

"I feel like I help them get along better in their lives," Miller said. "I have a chance to meet people in drastically different life situations from mine."

Miller is one of more than 140 full-time volunteers in the San Antonio area serving with various AmeriCorps programs. Although the volunteers are affiliated with different funding agencies, their goals are the same.

They want to tackle some of San Antonio's blight and improve people's lives. AmeriCorps is the national service program started by Congress and President Clinton in 1993. Programs can be funded with federal dollars or matched by a local "parent" organization.

The George Gervin Youth Center has 20 full-time AmeriCorps volunteers and Habitat for Humanity has a dozen full-time volunteers working in San Antonio.

Miller works for the 10-year-old City Year program, which has 70 AmeriCorps volunteers and works out of an office downtown.

An average day for him varies somewhat from Rudy Beltran, 23, a full-time volunteer with the Just Serve AmeriCorps program run by San Antonio Fighting Back of the United Way.

Beltran, based at the Barbara Jordan center of the city's East Side, is a full-time student at the University of Texas at San Antonio. He also teaches an evening, English-as-a-Second-Language class at Highlands High School and tutors high school students in English.

Recently, Beltran helped several students prepare for the Texas Assessment of Academic Skills Test.

"I definitely get a lot out of it," Beltran said. "A couple of students came up to me and said it really helped them. They thought they had passed it."

Fighting Back, a substance abuse, crime and violence prevention and community development program, has 60 full-time volunteers. They are recruiting more than 100 high school students for a new part-time service program in San Antonio.

City Year and Southside High School recently started a part-time volunteer program for students called City Heroes.

Most of the full-time volunteers started their year of service in August and will finish in June.

Volunteers operate primarily on the city's West, East and South sides but can participate in programs anywhere in the city, said Scott Hirsch of the Texas Commission on Volunteerism and Community Service. Volunteers themselves come from all areas of town and sometimes—like Miller—from out of town.

Hirsch said the commission is working on guidelines to evaluate how effective volunteers throughout Texas have been in the past five years since the AmeriCorps program was founded. Overall, the various volunteer programs are going strong.

Hirsch added that associations with other programs can cause confusion. "Sometimes, when you're at a cocktail party and you mention you work for AmeriCorps, people think it no longer exists," Hirsch said.

Some of the benefits to the program are intangible, said Bill Blair, director at the George Gervin Youth Center.

Regularly, when volunteers are painting a house or cleaning up an abandoned lot, neighbors will stop by and offer their help.

"I say, 'Sure, come on and join us.' You can't beat that sort of thing," Blair said.

Neighbors can also submit ideas for service projects to any of the programs like City Year or Fighting Back.

AmeriCorps volunteer benefits can include health insurance, a weekly stipend, uniforms and a post-service education award of \$4,725 that can pay for school or student loans. The program requires a minimum of 1,700 hours a year from volunteers.

This fall, Miller will begin college in Vermont. He said his favorite times as a volunteer come when someone thanks him for work that an AmeriCorps volunteer did.

"I have people come up to me all the time. They see your shirt and want to thank you," Miller said. "They can be thanking you for something that happened three years or three days ago."

WORKING ON A SOLUTION

HON. BOB SCHAFFER

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 20, 1999

Mr. SCHAFFER. Mr. Speaker, in the matter of the Columbine Massacre, I hereby submit to the RECORD a statement issued by the Colorado State Board of Education.

These remarks, I commend to my colleagues upon consideration of various proposals pending this Congress. Clearly, the thoughts offered by the Colorado State Board of Education, signed a thoughtful approach to any legislative initiatives we might consider here and establish a reasonable framework from which to view our responsibilities.

The statement of the Board is as follows:

WHAT IS TO BE DONE: SEARCHING FOR MEANING IN OUR TRAGEDY

In the aftermath of the most terrible day in Colorado education, when the pain and grief of those who have suffered loss is beyond what words can express, all of us are asking the questions: "Why? How did this happen? What can we do to keep it from happening again?" The State Board of Education, adhering to its Constitutional responsibility, joins the Columbine community and the rest of the State in seeking the lessons that may be drawn from the awful tragedy of April 20, 1999.

As we seek the why behind this infamous event, we must find answers beyond the easy and obvious. How weapons become used for outlaw purposes is assuredly a relevant issue, yet our society's real problem is how human behavior sinks to utter and depraved indifference to the sanctity of life. As our country promotes academic literacy, we must promote moral literacy as well, and it is not children, but adults in authority who are ultimately responsible for that.

Our tragedy is but the latest—albeit the most terrifying and costly—of a steadily escalating series of schoolhouse horrors that have swept across the nation. The senseless brutality of these calamities clearly reveals that a dangerous subculture of amoral violence has taken hold among many of our youth.

We cannot pretend that we have not known about this subculture or about those elements of the mass media, from films to video games, from which it derives sustenance. Further, we must honestly admit that essentially we have done nothing to prevent these cultural cancers from spreading through our schools and society.

How often have adults questioning highly dubious youth speech, dress, entertainment, or behavior been decried as old-fashioned, or

worse, attacked as enemies of individual expression? How often have parents or teachers reporting alarming predictors of violent behavior been told nothing can be done until someone actually commits a crime? So we do nothing, and then look upon the ruin of so many young lives while hearing those saddest of words: Too Late.

As a Board we believe, with Edmund Burke, that all that is required for the triumph of evil is that good men do nothing. We further believe that society must act now before it is too late for more innocent children. We also recognize that failing to act shall make us all accomplices in such future tragedies as may engulf our schools.

Accordingly, we make the following recommendations for renewing that unity and strength of purpose that has historically bonded our schools, our homes, and our society.

I. IN OUR SCHOOLS

While our schools are at once the mold and the mirror of the democratic society they serve, they are not democracies themselves. Schools are founded and controlled by adults for the benefit of children.

The adults accountable for running schools must have the courage, ability, and authority to establish and maintain a safe and orderly environment maximally consonant with the purposes of schooling, i.e. the fullest possible achievement for every single child.

We recognize that in every time, and every society, there is tension between liberty and license, and frankly, we believe that the pendulum has swung too far in the direction of the latter.

Be that as it may, our school children should not be routinely victimized by the quarrels of the wider society. They deserve the shielding mantle of adult authority while they form and strengthen themselves for their own entry into adulthood.

We also recognize the routine cruelty and torment that can occur among adolescents in an unchecked peer culture. This is all the more reason for a strong and vigilant adult authority to prevent victimization of the vulnerable.

We know this won't be easy, and that it must begin with a decisive rollback of those harmful precedents that have so undermined the confident and successful exercise of legitimate adult authority upon which every good school depends.

We must stop disrespecting those who urge discipline and values. We must recognize that their cry is the legitimate voice of the American people. We must listen to respected voices—liberal and conservative—like Albert Shanker and William Bennett—when they tell us flat out that our "easy" schools will never get better or safer without a massive renewal of their values, discipline, and work ethic.

Finally, we must remember, respect, and unashamedly take pride in the fact that our schools, like our country, found their origin and draw their strength from the faith-based morality that is at the heart of our national character.

Today our schools have become so fearful of affirming one religion or one value over another that they have banished them all. In doing so they have abdicated their historic role in the moral formation of youth and thereby alienated themselves from our people's deep spiritual sensibilities. To leave this disconnection between society and its schools and unaddressed is an open invitation to further divisiveness and decline. For the sake of our children, who are so dependent upon a consistent and unified message

from the adult world, we must solve these dilemmas. Other civilized nations have resolved divisions that are far more volatile. Surely, America can do as well.

II. IN OUR HOMES

We routinely preach about cooperation between home and school, yet too often our actions tell a different story. Too often, we undermine rather than support the values and authority of parents. Too often, we find them handy scapegoats for our own failures.

When countless surveys show our parents to be deeply concerned about the state of public education, something is seriously wrong and we ignore this at our peril.

This alienation has as much to do with parental concerns about safety and values as it does with persistent learning deficiencies. If we are to ask parents to use their authority to support those educating their children, then educators must use their authority to support the work and values of parents. Some schools are already doing this, but sadly in too many instances, these historic bonds of trust and mutual support have frayed badly or broken altogether.

We deeply believe that without a unified adult world, our children will continue to suffer the consequences of our doubts and divisions.

III. IN OUR SOCIETY

The connection between murder in our schools and elements of the mass culture is now beyond dispute. Only those who profit from this filth, and their dwindling bands of apologists deny the evidence of violence, hatred, and sadism routinely found in films, video games, and the like.

We believe it is no longer acceptable for an entertainment industry that spends billions to influence the behavior of children to deny that their efforts have consequences or that they have no accountability for sowing the seeds of tragedy.

If a utility poured sewage into our streets, an outraged public would not tolerate it. Should those responsible for the stream of moral sewage entering our homes and communities be any less accountable?

If we deem it proper to boycott, withhold public investments, and otherwise impose an economic penalty on companies for their labor practices, environmental policies, or countries in which they operate, how could we fail to move at least as aggressively against those who create, promote, and distribute media and other products for which there is no imaginable justification.

In closing we should be reminded that throughout our history our people have demonstrated a remarkable capacity for moral courage and self-renewal in times of great danger and challenge.

Perhaps across the ages we can hear the timeless words of Abraham Lincoln, and, applying them to our own circumstance renew his pledges, "that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom".

With history as our judge, let us go forward together with a strong and active faith.

Authorized at a Special Meeting of the State Board of Education, April 21, 1999 and issued by our hand in the city of Denver, Colorado, at the regular meeting May 13, 1999.

Clair Orr, Chairman, 4th Congressional District; Pat M. Chlouber, Vice Chairman, 3rd Congressional District; Ben Alexander, Member-At-Large, John Burnett, 5th Congressional District; Randy DeHouff, 6th Congressional District; Patti Johnson, 2nd Congressional

EXTENSIONS OF REMARKS

District; Gully Stanford, 1st Congressional District; William J. Moloney, Commissioner of Education.

HONORING H. STEPHEN LIEB

HON. ELIOT L. ENGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 20, 1999

Mr. ENGEL. Mr. Speaker, I rise today to give tribute and thanks to Stephen Lieb who is retiring as Director of the Northeast Bronx Education Park. For many years he taught our children, before rising to administrative posts in the school district.

He was born and raised in New York City, educated in its public schools and has a B.S. from Hunter College, his M.S. from Fordham University and additional graduate work at Pace University and the University of Washington.

His initial assignment was teaching science at J.H.S. 163. In 1970 he transferred to I.S. 180 as Science Chairman and he was named Planetarium Director when that facility was completed.

Among his accomplishments was the full air conditioning of the five schools in the Park, and the installation of the data communications system. He has worked for 30 years with the Greater New York Council, Boy Scouts of America and takes 30 fatherless boys to camp every year. He also founded a scholarship program. In his retirement as Director of the Education Park, he leaves a hole that will be difficult to fill. I congratulate him for all of his good work and wish him the very best in retirement.

IN HONOR OF THE SALVATION ARMY

HON. DENNIS J. KUCINICH

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 20, 1999

Mr. KUCINICH. Mr. Speaker, I rise today to honor The Salvation Army's Harbor Light Complex in the Greater Cleveland area on their 50th Anniversary.

The Harbor Light Complex has a strong commitment to helping those in the greater Cleveland area who are less fortunate. Through this institution, programs of Correction, Emergency Sheltering Services, Food Services, New Hope Citadel Corp., Residential Services, as well as Detox & Substance Abuse Programs help people deal with difficulties they face and gives them the courage and the tools to fight through them.

The Harbor Light Complex continues to provide in its historically established tradition the caring services needed to offer comfort, shelter sustenance, education and hope to the Greater Cleveland Community. The Salvation Army's continuing commitment to serving a diverse group of people in need in the Greater Cleveland area, sets an example of how caring individuals can change the world one life at a time.

I would like to recognize the Salvation Army's Harbor Light Complex for 50 years of quality service. They have truly met the needs of those who do not have a voice in our community.

INTRODUCTORY STATEMENT FOR THE HEALTH CARE WORKER NEEDLESTICK PREVENTION ACT

HON. FORTNEY PETE STARK

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 20, 1999

Mr. STARK. Mr. Speaker, I am pleased to join with my colleagues, MARGE ROUKEMA, GEORGE MILLER, and ROB ANDREWS to introduce the Health Care Worker Needlestick Prevention Act, a bill to prevent dangerous, costly and preventable needlestick injuries to our nation's health care workers.

For far too long, we have stood by and watched as health care workers suffer needlestick and sharps injuries in our nation's hospitals and health care system. According to a 1997 report by the Occupational Safety & Health Administration (OSHA), approximately 800,000 hospital-based workers are injured annually from accidental needlesticks. Many of those injuries infections from bloodborne diseases, the worst of which include HIV/AIDS, and Hepatitis B & C.

OSHA estimates that approximately 16,000 needlesticks are contaminated by the HIV/AIDS. As of December 1998, the Center for Disease Control (CDC) had documented 54 cases of HIV seroconversions from needlesticks and more than 110 "possible" cases among U.S. healthcare workers. In addition, according to the International Health Care Worker Safety Center at the University of Virginia, there are an estimated 18 to 35 new occupational HIV infections of health care workers occurring from accidental needlesticks each year.

These injuries are largely preventable through use of newer technologies that use engineering devices to minimize accidental needlesticks. Hundreds of hospitals across the country have already converted to the use of these devices, but there are still thousands that haven't done so. Our legislation would make such safety devices the norm rather than the exception.

The Health Care Worker Needlestick Prevention Act is modeled after a California state law. Last year, California became the first state in the nation to require needlestick protections. The legislation was signed into law by then-Governor Pete Wilson and was endorsed by a wide coalition including the California Health Care Association (the state hospital trade association), Kaiser Permanente, health care workers, and labor unions alike.

The California Occupational Safety and Health Administration (Cal-OSHA) has estimated that each needlestick injury costs between \$2,234 and \$3,832 for treatment, testing, and prophylactic drugs. Cal-OSHA has also estimated that the California safe needles and sharps law, passed last year and effective this August, will save affected businesses and facilities over \$100 million per year in excess