

some stage, ask it to make a symbolic gesture in retiring some guns before negotiations really get under way.

This too is cowardly. No international commission (which the U.S. would likely run) is going to ask the I.R.A. to make any gestures on arms until there is parallel progress at the peace table. If the I.R.A. had any vision or leadership right now it would quietly tip off the British to a small pile of I.R.A. explosives somewhere. Such unilateral handover would ease British concerns, without costing the I.R.A. a thing.

President Clinton, who helped engineer the cease-fire, seems to have lost interest and fallen asleep at the wheel. Fortunately, the Prime Ministers of Britain and Ireland are meeting Friday in another attempt to break the deadlock. The fact that the cease-fire in Northern Ireland has lasted for more than a year should tell them something. It should tell them that the people want this new way of life to be permanent and they have given the politicians a silent mandate to make it so. But instead of listening to the silence, the politicians are listening only to themselves.

This isn't complicated. It's time for the British and the Protestants to start all-party talks with Sinn Fein, and for all three to accept an international commission that could defuse the weapons issue until there is progress at the peace table. But that sort of simplicity takes some courage. Sad to say that among British, Protestant and I.R.A. leaders right now there is no one who answers to that name.

[From the House International Relations Committee, Sept. 13, 1995]

**GILMAN URGES IMMEDIATE ALL PARTY TALKS ON NORTHERN IRELAND: SUPPORTS SEPARATE COMMISSION TO ADDRESS ARMS ISSUE**

(By Benjamin A. Gilman)

WASHINGTON.—Committee Chairman Benjamin A. Gilman (20th-NY) today called for "immediate all party talks" on peace in Northern Ireland, and suggested that the issue of arms decommissioning be addressed by an international commission on a separate track.

Gilman spoke out following meeting with Sinn Fein President Gerry Adams in which the status of the peace process was discussed.

"Efforts by the British government to dictate preconditions or outcomes prior to talks merely obstructs access to the only means of finding a consensus political solution in Ireland, namely the peace negotiating table," Gilman said.

Noting that arms decommissioning has long been a stumbling block to peace talks, Gilman said "a separate track is needed for this issue that could be in the form of an international commission whose findings would be binding, however, such a commission should not become yet another precondition to talks."

Gilman warned that "these past 13 months of peace have been a window of opportunity to achieve a just and lasting peace after a quarter century of violence and bloodshed. We must not allow this window to be shut against those who are earnestly seeking peace."

Long a champion of peace and justice in Northern Ireland, Gilman this year led the Committee's first hearings on the Macbride fair employment principles, and saw their inclusion in the House-passed foreign affairs bill as part of the U.S. contribution to the International Fund for Ireland.

The Macbride principles are aimed at ending systemic job discrimination, most often aimed at the Catholic community in Northern Ireland.

**SUPPORTING THE FOURTH WORLD CONFERENCE ON WOMEN (BEIJING)**

**HON. LUCILLE ROYBAL-ALLARD**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, September 21, 1995*

Ms. ROYBAL-ALLARD. Mr. Speaker, the United Nations Fourth World Conference on Women was an opportunity for delegates from over 180 countries to take a step toward granting women equal rights in all aspects of life.

One of the major points made at the conference was the importance of promoting programs which lead to women's economic and political empowerment.

Our world today, is comprised of women who are breaking new ground in industry and the professions, and who are becoming integral members of labor forces everywhere.

The conference created an environment where new understandings of women's roles in the workplace and in government were examined along with the difficulties that women continue to encounter throughout the world, such as the inability to own land, the inaccessibility of business loans, and the lack of child care.

The diversity of the delegates experiences and backgrounds raised the world's level of consciousness about women's plight worldwide and provided humanity with a greater understanding of the economic and political condition of women.

Through free discussion and open debate, the delegates came forward with recommendations promoting women's rights and equality for our world's governments to consider.

The challenge for governments and policy-makers throughout the world will now be to turn these recommendations into policies and laws that help insure that the women of today and our daughters and sisters of tomorrow will have the opportunity to realize their full potential, free from oppression and discrimination.

**PERSONAL EXPLANATION**

**HON. JENNIFER DUNN**

OF WASHINGTON

IN THE HOUSE OF REPRESENTATIVES

*Thursday, September 21, 1995*

Ms. DUNN of Washington. Mr. Speaker, on September 7, I was present in the House Chamber during the vote on final passage of H.R. 2126, the fiscal year 1996 Department of Defense appropriations bill. I along with other Members, were not properly recorded as having cast our vote on Rollcall No. 646. I respectfully request that the official record indicate I voted "aye" in support of passage of the bill.

**A SPECIAL SALUTE TO "GREAT BOOKS" ANNIVERSARY**

**HON. LOUIS STOKES**

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

*Thursday, September 21, 1995*

Mr. STOKES. Mr. Speaker, I rise today to salute the Great Books group. Mr. Ray

Habian, a member of the organization, recently brought to my attention the fact that the Cleveland Great Books group is celebrating its 50th anniversary. The organization boasts members throughout the Greater Cleveland area. I rise today to share with my colleagues and the Nation some information regarding the Great Books group.

It is believed that the formation of discussion groups for the purpose of reviewing the Great Books was started after World War I by John Erskine. In 1927, Mortimer Adler launched 15 adult education courses in New York City to discuss the Great Books. A few years later, in 1930, Robert Hutchins joined Mr. Adler in introducing Great Books seminars into the undergraduate curriculum at the University of Chicago. Soon, across the United States, ordinary laymen with a love for literature began to form and lead Great Books seminars in their local communities.

The first meeting of the Cleveland Great Books group was held in 1946 at the East Cleveland Public Library. It is interesting to note that the first group gathered for a candid discussion of the Declaration of Independence. In the following years, the group continued to examine topics that were popular in American society, as well as in literature. In 1972, the Great Books group moved its meeting site to the Noble Road Library in Cleveland Heights. The group discussions have focused on the philosophy of Plato; the epics of Homer; and the drama of William Shakespeare, just to name a few.

Mr. Speaker, I am proud to report that today, more than 400 Great Books groups meet in libraries across America. The discussions provide insight into the personal, moral, social, political, and economic problems of mankind. I am also pleased to note that over the years, Great Books programs have helped to build a strong and lasting relationship between our libraries and communities. With the dawn of Great Books groups, citizens realize that their libraries can provide dynamic platforms for public discussions of historical and popular literary pieces.

Mr. Speaker, on September 19, 1995, the Cleveland Great Books group will begin its 50th consecutive year. The candid discussions and seminars continue to arouse the interest of citizens throughout the community. I am proud to applaud Ray Habian and the entire membership of the Great Books group. As they celebrate this historic anniversary, I wish members of the Great Books group many more years of success.

**PROVIDING FOR THE ADMINISTRATION OF CERTAIN PRESIDIO PROPERTIES**

SPEECH OF

**HON. ANNA G. ESHOO**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, September 19, 1995*

Ms. ESHOO. Mr. Speaker, H.R. 1296 is a good government approach to management of the Presidio within the National Park System.

No other park possesses the unique combination of resources and real estate as the Presidio. Because of this unusual combination, the Presidio lends itself to a management structure outside the realm of traditional operation of our national parks.

That is why I strongly support H.R. 1296, which would create a Presidio trust. This model would preserve park resources while allowing the Presidio's properties to be used to generate revenues which could, in turn, be used to operate the Presidio. While this model might not work for other national parks, it is a practical approach for the vast and unique properties which comprise the Presidio.

Mr. Speaker, it makes sense for us to pursue this type of management—it's cost-effective and addresses the monumental challenge of how to make the best public use of this unique and historically significant land.

We should give H.R. 1296 a chance and I urge my colleagues to vote for its passage.

### SUPPORTING A DISPUTE RESOLUTION IN CYPRUS

SPEECH OF

HON. RICHARD BURR

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

*Monday, September 18, 1995*

Mr. BURR. Mr. Speaker, I am proud to co-sponsor and support House Concurrent Resolution 42, a measure to end the longstanding dispute regarding Cyprus. Over 20 years ago, the Turkish army invaded the island of Cyprus, seizing over 30 percent of the island's land and approximately 70 percent of the island's wealth. This action caused more than 200,000 Cypriots to be driven from their homes and made them refugees in their own country.

Today, Turkey continues to maintain a force of over 35,000 troops on the island of Cyprus. Although this force was only supposed to stay to protect the Turkish-Cypriot minority for a short time, we are now beginning the third decade of Turkish occupation. This has led some observers to call this area one of the most highly militarized areas of the world.

Last year, in an effort to break this deadlock, Cypriot President Glafcos Clerides offered to totally demilitarize the island by dismantling his army with the understanding the Turkish army would withdraw and work toward an agreement to unify the island and bring about a peaceful resolution to this longstanding and difficult problem. President Clerides' plan has received widespread support and international acclaim. The United Nations and the European Union have already stated their support for this plan and I am glad to see the House of Representatives join in this effort.

This resolution is a balanced, fair, and bipartisan effort to support a peaceful resolution to the problem in Cyprus and to bring peace and stability to the eastern Mediterranean. I am proud to rise in support of this measure. It is in the best interest of the people of Cyprus, the people of the eastern Mediterranean, and the people of the United States. I urge a "yes" vote on House Concurrent Resolution 42.

### THE NEED FOR EQUAL OPPOR- TUNITY IN HIGHER EDUCATION IN THE FORMER YUGOSLAV RE- PUBLIC OF MACEDONIA

HON. BENJAMIN A. GILMAN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Thursday, September 21, 1995*

Mr. GILMAN. Mr. Speaker, one of the most difficult challenges facing the fledgling democratic governments of Eastern Europe involves learning to treat equally and fairly all of their citizens—regardless of ethnic background—in the areas of rights and opportunities. Unfortunately, some of those governments are still seeking to treat their citizens from minority ethnic groups in traditionally nationalistic and counterproductive ways. Rather than working to ensure that all citizens are treated equally, they seek to limit the rights and opportunities of those citizens who do not belong to the majority ethnic group.

In the Balkans region of Eastern Europe, the manner in which ethnic minorities are treated is crucial to the peace of that region. If further violence and repression are to be avoided in the successor states to the former Yugoslavia, each of those states needs to take meaningful steps to ensure that all of their citizens are accorded equal opportunities and rights in areas such as education that are necessary to ensure democracy and inter-ethnic peace.

Mr. Speaker, the former Yugoslav Republic of Macedonia has been blessed by peace since it gained its independence in 1991. There are troubling signs, however, that the Government of Macedonia is not taking sufficient steps to ensure that those of its citizens from its considerable Albanian minority are provided with adequate opportunities for higher education in the Albanian language. The most worrisome consequence of this lack of educational opportunity is an increasing resentment toward that government among many of its ethnic Albanian citizens. Their frustration has led some ethnic Albanian citizens to attempt to open an Albanian-language university to ensure that opportunities for professional education are readily available to those who have been raised and educated in Albanian at the secondary school level.

In February of this year, a renewed attempt to open such a university of Tetovo, Macedonia led to a violent clash between ethnic Albanians and Macedonian police. Tragically, one individual lost his life and 28 others were wounded in that violent incident.

Mr. Speaker, I believe all of us want to see the former Yugoslav Republic of Macedonia and, in fact, all of the Southern Balkans avoid the kind of ethnic violence that has wracked the Northern Balkans for 4 years now. We need to encourage the Government of Macedonia to constructively address the issue of fair opportunities for higher education in the language of its Albanian minority. I am therefore introducing today House Congressional Resolution 103, a resolution that focuses specifically on Macedonia and on the issue of proper access to higher education in that country. This resolution calls on the Government of Macedonia to:

Ensure the fair and equitable treatment of all of its citizens, regardless of ethnic background;

Consider all means by which higher education conducted in the Albanian language can be provided, including the possible establishment of an Albanian language university;

Ensure the establishment of Albanian language pedagogical facilities at existing universities, and;

Provide pardons for those convicted of charges relating to the events that accompanied attempts to open an Albanian language university at Tetovo in February 1995.

The Resolution also calls on the President of the United States to:

Express our country's strong support for Macedonian efforts to ensure access to higher education conducted in the Albanian language;

Offer appropriate support for those international organizations that are working to resolve the issue of higher education in the Albanian language in Macedonia, and;

Offer appropriate support for efforts by the Government of Macedonia to ensure access to higher education conducted in the Albanian language, including assistance for establishing necessary curricula and provision of textbooks and related course materials.

Mr. Speaker, I want to strongly encourage my colleagues to join in cosponsoring this timely and important measure.

### SALUTE TO E. JUNE HEITMAN

HON. GREG GANSKE

OF IOWA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, September 21, 1995*

Mr. GANSKE. Mr. Speaker, I would like to bring your attention to the fine work and outstanding public service of E. June Heitman and her fellow nurses serving in the U.S. Cadet Nurse Corps during and after World War II.

The 27 nurses who graduated from the Jennie Edmunson Memorial Hospital School of Nursing Class in September 1944 served the United States by caring for wounded soldiers returning from Europe as part of the U.S. Cadet Nurse Corps. The graduates were given assignments in Iowa, Maryland, Missouri, and Nebraska.

June and some nursing school roommates, Doris Cochran Kerber and Stella Wisner Scheel, were given a 3-month assignment at Schick General Hospital in Clinton, IA, to assist with wounded soldiers.

Professional military nursing has been an invaluable service to the military throughout American history. Gen. George Washington requested the congressional establishment of nurses to care for sick soldiers and an Army general hospital in 1775. Florence Nightingale's crusade in Crimea in 1854 reduced the mortality rate of sick and wounded soldiers from 42 percent to 2 percent within 1 year.

On June 15, 1943, in response to the critical shortage of nurses for the military and for civilian health, the Bolton Act was approved and the U.S. Cadet Nurse Corps was created. This Act provided Government funds to train nurses for civilian and military hospitals.

Demand for nurses was quickly exceeding the supply. The training period for nurses was 24 to 30 months, far longer than the training period for many of the other women's branches of the armed services. Cadet nurses