeed.

3. The skills of learning reading, writing, speaking, calculation, and higher order thinking are most meaningfully learned from the knowledge or content of the curriculum, modeling, coaching and sensible practice.

4. To thrive in work, citizenship, and personal growth, children must be taught the values of a democratic society. These values include: Respect for others; their property and rights; Responsibility for actions, honesty, and social justice; Resourcefulness being ready to learn, to serve, and to share.

5. Inclusiveness is fundamental in responding to the diverse needs of children and raising academic standards. All parents, regardless of economic status, should be free to choose this educational program for their children.

6. Teachers are professionals, which implies considerable autonomy, mastery and independence. Having accepted the academic and philosophic mission of a school, the teacher needs to be free to exercise informed judgement in order to fulfill his/her primary role as an educator.

7. The principle determinants of individual academic success are individual ability and effort. The policies of the School (grading, discipline, homework, pedagogy) must support the student's adoption of a personal quest for academic growth using the clearly marked path of expectations in knowledge, skill, and character. The guiding philosophy of the School acknowledges that children can and should be held accountable for their own school work and behavior with the support of teachers and parents.

Mr. Speaker, the academic program of the school was stated in the charter as follows:

ACADEMIC PROGRAM

Our goal is to provide a rich and balanced educational opportunity for all students. High standards are at the heart of our expectations, although we recognize every learner has unique abilities, interests and motivations. Parents encourage their child's success by monitoring progress in school and at home, and participating as fully as possible in the school community. Classwork and homework are designed to challenge each student to make the most of his/her talents.

KNOWLEDGE

The School has selected the Core Knowledge Foundation's Curriculum Sequence as the framework of its curriculum. The Core Knowledge Sequence is distinguished by planned progression of specific knowledge in history, geography, mathematics, science, language arts, and fine arts.

Children learn by building on what they already know. Thus, it is important for them to begin building foundations of knowledge in the early grades when they are most receptive to attaining an organized body of knowledge. Children are by instinct driven to construct a contextual view of the world. Thus, it is important to provide them an educational framework that assists them in developing the constructs upon which their viewpoints will be based. Academic deficiencies in these areas in the first nine grades can permanently impair the quality of later schooling.

By specifying the knowledge that all children should share, one can achieve equal access to that knowledge. At risk children especially suffer from low expectations, which often translate into watered-down curricula. In schools using the Core Knowledge Sequence, however, all children are exposed to a coherent core of challenging, interesting, interwoven knowledge. This knowledge not only provides a foundation for later learning, but also defines a common heritage and establishes a common ground for communication and cooperation in a diverse society.

In addition to its specificity, the Core Knowledge curriculum is characterized by knowledge that is shared, solid, and sequenced. Literacy in every subject requires a set of mechanical skills and shared background. The shared, many-cultural knowledge that promotes effective classroom learning also promotes cooperation and respect among students, both in the classroom and in society. Because Liberty teachers will be able to rely on shared background knowledge amongst their students, they will be able to build sequentially on that knowledge year by year.

As used above we define knowledge not in the simplistic sense of mere facts but in the fuller sense of the word historically. Knowledge consists of the facts, the relations between them, the thinking about them, and the effort to understand and connect them. It is not out of ignorance that we discover understanding. It is exactly because of what we already know that we can know more, that we can discern organizing principles, make and test hypotheses and act rationally.

SKILLS

The skills of learning, namely, reading, writing, speaking, listening, calculation, problem solving, and exercising critical judgment, are best taught through the content of a body of organized knowledge.

The development of literacy will be one of the primary aims and focuses of effort at Liberty. This will include a great deal of reading from a variety of both fiction and nonfiction primary literature. Particularly in the early grades, Liberty will emphasize reading and more reading. In the early grades, students will receive explicit, sys-

tematic phonemic awareness and phonics instruction. Children will be provided deliberate, coherent, direct instruction in letter-sound correspondences. Practices which teach children to rely on word-memorization (the look-say method) and guessing (through illustration and/or context) will be avoided.

Mature literacy develops as students become acquainted with a broad and rich body of knowledge and become familiar with many well-written, diverse and meaningful works of literature. The literature suggested by the Core Knowledge Sequence, as well as other literature that will be introduced is chosen not only for its place in the core body of knowledge, its representation and various cultures, and its rich use of language, but also because it provides access to deeper meaning of universal human problems, particularly those which preoccupy children's minds.

Liberty will acknowledge the central role of language in thought and action. Liberty students will be taught to write and speak through example and sensible practice. Grammar, logic, and real spelling learned from real literature will be part of these skills.

Liberty will teach thinking skills not as a stand-alone course, but rather as instruction integrated within the content. Students often receive knowledge disconnected from features that make it understandable and meaningful.

Additionally, we will teach the more specific thinking skills unique to each discipline, called "Habits of Mind." The Habits of Mind to be taught for scientific literacy are found in "Benchmarks for Scientific Literacy" from the American Association for the Advancement of Science. The Habits of Mind for historical literacy are found in the book *Historical Literacy*, which is a report of the Bradley Commission on History. The Habits of Mind for math literacy are identified in "Children's Mathematical Development." Habits of Mind specific to literature, language, art, and music will also be taught.

The development of skills requires time, thought and active engagement of the visual and verbal imagination. We will encourage students to replace non-instructional television watching, which is passive and discourages creative play, with the myriad of activities which will foster the development of imagination and skills. Because television viewing is diametrically opposed to reading, may stifle cognitive development and imagination, trivializes information, undermines values, distorts cause and effect, and is unable to portray thought, we discourage excessive (greater than 10hr/wk) viewing.

VALUES

The purpose of public education in a democracy is to prepare people for the demands of work, the duties of citizenship, and the obligation of each individual to make as much of herself or himself as possible. For this to be accomplished, our youth must be taught the values inherent in a democratic society, such as devotion to human dignity and freedom, equal rights for all, social and economic justice, the rule of law, civility and honesty, self-respect, and self-reliance. These values will be taught from the content of the curriculum by inference and example, and also in how we teach.

STUDENT ACCOUNTABILITY

All students are capable of learning to accept responsibility for their own education. The philosophy and practices this school will acknowledge that young people are free to act and are hence moral agents and can be held accountable for their actions. Our policies will encourage discipline, hard work, cooperation, making decisions and living with the consequences. Such policies, and a clear

understanding of academic expectations, will help our students to choose a personal quest for intellectual and personal growth. The students' sensing of an alignment between their personal educational goals and those of their school's will further reinforce their desire to accept responsibility for their education. Such an approach to student accountability has been termed "agency education."

PARENTAL INVOLVEMENT AND RESPONSIBILITY

Liberty is a School of Choice. This means that parents have the option to select Liberty's educational philosophy for their children. Liberty believes that its design will result in parents wanting to play a strong role in their children's education. When parents have the opportunity to choose the kind of education they prefer, they will find the necessary energy, time, and resources to devote to their children's education. Liberty anticipates that parents will be directly engaged in tutoring, coaching, classroom instruction, preparing resource materials, and providing other necessary and invaluable assistance.

The family naturally provides the most influential and effective context for basic life long learning and teaching.

For this reason, and at the discretion of the classroom teacher, parents will be invited to teach or assist with lesson plans or learning projects in all subjects, depending on their interests and expertise. Parents will also be encouraged to spend time reading aloud to children at school and/or in the home, coaching them in skill development, and otherwise contributing time and talents in a variety of ways.

Liberty Common School is a charter school. As such, there are many new ideas being implemented. The classroom itself is the context for several of these innovations. There is great emphasis on parent volunteers in this school. There is also a need to establish a learning environment that best serves the students. At Liberty Common School we have defined the general parameters for parent volunteering in Liberty School classrooms.

1. Parents volunteering is an integral part of the Liberty Common School. Parents are not only welcome, but also crucial if we are to have high quality teaching of the entire curriculum in this first year.

2. The teacher's "individual teaching style" sets the tone for the classroom. This will include everything from delivery of the educational program to classroom management. The teacher has primary responsibility for the classroom and student learning within the classroom.

3. Parents who wish to be volunteering in the classroom need to learn the teaching style of the teacher they wish to assist. Each teacher will be giving a brief explanation of their style at the orientation before school starts. If the teaching style conflicts with the parent's volunteering style, the parent will need to either adjust their style or find a more compatible setting within the school to volunteer.

4. There will be a "Liberty Volunteer Tutorial" that each parent who wishes to work within the classroom itself will need to attend, including curriculum development, copy machine 101, centers, reading overview, laminator, etc. Even though a parent wishes to volunteer in one specific area of the classroom, it is best for all involved that each volunteer have an overview of the whole classroom.

5. There will be a "curriculum assistant" for each teacher. This person will work directly with the teacher to prepare resource materials and support the curriculum needs in accordance with the teacher's individual delivery style. The Core Knowledge Sequence

is just that, a sequence. Each teacher will be filling out the sequence for their grade level. The Curriculum Committee has amassed the materials necessary to succeed at this task and there is a Curriculum Resource Room where this work will be done.

6. There will be a volunteer coordinator for each classroom. This person will be responsible for organizing and delegating the volunteer needs both of the teacher/classroom and the parents.

7. Any grievance or concern a parent has with a classroom or a teacher will be handled by the procedures defined in the school handbook.

8. Under no circumstance is it ever acceptable for a parent/volunteer to confront a teacher on an issue in the classroom when the children are present.

Liberty will encourage every adult—parents, step-parents, grandparents, aunts and uncles—to take a special interest in the lives of Liberty's students, to act as mentors and tutors, and to instill in every student a love of learning.

Parents will work in conjunction with the staff to ensure the most effective education possible for their children. To this end, parents will be responsible for knowing and understanding the contents of Liberty's Charter, and be encouraged, but not required, to participate on school committees and provide other volunteer services as they are able.

Mr. Speaker, Liberty Common School's reliance on parental involvement is the epitome of local control. The original parents who volunteered to coordinate other classroom volunteers are Rachele Maffett, Felicia Coddington, Annie Groth, Lorena Lighthart, Karla Wild, Tina Durham, Beth Mizer, Beth Chilson, Joanne Deleon, Tatjana Swihart-Wyns, Melissa Massey, Susan Strong, Donna Regethoffs, Judy Peterson, Kim Miller, and Mohamad Kalaaji.

Parents playing the primary role in founding the Liberty Common School, securing its charter, and planning its opening include: Greg and Jane Anderson, Diane Campbell, Steve and D'Ann Chorak, Phil and Carol Christ, Wade and Kim Darrow, Randy and Ruth Ann Everett, Tim and B.J. Gilmore, Francie and John Glycenfer, Phil and Sally Hutchinson, Peter and Penny Kast, Thomas and Dru Ledder, Larry and Mindy Moore, Marty and Cheryl Olson, Gil and Cindy Paben, Gary and Judy Peterson, Jacci Peterson, Carol Ricciardi, Del and Cathy Sandfort, Rolando and Kathy Santos, Maureen Schaffer, Susan Strong, Alberto Squassabia, Dan Norhues and Monica Sweere, Richard and Laura Szanto, Mike and Susan Thatcher, Becky Trentlage, Laurel and David Van Maren, and Harry and Kathy Williams.

Mr. Speaker, It is clear that Liberty Common School could not have opened had it not been for the generosity of several parents who committed significant personal finances to purchase the school facility. There are several parents who cosigned loans for the renovation of the former manufacturing facility which is now a school.

In particular Mr. David Neenan of Fort Collins deserves special recognition. It was indeed his own company that renovated the facility. Mr. Neenan himself made possible the financing of the project. A former school board member, Mr. Neenan's dedication to education excellence is well known and his personal involvement in Liberty Common School has truly resulted in enhanced opportunity for all children of Fort Collins.

Additionally Peter and Penny Kast, and Randy and Ruth Ann Everett have sacrificed long hours and personal fortune to secure the location and finances that have made Liberty Common School possible.

Mr. Speaker, the enthusiasm of the Liberty Common community is positively changing the entire city. Parental choice has reestablished a marketplace of educational opportunity and healthy competition. One parent captured the essence of the pride and enthusiasm all parents felt when Liberty Common opened its doors and it is here that I submit her comments for the RECORD. Mrs. Sally Hutchinson's words were printed by the Fort Collins Coloradoan on September 17, 1997.

NEW CHARTER SCHOOL SETS OPEN HOUSE

We're open! Yes, Liberty Common School opened for its very first day of school on Sept. 2. And an exciting day it was! Fort Collins' first charter school is under way. Let me remind you that we are a public school without tuition.

I have been part of this effort for more than a year now, and will continue to see the plan through as part of the administrative staff. It has required hard work for many, many people (and will require more), but seeing the vision of having a school like this come to pass is a tremendous reward. Fort Collins has finally joined the ranks of many cities in Colorado and across the country who see the value of allowing parents to choose a public school, and to participate in running the school. Not only does Liberty offer the complete Core Knowledge Curriculum for grades K-7 this year, but we have outlined a method to deliver the curriculum and use teachers that is unique.

In addition, we offer parents and students a "relaxed uniform," not only to make it easier to choose what to wear to school, but to add a sense of importance to school, improve student appearance and promote an atmosphere more conducive to learning. Our science program has been enhanced, our depth of study in history and literature is excellent, our reading instruction is phonics based and our expectations and standards are high. We have separate teachers for art, music and physical education, and are currently organizing an extracurricular band program for fifth through seventh graders. Our property includes a huge playground, and a separate gym and multi-purpose room. Liberty is located at 1725 Sharp Point Drive, off of East Prospect.

If this describes the type of school you've been looking for, please call the school at (970) 482-9800, and plan to attend our Open House from 5 to 6 p.m. and 7 to 8 p.m. today. We have openings in several grades, and are open to all students.

We encourage those of you looking for a Core Knowledge program to get enrolled now. As we plan to continue through ninth grade, enrolling now in fourth or fifth grade means you will still have four to five more years of this rich, content-based curriculum.

Call, or stop by for a tour and additional information. We're very excited about the program that's been developed here at Liberty, and are looking for others with a spirit for excellence in education, and a desire to be part of the charter school movement taking place throughout the nation.

Sally Hutchinson is an administrative assistant at Liberty Common School.

Mr. Speaker, there is clearly no more important topic in northern Colorado than the topic of education, for without question, the stability of our republic and the strength of our Nation rely upon a well-educated electorate and productive economic participants. I commend

Poudre School District, its board of education, its superintendent and staff for extending parental choice in Fort Collins to include Liberty Common Charter School.

The expanded opportunity for varied academic settings signals the district's commitment to enhanced equity and education fairness. Moreover, the district's commitment to true site based management and its deference to parental authority has inspired more opportunity for a professional teaching environment, and effective schooling.

It is for these reasons Mr. Speaker, that I urge my colleagues to look with favor upon the charter school movement, and to consider the families served by Liberty Common School. This new institution is a suitable model for successful, innovative, competitive schools throughout the country. It is a model that ought to be duplicated. I urge my colleagues and the public at large to further explore the remarkable features of this institution and celebrate another success in America's efforts toward excellence in public education.

STATEMENT OF REMEMBRANCE OF CHEDDI JAGAN AND MICHAEL MANLEY

HON. DANNY K. DAVIS

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Friday, November 7, 1997

Mr. DAVIS of Illinois. Mr. Speaker, I rise today to remember two men who, though not Americans, deeply impacted America and the American people: Michael Manley and Cheddi Jagan. It is appropriate to remember them on the floor of the U.S. House of Representatives today because as we engage in the global market, we need to also be engaged in the discussion of global freedom within this structure.

Just as Toussaint L'Ouverture, the Haitian patriot who led the rebellion of 1791 to liberate the slaves in Haiti and helped inspire the struggle of African-Americans for their own freedom, Michael Manley and Cheddi Jagan, by their example in seeking independence and empowerment in their small nations, helped inspire and motivate the struggle for equality and empowerment in post-World War II America and throughout the world.

Michael Manley and Cheddi Jagan lived very different lives in very different countries but their struggles in life seemed to intersect just as their untimely deaths within days of each other brought them together at death. The Caribbean lost two giants in 2 days. They were both outstanding patriots and freedom fighters and their struggle echoed throughout the world. They were both practitioners of the art of mass struggle and devoted their lives to the common people. Respect and admiration for their lives and works extends far beyond the Caribbean.

Cheddi Jagan was the former President of Guyana and Michael Manley was the former Prime Minister of Jamaica. The world press, especially the Caribbean press acknowledged that the movement for self-rule, economic freedom and justice, workers rights, and human rights has suffered a great loss in these two visionaries.

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