

was coming. So we need to stop and listen to our young people and build those levels of trust that allow them to talk to us when they are worried and fearful.

EFFECTIVE PROGRAMS

We can't begin to talk about improving the safety of our nation's schools unless we tighten up our own programs to make sure that they are research-based and have met the highest standards. This is why we are putting into place Principles of Effectiveness to re-direct our own Safe and Drug Free School Program.

We have to do a much better job of making sure that what we are doing is effective. There is a science of prevention and we need to use it. This is why Congress should act with dispatch and approve the President's request to target \$125 million to communities with strong prevention initiatives.

We also need to recognize that teaching young people coping and social skills that allow them to turn away from violence and drugs can take many forms. Many of you are familiar with the wonderful work of Dr. James Comer at Yale University, whose program connects schools and communities. Dr. Gil Botvin of Cornell University Medical College has a Life Skills Program that has proved effective. I also know that many schools are using character education, peer mediation, conflict resolution, and the establishment of student run religious clubs as ways to help and encourage young people through turbulent times.

SHIFTING MORE RESOURCES TO PREVENTION

Third, we need to rethink and redirect how and where we spend our resources. When it comes to preventing violence, we need to shift some of our resources from the back end to the front end.

About a month ago, I met with school security chiefs from the 30 major cities. Some of these school chiefs looked liked former football linebackers. Yet their message was anything but punishing. To a person, they spoke about the need to stop school overcrowding, to shift more resources to elementary school, and to hire more counselors.

They urged me as I urge you today to develop prevention strategies at the elementary school level. As one security chief told me, "every third grade teacher can tell you which child is already in trouble and headed down the wrong road." This is clearly true if they are teaching only 15 to 18 children in a class and can give some individual attention to each child.

This is why I join Attorney General Reno in saying that it is a "serious mistake" for both the House and the Senate to be developing juvenile justice legislation that sets aside no real funding for delinquency prevention, for truancy prevention, for after-school programs and for mentoring programs. These are the very programs that you and I know can be so effective in stopping violence from occurring in the first place.

EARLY WARNING

Fourth, the Department of Education and the Department of Justice, working with the National Association of School Psychologists and other experts, will develop a framework to help teachers and principals understand early on when a child is truly troubled and the steps they can take to get help. The early warning guide, which will include important ways to prevent violence and deal with aggressive behavior, will be ready in the early fall.

Now, we need to be very cautious about the idea of sorting out our children and labeling them. In my opinion, too many young people are already being sorted out in our schools and too often this approach to education has been harmful to minority youth.

At the same time, however, we need to recognize that research does exist that can help teachers, principals, and parents understand those early warning signs that define those few young people who are truly troubled. It takes great courage for a teacher or a parent or a preacher or a coach to confront a troubled child. But this is something that we must do in a responsible manner.

This is why my Department will work with the Surgeon General to explore ways to develop a stronger link between schools and community mental health facilities as well as to increase the number of school counselors and other staff who can reach out to children and families. Many states, including California, are moving in this direction.

The principal at Thurston High School, in Springfield, Oregon, acknowledged in the aftermath of that tragedy that he had only four counselors for 1,700 students. We simply aren't going to connect with our young people as individuals when the average counselor in an American school is responsible for over 500 children.

We want to make sure that important support staff in our nation's schools—the social workers, counselors and school psychologists—are not solely focused on testing and evaluation but also are directing their expertise to preventing violence. The 1997 revisions of IDEA will give school psychologists a greater opportunity to actively work with you, the safe and drug-free school coordinators.

We also need to look outside of the schoolhouse to find new resources and bring them into the school environment. Teachers cannot be policemen, social workers or psychiatrists. Teachers may be the first to know a child well enough to see that the child is troubled, but then they need to know that there is a support team available to them. I want to point out that 5 percent of the Elementary and Secondary Education Act is available for these types of collaborative and coordinate services.

CRISIS MANAGEMENT

We also have to realize that the type of tragic incidents such as those in Springfield and Jonesboro can happen any time and at any school. This is why the Department of Education and the Department of Justice will develop a model for "crisis management" that can be used by schools to develop their own plans. This may be particularly helpful for smaller school districts.

ALTERNATIVE SCHOOLS

As we reach out to our young people, we must send them a strong and consistent message that they must be held accountable for their actions. They need to understand that there are very real consequences to breaking the rules. This is why we must continue to be tough minded about expelling young people who bring guns and other weapons to school.

But we simply cannot expel young people into the streets. A child who brings a weapon to school needs to be properly evaluated and a plan of action has to be developed to turn this young person's life around. I remain very concerned by the finding that only 56 percent of the students expelled under the Gun Free Schools Act were placed in alternative settings. This is why the Department of Education will undertake a major new study of alternative schools and examine other ways that will enable us to make sure that these young people in trouble get their lives turned around.

GUNS AND CHILDREN

Finally, a last important point: Unsupervised gun use and children do not mix. I will say that again. Unsupervised gun use and children do not mix. If Charlton Heston and

the NRA want to come into the "mainstream of American political debate" then they need to stop defining themselves as "victims of media manipulation" and help keep our children from becoming the victims of gun violence in our schools, in our homes and in our streets. I challenge the NRA to direct its attention to getting guns out of the hands of unsupervised children. The link between guns in a house and children being injured or killed in an accidental shooting or committing suicide is well established and alarming.

Last year, at the request of the President and the Attorney General, eight major gun manufacturers agreed to put trigger locks on all new guns now being manufactured. But there are still over 200 million guns in America that need to be locked up as well.

This is why I ask every adult to get serious about gun safety in America. If you have guns in your house, please take the responsibility for making sure that every gun has a child safety lock on it. It's not enough to say it was a mistake because a gun got left in an unlocked drawer or on the nightstand by the bed and a child got killed. Unsupervised gun use and children—do not mix.

The action steps that I have just outlined are comprehensive because this is the only way we are going to help our young people. America's young people are resilient. They will have a bright future if we help them turn away from the culture of violence and drugs that this society tolerates all too easily.

There is another way for America. That is to have a total commitment to reconnecting with America's young people and to help each school become a place of hope, learning and opportunity. When communities come together—parents, senior citizens, faith communities, business leaders and just plain folk—when we rally around our schools and when we reconnect with our children, good things happen.

I want to end now by telling you about my visit to Jonesboro, Arkansas. The President was in Africa, so he asked the Attorney General and me to represent him at the memorial service. We had the opportunity to visit with the families of the victims and to listen to a community come together in the aftermath of a terrible act of violence.

One of the most powerful speakers that night—a real heroine to the community—was Karen Curtner, the very fine principal of Westside Middle School. I shall never forget her words.

She said that our hearts have four physical parts and four emotional parts—sorrow, compassion, forgiveness and hope. She urged us—and these are her words—to start a chain of love that would change the world, one helping hand at a time, whether it's checking on a neighbor, reading an extra bedtime story to a child, or simply saying thank you more often. Her message is my message—a message of reconnection and hope.

Thank you.

PRAISING THE PASSAGE OF H.R. 1635, THE NATIONAL UNDERGROUND RAILROAD NETWORK TO FREEDOM ACT OF 1998

HON. JULIA CARSON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 11, 1998

Ms. CARSON. Mr. Speaker, on Tuesday, June 9, 1998, my colleagues and I passed H.R. 1635, the National Underground Railroad Network to Freedom Act of 1998, by an overwhelming vote—415 yeas to 2 nays. This legislation will establish within the United States

National Park Service the National Underground Railroad Network to Freedom program to facilitate partnerships among Federal, state and local governments and the private sector to identify and commemorate the Underground Railroad. Commemorating the Underground Railroad Network is well-deserved and will help every American understand what the Underground Railroad was and how it helped thousands of slaves to secure their freedom and their place in history. Through the program, structures, routes and sites which were significant to the Underground Railroad will be identified. The National Park Service will create a logo to identify these sites and distribute interpretive information for visitors to understand the use of the Railroad.

The Underground Railroad stretched for thousands of miles from Kentucky and Virginia across Ohio and Indiana. The Underground Railroad movement was responsible for helping approximately 70,000 slaves escape and journey safely to freedom. Attempts made through the Underground Railroad were made at tremendous risk for those fleeing slavery and anyone who helped along the way.

Mr. Speaker, I am proud that the people of Indiana were an important part of the national effort to help slaves attain their freedom. Indiana contained several routes and stopping points of the Underground Railroad. The Bethel African Methodist Episcopal Church, in Indianapolis, founded in 1836 by William Paul Quinn and Augustus Turner, became active in the antislavery movement, often harboring fugitive slaves en route to Canada. Their promotion of the abolitionist movement and their activities in the Underground Railroad were not well received by some members of the local community. Promoters of slavery are believed to be the culprit behind the fire that destroyed this church in 1862.

The town of Westfield, directly north of Indianapolis, was known as the "North-Central Station of the Underground Railroad." This town was the last hope for slave hunters to recapture a slave. Once a fugitive slave traveled this far north, he or she was considered safe.

The home of Levi and Catherine Coffin in Fountain City was referred to as "The Grand Central Station of the Underground Railroad." Three main lines of the Underground Railroad from Cincinnati, Ohio, and in Indiana, Madison and Jeffersonville, converged at Fountain City and the Coffin's home. They helped more than 2,000 runaway slaves escape to freedom, using their home as a principal depot. A Kentucky slave owner was the originator of the name "Underground Railroad" when he referred to the Coffin's home and said, "they must have an underground railroad running hereabouts, and Levi Coffin must be the President of it." Simeon and Rachel Halliday, characters in *Uncle Tom's Cabin* are based on the Coffins. Its heroine, Eliza Harris, also stayed with the Coffins as a fugitive for several days.

Eleutherian College classroom and chapel building, located on State Route 250—just east of Lancaster, Indiana, constructed between 1854 and 1856, was the first college in Indiana to admit students without regard to race or gender. Three of the college's trustees, Samuel Tibbetts, Lyman Hoyt, and James Nelson, were among the most active participants in the Underground Railroad in and around Lancaster. Lancaster was a known stop for fugitive slaves traveling from Madison, Indiana to Indianapolis. Eleutherian

College embodied its founders antislavery sentiments, and the school's location, atop the highest hill in the area, was a physical and symbolic statement of the community's beliefs.

Near West Franklin in Posey County, runaway slaves were helped across the Ohio River. Lake, Porter, and LaPorte counties all had places where slaves could be hidden until they could be smuggled on boats and carried farther north on the Underground Railroad network.

Evansville was another place where the slaves crossed the Ohio River. The Indiana city was the home of many freed slaves, who provided places for the runaways to hide. Another crossing of the Ohio River was between Owensboro in Kentucky, and Rockport in Indiana. Rockport has a regular crossing at the mouth of the Indiana Creek.

I would like to praise the individuals on the following list of names of Underground Railroad Operators from Indiana, divided by county: Bartholomew—John Hall, Willis Newsom, Parker, Willis Parks, John Thomas, Wears; Bond—James Douglass, Anthony Hill, Robert McFarland, John A. McLain, James Rosbrough, James Wafer; Boone—Samuel Johns; Carroll—Robert Montgomery; Cass—J.E. Crain, Dr. Ruel Faber, Jim Hill, Barton R. Keep, William M. Kreider, W.T.S. Manly, Joseph Patterson, Jephtha Powell, Josiah O. Powell, Lemuel Powell, Lyourgus Powell, William Powell, Thomas T. Tomlinson, Turner, Capt. Vigus, Batley White; Dearborn—John Collier, Ralph Collier, John Hansell, Thomas Smith; Decatur—Cady, Capen, Luther Donnell, A.W. Knapp, Taylor; Delaware—Swain; Elkhart—Dr. Matchett; Gibson—Rev. McCormack; Grant—Charles Baldwin, Nathan Coggeshall, Aaron Hill, David Jay, John Ratliff, John Shugart; Hendricks—Harlan Harvey, Dr. T.B. Harvey, Dr. William F. Harvey, Elisha Hobbs; Henry—Isaac Adamson, John Bales, Jonathan Bond, Charles Burley, William Charuness, Jr., Roger Edgerton, Seth Hinshaw, Dr. Iddings, Jesse Jessup, Tidaman Jessup, Enoch Macy, Jonathan Macy, Lilburne Macy, Phebe Macy, William Macy, Alpheus Saint, W.D. Schooley, Mrs. Jane Small, Caleb Wickersham; Howard—Daniel Jones; Jackson—Richard Cox, Willis Parks; Jefferson—James Baxter, John Carr, Robert Elliott, Louis Hickland, Judge Stephens, Rev. Robert Stephenson, Isaac Waggner, Jacob Wagner; Jay—Baird, Brown family, Thomas Gray, Haines Family, Hopkins family, Jonah Ira, Enos Lewis, Mendenhall family, Joshus Puxon, Williams family, Wright family; Jennings—Bland, Aaron Deney, Thomas Deney, Jacob Hale, Felix Hicklen, James Hicklen, Dr. John Hicklen, Louis Hicklen, Thomas Hicklen, Marshall, Eli Stanley, James Stott, Samuel Stott; Kosciuko—Gordon, Thomas Harpers, Chauncy Hurlburts; LaPorte—Dr. George M. Dakin, Harper, Rev., W.B. Williams; Montgomery—Samuel Clarke, Fisher Doherty, Elmers, Emmons, John Speed; Morgan—Williams; Nobel—Waterhouse, Stutely Whitford; Parke—Alfred Hadley, W.P. Stanley; Putnam—Parker S. Browder, "Singing" Joe Hillis; Randolph—Alexanders, Amos Bond, John H. Bond, John Clayton, Willis Crane, Bury Diggs, Jr., Daniel Jones, John A. Moorman, Solomon Rinard, Samuel Smith, Lemuel Wiggins, A. Worth, Solomon Wright, Zimri; Ripley—James Bland, Dr. A.P. Cady, Dautherd, Francis Holton, Henry Hughes, Walter Hulse, Henry King, Duncan McDowell, Washington L. McDowell, F.M. Merrell, Willett

Neil, George Passmore, Joseph Passmore, Ervin Queer, Hiram Smith, John S. Van Cleave, Jared Van Cleave, Henry Waddle, James Waggoner; Rush—Tristan Cogeshall, John H. Frazee, Johathan I. Gray, Henry Henley, Milton Hill, Sidiman Jessop, Henry Macy, Robert Patterson, Zachareal Small, Abraham Small, Elisha B. White; Steuben—Lewis Barnard, Capt. Butler Barry, Henry Butler, M.B. Butler, S. Seymour, S.W. Clark, Allen Fox, Denison Fox, J.A. Fox, Judge Gale, Hendry, Samuel Jackson, Augustus Kimball, S. McGowan, Nelson Newton, Rev. E.R. Spear, Waterhouse; Tippecanoe—Lewis Falley, Moses Hockett, Benjamin Hollingsworth, John Hollingsworth, John Robinson; Union—William Beard, Dr. Casterline, J.P. Elliott, Edwin Gardner, Joel Hayworth, William Huddleson, John Maxwell, Gabriel Smith; Vermilion—William Beard; Wabash—Avery Brace, William Hayward, Maurice Placo; Washington—James L. Thompson; William Penn Trueblood; Wayne—William John Charnness Charles, Daniel Clark, John Coe, Levi Coffin, Gogshalls, George DeBaptiste, Thomas Edgerton, Thomas Frazier, Reuben Goems, Jonath Haddleson, Harris, James Hayworth, Daniel Hill, William Hough, Daniel Huff, Zimri Huff, Dr. Johnson, Lewis, Malsbys, Mareys, Maxwell family, Samuel Moore, Samuel Nixon, Overman, Daniel Puckett, Able Roberts, Dr. Benjamin Stanton, Ira Stanley, Luke Thomas, Lewis Thornburg, Jonathan Unthank, Dr. Henry Way, John Whippo, David Wilcuts, John F. Williams, Martha Wooton; White—James Lawrie; Miscellaneous—Honorable Isaac Brandt, Maxwell, Dr. A.J. Smith, and Talberts.

The Underground Railroad Network to Freedom Program will provide an educational program dedicated to preserving, displaying and distributing the history of the Underground Railroad, and therefore allowing Americans of all walks of life to understand the important contribution to the history of the Underground Railroad. The Underground Railroad is a story of great courage and determination and the struggle for freedom in this country. It teaches us the important lessons about liberty, understanding, cooperation and reconciliation.

HONORING PETE MORRELL AND MORRELL AND ASSOCIATES

HON. BOB SCHAFFER

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 11, 1998

Mr. BOB SCHAFFER of Colorado. Mr. Speaker, I would like to call attention to a company that is proven old mine of wealth for the city of Greeley, Colorado. This wealth is not only monetary, but is also includes a sense of pride and spirit inspired by Pete Morrell, founder of Morrell and Associates. I rise today to honor Mr. Morrell and his associates for business excellence and a commitment to public service.

Morrell and Associates offers the business community much needed guidance on effective management techniques. Founded by Pete after several years of public service with the City of Greeley, Morrell and Associates is giving back to the community at every turn. Pete Morrell is a leader in the Chamber of Commerce, and has served on the Board of the Greeley Philharmonic Orchestra. He is