

4's anchor and urban affairs specialist. Most recently, she joined Congresswoman Barbara Lee's citizen delegation to report a week-long series on the people, culture and politics of Cuba and on Cuba's relationship with the United States.

Belva has received six local Emmys, the 1996 Governor's Award of the Northern California Chapter of the National Academy of Television Arts and Sciences, a Certificate of Excellence from the California Associated Press Television and Radio Association, and the Golden Gadget Award of the Media Alliance. She has honorary doctorates from Golden Gate University and John F. Kennedy Universities. The Media Academy of Oakland offers an annual journalism scholarship in Ms. Davis's name.

When Rollin Post announced his retirement, Belva said: "I've been learning from Rollin Post for three decades, and we have become the real political odd couple. He has taught me how to make the most complicated political issues interesting to a sometimes disinterested electorate."

Rollin Post has covered politics in the San Francisco Bay Area for more than 40 years. With keen understanding of public affairs, Rollin has covered 14 national political conventions. In addition to state and local political issues, Rollin reported from Cuba in 1978 on trade, tourism, and hijacking. In 1986, Rollin was on special assignment in the Philippines during the transition to democracy.

"Rollin is an old-fashioned reporter who gives you the facts and is genuinely interested in the process, the politics, the issues and ideas. He is exceptionally fair-minded and doesn't have a cynical bone in his body," wrote John Jacobs, political editor of McClatchy Newspapers. With a passion for politics, along with a touch of idealism, Rollin brought clarity and understanding to the political process.

Early in his career, Rollin worked for KPIX-TV, where he concentrated on politics and general assignments. He was also head writer and producer for "The Paul Coates Report," a nationally syndicated television interview show. Rollin joined KQED in 1973 to work on three programs: "A Closer Look," "Newsroom," and "California Tonight." In September 1979, Rollin joined KRON-TV, where he served as NewsCenter4's political editor for 18 years. While co-anchoring on KRON's "California This Week," Rollin and Belva brought passion and insight to the issues of the day. Because of their pioneering spirit and leadership, Rollin and Belva became mentors to the next generation of journalists. Rollin speaks of Belva with great affection: "She's a Type A; I'm the type who likes to take naps."

Currently, Rollin hosts "Our World This Week," an international news show produced by BayTV in cooperation with the World Affairs Council of Northern California.

Among his many awards, Rollin received the prestigious Broadcast Preceptor Award from the 32nd annual San Francisco State University Broadcast Industry Conference. He has also been honored by the Coro Foundation for his influential leadership in the public arena.

In celebrating the lives and careers of Belva Davis and Rollin Post, we are paying tribute to two remarkable people whom we are also fortunate to know as friends.

A TRIBUTE TO CITY YEAR SAN ANTONIO

HON. CHARLES A. GONZALEZ

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 20, 1999

Mr. GONZALEZ. Mr. Speaker, I rise today to ask unanimous consent to submit into the RECORD an article that appeared in the San Antonio Express News recently.

The article highlights City Year San Antonio, a unique public and private partnership program for the national service movement. City Year San Antonio has contributed more than 30,000 hours of service to the San Antonio community in its 3 years of service. City Year San Antonio has established a mentor and tutor program for children from elementary school through high school, including programs on the environment, domestic violence prevention, HIV/Aids awareness, and technology education.

I am proud of the work and the service that City Year provides to the San Antonio community. I look forward to the continued success and future progress of City Year San Antonio.

AMERICORPS WORKERS HELPING OTHERS CITYWIDE

(By Joseph Barrios)

... Nathan Miller grew up in a quiet Kansas City, Kan., neighborhood but wanted to travel and learn about different places.

He graduated from high school and then applied to serve with City Year, one of the AmeriCorps volunteer programs operating in San Antonio.

The 19-year-old Miller now works 12-hour days, sometimes tutoring West Side children as part of Project Learn to Read and sometimes working with San Antonio Alternative Housing on minor construction for elderly neighbors.

His favorite responsibility is helping teach a nighttime English class for adults seeking citizenship.

"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 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.