

to make these important choices and then trusting them to do the right thing. A nameless worker in an office in Honolulu should not be telling a principal in Honoka'a how to best spend his or her school's budget. Therefore, I envision a Board of Directors for each school, much like the models we see in the business world, in churches, or at our private schools. This Board would be made up of school and community members, elected by the parents, staff, teachers, principals, and even students in the older grades. They would have two main responsibilities: develop their academic plan for success which will get the educational results they desire for their children and decide how best to spend their own school's budgets! That, my friends, is local school governance at the most basic and important level—every school, with the parents, principals, teachers, staff and students making their own decisions!

Fourth: We expect quality, and we need to pay for performance. Principals should be put on performance contracts so we can reward the top performers with incentives, pay raises, time off, paid training or sabbaticals, and move non-performers to another line of work. Our professionals need to know that hard work and success pay off. We must do this while respecting collective bargaining and in cooperation with our partners in organized labor.

Fifth: As we empower principals, we need to have them on the job for 12 months and pay them for it. CEOs in private business don't work 10-month years. Every sector of our society operates on a year-round basis. If business, government, tourism, transportation, and utilities do it, then principals, as CEOs of their schools, need to be on the job year round. Teachers should be treated similarly and have a financial incentive for professional development. Teachers should be put on 11-month contracts—10 months of teaching, plus an additional month for 20 days of paid training.

Sixth: In order to make these ideas work, we need a common public school calendar. Our current calendar, which has long summer breaks, reflects a different age when parents needed their children free to harvest the crops and support the family. But we're in the technology and information age now. A common year-round school calendar would include more frequent breaks and vacation time for families and much-needed opportunities to train teachers so that they may serve your children better. And, it's more efficient.

Seventh and most important: If we are to truly reinvent our system and make deep structural changes, it is time to unshackle the DOE from other state departments that have so much control over the quality of life in our schools in the following ways:

In budgeting: Principals can never be sure how much appropriated money will be released for their use and when it comes, it comes too late. It's almost impossible to plan for educational excellence that way. We envision a law that requires that the Department of Budget and Finance release at least 80% of a fiscal year's appropriation to the schools, once that law is passed and signed by the governor, and early enough for school councils to have the time to plan.

In the area of hiring: If the State Department of Human Resources Development doesn't have a specific job description in its civil service system that meets our needs, we cannot hire for that job, even if we have identified the need and have the money to do so. That makes no sense whatsoever, and it's wrong. We want the authority and resources to set up our own employment system to meet the unique needs of education. The State Judiciary can do it now. Why not the Department of Education?

With regard to construction and repairs: The current process for school construction, repair and maintenance is obsolete—just like the toilets, windows and doors in so many public schools. The system, if you call something that dysfunctional a "system", makes our kids wait too long for decent basic facilities. We are at the mercy of the Department of Accounting & General Services and Budget & Finance for capital improvement projects and to repair bathrooms. That's not right. Give us both the money and the authority to do the capital projects, and the repair and maintenance we know we need for better, safer and more efficient campuses.

Finally, a word about centralized services: The DOE spends 1.7 billion tax dollars each year and we need to be managed. If teachers are to be free to teach, and principals free to lead that teaching, a lot of support work has to be done by somebody—bus routes, custodial service, school lunch programs, textbook purchases, compliance with the law and union contracts. Services like this do lend themselves to the efficiency of centralization. Schools will always need a central administration to take care of these necessities, or else the educators on campus will have to take time away to do it. Our pledge to you is that we will continue to aggressively look for ways of managing our needs cost-effectively and responsibly.

The CARE committee's report rightly stated: "So long as responsibility is diffused, no one can be held accountable." That's true. Hold me accountable and expect results.

But first, you must give me the tools and the space to do the job. And you must give the Board the authority it needs to do its job as well. While we need the help of the Legislature and Governor Lingle and her Administration to empower the schools so they can prepare our children for success, we also need to be able to do the job without interference or being told what our job is and how to do our job. Don't tie our hands!

Now let's talk about what these changes I've proposed could mean for the future. I see greater involvement in our public school system by every sector of our economy. Not every child is suited for or wants to attend college. We could benefit greatly from smaller schools within schools dedicated to teaching our young people trades and professions they can pursue after graduation. I invite our partners in organized labor unions, with their fine apprenticeship programs, to expand their role in preparing our youth at the high school level. I invite our business and professional communities to allow us to place more students in their businesses, to be "learning labs" for the future.

The private school system in the state can help us, too. Our gifted and talented teachers, the finest we have, would love to have the opportunity to exchange ideas with some of your finest minds. I know there are other partnerships toward which we could work.

We are already partnering in several ways with one of the most valuable and influential educational organizations in our state . . . The Kamehameha Schools. Our State Department of Education is proud of our own Hawaiian Language Immersion Program—the Kula Kaiapuni, along with the Aha Punana Leo and the many Hawaiian Immersion Charter schools. These schools are known around the world as the model for indigenous education. A partnership between Kamehameha Schools, Aha Punana Leo and the DOE in sustaining this program seems a natural extension to improve this important and unique aspect of life in Hawai'i.

And think for a moment. In every one of the instances I just mentioned, when you partner with the Department of Education, you free up resources and funding that can go to those who are truly the most needy in

our system which allows for the flexibility for us to do our job. I ask you as you leave here to think about how you can support your neighborhood public school.

I said at the beginning of my remarks that public education is the concern of all of us; that one person cannot find all the solutions to all our problems. Therefore I ask every one of you here today, and every one of you listening from your homes or your places of work, to link arms with us, to help us along the road of change to our destiny of a free, first-class public education for every child of Hawai'i. I am announcing today that on March 27, 2004, less than two months from now, the Board of Education and the Superintendent will convene the first-ever statewide Education Summit to be held here in Honolulu. It will consist of representatives from every walk of life, from business and labor, from public and private sectors, from the early education/pre-school community, the University System and from our distinguished private schools. I invite representatives from the Hawaiian Community to join us in this effort. I invite teachers, parents, principals, students, graduates, members of our military community, whose children attend our public schools. We will come together, we will come with our own ideas and we will come prepared to listen to others' ideas. And we—we will collectively decide what we need to do to reinvent our public school system.

Let me conclude by saying the initiatives I've proposed here, and the ones that will come out of the Education Summit in March, will require new thinking, courage, a willingness to take risk, and it will require change in the entire government system, not just the Department of Education. I challenge you to stand with me, to take the risk, to embrace the change that is coming our way, and above all, to live up to our obligation to the young people of our islands. We CAN do it . . . and WE WILL!

Thank you and aloha.●

LOCAL LAW ENFORCEMENT ACT OF 2003

● Mr. SMITH. Mr. President, I rise today to speak about the need for hate crimes legislation. On May 1, 2003, Senator KENNEDY and I introduced the Local Law Enforcement Enhancement Act, a bill that would add new categories to current hate crimes law, sending a signal that violence of any kind is unacceptable in our society.

In January 1999, Frank Breton, age 47, was convicted of hate crime assault for assaulting his neighbor in March because he believed the man was gay.

I believe that Government's first duty is to defend its citizens, to defend them against the harms that come out of hate. The Local Law Enforcement Enhancement Act is a symbol that can become substance. I believe that by passing this legislation and changing current law, we can change hearts and minds as well.●

TRIBUTE TO DUANE HALVERSON

● Mr. GRASSLEY. Mr. President, is my great honor and pleasure to be acquainted with Duane Halverson. In his 33-year career with Land O'Lakes, he has helped sustain agriculture, independent producers, and local economies through his dedication and commitment to rural America and the cooperative way of doing business.

Through his leadership, farmers across America now control a powerhouse supplier of agricultural inputs—feed, seed, crop nutrients, and protection products as well as state-of-the-art technical advice and expertise.

Duane learned his love of agriculture and the people who work in it from growing up on a family farm near Eagle Grove, IA. Like most farm kids, Duane was active in 4-H and FFA. He earned a bushel full of ribbons from showing pigs and calves, and his 4-H projects focused on helping improve his dad's hog operation.

Through 4-H and school, Duane also began honing his leadership skills. He was elected president of the Webster County Boys' 4-H Clubs, and during his senior year at Eagle Grove High School he was chosen Mr. Future Business Executive of 1963 by the Future Business Leaders of America.

It was in high school that he met his future wife Mary Voigt. They now have two sons, Christian and Nicholas, and grandson, Jon.

After high school, he headed to Iowa State University where he earned his bachelor's and master's degrees in agricultural economics.

In 1970, Duane was hired by Land O'Lakes as a corporate planner. It was there where his illustrious career began. In 1978, he was named vice president of the petroleum division—the youngest vice president in the company's history. He rose through the ranks, heading up feed, seed, agronomy, international development and member services. By 1993, he was executive vice president and managing Land O'Lakes combined ag. services and dairy foods businesses. During his 5 years at the helm, total sales of Land O'Lakes doubled.

By the time he retired in December last year, Duane had helped build one of the most dynamic cooperative business systems in the world.

Duane has dedicated his life and his career to the agriculture industry. His legacy is a strong ag-supply cooperative system owned and controlled by those who do business with Land O'Lakes. Through his leadership, America will continue to be the bread basket of the world.

All of this is why it has been an honor for me to share his accomplishments today. We thank Duane Halverson. He deserves it.●

RECOGNITION OF ISIDORE NEWMAN SCHOOL

● Ms. LANDRIEU. Mr. President, I am honored to recognize Isidore Newman School as it celebrates 100 years of educating the children of New Orleans.

When the school opened its doors on October 3, 1904, it was in a class by itself. Then called Isidore Newman Manual Training School, it adopted a philosophy, in vogue at the time, that teaching children skills such as sewing and woodworking would enhance their minds. It was the only school of its

kind in New Orleans. On Newman's opening day, the principal, James Edwin Addicott, explained the little-understood teaching concept to *The New Orleans Times-Democrat*: "The manual training school does not attempt to teach any particular art or trade. What it does attempt is to educate the hand as an invaluable and necessary aid in the development of the brain."

The school was unique for another reason: its unusual assortment of pupils. On that historic first day, the young Mr. Addicott stood at the doors of his brandnew school and waited for 102 children to arrive from a Jewish orphanage a few blocks away. It was for them that Isidore Newman, a German-Jewish, rags-to-riches immigrant, had endowed the school. But Mr. Addicott also waited for 23 children from private homes, Jewish and non-Jewish. For Mr. Newman had specified that this school be open to all children, regardless of religion.

The school's reputation for academic excellence and top-notch facilities spread, and within a few years, children from private homes outnumbered those from the orphanage. Gathered together in this unique environment—for New Orleans society was quite segregated at the time—the children did just what the founders dreamed they would do: they got along. The school became a haven of inclusiveness, and friendships formed on the playground lasted a lifetime.

By the 1930s, Newman had become a college preparatory school, no longer offering courses in the manual arts. By the 1940s, the orphanage had closed. But Newman continued to be the most religiously mixed prep school in the city.

Newman's first century has been filled with triumphs, tragedies, and lots of laughs. The school has always felt like a large, extended family, where the development of the individual and the individual's devotion to the whole are stressed equally. Newman instills in its students the value of service to one's community, while at the same time encouraging the personal growth, intellectual and otherwise, of each child. The results have been remarkable. In 1985, Newman was recognized as 1 of 281 exemplary schools in the United States by the U.S. Secretary of Education. It was one of only seventeen private, nonsectarian schools chosen. And Newman has been a model of diversity. In 1968, Newman became the first private, nonparochial school in New Orleans to desegregate.

Today, Newman is an accredited, independent, coeducational school serving more than 1,100 students from prekindergarten through 12th grade. The school's record of academic excellence is on a par with the best prep schools in the Nation. Its graduates have gone on to the finest colleges and universities. They have presided over Federal courts. They counsel Presidents. They write bestsellers. They are

Rhodes scholars. They play professional sports. They run large media conglomerates and Fortune 500 companies, and they have been generous, important philanthropists and civic leaders in New Orleans and beyond.

I congratulate the school on reaching this important milestone, and I wish Newman all the best for another century of excellence.●

TRIBUTE TO PAUL LAURENCE DUNBAR HIGH SCHOOL VARSITY CHEERLEADING SQUAD

● Mr. BUNNING. Mr. President, I rise today in the Senate to pay tribute to the Paul Laurence Dunbar High School Varsity Cheerleading Squad from Lexington, KY. On February 8, the Paul Laurence Dunbar High School Varsity Cheerleading Squad won the Universal Cheerleading Association's National Championship in Orlando, FL.

For the young women on this squad this is not just a trophy, it is an affirmation that with hard work and determination, anything is possible. To accomplish this goal the members not only have to juggle long practices and games, but they continue to achieve academic excellence. Not only are these young women excellent athletes and students but they pride themselves in giving back to their community for all the support they have received by doing community service, fundraising, and school public relations. The citizens of Lexington, KY, are fortunate to have the 2004 National Champions living and learning in their community. Their example of hard work and determination should be followed by all in the Commonwealth.

I am very proud of the accomplishments these young women have made. I would like to congratulate the members of the Paul Laurence Dunbar High School Varsity Cheerleading Squad for their success. But also, I want to congratulate their peers, coaches, teachers, administrators, and parents for the support and sacrifices they've made to help the Paul Laurence Dunbar High School Varsity Cheerleading Squad make their dreams a reality.●

MESSAGES FROM THE PRESIDENT

Messages from the President of the United States were communicated to the Senate by Ms. Evans, one of his secretaries.

EXECUTIVE MESSAGES REFERRED

As in executive session the Presiding Officer laid before the Senate messages from the President of the United States submitting sundry nominations, a treaty and a withdrawal which were referred to the appropriate committees.

(The nominations received today are printed at the end of the Senate proceedings.)