Congressional District whose distinguished career has contributed to the growth and prosperity of a major employer in Central New York. This month, Mr. T. Hume Laidman will retire from the Carrier Corporation division of United Technology after 44 dedicated years of service.

Since 1957, Mr. Laidman has served in five different divisions of Carrier, participating in the company's growth from a largely domestic supplier to a truly global leader in its industry. Mr. Laidman has personally overseen the opening of manufacturing plants on five continents, and since 1997 as Vice President of Operations for Carrier Refrigeration, he has played a key role in establishing its refrigeration division, which has its worldwide headquarters in Syracuse, as a $3 billion operation.

Raised in Florida, Mr. Laidman spent summers as a youth visiting his godmother in Cazenovia, New York. After graduating from the University of Miami, Mr. Laidman decided to pursue his career and raise his family in Central New York. While his vocation frequently took him to various countries, Mr. Laidman still found time to volunteer locally for the ski patrol at Song Mountain for more than 40 years.

Mr. Laidman's leadership at Carrier has contributed greatly to the organization's success and to its ability to support a large employee base, community organizations and civic betterment. On behalf of the people of the 25th Congressional District, it is my honor to congratulate Mr. Laidman on his well-deserved retirement and to thank him for 44 years of service to Central New York. We wish him and his family the very best.

PROBLEMS FOR TEENS WHO WORK: WE NEED THE ''YOUNG AMERICAN WORKERS BILL OF RIGHTS''

HON. TOM LANTOS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 6, 2001

Mr. LANTOS. Mr. Speaker, during the 106th Congress, over 60 Members of Congress joined me in support of comprehensive domestic child labor law reform which would protect our children in the workplace. This bipartisan legislation—entitled ''The Young American Workers' Bill of Rights Act'' (H.R. 2119 in the 106th Congress)—would assist both families and teenagers' struggling with the competing interests of holding a job while gaining an education. The legislation will also reduce the incidence of injuries and deaths of minors at the workplace. I look forward to reintroducing this important bill early in the 107th Congress.

As we continue our efforts to combat the injustice of international child labor, we must not forget our own children here. The exploitation of child labor is unfortunately not a thing of the past in our country. It has become a growing problem that continues to jeopardize the health, education, development and lives of many of our children.

People often associate the evils of child labor only with Third World countries. But American teenagers are also negatively impacted by exploitation on the job. Our economy has changed considerably since the days when teenagers held after school jobs at a ''Mom and Pop'' corner drug store or soda fountain. In today's low unemployment economy, teenagers are hired to work part-time to fill-in or to hold jobs previously held by adults in full-time positions. Many high-school students are working 30 and even 40 hours a week, and often they are working well past midnight on school nights. Research shows that long hours on the job take away time needed for schoolwork and family responsibilities.

Mr. Speaker, studies have shown that the majority of children and teenagers who hold jobs in the United States are not working to support their families, but rather are employed to earn extra spending money. Employment is important in teaching young people the value of work, and I see nothing wrong with minors working to earn extra spending money. I think it is a serious problem, however, when teenagers work more hours for spending money than they spend working for their education. It is important for children to learn the value of work, but a solid education, not after school jobs, are the key to a successful future. We need to set sensible limits on the hours that minors are permitted to work during the school year so that our children can focus on their primary job—earning a good education.

Mr. Speaker, I would like to call the attention of my colleagues to an article which appeared in the New York Times recently entitled ''Problems Seen For Teenagers Who Hold Jobs'' which was written by Steven Greenhouse. The article discusses some of the problems many teenagers face when they hold a job during the school year. According to the article, a study of the National Academy of Sciences found that when teenagers work more than 20 hours a week, it often leads to lower grades, higher alcohol use and too little time with parents and families.

Mr. Speaker, I will place the entire text of this article in the RECORD, but I would like to call special attention to a couple of paragraphs that are particularly indicative of the problems we face:

''One recent Friday, Alicia, [a] waitress, a senior at Governor Livingston Regional High School in Berkeley Heights, N.J., acknowledged that she had put in a grueling week. Alicia, who works at Johnny Rockets, a 1950's-style diner at the Short Hills Mall, had missed one day of school that week and arrived late the four other days. The reason was that she had to work past midnight on Tuesday and Thursday, and that came after working from 10:30 a.m. until 12:30 a.m. on Saturday and Sunday.

''It's fun, and I get a lot of money—I made $240 on Saturday alone,'' she said, noting that she sometimes earns $40 in tips in an hour when its busy.

'' 'I'm not doing good in school this semester,' Alicia acknowledged, her tone half rueful, half isn't-this-cool. 'Because of work, I come into school late or I stay home because I'm so tired.'

''Joan Tonto, one of Alicia's teachers, said, 'She's tired when she comes into school, and by sixth period she's too tired to work on problems in class. I've talked to Alicia about how her job is affecting her in school, and she says, 'I'm making a lot of money, Mrs. Tonto.' ''

Mr. Speaker, it is clear to me from reading these excerpts and from reviewing a recent study by the National Academy of Sciences, that it is time for us to carefully weigh the benefits of children working against the costs that too much work can take on a child's academic performance and healthy development. At what point does the desire to earn extra spending money negatively effect the ability of a child to perform to her or his learning potential at school? According to Steven Greenhouse, 16- and 17-year-olds are working 40 hours a week on top of 30 hours in the classroom and in many cases education is taking a back seat to after school employment.

Mr. Speaker, I ask that the entire article ''Problems Seen For Teenagers Who Hold Jobs'' be placed in the RECORD. I urge my colleagues to read this article and to join me in cosponsoring ''The Young American Workers' Bill of Rights Act.'' This legislation will ensure that the job opportunities available to our youth are meaningful, safe, and healthy, and our bill will encourage—not discourage—their healthy development and will give them the tools to help prepare them for a productive adult life.

[From the New York Times, Jan. 29, 2001]

PROBLEMS SEEN FOR TEENAGERS WHO HOLD JOBS

(By Steven Greenhouse)

Some weekdays, Alicia Gunther, 17, works past midnight as a waitress at a New Jersey mall, and she readily admits that her work often hurts her grades and causes her to sleep through first period.

Jason Ferry, a high school junior, loves working 30 hours a week as a cashier at a Connecticut supermarket, but he acknowledges that when he gets home from work at 9:30 p.m. he usually does not have enough time to study for big tests.

For decades, the conventional wisdom has been that it is great for teenagers like these to hold after-school jobs because they teach responsibility, provide pocket money and keep the teenagers out of trouble.

But in a nation where more than five million teenagers under 18 work, a growing body of research is challenging the conventional wisdom and concluding that working long hours often undermines teenagers' education and overall development.

In the most important study, two arms of the National Academy of Sciences—the National Research Council and the Institute of Medicine—found that when teenagers work more than 20 hours a week, the work often leads to lower grades, higher alcohol use and too little time with their parents and families.

Influenced by such studies, lawmakers in Connecticut, Massachusetts, Alabama and other states have pushed in recent years to tighten laws regulating how many hours teenagers can work and how late they can work. In Massachusetts, several lawmakers are seeking to limit the maximum amount of time 16-year-olds and 17-year-olds can work during school weeks to 30 hours, down from the current maximum of 48 hours.

In 1998, Connecticut lawmakers reduced the maximum number of hours 16-year-olds and 17-year-olds can work during school weeks to 32 hours, down from 48, and last year they debated imposing fines on employers who violate those limits. In New York, students that age are allowed to work up to 28 hours during school weeks, while in New Jersey the maximum is 40 hours.

The impetus to tighten restrictions grows largely out of concerns about education, especially fears that American students are falling short on tougher standards and are lagging behind foreign students in comparative tests. While there are myriad reasons for poor school performance, legislators seeking tougher restrictions say American students would certainly do better if they placed more emphasis on work inside school and less emphasis on working outside school.

''We have 16- and 17-year-olds working 40 hours a week on top of 30 hours in the classroom,'' said Peter J. Larkin, the Massachusetts state representative sponsoring the bill to reduce the number of hours teenagers can work. ''Something has to give, and academics seems to be taking a back seat. Sure there is pressure against the bill from employers who need teenage workers to help in a full-employment economy, but many other employers are complaining that the graduates of our high schools are not up to par.''

With the national jobless rate at 4 percent, near its lowest point in three decades, many employers are eager to hire teenagers and say it would be bad for the economy and for their businesses to limit the number of hours teenagers can work.

In many states, those pushing for tougher restrictions include pediatricians' groups, P.T.A.'s, women's clubs, teachers' unions and the National Consumer League. Those opposing tighter restrictions usually include business groups and the many parents who see benefits in teenagers' working, and who have warm memories of their own first jobs as soda jerks or supermarket clerks.

Studies by the National Research Council and professors at Stanford University, Temple University and the University of Minnesota found negative effects when 16- and 17-year-olds work more than 20 hours a week. These studies concluded that students who work long hours often do not have enough time or energy for homework and miss out on social and intellectual development gained from participating in school clubs and athletic teams.

Several studies also found that 16-year-olds and 17-year-olds who work long hours tend to use alcohol more than others in their age group, largely because they have extra pocket money and copy older co-workers.

''It's probably safe for kids to work 10 hours or less each week when they're in school, but probably not such a good idea for them to work more than 20 hours,'' said Laurence Steinberg, a professor of psychology at Temple University. ''That's when we and other researchers find decreased academic performance and decreased engagement in school.''

But many child development experts, teachers and parents said working a modest amount could be valuable for teenagers, teaching responsibility and how to work with others, as well as contributing money to financially strapped households.

''It's a positive thing,'' said Ted Simonelli, a guidance counselor at Linden High School in New Jersey. ''They're learning to be on time, they're learning to be good employees, they're learning a skill that they can trade on when they graduate. Many of the students in the top half of our class work after school.''

For teenagers in poor city neighborhoods, several studies have found, a job can be especially beneficial because it fosters discipline and provides needed role models.

Supporters of teenage work point to success stories like Josh Hershey, 16, of West Hartford, Conn., who took a job at an after-school child care center because it would help prepare him for the career to which he aspires: teaching. His job helped his schoolwork, he said, because it forced him to procrastinate less and focus more when doing homework.

''There are a lot of benefits to students' working in moderation,'' said Jeylan T. Mortimer, a sociology professor at the University of Minnesota in Minneapolis. ''But most sociologists and psychologists would say that it's an excessive load for full-time students to work 25 or 30 hours a week if you think it's important for young people to participate in extracurricular activities, develop friendships and spend time with their families.''

A newly released study by the Department of Labor shows that 58 percent of American 16-year-olds hold jobs sometime during the school year, not including informal work like baby-sitting, while another study shows that one-third of high-school juniors work 20 or more hours each week. The Department of Labor also found that slightly more than two-fifths of 15-year-olds work, as do one in five 14-year-olds.

Several economists said the percentage of teenagers who work has remained at the same level in recent years. Although the statistics are sketchy, these experts said they believed that the number of hours students work has increased, partly because of the tight labor market.

A new study by the International Labor Organization showed that American teenagers work far more than teenagers in most other countries. The study found that 53 percent of American teenagers, from the ages of 16 to 19, work in any given week. In Japan, 18 percent of teenagers aged 15 through 19 work, while in Germany, 30.8 percent of teenagers in that age bracket work.

One recent Friday, Alicia, the waitress, a senior at Governor Livingston Regional High School in Berkeley Heights, N.J., acknowledged that she had put in a grueling week. Alicia, who works at Johnny Rockets, a 1950's-style diner at the Short Hills Mall, had missed one day of school that week and arrived late the four other days.

The reason was that she had to work past midnight on Tuesday and Thursday, and that came after working from 10:30 a.m. until 12:30 a.m. on Saturday and Sunday.

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Joan Tonto, one of Alicia's teachers, said, ''She's tired when she comes into school, and by sixth period she's too tired to work on problems in class. I've talked to Alicia about how her job is affecting her in school, and she says, 'I'm making a lot of money, Mrs. Tonto.' ''

Teenage labor dates from colonial times, when many youths served as apprentices or helped sow and harvest. But with the nation's rapid industrialization came heightened concerns about teenage labor because of the increased emphasis on education and the many exposés about businesses exploiting children.

Still, many parents urge their children to work, saying it is better than sitting around watching television.

Laura Stifel, whose son Jason Ferry has the 30-hour-a-week supermarket job in Southington, Conn., saw a benefit to teenagers' working. ''I think it's great that kids work because it leaves them with less time to get in trouble or be out on the street,'' she said.

But when she began to worry that Jason's $7.75-an-hour job was taking a toll on his grades, Ms. Stifel barred him from using his car until he got his grades back up.

In the summer of 1999, a 16-year-old Southington High School student working at an amusement park died when he stepped too close to the amusement ride he was tending and was dragged underneath. About 70 teenagers die each year in work-related accidents, and safety experts say these accidents occur because teenage workers often receive little training or supervision.

Federal regulations bar 12-year-olds and 13-year-olds from working in most jobs, with one exception being delivering newspapers. Federal rules prohibit 14- and 15-year-olds from working more than three hours or past 7 p.m. on school days. The federal government places no restrictions on the hours 16- and 17-year-olds can work, leaving the matter to the states.

Jeffrey Ellenberg, who owns a dry-cleaning shop in West Hartford, likes hiring teenagers.

''We used to have quite a few more high school students working,'' he said. ''Unfortunately, in this economy we can't get more of them. The advantage is you can train them to do what full-timers do, but you don't have to pay them the full-time wages and benefits.''

At Mr. Ellenberg's shop, Rebecca Gohsler, 16, works two or three afternoons a week behind the counter and 10 hours on Saturdays. Although Rebecca's guidance counselor frets that Rebecca's job is pulling down her grades and pulling her away from extracurricular activities, Rebecca sees her $8-an-hour job as one of the best things in her life. She likes the spending money, likes chatting with customers and likes the sense of independence.

Rebecca, who hopes to become a marine biologist, said her job sometimes undercut her schoolwork. ''If I just came home from work and I have a paper to write, there is a chance I might not spend as much time on it or put in enough effort,'' she said.

Many educators say parents should crack down on their teenagers' jobs if grades start to languish. Carol Hawkins did just that last spring, ordering her son Jon, 16, a junior at Governor Livingston High, to cut back his 20 hours a week pumping gas when his grades started to suffer.

''This year I've been able to manage my work and my school better,'' Jon said. ''But sometimes I still have to study until 2 in the morning.''

Several studies have found that 20 percent to 30 percent of teenage workers contribute to family expenses. Most use their earnings for cars, gasoline, clothes, cosmetics, cell phones, pagers and movies.

Dawne Naples, a guidance counselor at Southington High, said she advised Jason Ferry, when his grades were suffering, that it was unwise to work 30 hours a week, largely to pay for his car and gasoline. '' 'The car will get you around town,' I told him, 'but what's going to get you beyond Southington High?' '' she said.

PERSONAL EXPLANATION

HON. RUBÉN HINOJOSA

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 6, 2001

Mr. HINOJOSA. Mr. Speaker, on January 31, 2001 I was in my Congressional District and missed two yea and nay votes and one recorded vote. Had I been present I would have voted as follows:

Roll No. 6, H. Con. Res. 14, permitting the use of the rotunda of the Capitol for a ceremony as part of the commemoration of the days of remembrance of victims of the Holocaust, ''yea''.

Roll No. 7, H. Con. Res. 15, expressing sympathy for the victims of the devastating earthquake that struck India on January 26, 2001, and support for ongoing aid efforts, ''yea''.

Roll No. 8, Speaker's approval of the Journal of Tuesday, January 30, ''aye''.

A TRIBUTE TO STEPHEN J. HAWKINS

HON. CALVIN M. DOOLEY

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 6, 2001

Mr. DOOLEY of California. Mr. Speaker, I rise today to pay tribute to Stephen J. Hawkins, who is retiring as Postmaster of the city of Fresno after more than thirty-five years of service to the United States Postal Service.

Mr. Hawkins arrived in Fresno after a successful career with the Postal Service in San Francisco, San Diego, and Los Angeles. Mr. Hawkins has served the Fresno community in numerous ways.

As the city of Fresno has grown exponentially over the past few years, Mr. Hawkins was instrumental in increasing the number of postal stations in Fresno.

Mr. Hawkins' dedication to public service extends beyond his professional life. He was the chairman of the Fresno/Madera County Combined Federal Campaign from 1994 through 1999 and helped raise more than five hundred thousand dollars for local charities.

Mr. Hawkins has been a leader in community organizations, having served on the Board of Directors of Fresno United Way and President of the Federal Executive Association.

He has also encouraged postal employees to volunteer and contribute to the community to such events as the Juvenile Diabetes Walk and the American Cancer Society Run.

Mr. Hawkins has helped to raise public awareness of commemorative stamps honoring worthy causes and notable Americans, including the breast cancer awareness stamp, the stamp honoring those who serve, the hospice stamp, and the adoption stamp.

Mr. Hawkins has been active in Fresno's civic life, working with the Sister Cities Organization and making a presentation and tour of the Fresno postal facilities to Fresno's sister city in China.

In recognition of Mr. Hawkins' outstanding communications and community outreach, he was awarded with the Postal Service's prestigious Benjamin Award for four years in a row.

Mr. Speaker, please join me in congratulating Stephen J. Hawkins on his retirement and in wishing him continued success in the future.

LEADERSHIP WILKES-BARRE CELEBRATES 20TH ANNIVERSARY

HON. PAUL E. KANJORSKI

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 6, 2001

Mr. KANJORSKI. Mr. Speaker, today I honor Leadership Wilkes-Barre on the occasion of its 20th anniversary. The mission of this distinguished organization is to develop informed and committed leaders from all segments of the community who will serve, strengthen and improve Northeastern Pennsylvania, and it is doing exactly that.

Leadership Wilkes-Barre began in 1981, when then-Chamber of Commerce Director John Sheehan proposed the idea to community leaders Tom Bigler, John Conyngham, Ed Schechter and the late Tom Kiley, who together formed the steering committee.

The inaugural class of 20 graduated in June 1982. Since then, the program has grown and now has 648 graduates, with a depth of experience and a diversity of backgrounds from India and Iran to Clarks Summit and Shickshinny. The graduates of Leadership Wilkes-Barre are putting their skills to work on hundreds of community projects and volunteer boards throughout the region and the state.

Since its founding, the organization has expanded by adding the Junior Leadership Wilkes-Barre program for high school students in 1986 and the Intercollegiate Leadership Wilkes-Barre program in 1987. The Intercollegiate program serves students from College Misericordia, Keystone College, King's College, Luzerne County Community College, Penn State Wilkes-Barre and Wilkes University.

In 1999, the organization developed Masters Leadership Wilkes-Barre, designed to give retired and semi-retired members of the community a chance to become more involved in community service. Over the 20 years of Leadership Wilkes-Barre's existence, there have been 2,013 participants in its programs.

Mr. Speaker, the driving force behind this record of accomplishment and service is Executive Director Sue Kluger, a founding board member who has led the organization since 1983. I am pleased to call her hard work and the many achievements of Leadership Wilkes-Barre to the attention of the House of Representatives, and I wish her and the fine organization she leads many more years of success.

RECOGNIZING THE MASSACHUSETTS DIVISION I STATE CHAMPIONS—LUDLOW HIGH SCHOOL BOYS SOCCER TEAM

HON. RICHARD E. NEAL

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 6, 2001

Mr. NEAL of Massachusetts. Mr. Speaker, I rise today to recognize the accomplishments of the 2000 Ludlow High School boys soccer team. This past season the Ludlow boys team compiled a record of 19–0–3 en route to earning the Smith Division League Championship, the Western Massachusetts Division I Championship, and the Massachusetts Division I State Championship. Their efforts enabled them to earn a top five ranking nationally.

Not only did the boys team finish the season undefeated, but their 2000 campaign marked the first time in Massachusetts history that a boys soccer team won four consecutive Western Massachusetts Division I titles. Also, the Lions have won back to back State titles, the first time this has been done in Massachusetts in 35 years. Ludlow High School has a fine and proud tradition in boys soccer play. The school has earned thirteen State titles and twenty-six Western Massachusetts championships.

At the Lions' coaching helm was Tony Goncalves. He and his staff have fine tuned their team's athletic skill and have instilled poise, discipline, and sportsmanship into their players. Coach Goncalves and his staff have certainly earned their reputation as one of the finest coaching staffs in all of New England. I would also like to note that included in this year's team are seven players that were named to the All-Western Massachusetts squad, three players named to the All-State team, and two players receiving All-New England honors.

Mr. Speaker, allow me to recognize here the players, coaches, and managers of the 2000 Ludlow High School boys soccer team. The seniors are: Helder Pires, Jay Devlin, Mike Pio, Joey Jorge, Ray Cheria, Brian Cochenour, Tim Romansky, Paulo Dias, Dennis Carvalho, Paulo Martins, Steve Jorge, Manny Goncalves, and Chris Chelo. Juniors include: Joe Shanley, Seth Falconer, Kevin Keough, and Sebastian Priest. The Sophomores are: Kevin Chelo, Sven Pfefferkorn, Michael Lima, Tyler Severyn, Josh Naginewicz, Casey Siok, and Corey Mange. The Head Coach is Tony Goncalves. Assistant Coaches are Jack Vilaca, Greg Kolodziey, and Dan Pires. Team managers are Sarah Russell, Jill Dube, and Jenn Russell.

Mr. Speaker, once again, allow me to send my congratulations to the Ludlow High School boys soccer team on their outstanding season. I wish them the best of luck in the 2001 season.