

two premises: first, that significantly improving the performance of their school demands a complete reorientation of its resources, methods, and culture; and second, that the reform plan should be based on a body of sound research and should have a proven record of success.

Many reform plans focus on reading, because it is the critical foundation for success in other subjects and in later grades. In most cases, the problems of a student who fails begin early. So must the solutions. We should start by ensuring that all students are able to read by the end of the third grade. Educators widely proclaim that this is a crucial goal. If students have not achieved this standard, they have a very hard time catching up in later grades. The inability to read well handicaps the rest of their studies, and their employment prospects later in life are greatly diminished. In Indiana, as many as a third of all students fall behind by the end of the third grade. Indiana's performance is not unusual—the entire country is failing to meet the challenge of educating all our children.

Mr. President, my first elective office was as a member of the Indianapolis Board of School Commissioners in the mid-1960s. At that time, our school board struggled with basic questions of improvements in educational standards, desegregation of schools, and getting children proper nutrition and immunizations. Since that time, as a mayor and as a Senator, I have followed closely the development of education in America. In some areas we have done well. In other areas, our progress has been disappointing.

But during that time, few developments have encouraged me as much as the advances in comprehensive school reform. There are many reform programs achieving positive results. But to illustrate the concept, I would like to describe one in particular. This is "Success for All," which was developed by Dr. Robert Slavin at Johns Hopkins University in Baltimore. Success for All is a great idea that has proven its value in many schools across the country, including 13 in Indiana.

Reading is serious business at a Success for All school. For 90 minutes each day, students are grouped by their reading ability rather than their grade level. This allows students who excel at reading to progress at their own rate, while ensuring that students who fall behind will receive intensive attention to stimulate their progress. To set the tone and importance of the reading period, students proceed silently and purposefully through the hall to their reading group classroom.

Once the period begins, there is a rapid-fire of sequential lessons. Each segment is short enough to maintain the interest and attention of even the most distracted student. The lessons

are fun but rigorously structured. Teachers read a story. Then students are involved in reading the words to the story in unison, discussing the story with a partner, then answering questions to test comprehension. At the completion of a successful lesson segment, students choose one of many group cheers. This positive reinforcement both encourages children, and fosters group cooperation.

During the reading period, every staff person in the school is involved in reading. The art teacher or gym teacher may be tutors, for example. Parents also agree to have their children read to them for 20 minutes each night. If this doesn't happen, adults are available to work with the students during the morning school breakfast period.

Because Success for All depends on the commitment of the entire faculty and because it requires such a fundamental change in the way a school operates, Dr. Slavin requires that at least 80 percent of the faculty must approve Success for All by secret ballot.

The discipline and accountability of the program greatly reduce the possibility that students will fail. If a student falls behind, tutoring sessions are set up to get the student caught up. By teaching children to read in the early grades, our schools can avoid holding students back, promoting them with insufficient ability or transferring them out of the normal curriculum to special education courses. Referrals to special education in Success for All schools have been shown to decrease by approximately 50 percent. In schools where Success for All is taught, students learn to read by the third grade. By the fifth grade, students in these schools are testing a full grade level ahead of students in other schools.

I would strongly encourage each of my colleagues to visit a Success for All school, if they have not already done so. I have had the pleasure of visiting Maplewood Elementary School in Wayne Township, Marion County, Washington Elementary in Gary, and Fairfield Elementary in Fort Wayne, which has had Success for All since 1995. In my judgment, anyone who sees Success for All in action will become a believer. I have contacted every school district in my state to suggest that they take a look at Success for All or another comprehensive school reform program based on rigorous research.

Mr. President, the amendment I am offering today would allow more struggling schools to adopt comprehensive school reform programs. These programs are a comparative bargain for our schools and our children when one considers their success at preventing the enormous costs of retention, special education and illiteracy. But many schools need help paying for the start-up costs and the reading materials associated with comprehensive reform programs.

Most of the more than 1,500 schools nationwide that use Success for All fund it with the Federal Title I program. Others have tapped private sources. But increasing funding for the Comprehensive School Reform Program is the most direct way to give more local schools the chance to embrace school-wide reform and transform the lives of their students. The program deserves more support because its positive impact on literacy and the ultimate success of students is so demonstrable.

Each child must learn to read. The quality of life for that child depends upon that single achievement, as does the economic future of our country. I ask my colleagues to support this amendment.

MORNING BUSINESS

Mr. GRASSLEY. Mr. President, I ask unanimous consent that there be a period for the transaction of routine morning business, with Senators permitted to speak for up to 10 minutes each.

The PRESIDING OFFICER. Without objection, it is so ordered.

UNIVERSITY OF NORTHERN IOWA'S TONY DAVIS

Mr. GRASSLEY. Mr. President, I am here to discuss the achievements of an outstanding student athlete at an outstanding institution.

Tony Davis, a secondary education major at the University of Northern Iowa—my alma mater—was recently named the NCAA Champion for wrestling in the 149-pound division.

Tony was born and raised in Chicago. Before coming to UNI, he wrestled at Mount Carmel High School in Chicago and Iowa Central Community College, where he received two national junior college championships.

Tony chose to come to UNI for two reasons: to wrestle at a Division I school and to study to be a teacher and coach.

Before the 1999–2000 season, Tony was ranked first in the nation in his weight division. And, he maintained that ranking and came to the NCAA finals with a 26–1 record.

Tony's life philosophy is this: focus and dedication lead to success at all levels.

Looking at the road Tony has traveled to reach this point, it is evident focus and dedication played a large role in his success.

And, to quote Tony:

God played a big role in . . . getting on the right track of life. I have a lot of people to thank along the way. It was a long way to come. The most important thing is I got here.

This past week was finals week at UNI. And, I want to commend Tony Davis for his commitment and dedication—not only to sports but also to academics.

Next year, Tony Davis will return to UNI—again for two reasons. Tony will be finishing up his academic degree while also serving as an assistant wrestling coach.

UNI has a long tradition of excellence in training teachers.

This legacy of excellence in education will be continued as Tony has an opportunity to train wrestlers to succeed—both on and off the mat.

And so, I salute Tony Davis, his teammates, Coach Mark Manning, and the University of Northern Iowa for supporting each student on and off the mat.

Go Panthers!

SHOOTINGS IN PITTSBURGH, PENNSYLVANIA

Mr. SPECTER. Mr. President, I seek recognition today to speak about an incident that has sent shock waves throughout the conscience of our Nation. On April 28th, in Pittsburgh, Pennsylvania, five of my constituents were brutally murdered and one critically injured in what seems to be a hate crime. Reports indicate that the perpetrator actively and methodically sought out his minority victims during the 72-minute rampage. The victims of this brutal rampage were a 63-year-old Jewish woman, a 31-year-old man of Indian descent, a 22-year-old African-American student, a 27-year-old Vietnamese man, and a 34-year-old Chinese-American man. In addition to the five people killed, another 25-year-old man of Indian descent was shot in the neck and critically injured. The alleged killer also fired rounds at two synagogues and spray-painted the word "Jew" and two swastikas on the wall of one of them.

The alleged murderer was arraigned on five counts of homicide, seven counts of ethnic intimidation, three counts of criminal mischief, two counts each of arson and institutional vandalism and one count each of attempted homicide, firearms violations, reckless endangerment and aggravated assault. This senseless rampage that left five people dead and one in critical condition poses some of the most important and vexing law enforcement challenges currently facing our Nation. Such heinous hate-filled acts of violence divide our communities, intimidate our citizens, and poison our collective spirit. While our hearts are grieving for those who have lost loved ones, we must try and find some consolation by using this atrocity to send a strong message that hate crimes will not be tolerated.

Such vicious attacks are a form of terrorism that threaten the entire Nation and undermine the ideals on which we were founded. I am a principal sponsor of S. 622, the Hate Crimes Prevention Act of 1999. I was the District Attorney in Philadelphia for eight years

and I did not like Federal encroachment on State jurisdiction—but there are some instances when Federal intervention is necessary. Some of the ugliest instances of violence in our nation have been motivated by hatred based on race, color, religion, national origin, sexual orientation, and disability. It is in the case where it is plain that it was a hate crime situation—in these extremely usual situations, the I believe Federal authority ought to be present where it is necessary.

I know that there are those that are concerned about the expansion of Federal jurisdiction, which is something that we should be very careful about. It is with this very concern in mind that this legislation has been narrowly tailored to target a very, very important area—it has been done with a scalpel and not a meat axe. We need to let people out there know that if the crime is bad enough and the local prosecutors won't act that there is a Federal authority to come in where absolutely necessary. Current law, 18 United States Code, Section 245, permits federal prosecution of a hate crime only if the crime was motivated by bias based on race, religion, national origin, or color and the assailant intended to prevent the victim from exercising a "federally protected right." These activities are: (A) enrolling in or attending a public school or public college; (B) participating in or enjoying a service, program, facility or activity provided or administered by any state or local government; (C) applying for or enjoying employment; (D) serving in a state court as a grand or petit juror; (E) traveling in or using a facility of interstate commerce; and (F) enjoying the goods or services of certain places of public accommodation. The statute's dual requirement that the government has to prove that the defendant committed an offense not only because of the victim's race, color, religion, or national origin, but also because of the victim's participation in one of six narrowly defined "federally protected activities" substantially limits the potential for federal prosecution of hate crimes, even when the crime is particularly heinous. The Hate Crime Prevention Act will make it easier for the Federal government to successfully prosecute hate crimes by amending current law to eliminate the dual requirement and by expanding the list groups entitled to protection under Federal law to include women, homosexuals and the disabled. Under this bill, hate crimes that cause death or bodily injury can be investigated federally, regardless of whether the victim was exercising a federally protected right. In cases involving violent hate crimes based on the victims gender, sexual orientation, or disability, the bill would make it a Federal crime to willfully cause bodily injury to any person, or

attempt to do so through use of a firearm or explosive device, whenever the incident affected or involved interstate commerce. No longer would Federal criminal civil rights jurisdiction hinge upon whether a racial murder occurs on a public sidewalk versus a private parking lot. No longer would the Federal government be without the power to work with State and local officials in the investigation and prosecution of a racist who targets and assaults an African American. Criminals will no longer be able to evade Federal prosecution simply because their victims were not enrolling in a public school, using a place of public accommodation, or participating in any of the six federally protected activities at the time they were assaulted.

Mr. President, this is a bill that is narrowly tailored to reach only the most egregious forms of hate crimes. It is important to note that this bill does not impact issues such as job discrimination, political speech or graffiti.

America is the great melting pot. People of different races, religion, and creed join together from all around the globe seeking freedom—religious freedom, political freedom and economic freedom. But unfortunately in our society today there are those who harbor animus towards others because of the color of their skin or the church they attend. Few crimes tear more deeply at the fabric of our Nation than crimes motivated by such hatred. We must continue to work towards freeing our Nation from such violence, discrimination, hatred, and bigotry through education and public awareness. However, while we work towards this goal we must ensure that each and every American is protected from crimes based on race, color, religion, national origin, gender, sexual orientation, or disability.

ADDITIONAL STATEMENTS

RICHARD B. HARVEY

• Mrs. FEINSTEIN. Mr. President, today I honor Dr. Richard B. Harvey, Distinguished Service Professor of Political Science on the occasion of his retirement from Whittier College. Over the span of four decades, Dr. Harvey has also served as Assistant Dean, Dean of Academic Affairs and Chair of the Political Science Department of Whittier College.

In addition to his academic pursuits, Dr. Harvey is the accomplished author of *The Dynamics of California Government and Politics*, a well known textbook in its sixth edition, Earl Warren, Governor of California, and a number of articles and book reviews. He is also a radio commentator, delivering political analysis of election results.

His educational leadership has inspired countless young students to pursue civic opportunities. Dr. Harvey's