

team, but came away with a silver and a bronze medal in the women's discus and shot put, respectively. Jennifer's distance in the shot put was a personal best at 9.97 meters.

Miss Barrett has won every major field competition available to amputees, and holds the prestigious world record for discus and the U.S. national record for shot put. Her athletic prowess has been notable since her win at the 1996 Atlanta Paralympic Games. It was at that game when Jennifer set the then-world record, and won a bronze in the shot put resulting in the current U.S. record. She continued with determination and skill, and in 1998 at the IPC World Championship won gold medals in both discus and shot put.

While earning her Bachelor of Arts in Liberal Studies at the Sonoma State University, Jennifer competed in throwing events with able-bodied athletes on the track and field team. She also holds an A.A. in general studies from Hartnell Junior College. Not only has Ms. Barrett excelled on the athletic field, but she is a published poet.

Jennifer's plans for the future are as commendable as her accomplishments in track and field. She plans to teach third grade with an emphasis on disability awareness in the classroom. In addition to her educational career goals, she also plans on working in prosthetics, coaching field events and "becoming a reading specialist." I believe her goals for the future will inspire young people the way she has been an inspiration to Gonzales and the Central Coast of California.

Mr. Speaker, I ask my colleagues to join me in commemorating Jennifer Barrett for her outstanding achievements in the United States Olympic community. May she continue to excel.

HONORING RUTH HARTER

HON. LOIS CAPPS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Monday, December 4, 2000

Mrs. CAPPS. Mr. Speaker, today I bring to the attention of my colleagues the outstanding work of Ruth Harter. On Sunday, December 3, Ruth received the Distinguished Community Service Award from the Anti-Defamation League. As someone who has worked closely with the ADL in its efforts to promote tolerance and combat hatred and prejudice, I am pleased that this prominent organization has chosen to honor Ruth.

For over twenty years, Ruth has distinguished herself as a tireless community activist. Among other positions, Ruth served with distinction as Santa Barbara's Chairwoman of the Anti-Defamation League from 1986–1998 and is currently Chairwoman Emeritus and ADL National Commissioner. Additionally, Ruth is a founding-board member for both Beyond Tolerance and Latino-Jewish Roundtable. She is also a member of the Civic Light Opera, life member of Hadassah, and a sustaining member of the Women's Board of the Art Museum.

Ruth also served as a member of the Grand Jury from 1987–1988. After serving on the Grand Jury she was appointed by the Superior Court to serve on the Juvenile Justice/Delinquency Prevention Commission for the County of Santa Barbara from 1988–1999. During her

tenure as chairwoman, from 1995–1996, she helped to develop the "Youth and the Law" program which is presently being taught in most 7th grade or Middle Schools in Santa Barbara County. For her efforts, Ruth was honored by the Superior Court in 1997 and 1999.

Ruth and her husband, Jerry, are founding board members of several organizations and active supporters of many charities. I believe that Ruth Harter's service to her community is an example for our nation, and I am very proud of her accomplishments.

IN MEMORY OF WILMER HALE,
COSHOCTON FIRE DEPARTMENT
CAPTAIN

HON. ROBERT W. NEY

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Monday, December 4, 2000

Mr. NEY. Mr. Speaker, today I speak in memory of Wilmer Hale, who passed away on December 16th, 1975.

Wilmer was born in Coshocton to Willard and Anna Boyer Hale. He was a 1954 graduate of West Lafayette High and joined the fire department in December 1969. Wilmer attended numerous fire training schools, was a heart saver instructor for the Central Ohio Heart Association and worked for fifteen years on off-duty time at Shafer Awning. Wilmer and his wife, Betty Bonzi, had four children; Ronald, David, Wayne and Shelly.

Wilmer was killed on December 16th, 1975 when a brick wall collapsed and crushed him as he was fighting a blaze at the Buckeye Fabric Furnishing Company located at 14th and E. Main Street.

Mr. Speaker, it is a privilege for me to pay last respects to a man who gave so much of himself to his community and his family. On this, the 25th Anniversary of his untimely death, Wilmer is still missed by all whose lives he touched. I ask that my colleagues join me in remembering Wilmer Hale for his dedication and commitment to our area.

U.S. CHILD LABOR LAWS NEED
REFORM

HON. TOM LANTOS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Monday, December 4, 2000

Mr. LANTOS. Mr. Speaker, I rise today to share with my colleagues an article by Thomas Hine which appeared in the November 26, 2000 issue of The Washington Post. The article, "Working at 14—and Paying For It," deals with teenagers who work too many hours during school, and, according to the author, this can result in a higher incidence of drug and alcohol abuse and in a failed education. Mr. Hine discusses the effects, both positive and negative, of after-school work, and finds that working 10–12 hours a week has a positive influence on young people, but working more than 12 hours a week can be seriously detrimental. Mr. Hine implores parents to take teenage work seriously, and stresses the need to place limits on the hours they work. He challenges us to "help young people integrate

work into their lives and maximize its potential as a tool to help them grow up."

Mr. Speaker, employment provides teenagers with valuable lessons about responsibility, punctuality, dealing with people, and money management, and it increases their self-esteem, encourages independence and teaches skills. On the other hand, long working hours are associated with all sorts of undesirable teenage behavior. According to Hine, working more than 11 hours a week is strongly correlated with teenage use of tobacco and alcohol, and working more than 26 hours a week shows the same correlation with marijuana and cocaine use. Studies have also found that teenagers working more than 11 hours a week have an increased rate of sexually transmitted diseases and unwanted pregnancies.

Working during the school year has become much more commonplace among America's youth over the past decades. Nearly a quarter of 14-year-olds and 38 percent of 15-year-olds have regular scheduled employment during the school year. When interviewed, eighty percent of high school students said that they have held jobs sometime during their high school years. Hine points out that young Americans are three times as likely to work than young people in Western Europe. Also, American youth who work average six times as many hours per work week as their European counterparts who are employed. Undoubtedly, those numbers reflect some of the reason for the comparative underachievement of American high school students.

Mr. Speaker, young people working more than 20 hours a week are also less likely to finish high school. The average employed American high school student works 17 hours a week. Link this with 35 hours a week spent in school and homework usually suffers. Young people also sacrifice sleep and exercise and spend less time with their families. When work and school obligations conflict, many students end up giving a higher priority to work.

Hine stresses that working in moderation, can be valuable. Teens who work 10–12 hours a week, actually receive higher grades than students who don't work at all. They learn important skills such as organization, teamwork, and responsibility. They exhibit a more mature attitude than their non-working classmates.

Mr. Speaker, under current Federal law, minors aged 14- and 15-years-old may not work for more than three hours a day and a maximum of 18 hours a week, when school is in session. It is also unlawful for 14- and 15-year-olds to work before 7 a.m. and after 7 p.m. so that work will not interfere with learning. Minors who are 16 and 17, however, face no federal restrictions when it comes to the number of hours they can work and they can work late into the night.

Mr. Speaker, teenagers should give education the top priority. This is nearly impossible when they are burdened with heavy work commitments. Our country is experiencing tremendous economic growth with low unemployment, resulting in a robust economy. This economic prosperity only creates greater pressures for employers to hire more teens and encourage them to work longer hours. We must not promote or permit practices that satisfy short-term economic demands without giving proper attention to the long-term future consequences of these policies.

Mr. Speaker, my legislation, H.R. 2119, the "Young American Workers' Bill of Rights Act" would provide tougher restrictions on the hours 14- and 15-year-olds can work, and would add new restrictions to minors aged 16 and 17. This legislation has the bipartisan support of over 60 Members of Congress. The "Young American Workers' Bill of Rights Act" would reduce and limit the hours 14- and 15-year-olds would be allowed to work from 18 hours a week to 15 hours a week. Also, there are currently no restrictions on the amount of hours minors ages 16–18 can work. The "Young American Workers' Bill of Rights Act" would change that. Under our legislation, if a teen aged 16, 17, or 18 and a full time high school student, he or she may not work more than 4 hours per day or more than 20 hours per week, and cannot work before 6 a.m. or after 10 p.m. when school is in session.

Mr. Speaker, I will reintroduce the "Young American Workers' Bill of Rights Act" in the 107th Congress, and I will urge that hearings be held on that legislation. Adoption of this legislation will reduce the problem of children working long hours when school is in session and strengthen existing limitations on the number of hours children under 18 years of age can work on school days. The bill would eliminate all youth labor before school, and work would be limited to 15 or 20 hours per week, depending on the age of the child. This is critical, Mr. Speaker, because the more hours children work during the school year, the more likely it becomes for education to be relegated to little more than a demanding nuisance.

Mr. Speaker, too many teenagers are working long hours at the very time that they should be focusing on their education. It is important for children to learn the value of work, but education, not minimum-wage jobs, are the key to our young people's future. Our legislation is an important step in re-focusing attention upon education.

Mr. Speaker, I ask that Thomas Hine's article "Working at 14—and Paying for It" from *The Washington Post* be placed in the *RECORD* for the benefit of our colleagues and urge this House to support meaningful comprehensive domestic child labor reforms and the adoption of H.R. 2119, the "Young American Workers Bill of Rights Act."

[From the *Washington Post*, Nov. 26, 2000]

WORKING AT 14—AND PAYING FOR IT

(By Thomas Hine)

While doing research on teenagers a few years ago, I left a question on an Internet message board, asking young people who work about their on-the-job experiences. The replies were overwhelmingly positive. Compared with school and the rest of their lives, these teens agreed, working gave them a feeling of being grown-up, even when their duties weren't very inspiring. One youngster gave an eloquent testimonial to the sense of freedom and personal satisfaction he felt when he put on a Ronald McDonald costume and entertained children. In the clown suit, he wrote, he was able to both be himself and have a positive impact on others.

It's easy to understand why young people like to work. First, of course, there's the money, the key to coolness for trend-conscious teens. But even more important is the sense of doing something that matters, of being essential. Adolescents—particularly the 14- and 15-year-olds who are joining the part-time work force in increasing numbers—thrive on the sense that somebody is counting on them.

And the retail and fast-food industries do just that, particularly during the holiday shopping season that began Friday. For the next several weeks, we will witness the ultimate expression of a powerful symbiotic relationship: the one between teenagers and the consumer society. Businesses get a plentiful supply of employees and high schoolers get a paycheck and a feeling of accomplishment. As a bonus, parents tend to give the arrangement almost unqualified approval, endorsing the self-reliance and personal responsibility that they believe comes with a job in the real world.

But the arrangement has less appealing and sometimes serious consequences, which even the most enthusiastic student-workers and their parents should consider.

To understand the consequences, you must first realize that for the most part we are not talking about kids picking up a few dollars in their spare time. Rather, we are talking about the majority who are members of a specific and unrecognized class. I call them the pampered proletariat.

These young people are "pampered" because they come largely from families with middle-class incomes or better, in which parents make few demands on their children's earnings. Instead, the youths can spend their wages on cars, clothes and entertainment. The retail industry is more than happy to cooperate: Teens are advertisers' darlings, both because they spend so much (more than \$160 billion last year), and because they are assumed to be developing habits that will last a lifetime.

Nevertheless, they are a "proletariat," because high school students putting in long part-time hours constitute a distinct American working class, one that receives low wages and few benefits. Much like the poorly paid factory workers who make so many of our clothes, shoes and consumer goods in overseas sweatshops, these young people help keep our shopping bills down and our fast food affordable.

This pampered proletariat starts young. According to a 1999 study by the Bureau of Labor Statistics, nearly a quarter of 14-year-olds and 38 percent of 15-year-olds have regular scheduled employment (as opposed to casual baby-sitting or yard work) during the school year. By the time they are seniors, another BLS study found, 73 percent of young people work during at least part of the school year.

A few of these young people, the ones who get featured in news stories, are making good money in challenging high-tech and Internet jobs. But their numbers are insignificant. The great majority are working for low wages doing just about what you would expect: The top three jobs for boys, according to the BLS, are cook, janitor and food preparer. For girls, they are cashier, waitress and office clerk. These jobs may help teens understand the value of work, but they have little intellectual content; with electronic cash registers and scanners, even cashiers hardly have to deal with numbers.

Young Americans work far more than their counterparts in other developed nations. One 1997 study, which compared middle-class students from various countries, found that American students were three times as likely to work as those in Western Europe, and that they work six times as many hours each week. These figures undoubtedly reflect the effects of higher unemployment rates in Europe. But they also provide some context for understanding the comparative underachievement of American high school students.

The average employed American high school student works 17 hours a week during the academic year. (Partly because of the proximity of jobs, the students who work the

most tend to come from higher-income areas.) During the holiday season, many young people find themselves under pressure from their supervisors to work extra hours. And since school vacations don't start until the shopping season is nearly over, many students will be juggling final exams, term papers and a heavier work schedule.

There is ample evidence that when the number of work hours exceeds 15 per week during the school year, the student workers suffer. On average, their grades go down and truancy increases. When work and school obligations conflict, the great majority will give top priority to their jobs. Unlike school, which is preparation for a distant goal, work feels more urgent, its crises are immediate and obvious—and it pays.

Moreover, a number of studies document that long work hours are associated with all sorts of undesirable teenage behavior. According to a recent study by the Centers for Disease Control (CDC), working more than 11 hours a week has a strong correlation with the likelihood that a teenager will smoke and drink, while more than 26 hours has the same correlation to the use of marijuana or cocaine. An earlier CDC study found that students who worked more than 11 hours a week had significantly higher rates of sexually transmitted diseases and unwanted pregnancies.

Not all the studies are so dismaying. In fact, there is a growing consensus that a modest amount of paid work—10 to 12 hours a week during the school year—has a positive impact on young people. Adolescents who work these kind of hours actually have higher grades than those who don't work at all. They learn to organize their time more effectively. The positive effects are strongest among lower-income students, whose long-term earning performance has been shown to be improved by work experience in their youth.

After all, even though we commonly think the chief job of teenagers is to go to high school, it really is to figure out how to become successful adults. A highly intensive work experience in a field closely related to their interests and abilities might help many young people reach that goal more effectively than finishing high school. But, for the moment, at least, dropping out carries a heavy economic penalty and social stigma, and most young people don't dare consider it.

Some companies that employ large numbers of young people thus argue that the low wages they pay are in the public interest because they're not high enough to tempt teens to drop out. But higher wages, if they were accompanied by a common expectation that young people would save a good part of those wages for further education and training, might serve society even better.

Ironically, there have been earnest murmurings of public concern about the most fortunate of young workers, those earning large salaries doing computer technical support or designing Web pages. I've heard commentators wonder whether these e-employees are in danger of losing their youth, whether they are growing up too fast. The vast low-wage majority seems, by contrast, to be hidden in plain sight, facing just as many adult-like anxieties and conflicts without the money or glamour. And they cope with them by using solutions they see grown-ups using, such as drinking alcohol and buying things they don't need. These are the youngsters we should worry about.

Young people working is not, in itself, a problem. Rather, problems occur when adults do not take the teenagers' work seriously. Too often we do not recognize its extent in their lives or its economic importance in ours. We do not recognize the difficulties and conflicts it raises for young

people. We place few limits on their work; nor do we demand that they use their earnings responsibly. We don't raise enough questions about the cycle of consumption and self-indulgence that makes teenagers both a desirable market and an exploited labor force. And we don't help young people integrate work into their lives and maximize its potential as a tool to help them grow up.

So, when you're stressed out during this shopping season, don't take out your anger on the overworked young people who serve you in the stores. They have troubles of their own.

IN HONOR OF LARS-ERIK NELSON,
WASHINGTON COLUMNIST FOR
THE NEW YORK DAILY NEWS, ON
HIS PASSING

HON. CAROLYN B. MALONEY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Monday, December 4, 2000

Mrs. MALONEY of New York. Mr. Speaker, today I pay special tribute to Lars-Erik Nelson, Washington columnist for The New York Daily News, who passed away on November 20, 2000. Mr. Nelson, an enormously talented journalist, was revered by both his colleagues in the news media and by many members of this body.

Mr. Nelson served as the Washington columnist for the Daily News for nearly two decades. He was an imaginative, generous, and perceptive writer. His work has been especially noted for its nonpartisan, honest, and straightforward style. His column served as an ideal conduit through which his readers in New York City's five boroughs could gain accurate and concise insight into the political events and personalities inside the Beltway.

Many of Mr. Nelson's outside-Washington readers brushed up on their political awareness by reading his columns while riding New York City subways. His identification with New Yorkers was most evident in his clear yet flowing prose and served as his most noted trademark. Michael Oreskes, the Washington bureau chief of The New York Times said Nelson was "a journalist's journalist. Honest, forthright, wise and clearheaded. He was cerebral without being stuffy." Columnist Jimmy Breslin described Mr. Nelson, fluent in Russian and an accomplished watercolor painter, as "one of the few intellectuals left in the newsroom."

Lars-Erik Nelson, a native New Yorker who graduated from Columbia College, began his journalism career writing for several newspapers in the greater New York area. He then became a diplomatic correspondent for Reuters, where he specialized in Soviet and Eastern European affairs. While reporting in Europe and Russia, Mr. Nelson covered the fall of the Soviet Union and the end of the Cold War. After briefly working as the Moscow Bureau Chief of Newsweek, Mr. Nelson joined the Daily News in 1979, where he worked as Washington Bureau Chief from 1981 until 1993, when he became a Washington columnist for Newsday. He returned to the Daily News as a columnist in 1995. For the past two years, he has also been a regular contributor to The New York Review of Books.

Mr. Speaker, the journalistic communities of both Washington, D.C. and New York City

have suffered the loss of a great writer and advocate for objective and sound journalism. Mr. Nelson, a veteran journalist who never missed an opportunity to share his advice with a rookie reporter, was a man who personified the ideal journalist. His remarkably astute columns should be looked upon as examples of superior journalism by younger journalists of today.

I express my most sincere condolences to both his family and coworkers. Lars-Erik Nelson will be sorely missed.

COLONEL THOMAS R. FRIERS TO
RETIRE FROM THE UNITED
STATES AIR FORCE ON 31 DE-
CEMBER 2000

HON. DAVE WELDON

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Monday, December 4, 2000

Mr. WELDON of Florida. Mr. Speaker, Colonel Friers' 28 years of service to our Nation culminate with his present assignment as Commander of the Department of Defense Manned Space Flight Support Office. Prior to entering the service, he received a Bachelor of Science degree in mechanical Engineering from Clarkson University, New York. He later received a Master of Science degree in Management from Central Missouri State University.

During the course of his Air Force career, Colonel Friers rose to the level of command pilot accumulating more than 4,000 hours of flying time in five fixed and rotary-winged aircraft. Colonel Friers served in a multitude of locations around the world from Vietnam to the Persian Gulf. He served at many levels: DOD Staff, Air Force Headquarters, and Major Command. Colonel Friers was awarded command a remarkable five times. He commanded a detachment, a squadron, a group, a DOD staff agency, and the Air Force's elite Combat Rescue School. He also served as flight examiner, aide to commander, director of command protocol, and chief of rescue division at the major command level.

The decorations from his 28 years of service include the Defense Superior Service Medal, the Legion of Merit, the Meritorious Service Medal with six oak leaf clusters, the Aerial Achievement Medal, and the Joint Service Commendation Medal.

Colonel Friers commanded troops during our Nation's triumph in the Persian Gulf. He also commanded during the Khobar Tower bombing, when his 1st Rescue Group lost 5 brave airmen.

During good times and bad, Colonel Friers has led with courage and distinction. Like our great national symbol, the eagles of a colonel are well suited to represent the character of this great leader.

HONORING HAROLD H. SEYFERTH

HON. SAM FARR

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Monday, December 4, 2000

Mr. FARR of California. Mr. Speaker, I wish today to speak with great pride in paying trib-

ute to an outstanding native Californian, Mr. Harold H. Seyferth. I had the privilege to speak at Mr. Seyferth's retirement party a year ago, and again am honored with the opportunity to speak about such an inspiring and motivating person. I am privileged to have worked with Mr. Seyferth in the community for he has shown tremendous leadership in California.

Mr. Harold Seyferth was born in Stockton, California, on the 22nd of January in 1922. Fifty-eight years ago Mr. Seyferth joined the United States Navy. He trained for the Amphibious Forces and spent the balance of his naval career on LCT 173 making landings on islands in the Pacific; Mr. Seyferth has since then continued working in both our national and local communities. A committed, other-oriented and hard-working man, Harold Seyferth followed in his father's footsteps and became a Locomotive Engineer with Western Pacific Railroad after returning from WWII.

Three years after completing his military duties, he entered California State University at San Jose. As a university student, he attended daytime classes, worked at night and still found time to become involved in student government and several other organizations. He proceeded to graduate with honors and moved on to Stanford University. Upon completing his graduate work, Mr. Seyferth earned a fellowship in Public Affairs with the CORO Foundation.

Mr. Seyferth's community work is quite admirable and has positively affected multitudes of people. He has worked at various levels of government including an internship with the city of Oakland, San Jose City Planner, and an assistant to the City Manager of San Jose. He later became a planning consultant for the city of Mountain View and subsequently moved on to be City Manager for the city of Hollister. He also served as Property Manager for the city of Salinas and Chief Land Officer for the city of Seaside. In addition to his devotion to civil service, he has been an educator in many schools and communities. Throughout his lifetime, Mr. Seyferth has taught at Golden Gate University, San Jose State University, Hartnell College, Monterey College of Law, Monterey Peninsula College and various other professional seminars.

In recognition of his exemplary work Mr. Seyferth has earned the following honors: All American City Citizen Award, City of San Jose; Outstanding Citizen, City of San Jose; Charter Revision Commission, City of San Jose; Board of Directors, Boy's City Boys Club, San Jose; Board of Directors, American Cancer Society, San Jose; Board of Directors, Santa Clara County Farm Bureau; Board of Trustees, Enterprise School District; Chairman, Monterey County Parks Commission; Chairman, Citizens Advisory Committee, Local Coastal Plan; Chairman, Malpas Property Owners Association; Chairman, Carmel Rivers Mutual Water Company; President, Monterey Peninsula Chapter, AARP; President, San Jose University Alumni Association, Monterey County Chapter; Founding member, Board of Directors-Friends of CSUMB; AARP/VOTE Coordinator 17th Congressional District; Board of Directors, Mariposa Hall, Inc.; Who's Who in America; Who's Who in the West; Who's Who in California; and Who's Who in Real Estate. A commendable, multi-talented and multi-interested man, Mr. Seyferth has continuously devoted himself to our community.