

Reston Youth Athlete Association or a member of the Reston Rail Scope of Work, he has given his all to ensure success. Along with his work as office manager of the Long & Foster Wiehle Avenue Office, Michael Guthrie has wasted no time supporting many organizations in Reston. He has volunteered to serve on numerous committees and has always taken a leadership role. From spearheading the public relations campaign for the 2000 Martin Luther King Celebration, to arranging for motivational speakers for students at Langston Hughes Middle School and South Lakes High School, to creating an opportunity for realtors to donate to Reston Interfaith through a deduction on commission checks and many more, Michael has put his heart into support of all walks of life in Reston. His energy and enthusiasm for Reston has not gone unnoticed by his co-workers and fellow citizens, who are often inspired to serve along with him. Michael Guthrie has gone beyond what is expected of any citizen and continues to make a contribution to the community.

Joe and Marcia Stowers—for their continued work to improve transportation in Reston. Joe and Marcia Stowers have been involved in almost every land use and transportation projects in Reston. Through their service on the Reston Community Association Planning and Zoning Committee, Reston on Foot, Reston 2000 and more, the Stowers have shared their expertise to benefit every resident and transient, worker, bicyclist, and pedestrian. The Stowers have had a hand in countless transportation issues in Reston, including creating the Reston Transportation Committee, assisting in the formation of LINK, advocating for HOV lanes on the Dulles Toll Road, and more recently, supporting rail to Dulles. The Stowers arrived among the first settlers in Reston in 1965 and have both lived and worked—now at Sydec Inc., a transportation consulting firm—around the Lake Anne Village Center. After 30 years of community service, they have succeeded in encouraging a new generation to become active in Reston civic affairs and to play roles as emerging community leaders.

Vicky Wingert—for her steadfast effort as a community volunteer. Vicky Wingert has gone well beyond her role as Executive Vice President of Reston Association (RA) in working for a better Reston, where her personal contributions go far beyond her job related duties. She uses her talent in firm-making to maximize the visual image of Reston for residents, visitors and employers. She has volunteered her services in the production of The Difference is Reston; Reston Interfaith's 25 Anniversary celebration, a presentation that stressed the importance of its program; and Pals, the Movie, a firm created for PALS, Reston's early learning center, to assist parents in selecting a quality care facility. Vicky also volunteers for countless other programs, including the Reston Festival, Character Counts! Coalition of Reston, the Northern Virginia Fine Arts Festival, the Martin Luther King Jr. Celebration and more. Throughout her 23 years of community service, her volunteer efforts have been to the advantage of the entire community and have affected thousands. She is a strong advocate for the community and seeks to provide the leadership necessary to further implement the goals on which Reston was founded. She is a wonderful steward and acts from the conviction that Reston, on her watch, will be an extraordinary community.

Mr. Speaker, I know my colleagues join me in honoring the Best of Reston award winners for all of their hard work in making their community a better place to live.

BUSINESS CHECKING MODERNIZATION ACT

HON. SUE WILKINS MYRICK

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 3, 2000

Mrs. MYRICK. Mr. Speaker, the House of Representatives yesterday passed H.R. 4067, the "Business Checking Modernization Act" by voice vote. As this legislation goes to the Senate and possible to a conference, I would like to urge my House colleagues who will be conferees to insist on the inclusion of two important provisions in any conference report. One key provision currently not part of this legislation is language that would allow the Federal Reserve to pay interest on "sterile reserves." The last time the House of Representatives passed similar legislation on October 9, 1998, such language was included. This language is still needed. The measure that passed yesterday will impose new costs on banks, according to the Federal Reserve, without any provision for offsetting these costs. The Federal Reserve has expressed its support for the payment of interest on sterile reserves to offset these costs, and I understand that House Banking Committee Chairman Leach has indicated that he supports the provision as well. I would urge my colleagues to include that language in any conference report prepared on this bill.

One other provision that I would urge the House conferees to retain is language providing a three-year transition period before the payment of interest on commercial checking accounts becomes effective. This transition period is shorter by half than the transition period included in the legislation adopted by the House in 1998, and yet it is still the case that banks will be required to unwind and restructure long-standing relationships with their customers. Due to the current prohibition against the payment of interest on commercial checking accounts, many banks have developed a menu of other services that they provide to their customers. These will need to be restructured. With yesterday's vote the House has already reduced the transition period available to banks from the earlier 1998 legislation. It is very important that this transition period of three years not be reduced further. I would urge the House conferees to maintain the House position of a three-year transition period in any conference report on H.R. 4067.

TRIBUTE TO THE NORTHEAST REBELS CHEERLEADERS

HON. E. CLAY SHAW, JR.

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 3, 2000

Mr. SHAW. Mr. Speaker, today I honor and pay tribute to the Northeast Rebels Cheerleaders for their efforts and contributions in the USACF National Competition held at the Charlotte Coliseum, in Charlotte, North Carolina.

The Northeast Rebels is a self-supported league and has four cheerleading teams, averaging approximately 300 children, from the ages of 7–15 years of age. Cheerleaders try-out for the team based on their age group, with a maximum of 20 girls per squad. Each year all four divisions of cheerleading squads compete against other county leagues in the same classification for the NBFL Cheerleading Competition. They also compete in the Broward County Fair Competition and in 1999, all four teams won 1st place in their division.

In particular I would like to recognize their accomplishments of the A&B Team in the Junior Recreation Division and the C-Team in the Youth Recreation Division at the USACF National Competition held at the Charlotte Coliseum, Charlotte North Carolina on April 1 and 2. The A&B Team placed 2nd in the Junior Recreation Division and the C Team won the National Championship in the Youth Recreation Division.

To prepare for competition, the managers and coaches spend many hours making up dances, cheers, formations, stunts & choreography. They volunteer not only for community hours, but they also have the satisfaction that they have inspired and impacted the girls they coach. The admiration of the cheerleaders for their coaches, is evident in their performances.

I know the House will join me in paying tribute to this outstanding team of people and wish them continued success in their endeavors: Lori Thompson, Stacy Guy, Shannon Troyer, Amanda Nutter, Gina Mariatti, Katie Birge, Rachel Maggi, Paige Becerra, Angelina DiCandia, Melanie Dhaveloose, Stephanie Ely, Heidi Friedman, Samantha Gasperic, Melanie Gent, Joanne Maglorie, Julie McGaha, Jamie McMillan, Lauren Mitchell, Elizabeth Montero, Lexy Spellacy, and Samantha Tomaro.

NATIONAL READING PANEL SUPPORTS PHONICS

HON. DAVID M. McINTOSH

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 3, 2000

Mr. MCINTOSH. Mr. Speaker, a parent in Indiana shared with me this touching story, "When my son was in first grade, he used to say, 'I hate school, how old do you have to be to quit.' He was so frustrated because he couldn't read. The school did not 'believe' in phonics. When my son learned the Direct Approach, he got the 'tools' he needed to read. The logical approach made sense to him. He started reading on his own instead of me reading to him. With only one year of the smart chart, in second grade, he scored 4th grade reading equivalency on the Stanford Achievement test. Pretty amazing!"

This success story could be repeated again and again if schools took the initiative this caring parent took to help her child learn to read by teaching him phonics. Unfortunately, many elementary schools do not teach phonics and more than a few teacher colleges do not teach teachers this instruction technique.

Recently, however, I became optimistic that many more schools will choose to adopt phonics. My optimism stems from the release of the National Reading Panel's report on successful reading strategies. On April 13, 2000, the Congressionally mandated National Reading Panel released its findings which support

the teaching of phonics, word sounds, and giving feedback on oral reading as the most effective way to teach reading.

The Panel, selected by the Director of the National Institute of Child Health and Human Development in consultation with the U.S. Secretary of Education, was composed of 14 individuals including leading scientists in reading research, representatives of colleges of education, reading teachers, educational administrators, and parents. During the past two years, members reviewed thirty years of reading research studies.

The panel found that for children to read well, they must be taught phonemic awareness—the ability to manipulate the sounds that make up spoken language and phonics skills—an understanding of the relationship between words and sounds.

The panel concluded that research literature provides hard evidence that phonics provides significant benefits to children from kindergarten through the 6th grade and to children with learning difficulties. The panel recommends systematic phonics instruction which provides the greatest improvements. Systematic phonics consists of teaching a planned sequence of phonics elements, rather than highlighting elements as they happen to appear in a text.

The importance of these findings cannot be overstated. America suffers from a reading deficit. The 1998 National Assessment for Educational Progress (NAEP) has found that 69% of 4th grade students are reading below the proficient level. Minority children have been particularly hard hit by reading difficulties. According to NAEP, 90 percent of African American, 86 percent of Hispanic, 63 Percent of Asian students were reading below the proficient level.

The cost to those who never learn to read adequately is much higher than that. Job prospects for those who cannot read are few. Americans who cannot read are cut off from the rich opportunities this nation has to offer. And the tragedy is that students who can't read often end up in juvenile hall, or on the street susceptible to drugs, or school drop outs.

Many students will not get a second chance. Andrea Neal, the Chief Editorial Writer for the Indianapolis Star who has been closely following this issue puts it this way, "It is reasonable and necessary to require elementary teachers be trained in the most effective phonetic programs. To do otherwise is to commit educational malpractice on our children."

The National Reading Panel's report provides teachers and teacher colleges information to prevent instructional malpractice. As the most comprehensive evidenced-based review ever conducted of research on how children learn reading, this report can be a powerful tool in fight against ineffective reading instruction and illiteracy, if we choose to use it.

I urge my colleagues to read the report and disseminate its findings through their respective districts.

50TH ANNIVERSARY OF ADELPHI UNIVERSITY SCHOOL OF SOCIAL WORK

HON. CAROLYN MCCARTHY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 3, 2000

Mrs. MCCARTHY of New York. Mr. Speaker, social workers are the people who translate their education and training into commitment to making a difference in all aspects of people's lives. They are everywhere: in the courts, healthcare settings, schools, public and private agencies, congressional offices and industry, just to name a few. Often the public decries social problems that they would like solved; these are the people who work on a daily basis with individuals affected by them.

In order for social workers to maintain their high standard of care, they need the knowledge and skills required to assess the biological, interpersonal, environmental, cultural, and organizational components of people's problems. Adelphi University's School of Social Work has spent the past five decades educating and training individuals for roles and careers in the social welfare system.

The School of Social Work first opened its doors in 1949 in response to the increased need for social and community services. Over the past 50 years, it has sent countless professional social workers into the world to facilitate social as well as individual change with families, groups communities, and individuals. Graduates of Adelphi's School of Social Work have become practitioners, executives, administrators, faculty members and deans of professional schools.

By recognizing the increased demand for social work education, Adelphi has created numerous programs over the 5 decades to accommodate the needs of its students. The list includes part-time study, weekend and evening classes. A curriculum continuum from undergraduate to graduate education was created in 1969, and a Doctorate of Social Welfare program was adopted in 1975.

The school's staff is widely published, and they continue to provide superior professional education to future generations of social workers. They have a history of concern for social policy and social welfare. This is reflected by the operation of Adelphi's social agency by faculty, students, community professionals and volunteers. Current programs include the Breast Cancer Support Program and Hotline, the Refugee Assistance Program (RAP), and the Long Island Coalition for Full Employment.

In 1949, the School of Social Work admitted 25 students, and in 1951 graduated 23. It now boasts four campuses with nearly 850 students enrolled in Bachelor, Master and Doctoral programs. As the Adelphi School of Social Work celebrates its 50th anniversary, I applaud its strong commitment to the ongoing enhancement of social work knowledge, values, and skills, and its successful preparation of countless professionals who continue to meet the needs of an ever-changing society.

TRIBUTE TO STAN SMITH

HON. TOM LANTOS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 3, 2000

Mr. LANTOS. Mr. Speaker, I invite my colleagues to join me today in paying tribute to my friend Stan Smith, who is retiring after 25 years of distinguished service for San Francisco's working families as the Secretary Treasurer/Business Representative of the San Francisco Building & Construction Trades Council.

Stan's lifelong commitment to organized labor began in 1955 when he entered the building trades as an apprentice glazier. He became a journeyman in 1958. His exceptional skills and devotion to assisting his fellow workers were recognized in his election as President of Glaziers Union Local #718 in 1958, an office he held until 1965. Stan's selfless dedication to the causes of organized labor was further demonstrated when he was elected Field Representative of Local #718 in 1965. In this position, he was tireless in the pursuit of justice, and he was masterful in settling grievances, bargaining, and resolving disputes arising during the collective bargaining process.

Mr. Speaker, Stan Smith's stellar career culminated in his election to the office of Secretary Treasurer/Business Representative of the San Francisco Building & Construction Trades Council, AFL-CIO. In this position, Stan has worked tirelessly to bring prosperity and security to Bay Area working families. He was an exceptionally able steward of all of San Francisco's construction unions, and in this position assured their full participation in the prosperity that we have enjoyed in the Bay Area.

Mr. Smith's credentials as a master tradesman are as stellar as his accomplishments in organized labor. He co-authored the first apprenticeship manual for the glazing trade, which is used throughout the United States and the world. His service on the Flat Glass Industry Joint Apprenticeship and Training Committee was exemplary. He serves as an Executive Committee member of the California State Building Trades Council, and he is the past Vice President of the San Francisco Labor Council, as well as a co-founder of Labor and Neighbor. Stan is also an honorary member of the Elevator Constructors Local Union #8.

Mr. Speaker, Stan Smith's commitment to helping others is typified by his outstanding service as a leader in numerous organizations seeking to provide opportunities for disadvantaged youth, minorities and women in apprenticeship programs in the construction industries, including Young Community Developers, Chinese for Affirmative Action, Ella Hill Hutch Community Center, Cal/OSHA Advisory Committee, Mission Bay Citizens Advisory Committee, Apprentice Opportunities Foundation, and the Youth Guidance Center Committee.

He has also held a number of leadership positions with community organizations, including service as a director of the Bayview Hunters Point Model Cities Program, and as a member of the community advisory group on the University of California at San Francisco's Long Range Development Plan, the San Francisco Open Space Committee, and the Booker