

EXTENSIONS OF REMARKS

HONORING RACHAEL JANKOWSKI,
LEGRAND SMITH SCHOLARSHIP
WINNER OF DEERFIELD, MICHIGAN

HON. NICK SMITH

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 14, 2000

Mr. SMITH of Michigan. Mr. Speaker, let it be known, that it is with great respect for the outstanding record of excellence she has compiled in academics, leadership and community service, that I am proud to salute Rachael Jankowski, winner of the 2000 LeGrand Smith Scholarship. This award is made to young adults who have demonstrated that they are truly committed to playing important roles in our Nation's future.

As a winner of the LeGrand Smith Scholarship, Rachael is being honored for demonstrating that same generosity of spirit, intelligence, responsible citizenship, and capacity for human service that distinguished the late LeGrand Smith of Somerset, Michigan.

Rachael is an exceptional student at Deerfield High School and possesses an impressive high school record.

Rachael has received numerous awards for her excellence in academics and has held many leadership positions throughout her high school career. Outside of school, she is an active member of her community's church.

Therefore, I am proud to join with her many admirers in extending my highest praise and congratulations to Rachael Jankowski for her selection as a winner of a LeGrand Smith Scholarship. This honor is also a testament to the parents, teachers, and others whose personal interest, strong support and active participation contributed to her success. To this remarkable young woman, I extend my most heartfelt good wishes for all her future endeavors.

HONORING MARSHALL FLOYD AND
THE HONOREES OF THE MARSHALL
FLOYD AWARDS

HON. HEATHER WILSON

OF NEW MEXICO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 14, 2000

Mrs. WILSON. Mr. Speaker, today I would like to share with you the story of Marshall Floyd, a man who has taught at Highland High School in Albuquerque New Mexico for 47 years. His dedication has earned him a unique honor: the Marshall Floyd Award is given to outstanding teachers every year. The classroom teachers who receive this honor must have a minimum of ten years experience and excellence in teaching.

Mr. Floyd is the kind of teacher who defines teaching and education for his students and

colleagues. He does far more than teach; he inspires many that share his classroom, as have the recipients of the Marshall Floyd Award.

The teachers from my home of Albuquerque, New Mexico who received the Award this year are:

Ms. Carol Hoffman, an English and humanities teacher at Sandia High School, a teacher of 37 years.

Ms. Barbara Langner, chair of the English Department at Highland High School, has taught for 28 years.

Mr. Chris Montano, a fifth grade teacher at Duranes Elementary School, who has taught for 15 years.

Ms. Sharon Swallows, a second grade teacher at Bandelier Elementary School, has been a teacher for 34 years.

Mr. Speaker, please join me in honoring the dedication of Mr. Marshall Floyd and the teachers honored with the Marshall Floyd Award for their contributions to their students and our community of Albuquerque, New Mexico.

EXPRESSING THE SENSE OF THE
CONGRESS REGARDING BENEFITS
OF MUSIC EDUCATION

SPEECH OF

HON. ROSA L. DeLAURO

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 13, 2000

Ms. DeLAURO. Mr. Speaker, I rise in strong support of H. Con. Res. 266, recognizing the benefits of music education. This is an important expression of our Nation's support for the arts and the tangible benefits the arts, and particularly music, provide for our children and for all Americans.

Music education not only opens a door for a new way of self-expression for young students, but it also trains the brain to organize information in a way that improves abilities in math and science. In fact, studies show that students with music training perform an average of almost 100 points higher on the SAT college entrance examination.

According to the National Association for Music Education, skills learned through the discipline of music transfer to study skills, communication skills, and cognitive skills useful in every part of the curriculum. Students who play in a band or orchestra more effectively learn to work with their teachers and classmates in the school environment without resorting to violent or inappropriate behavior.

I've heard from the music teachers in my district and my State—they are experiencing a teacher shortage that is serious. In some cases, they are forced to conduct the high school band in an old locker room or teach the violin in a broom closet. These are talented

and dedicated professionals who just want to share the joy of music with their students, and we must show them that Congress supports them in their goal.

I am pleased that today we can stand united in our recognition and commendation of music education, the benefits it provides students—from their knowledge of other subject areas and to their overall self-esteem, and to the talented music teachers who often work without the resources their curriculum deserves.

Let's continue this spirit of support. When it comes time to put our money and our laws where our priorities are, let's make sure music education—and all arts education—remains an essential part of our public education system.

DEPARTMENTS OF LABOR,
HEALTH AND HUMAN SERVICES,
AND EDUCATION, AND RELATED
AGENCIES APPROPRIATIONS
ACT, 2001

SPEECH OF

HON. CAROLYN McCARTHY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 13, 2000

The House in Committee of the Whole House on the State of the Union had under consideration the bill. (H.R. 4577) making appropriations for the Department of Labor, Health and Human Service, and Education, and related agencies for the fiscal year ending September 30, 2001, and for other purposes:

Mrs. McCARTHY of New York. Mr. Chairman, I rise today to oppose the Ryan Amendment.

21st Century Community Learning Centers in New York State alone would lose over \$10 million dollars if this amendment is accepted—the children of New York need this program, their parents want this program, and their schools are begging for this program. We should do the right thing and invest in this program.

Throughout the country, over 5 million school-age children are left unsupervised in the afternoon leaving them at great risk of being involved in crime or drug and alcohol abuse.

Research shows that by providing engaging, academically rich activities, after-school programs help students to attain higher levels of achievement.

After-school programs ensure higher interest in learning, lower drop-out rates and less involvement in crime.

Mr. Chairman, that is why I rise in strong opposition to the Ryan Amendment because this amendment would deny nearly 2.4 million at risk children an opportunity to get a better start in life.

● This "bullet" symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.

Matter set in this typeface indicates words inserted or appended, rather than spoken, by a Member of the House on the floor.