

STATEMENT ON CHILD LABOR TO
THE COMMITTEE ON EDUCATION
AND THE WORKFORCE

HON. TOM LANTOS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 4, 2001

Mr. LANTOS. Mr. Speaker, on March 28th, I submitted a statement to the Committee on Education and the Workforce during hearings on H.R. 1, the "No-Child-Left-Behind" education proposal. The purpose of my testimony was to call attention to the negative effects that working long hours at after school jobs is having a serious negative impact on our nation's teens. Recent studies have shown that a correlation exists between working long hours after school and decreased academic performance as well as increased drug and alcohol use by teenagers.

Mr. Speaker, the Young American Workers' Bill of Rights Act (H.R. 961) which I introduced earlier this year sets sensible limits to the number of hours teenagers can work during times when school is in session. H.R. 961 would assist both families and teenagers' struggling with the competing interests of holding a job while gaining an education.

Mr. Speaker, I would like to share my statement with our colleagues in the House, and I request that my testimony to the Committee be placed in the CONGRESSIONAL RECORD.

STATEMENT BY CONGRESSMAN TOM LANTOS, THE COMMITTEE ON EDUCATION AND THE WORKFORCE, H.R. 1, "NO CHILD LEFT BEHIND," MARCH 28, 2001

Mr. Chairman, Mr. Ranking Member and distinguished members of the Education and Workforce Committee, I appreciate the opportunity to share my views with you today. As you begin to consider the reauthorization of the Elementary and Secondary Education Act (ESEA), I urge you to keep in mind the negative effects that working long hours is having on our children's education.

Working during the school year has become much more commonplace among America's youth over the past decades. Currently, nearly 25 percent of 14-year-olds and 38 percent of 15-year-olds have regular scheduled employment during the school year (as opposed to casual baby-sitting or yard work). A recent National Longitudinal Survey of Youth (NLSY) indicates that almost two-thirds of high school juniors are employed during the school year and that these students work an average of 18 hours per week. Another study, published by the Bureau of Labor Statistics in December 1999, reports that the number of working teens has grown by 15 percent in the past five years and that nearly seven million teens age 16-19 were employed in all sectors of the United States economy.

Mr. Chairman, as you and your colleagues know, American students continue to score at or below average on international tests. The Third International Mathematics and Science Study showed that American high school seniors on average spend slightly more than three hours a day working at a paid job—more than their counterparts in any of the other 20 nations studied. Some experts believe that such intense work schedules might explain the poor showing of U.S. students on international tests. In both math and science, even America's best 12th graders scored well below the international average.

Laurence Steinberg, a professor of psychology at Temple University recently con-

ducted a three-year study (1987 to 1990) of 20,000 students at nine high schools in northern California and in Wisconsin. He determined that a work-load of more than 20 hours seems to mark the point at which work is increasingly linked to a drop-off in the amount of time students spend on homework an increase in their feelings of detachment from school. His research is backed up by Wendy Piscitelli, head of the foreign language department at Hatboro-Horsham High School in Horsham, PA. She states, "once they get up into 20 or 25 hours. . . they can't keep up the extracurricular activities, and they don't get enough sleep." These conclusions are shared by a teacher at the Governor Livingston Regional High School in Berkeley Heights, N.J., who discussed a problem she is having with one of her students who regularly works past midnight at a local diner. The student, a senior, has trouble making it to school on time, and when confronted about falling asleep in class responds, "but I am making money, Mrs. Tonto."

These students, who are placing after-school employment above their education aren't getting enough sleep at night and are catching up during the day, in the classrooms. A 1999 National Sleep Foundation survey found that 60 percent of children under the age of 18 complained of being tired during the day, and 15 percent reported sleeping at school during the past year. Mr. Chairman, I ask you, how can we expect our children to learn when they are sleeping through the school day? Another problem that arises when students are working more than 20 hours a week is that they begin to cut corners with their school work to accommodate their job. This accommodation manifests itself in many ways, often in the form of cheating, or taking a less challenging schedule.

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 teenager will smoke and drink. Working more than 26 hours per week has the same correlation to 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. There is also ample evidence that when the number of work hours exceeds 15 hours per week during the school year, academic pursuits suffer. On average, grades go down and truancy increases. When work and school obligations conflict, the great majority will give top priority to their jobs.

Mr. Chairman, 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. I see nothing wrong with minors working to earn extra spending money and I think we all can agree that it is important for children to learn the value of work. I do think, however, that it is a serious problem when teenagers spend almost the same amount of time working at an after school job as they spend in school. We need to set sensible limits on the hours that minors are permitted to work when school is in session so that our children can focus on their primary job—earning a good education.

Mr. Chairman, under current Federal law, minors aged 14- and 15-year-olds 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 often are required to work late into the night.

I recently introduced legislation, H.R. 961, the Young American Workers Bill of Rights, which would set sensible limits to the hours teenagers work in addition to their academic schooling. Mr. Chairman, I urge the Committee to consider including the provisions of this bill in your reauthorization of the ESEA. My legislation would reduce the hours 14- and 15-year-olds would be allowed to work while school is in session, while also setting standards for the number of hours that 16- and 17-year-olds can work while school is in session. My legislation caps the hours of 14- and 15-year-olds at fifteen hours per week. The hours for 16- and 17-year-olds would be limited to 20 hours per week. When one adds these hours onto the average amount of time a teenager spends in school, the student is still putting in close to 40 hours a week. This does not include time spent on homework, extracurricular activities, or time spent just being a teenager. I think we can agree that too many teenagers are working long hours at the very time they should be focusing on their education.

Mr. Chairman, let me state unequivocally that I, and supporters of my legislation, do not oppose children taking on after school employment. We firmly believe that children must be taught the value of work. They need to learn the important lessons of responsibility, and they need to enjoy the rewards of working. Furthermore, it is not our aim to discourage employers from hiring young people. Rather, our goal is to ensure that the employment opportunities available to young people are meaningful, safe, healthy, and do not interfere with their important academic responsibilities. A solid education—not after-school employment—is the key to a successful future.

Mr. Chairman, as you and the rest of your committee began to debate the reauthorization of the ESEA, I strongly urge you to consider the sensible labor standards that my legislation sets forth. These common-sense limits provide American teenagers the ability to have both a valuable academic instruction, while learning the value of work.

TRIBUTE TO BEECH ISLAND
HISTORICAL SOCIETY

HON. JAMES E. CLYBURN

OF SOUTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 4, 2001

Mr. CLYBURN. Mr. Speaker, on April 28, 2001, in Granville South Carolina, the Beech Island Historical Society will host the Fifteenth Annual Beech Island Heritage Day Celebration. As in the past, the theme of Heritage Day is 315 years of Beech Island history. To illustrate that history, the society invites artists and craftsmen to demonstrate ancient skills practiced by Native Americans and early American skills that settlers brought with them to Beech Island. Re-enactors also recreate Beech Island history from Colonial days to the Civil War era.

The theme of this year's 15th Heritage Day is the history of "Silver Bluff—A Celebrated Place." Silver Bluff, located on the South Carolina side of the Savannah River about 10 miles from Beech Island, was visited in the 1500's-1700's by Spanish and English explorers and was the site of Irishman George

Galphin's trading post and plantation and British Fort Dreadnought, which was recaptured by revolutionary forces under Lieutenant Colonel Henry "Light Horse Harry" Lee in 1781.

This year's Heritage Day will feature a wide variety of Colonial and Early American craftsmen demonstrating traditional, but almost forgotten skills, such as: molding pewter, gunsmithing, hand sewing, blacksmithing, spinning, quilting, basket weaving and chair caning. Mr. Speaker, please join me and my colleagues in congratulating the Beech Island Historical Society for hosting this wonderful event.

HONORING SERGEANT PHILLIP THICK

HON. DALE E. KILDEE

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 4, 2001

Mr. KILDEE. Mr. Speaker, it is a great honor to rise and pay tribute to the men and women of the Lapeer County, Michigan, Sheriff's Department. These brave men and women constantly and diligently work to improve and defend the quality of human life. On May 11, the Department will honor one of its own, as friends, family, and colleagues will gather to celebrate the retirement of Sgt. Phillip Thick after more than 30 years of service.

Phillip Thick was born in my hometown of Flint in 1949. His family moved to Lapeer, where he graduated from Lapeer High School in 1967. From there, Phillip went on and graduated from the police academy, and later attended and graduated from the FBI National Academy in Quantico.

Phillip has enjoyed a tremendous career in Lapeer County. From his beginnings as a police cadet, he became a Detective/Sergeant in 1970, and has maintained this position throughout his career. During this time he became qualified as an expert in fingerprint identification, fire scene investigation, traffic investigation, photography, and drowned body recovery. He became a Deputy Medical Examiner and was state certified as an AFIS Operator last year. In 1995, Sgt. Thick was honored by his peer as Deputy of the Year.

Sgt. Thick's contributions outside the police force are just as significant. In addition to being a member of the FBI National Academy Associates, he is a member of the AFIS Internet Association, and the Lapeer Masonic Lodge. His experience as a photographer has allowed him to become a member of Wedding and Portrait Photographers International.

Mr. Speaker, I am exceptionally proud to have a person in my district like Sergeant Phillip Thick. It takes a special kind of person to patrol our streets and ensure our citizens' safety, and thanks to his dedication and commitment to justice, Lapeer County is a better place. I would also like to recognize Phillip's wife, Christina Lisa, and his children Matthew and Amanda. I ask my colleagues in the 107th Congress to join me in congratulating Phillip and wishing him the best in his future endeavors.

IN HONOR OF CUB SCOUT PACK 180 OF HOLDEN

HON. JAMES P. MCGOVERN

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 4, 2001

Mr. MCGOVERN. Mr. Speaker, I rise today to recognize Cub Scouts Pack 180 of Holden, Massachusetts. On this day, April 6, 2001, 6 young men completed one journey and are beginning another. They are Jake Abysahl, Carter Bame-Aldred, Matthew Esposito, Jason O'Connell, Connor Rooke, and Evan Shaughnessy. During a crossover graduation ceremony, they received the Arrow of Light Award, the highest award in Cub Scouts along with their Boy Scout's Badge and Handbook. This ceremony begins their new adventures into Boy Scouts and continues their dedicated work to the community. I congratulate them on their accomplishments and wish them continued success.

IN REMEMBRANCE OF THE VICTIMS OF THE KATYN FOREST MASSACRE

HON. ROBERT MENENDEZ

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 4, 2001

Mr. MENENDEZ. Mr. Speaker, I rise today to honor the victims of the Katyn Forest Massacre, sixty-one years after the horrible tragedy. Memorial Services will be held on April 7, 2001 at the Katyn Monument site in Jersey City, New Jersey.

In September, 1939, Poland was invaded by Soviet troops, while boldly and courageously fighting the Nazi invasion in the West. The Polish army, which was hopelessly overextended fighting both the Germans and the Soviets, succumbed to those incredible odds.

In April and May, 1940, in an area called the Katyn Forest, over four thousand Polish soldiers, army officers, intellectual leaders, prisoners of war, members of the intelligensia, and Polish civilians were executed by Soviet troops and the Soviet secret police on direct order from Joseph Stalin. An estimated 21,000 Polish citizens died in Katyn, Miednoye, and Kharkiv, as well as other areas. These horrendous crimes are commemorated as the Katyn Forest Massacre.

On September 16, 2000, the Polish American Congress, the Katyn Forest Massacre Memorial Committee, and the Siberian Society of Florida sponsored a memorial service in honor of the victims.

Today, I honor the victims of the Katyn Forest Massacre. I commend their courage and sacrifice. They fought against terrible aggression, and not only fought for their own freedom, for the world's freedom as well.

I ask that my colleagues join me in remembering the victims of the Katyn Forest Massacre. And I ask that we honor their sacrifice for freedom.

PERSONAL EXPLANATION

HON. JOE SCARBOROUGH

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 4, 2001

Mr. SCARBOROUGH. Mr. Speaker, due to a cancellation of an airline flight from my district yesterday, I was unavoidably detained and thus absent for three votes. Had I been present, I would have voted "yea" for roll call vote number 76, "yea" for vote number 77, and "yea" for vote number 78.

TRIBUTE TO MR. KATSUYA MIYAHIRA & MR. IHA SEIKICHI SENSEI

HON. MIKE ROGERS

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 4, 2001

Mr. ROGERS. Mr. Speaker, I rise today to honor Mr. Katsuya Miyahira who has had a distinguished career in martial arts. Currently, he is the President of the Okinawa Shorin Ryu Shido-kan and continues to teach children the art of karate. His teachings are in accordance with Master Itosu, whom he studied under as a student. The form of karate he was taught was of the Chibana Chosin, of which he is the successor and heir.

Mr. Miyahira has lectured about the value of karate to young people and from the "Seven Virtues of Martial Arts" has said, "Martial arts forbids violence, suppresses an uprising, keeps one from corruption, establishes honor for one, pacifies the public, makes harmony among people, and makes one rich. These are the seven virtues of martial arts." He continues to say that martial arts "can be a helpful tool for one's life: it adds value to one's ability, secures a sure means of living, and even makes one rich." Mr. Katsuya Miyahira lives by these words and teaches his pupils by these words also.

In addition to his teachings, Mr. Katsuya Miyahira has been honored by the Japan Martial Arts Association and is a judan 10th dan as a karate Hanshi (master). Furthermore, as an elder in karate he is in charge of the Okinawa Karate Conference while continuing to teach his art to others.

I would also like to recognize Mr. Iha Seikichi Sensei, who is also an accomplished martial arts expert. He presently runs his own center in Lansing, Michigan called the Original Okinawa Karate Dojo. Furthermore, he is the United States Branch Chief of Okinawa shorin-ryu Karate-do Association.

Iha was taught by the infamous Itosu Ankoh and is an authority of Shuri-te. He was chosen by Miyahira Katsuya in 1963 to teach his Shorin-ryu techniques at the dojo of Latino Gonzales in Manila, a distinguished honor. Furthermore, he continued to teach others in this art including United States Marines stationed in Okinawa.

In addition to his teachings, he is recognized as the first Okinawan Master Instructor of Shorin-ryu to teach in California since 1927. In 1989, he reached rank of Hanshi 9-dan certification, making him the highest certified Okinawan living in the United States.

On July 26th through the 29th, 2001, there will be a celebration honoring the 25th anniversary of Iha bringing Shido-kan Karate to