



United States
of America

Congressional Record

PROCEEDINGS AND DEBATES OF THE 106th CONGRESS, FIRST SESSION

Vol. 145

WASHINGTON, MONDAY, MAY 10, 1999

No. 66

House of Representatives

The House met at 2 p.m. and was called to order by the Speaker pro tempore (Mr. PETRI).

DESIGNATION OF THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore laid before the House the following communication from the Speaker:

WASHINGTON, DC,
May 10, 1999.

I hereby appoint the Honorable THOMAS E. PETRI to act as Speaker pro tempore on this day.

J. DENNIS HASTERT,
Speaker of the House of Representatives.

PRAYER

The Chaplain, Reverend James David Ford, D.D., offered the following prayer:

Open our eyes, O God, to see the opportunities of this new day; open our ears, O God, to hear the voices of those who call for help; open our minds, O God, to the way of truth and justice; open our hearts, O God, so Your grace will forgive us and lead us forward, and open our hands, O God, to do the work of peace on Earth and good will to all Your people. This is our earnest prayer. Amen.

THE JOURNAL

The SPEAKER pro tempore. The Chair has examined the Journal of the last day's proceedings and announces to the House his approval thereof.

Pursuant to clause 1, rule I, the Journal stands approved.

PLEDGE OF ALLEGIANCE

The SPEAKER pro tempore. Will the gentleman from Nevada (Mr. GIBBONS) come forward and lead the House in the Pledge of Allegiance.

Mr. GIBBONS led the Pledge of Allegiance as follows:

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

NEVADA'S PURSUIT TO MAKE SCHOOLS SAFE FOR OUR KIDS

(Mr. GIBBONS asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. GIBBONS. Mr. Speaker, today the President assembled the second national summit on school violence in an effort to prevent further tragedies from occurring on our school grounds.

Today I would like to praise Nevadans in their efforts to see that our schools remain safe for our children. Numerous meetings and public forums involving community leaders, parents, and teachers have taken place and have been televised during prime time hours throughout the State of Nevada.

Just last Friday, a Nevada volunteer program called "Parent Patrol" celebrated its third anniversary by honoring those parents who volunteer their time to monitor activities in and around Nevada school yards.

Our Nevada State Legislature is also establishing a special commission to investigate the causes of school violence and how Nevada may be able to provide the necessary resources to detect threats before they are carried out.

Like every other State, Nevada is not immune to the threat of school violence. But where there is a committed pursuit for answers and actions, we are bound to make progress.

Many questions, though, remain to be answered by the ills of our society; but as our kids are taught in school, there are no stupid questions. In this case, the answers may save lives.

SPECIAL ORDERS

The SPEAKER pro tempore. Under the Speaker's announced policy of Jan-

uary 6, 1999, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

TEACHER APPRECIATION WEEK

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from North Carolina (Mr. JONES) is recognized for 5 minutes.

Mr. JONES of North Carolina. Mr. Speaker, May 2 through 9 is the National Parent Teacher Association's 14th annual "Teacher Appreciation Week."

A week to celebrate the selfless dedication of our nation's teachers and educators who work every day to help our students gain the skills they need to prepare for the future.

Today, our nation's teachers accept many challenges in the classroom.

George F. Will once cited two surveys of the top discipline problems in public schools to emphasize the tremendous change in our nation's schools over time.

Those top problems listed on survey from the 1940s included students chewing gum, making noise, getting out of turn in line, and not putting paper in the wastebaskets.

The 1980s survey lists the top problems as drug abuse, alcohol abuse, pregnancy, suicide, rape, robbery, and assault.

Mr. Speaker, as the role of our teachers continue to evolve, the importance of having quality educators in the classroom is absolutely critical.

Today, in honor of Teacher Appreciation Week, I want to recognize three very special educators from the Third District of North Carolina, which I am proud to represent.

While I only have time this evening to mention three, I must emphasize that this week is a tribute to all teachers.

Not just in Eastern North Carolina, but teachers across the country who selflessly dedicate their time and energy to help our children challenge themselves and achieve their educational goals.

Audra Singleton is one particular teacher who uses a unique and successful mixture of discipline and encouragement to motivate her students to learn.

□ This symbol represents the time of day during the House proceedings, e.g., □ 1407 is 2:07 p.m.

Matter set in this typeface indicates words inserted or appended, rather than spoken, by a Member of the House on the floor.



Printed on recycled paper.

H2923

Mrs. Singleton is an eight-grade language arts teacher at Wellcome Middle School in Greenville, North Carolina.

A veteran of the Gulf War, Mrs. Singleton was nominated by her students to receive the Channel One Network's Teacher of the Year.

Channel One produces educational programs for middle and high school aged students.

About 12,000 schools nationwide, including Wellcome, subscribe to Channel One as an educational resource.

In an effort to recognize the efforts of our nation's teachers, Channel One asked students to videotape their teachers in the classroom.

Mrs. Singleton, with the faithful support and encouragement of her students, was selected Channel One's Teacher of the Year.

Ralph Cole is another educator who deserves recognition today.

Mr. Cole has been educating the children of Chowan County, North Carolina for the last thirty-seven years.

Now principal of D.F. Walker Elementary School in Edenton, Mr. Cole has dedicated his career to ensure that all students have equal access to a quality education.

While Mr. Cole is retiring at the end of this school year, I wanted to acknowledge him during Teacher Appreciation Week for his efforts to inspire all children to learn and to reach their full potential.

Mr. Speaker, each year the state of North Carolina selects a teacher to serve as ambassador for public schools and the teaching profession.

The teacher then goes on to compete for the honor of National Teacher of the Year.

Rebecca Hoyle, a veteran of North Carolina public schools for 26 years, has been named North Carolina's 1998-1999 teacher of the year.

Ms. Hoyle is a music teacher at Jacksonville Commons Elementary School in Jacksonville, North Carolina.

I had the opportunity to visit with her briefly a couple weeks ago when she was in Washington.

In addition to her dynamic personality, Miss Hoyle has received praise for embracing diversity in the classroom.

She has also worked to emphasize the valuable resource our communities can play in the education of our nation's children.

Mr. Speaker, our nation's teachers are forced to wear many hats in today's classroom.

Not only do they prepare our children and help them to learn, but they serve as role models as well.

Former Education Secretary William Bennett once said, "What we do to children, they will do to others. There is nothing like the moral power of example. But above all, we as a society, as a common culture, have to respond to the call of our national history, and to the responsibility it imposes upon us of instilling in our children an informed appreciation of American principles and American practices."

During Teacher Appreciation Week, I want to thank Mrs. Singleton, Mr. Cole, Ms. Hoyle, and teachers across the country, who prove their dedication to our children daily by accepting these roles and making an investment in the lives of our children.

As you continue your efforts in our classrooms, we will do everything we can in Con-

gress to continue ensuring that you have access to the resources you need to challenge the minds of our nation's children.

SERBIAN PRESIDENT MILOSEVIC HAS A LONG HISTORY OF BRUTALITY AND ETHNIC CLEANSING

The SPEAKER pro tempore. Under the Speaker's announced policy of January 6, 1999, the gentleman from Virginia (Mr. WOLF) is recognized for 30 minutes as the designee of the majority leader.

Mr. WOLF. Mr. Speaker, although I would not have taken the actions of the Clinton administration, which has led us where we are today in the Balkans, the question has now become, we are here; now what do we do?

I want to rise today to set forth my concerns and my thoughts on America's response to the terrible things that have taken place in the Balkans. I, of course, address my remarks to everybody in the Congress but especially to my Republican colleagues here in the Congress.

Last Thursday afternoon, May 6, while listening to the debate on the emergency supplemental appropriations bill, I was struck by two notions. The first was that some in the House apparently believe that the U.S. and NATO can negotiate and then continue to coexist with Serbian President Milosevic as though the terrible, brutal, and criminal acts inflicted upon the ethnic Albanians in Kosovo as daily fare did not even take place. The second notion is that many are acting as if this Balkan conflict just got under way or began a short 8 weeks ago.

I am convinced that neither of these are true. So are many, many others. In fact, Milosevic's bloody pursuit of ethnic cleansing began in 1991 with the military assault on Vukovar, Croatia, near the Serbian border. This assault signaled an ethnic cleansing, and I might say there were mass graves found outside Vukovar once the West was able to get there of many, many people who have been killed as a result of Milosevic's effort to take Vukovar. This assault signaled an ethnic cleansing in Bosnia and Herzegovina that lasted for years under the benign eye of the United Nations and casual disinterest of much of the free world.

By the time the world could no longer look the other way, about a quarter of a million, 250,000, people were killed, and almost 2 million more were homeless and displaced refugees.

Kosovo is only the latest chapter in this dark history. Most of the nearly 2 million ethnic Albanian population are now homeless and on the run within Kosovo or are refugees languishing in camps outside the border. Most have hopes of someday returning. But to what? To homes that no longer exist and towns and villages that are largely destroyed and to families which have been brutalized and torn apart and with many killed or missing?

There seems to be a mood that we can ignore these hard facts of what ac-

tually is taking place, that we can negotiate an honorable truce with Milosevic where people can go home and everything can be nice. But this is a fantasy. More, it is a dangerous fantasy.

The world simply cannot ignore the fact that Milosevic and many others in his employ are war criminals. They meet the test by any historical yardstick one could use to measure them. As long as he is in power, it will not be possible to have a lasting peace in the Balkans.

Let me paraphrase two experts from Peter Maass' book, "Love Thy Neighbor, A Story of War". Maass, writing about war crime indictments, relates accounts so horrifically graphic that I cannot read them verbatim but will include them for the RECORD.

In one account he says that the Serb forces put the gun up against a father's head and tells the father to rape your daughter. The father says, no, I cannot do that. Then he puts the gun up to the daughter's head and says to the father, now rape your daughter. The father says, oh, no.

Then, according to the account, and I will not go any further, but I now would have like to have Peter Maass' account of what took place, beginning on page 51.

Then on page 53 he goes on to tell of other atrocities and brutalities that are so graphic that I will not read them on the floor of the House but will insert them whereby they will appear in the RECORD at this very, very point.

Beginning on page 51 while writing about war criminal activity, Maass says: "You can, for example, barge into a house and put a gun to a father's head and tell him that you will pull the trigger unless he rapes his daughter or at least simulates the rape. (I heard of such things in Bosnia.) The father will refuse and say I will die before doing that. You shrug your shoulders and reply, Okay, old man, I won't shoot you, but I will shoot your daughter. What does the father do now, dear reader? He pleads, he begs, but then you the man with the gun, put the gun to the daughter's head, you pull back the hammer and you shout Now! Do it! Or I shoot! The father starts weeping, yet slowly he unties his belt, moving like a dazed zombie, he can't believe what he must do. You laugh and say, That's right, old man, pull down those pants, pull up your daughter's dress, and do it!"

Continuing on page 53: "Three days after her arrival at the prison, she went with a huge number of women and other girls to fetch water from a well about 50 meters from the prison gates. Returning from the well Trnopolje guards held back six girls, including the witness, and stopped them from reentering the prison gates. They were then joined by four more female prisoners. The guards took the 10 girls to a house across the meadow. They were taken to the side yard of the house, out of sight of the roadway. Thirty Serbian soldiers—including "some dressed like a tank crew"—were there and they taunted the girls, calling them "Turkish whores." The girls were ordered to undress or have their clothes pulled off. Three girls resisted or hesitated from their fear. Their clothes were cut off with knives.