

volcanic eruptions. We must accelerate community efforts to prepare for such incidents by encouraging the development of response plans and promoting construction practices that minimize losses from disasters.

Accordingly, I have introduced legislation to provide our nation better protection from financial catastrophe caused by earthquakes, volcanic eruptions, and tsunamis. My bill, H.R. 481, the "Earthquake, Volcanic Eruption and Hurricane Hazards Insurance Act of 1999," would establish a Federal residential insurance program, much like the national flood insurance program, to cover damage by earthquakes, volcanic eruptions, and hurricanes so that home-owners have access to affordable insurance that can help protect them against total financial ruin because of a natural disaster. It would require States that wish to participate in the program to implement mitigation measures to help guard against extensive damage which might be preventable.

Although I hope we may never need to utilize such a program, it is only a matter of time until we are faced with another disaster and it is irresponsible not to prepare for the worst.

I support H.R. 1184, the "Earthquake Hazards Reduction Authorization Act of 1999," and I urge immediate consideration of H.R. 481, the "Earthquake, Volcanic Eruption and Hurricane Hazards Insurance Act of 1999."

PROVIDING FOR CONSIDERATION OF H.R. 1569, H. CON. RES. 82, H. J. RES. 44, AND S. CON. RES. 21, MEASURES REGARDING U.S. MILITARY ACTION AGAINST YUGOSLAVIA

SPEECH OF

HON. ROBERT A. BRADY

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 28, 1999

Mr. BRADY of Pennsylvania. Mr. Speaker, we are here today in this impressive and ornate building, full of pride in our suits and dresses; safe in the knowledge that we are protected by metal detectors and police officers and sergeants at arms. No one but us can enter this room. We are pretty secure. But what are we doing here? What message are we sending to our men and women in the armed forces? They aren't as safe as we are. They are in harm's way in Europe working to make life safe for innocent people over there. I am apologetic and ashamed of the message we are sending to them. We should not be showing our troops, our enemies, or the world that we are divided during this crucial time. I believe that we are doing this for political reasons and at the expense of our brave men and women in uniform. I don't think they are very proud of us right now.

I am proud of them and I admire them. My prayers are with them. God bless them.

CHINESE-AMERICAN CONTRIBUTION TO TRANSCONTINENTAL RAILROAD

HON. JOHN T. DOOLITTLE

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 29, 1999

Mr. DOOLITTLE. Mr. Speaker, today I rise to honor the Chinese-American community and pay tribute to its ancestors' contribution to the building of the American transcontinental railroad.

On May 8th, the Colfax Area Historical Society in my Congressional District will place a monument along Highway 174 at Cape Horn, near Colfax, California to recognize the efforts of the Chinese in laying the tracks that linked the east and west coasts for the first time.

With the California Gold Rush and the opening of the West came an increased interest in building a transcontinental railroad. To this end, the Central Pacific Railroad Company was established, and construction of the route East from Sacramento began in 1863. Although the beginning of the effort took place on relatively flat land, labor and financial problems were persistent, resulting in only 50 miles of track being laid in the first two years. Although the company needed over 5,000 workers, it only had 600 on the payroll by 1864.

Chinese labor was suggested, as they had already helped build the California Central Railroad, the railroad from Sacramento to Marysville and the San Jose Railway. Originally thought to be too small to complete such a momentous task, Charles Crocker of Central Pacific pointed out, "the Chinese made the Great Wall, didn't they?"

The first Chinese were hired in 1865 at approximately \$28 per month to do the very dangerous work of blasting and laying ties over the treacherous terrain of the high Sierras. They lived in simply dwellings and cooked their own meals, often consisting of fish, dried oysters and fruit, mushrooms and seaweed.

Work in the beginning was slow and difficult. After the first 23 miles, Central Pacific faced the daunting task of laying tracks over terrain that rose 7,000 feet in 100 miles. To conquer the many sheer embankments, the Chinese workers used techniques they had learned in China to complete similar tasks. They were lowered by ropes from the top of cliffs in baskets, and while suspended, they chipped away at the granite and planted explosives that were used to blast tunnels. Many workers risked their lives and perished in the harsh winters and dangerous conditions.

By the summer of 1868, 4,000 workers, two thirds of which were Chinese, had built the transcontinental railroad over the Sierras and into the interior plains. On May 10, 1869, the two railroads were to meet at Promontory, Utah in front of a cheering crowd and a band. A Chinese crew was chosen to lay the final ten miles of track, and it was completed in only twelve hours.

Without the efforts of the Chinese workers in the building of America's railroads, our development and progress as a nation would have been delayed by years. Their toil in severe weather, cruel working conditions and for meager wages cannot be under appreciated. My sentiments and thanks go out to the entire Chinese-American community for its ancestors'

contribution to the building of this great Nation.

NATIONAL GRANGE WEEK

HON. BOB SCHAFFER

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 29, 1999

Mr. SCHAFFER. Mr. Speaker, last week Colorado Grangers joined more than 300,000 of their colleagues in celebration of National Granger Week. Today, I rise to pay tribute to the Grangers and their time-honored American values.

Organized in 1867, the Grange is a grassroots organization designed to promote the best interests of agriculture and preserve family values. Grangers are known for many community-centered projects including youth scholarships, activities for the deaf, emergency relief for farmers and ranchers and lobbying legislatures to provide opportunities and education for all family members. In my home state of Colorado, the Granger combined forces to fund relief for Colorado ranchers who lost cattle in the blizzards of 1997.

Mr. Speaker, our nation began as many small communities and families working together to support one another. Today, local Granges work hard to preserve our American traditions. Therefore, I proudly rise in recognition of National Grange Week. With confidence, I look forward to the continuing success of Grangers nationwide.

"KITTY HAWK REVISITED"

HON. TAMMY BALDWIN

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 29, 1999

Ms. BALDWIN. Mr. Speaker, today I would like to submit a poem entitled "Kitty Hawk Revisited" into the RECORD. This poem was written by Ms. Marion Brimm Rewey of Verona, Wisconsin, and I believe she captures the adventurous spirit of the Wright brothers first flight with her words.

KITTY HAWK REVISITED

(By Marion Brimm Rewey)

I wish I had seen them, the quiet men who built bicycles and odd machines, pushing and dragging their da Vinci dream over sea grass and sand.

It might have been a good day to change the world, full of cumulus clouds, strings of pelicans flying ragged formations, a sandpiper or two and curlew calls . . . and the wind of December curling off the Atlantic, plucked wires and struts, hummed such music as had not been heard since sirens lured Ulysses to forbidden shores.

So, while running seas rearranged the sand and every man stood with feet planted firmly on solid ground, here, under untried skies, on Kill Devil Hill, a hand-made skeleton, like a prehistoric bird, teetered on the ledge of the last frontier.

In the broken silence of birds, wind, tide, Orville belly-flopped on the waiting wing.

Then came a universe splitting roar-propellers spun, sand exploded and ballooned,

chains rattled and slapped through metal guides, the engine's pitch climbed to a scream.

The plane shuddered, rocked like a cradle, lumbered over the dunes, rose, hung between ocean and space, floundered, twisted sideways, steadied, caught the wind and flew!

to touch the moon.

"WE THE PEOPLE . . . THE
CITIZEN AND THE CONSTITUTION"

HON. EARL POMEROY

OF NORTH DAKOTA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 29, 1999

Mr. POMEROY. Mr. Speaker, on May 1st through 3rd of this year, high school students from across the country will compete in the national finals of the "We the People . . . The Citizen and the Constitution" program. I would like to take this opportunity to congratulate the students of Flasher High School of Flasher, North Dakota, who will represent my home state in this event. These students have worked hard to reach this stage of the competition and have demonstrated a thorough understanding of the principals underlying our constitutional democracy.

We the People is the most extensive program in the country designed to teach students the history and philosophy of the Constitution and the Bill of Rights. The three-day national competition is modeled after hearings held in the United States Congress. These mock hearings consist of oral presentations by the student participants before a panel of adult judges. The students testify as constitutional experts before a "congressional committee" of judges representing various regions of the country and appropriate professional fields. The students' testimony is followed by a question and answer period during which the judges test students on their depth of understanding and ability to apply their constitutional knowledge. The knowledge these students have acquired to reach the national level of this competition is truly impressive. Mr. Speaker, I ask that a copy of the questions posed to the students at these hearings be included in the record.

I would also like to especially recognize our talented representatives from Flasher High School, of Flasher, North Dakota. This is the first year that Flasher High School has competed in the We the People program, and after months of hard work and preparation, all 31 students in the senior class will be coming to Washington to represent North Dakota in the national competition. In just over a month, these students raised \$17,000 to fund this trip. I would like to recognize by name the dedicated students from Flasher High School: Ashley Bahm, Lori Boeshans, Cheryl Breiner, Nikki Erhardt, Scott Fisher, Nadine Fleck, Nicolle Fleck, Joe Fleck, Sherry Gerhardt, Albert Heinert, Amber Heinz, Nathan Honrath, Sylvia Koch, Randy Kovar, Jody Kraft, Jessy Meyer, Adrian Miller, Justin Miller, Sunshine Schmidt, Travis Schmidt, Dan Schmidt, Brielle Schmidt, Joy Schmidt, Keesha Stroh, Brent Ternes, Kyle Ternes, Kevan Thornton, Mitch Tishmack, Thomas Tschida, Paul Wienberger, Steve Zeller.

I would also like to recognize and thank their teacher, Michael Severson, for his critical

role in these students' success and their interest in American government.

Again, Mr. Speaker, I would like to welcome the student team from Flasher High School to Washington, and wish them the very best of luck. They have made all of us in North Dakota very proud.

WE THE PEOPLE—THE CITIZEN AND THE
CONSTITUTION

NATIONAL HEARING QUESTIONS, ACADEMIC YEAR
1998–99

Unit one: What Are the Philosophical and Historical Foundations of the American Political System?

1. The U.S. Constitution guarantees Americans a "republican form of government." Republicanism, however, has taken on different meanings in different times and places. What did the phrase mean to the Framers of the Constitution?

How was their understanding of the term different from that of the ancients?

What specific provisions of the U.S. Constitution help us to understand the Framers' definition of republicanism?

2. Two of the three monuments erected to the Magna Carta at Runnymede in England are American. A copy of the Great Charter now resides alongside the documents of our nation's founding in the National Archives. Why has this document, above all other legacies of British constitutionalism, been so cherished by Americans?

What impact did the Magna Carta have on the founding of the American colonies? In the events leading to the American Revolution? On the U.S. Bill of Rights?

What tenets or principles are embodied in the Magna Carta and why were they important to the development of constitutional government?

3. At the time of their independence from Great Britain the American people could call upon over a century of experience in self-government, especially in the management of local affairs. Many historians believe that this colonial legacy was crucial to the success of the new nation after 1776. What were the most important principles, practices, and institutions of this legacy?

What examples can you identify of written guarantees of basic rights in colonial America? Why were these written guarantees important to the colonists? How did they influence the U.S. Constitution and Bill of Rights?

Many of the new democracies of the post-Cold War era have no such experience of self-governance on which to draw. How might this affect their chances for success? What special burdens or needs does this lack of experience place upon them?

Unit two: How Did the Framers Create the
Constitution?

1. George Washington, James Madison, and other Framers used the word "miracle" to describe the accomplishments of the Constitutional Convention. Historians since have suggested that much of the success of the Convention had to do with timing. They have pointed out that what the Framers were able to accomplish in the Philadelphia summer of 1787 would not have been possible a few years earlier or later. Do you agree or disagree? Explain your position.

What circumstances and developments helped to create a window of opportunity in 1787?

In what ways did the American experience with state governments and constitutions between 1776 and 1787 influence the drafting of the U.S. Constitution in 1787?

2. One of the arguments used by the Framers to reject the creation of a monarchical executive was the belief that kings, unlike

their ministers, could never be impeached. Monarchy was rejected and provision for the impeachment of presidents included in the Constitution. But only two of our nation's 42 chief executives have been impeached and none have been convicted in the course of 210 years. Does this suggest that Americans have, in fact, elevated their presidents to a status not unlike that of a monarch? Why or why not?

Because U.S. presidents are heads of state as well as chief executives, should the bar of justification for their removal from office be higher than that for other public officials? Why or why not?

Should a national recall vote be substituted for Senate trial in the case of impeached presidents? Explain your position.

3. In the debates over the Constitution's ratification, the Federalists argued that the Constitution was a true and proper culmination of the American Revolution. The Constitution, they claimed, brought to life the basic principles set forth in the Declaration of Independence. What arguments did the Federalists use to support such claims? Do you agree or disagree with their position? Why?

Do you believe that the decision of the Framers to scrap the Articles of Confederation, establish an entirely new government, and lay down the rules for its implementation was consistent or inconsistent with the principles of the Declaration of Independence? Explain your position.

Why did the Framers insist that the Constitution be ratified by popularly elected state conventions?

Unit Three: How Did the Values and Principles Embodied in the Constitution Shape American Institutions and Practices?

1. A modern biographer of our country's first president has argued that if Washington "had been taken by smallpox or dropped by an Indian bullet as a young man, the future United States might well have come into being in some form or other. But it would have been harder, and it might have been a lot harder."¹ Do you agree with that statement? Why or why not?

Where do you believe Washington's contribution was the most crucial: in securing independence from Great Britain, in the drafting and ratification of the Constitution, or in the implementation of the executive branch?

Washington's contemporary admirers spoke of the man's "majestic fabrick," "commanding countenance," "martial dignity," "graceful bearing," and "wonderful control." How important are style and charisma to political leadership? Would you put such qualities on a par with consistency or purity of principles? Why or why not?

2. The Federalists argued that a bill of rights was unnecessary in a constitution of enumerated powers, checks and balances, and popular sovereignty. Why did they believe these features of the Constitution would protect individual rights?

How did the Anti-Federalists and other advocates of a national bill of rights respond to such arguments?

The Federalists and some constitutional scholars have argued that the original constitution as drafted in 1787 was itself a "bill of rights." What basis did they have for making this claim?

3. In Federalist 81 Alexander Hamilton argued that the authority of judicial review can be deduced "from the general theory of a limited constitution." Do you believe his deduction is correct? Why or why not?

¹Richard Brookhiser, *Founding Father: Rediscovering George Washington* (New York: Simon & Schuster), 1996.