

missing students who might otherwise be overlooked by the university's staff, faculty or security force. In the case of Bryan Nisenfeld, there was a breach of security wherein Bryan Nisenfeld went unreported as missing by Roger Williams University for six agonizing days though administrators at the university were aware of threats made against his life.

University administrators, by their own admission, overlooked the threatening phone calls Bryan received prior to his disappearance. This response by Roger Williams University denied Bryan's family an opportunity to intervene on Bryan's behalf and maybe save his life. At the very least, Roger Williams University, by its failure to report Bryan missing on a timely basis denied trained professionals time to immediately launch a search for him. We know that time is an essential ingredient used by law enforcement in locating a person. The actions of Roger Williams University officials delayed this important process.

The Nisenfelds hope that Bryan's Law will prevent other parents from experiencing the pain and anguish the Nisenfelds suffered. This law requires all universities and colleges implement policies that protect missing students. It also provides information to parents and students searching for a safe college to attend. The Nisenfelds hope and pray the law continues through the legislative channels and wins approval in the Senate. Bryan Nisenfeld was a caring, giving individual who rallied behind social causes. The Nisenfelds believe passage of this bill speaks for Bryan's character. We thank you all. Bryan Nisenfeld's memory will forever live on. Thank you all.

FLAG DAY

HON. GERALD D. KLECKZA

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 14, 2000

Mr. KLECKZA. Mr. Speaker, I rise today, on Flag Day, to remind all Americans to pause and pay their respects to the banner that has come to symbolize the freedom and liberty that we hold so dear.

June 14, 2000, marks the 223rd birthday of the U.S. Flag. In 1777, less than a year after the signing of the Declaration of Independence, and more than a decade before the Constitution was finalized, the Continental Congress adopted the Stars and Stripes pattern for the national flag. Flag Day was first celebrated in the year of the flag's centennial, 1877. After that, many citizens and organizations advocated the adoption of a national day of commemoration for the U.S. Flag. However, it was not until 1949 that President Harry Truman signed legislation officially making Flag Day a day for us to remember what the Stars and Stripes stand for, and honor those who gave their lives for them.

The brother of one such brave soldier from my district contacted me recently to relate to me the great patriotism and love for his country of his fallen family member, Joseph G. Serketich, who was killed in a World War II battle in Metz, France, on November 17, 1944. During his basic training at Camp Swift, TX, he sent a letter to the Father of his church back home in Wisconsin that exemplifies how those soldiers felt about their flag, and reminds all of us of its true meaning.

On July 31, 1942, Pvt. Serketich wrote of what he felt was the army's most moving ceremony, the end of the day retreat. His words ring as true today as they did when they were written:

There the men all stand in formation, facing the flag of our country. While the colors are being lowered the men stand at attention and present arms. . . The thrill comes when one stares at the flag there high in the sky, he wonders what is it there for. What does it mean? Liberty, freedom, happiness and freedom of religion. . . I will fight to defend it whenever an enemy tries to take it from us. I will die for it as Christ died for me. . . All America should be proud of its flag, not of its material beauty, but for what it stands—life, liberty and happiness—to be also proud of its soldiers who fought to make it, and who fight to preserve it.

The Serketich family also sent me a poem entitled "I Am Your Flag". These excerpts eloquently remind us all of what this hallowed national symbol really stands for:

I was born on June 14, 1777.

I am more than just a cloth shaped into a design.

I have led your sons into battle from Valley Forge to the bloody jungles in Vietnam. I walk in silence with each of your honored dead to their resting place

My red stripes symbolize the blood spilled in defense of this glorious nation. My White stripes signify the burning tears shed by Americans who lost their sons. My blue field is indicative of God's heaven under which I fly.

My stars are clustered together, unifying 50 states as one, for God and country.

Keep alight the fires of patriotism, strive earnestly for the spirit of democracy.

Worship eternal God and keep His commandments,

And I shall remain the bulwark of peace and freedom for all mankind.

—Author Unknown.

I would like to thank Paul Serketich for bringing these tributes to my attention. Each day as the flag is raised in front of our government buildings, schools, and businesses, and as we put our right hands over our hearts and pledge our allegiance, we will be reminded not only of those who fought and died for all that our flag represents, but of the freedom that they bought with their lives.

DEATH TAX ELIMINATION ACT OF 2000

SPEECH OF

HON. FORTNEY PETE STARK

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Friday, June 9, 2000

Mr. STARK. Mr. Speaker, I have a rather personal interest in this legislation, and I have heard a lot from the chairman of the Committee on Ways and Means about what we owe our children, so I have come to the well this morning and apologize to my children, I have 5, and 10 grandchildren.

I am probably one of the few Members of the House who started out poor. I used to say I was so poor as a kid I never slept alone until I was married. But through good luck and the action of commerce, I was able to amass what most of the people in my district would call a fortune. And I have not paid much tax on that. I pay income tax each year. I pay more in-

come tax than you pay me salary, but most of what I have was accumulated through capital gains, and I have not sold it. I do not intend to.

My kids will get it pretty much free. So I apologize because I am going to vote against this. Kids, to Jeff and Bea and Thekla and Sarah, Fortney and the 10 grandkids, you are going to have to pay some tax. This is a little family business, it might be 7 figures, but you are going to get a down payment on that from your mother and me of \$1,350,000 free. You have not worked a day in your life for that.

You have a college education, down payment on your homes, cars, but you have not worked worth squat. First you are going to get a million to a million and a half bucks. Then you are going to get half of the business free. You may have to pay 50 to 55 percent tax on the balance. Next you are going to get 10 years to pay off that balance at a below prime interest rate. And, kids, if you are so dumb that you cannot run that business with over a 50 percent down payment given to you and 10 years to pay off the balance at a low rate, you do not deserve it.

You ought to have been trained in this country to earn your own way and pay your taxes every day so that Dad can have a prescription drug benefit and a decent nursing home so you do not have to worry about taking care of me in my dotage.

There are not very many Members of Congress that are going to pay any inheritance tax. This is a gift to the rich not for independent, smart kids as I have raised.

EXPRESSING THE SENSE OF CONGRESS REGARDING BENEFITS OF MUSIC EDUCATION

SPEECH OF

HON. STENY H. HOYER

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 13, 2000

Mr. HOYER. Mr. Speaker, I rise today in support of H. Con. Res. 266 to recognize the great benefits of music education. Americans are known around the world for our unique contributions to modern music. But we are far behind many other industrialized Nations in recognizing the educational benefits of teaching music to our children. In Japan, it is mandated by the Ministry of Education that every child, grades one through nine, receive two hours a week of music instruction. In Germany students must take two, 45-minute classes of music education a week.

Unfortunately, in America, the trend over the last several years has been to cut back on music education programs. This is occurring despite mounting evidence that music education can actually alter brain development in children and improve their reasoning skills. A study from the University of California at Irvine found that elementary school students in Los Angeles who took piano lessons boosted their math performance. From the body of data available, researchers have concluded that there are genuine long-term changes in the wiring of the brain that enhance children's abilities to understand how patterns work in time and space.

The educational benefits are clear and according to a recent Gallup poll, nine in ten

Americans believe that music education should be a part of every student's day.

Mr. Speaker, I have had the privilege of working with the GRAMMY Foundation, the non-profit arm of the National Academy of Recording Arts and Sciences. The GRAMMY Foundation is dedicated to advancing music education in schools. We recently held an event here on Capitol Hill to announce that the New American schools, a non-profit corporation established by President Bush to identify new ways of teaching, has welcomed the GRAMMY Foundation's Leonard Bernstein centers for artful learning into their portfolio of cutting-edge educational models.

The GRAMMY Foundation brings music to thousands of children through their "GRAMMY in The Schools" program which exposes high schools students to careers in the music industry.

And the Foundation created Smart Symphonies, a classical music CD based on brain research to benefit the development of infants. I applaud the efforts of the GRAMMY Foundation to make music and art education available for all children.

Mr. Speaker, I support this Resolution in the hope that children of all ages across this nation will have access to quality music education programs. If we foster the creative impulses of our children, the possibilities of their success in life will be boundless.

**TRIBUTE TO GEN. ANTHONY C.
ZINNI**

HON. IKE SKELTON

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 14, 2000

Mr. SKELTON. Mr. Speaker, I rise today to congratulate and pay tribute to Gen. Anthony C. Zinni, who will retire from the U.S. Marine Corps on August 11, 2000, after more than 35 years of devoted service to the nation.

General Zinni was commissioned a second lieutenant upon graduation from Villanova University in 1965. After completion of The Basic School, he was assigned to the 2d Marine Division. In 1967, General Zinni served in Vietnam as an Infantry Battalion Advisor to the Vietnamese Marine Corps. Following his tour in Vietnam, he was ordered to The Basic School as a Tactics Instructor and Platoon Commander. In 1970, he returned to Vietnam where he was wounded and subsequently assigned to the 3d Force Service Regiment on Okinawa. One year later, General Zinni was again assigned to the 2d Marine Division as a Company Commander. In 1974, he was assigned to the Manpower Department at Headquarters, Marine Corps.

Following the Vietnam war, General Zinni served in succession of influential staff and command positions, including: Commanding Officer of the 2d Battalion, 8th Marines; Operations and Tactics Instructor at the Marine Corps Command and Staff College; Head of the Special Operations and Terrorism Counteraction Section; Chief of Naval Operations Strategic Studies Group fellow; Regimental Commander of the 9th Marines; Commanding Officer of the 35th Marine Expeditionary Unit; and Chief of Staff of the Marine Air-Ground Training and Education Center.

Upon promotion to flag rank in 1991, General Zinni was named the Deputy Director of

Operations at the United States European Command. In 1991, he served as the Chief of Staff and Deputy Commanding General during the Kurdish relief effort in Turkey and Iraq and also acted as the Military Coordinator for the relief effort for the former Soviet Union. From 1992 to 1993, he served as the Director for Operations for the Unified Task Force Somalia and as the Assistant to the Special Envoy to Somalia. His next assignment was as the Deputy Commanding General, United States Marine Corps Combat Development Command. After that, he assumed command of the I Marine Expeditionary Force, during which he served as Commander of the Combined Task Force responsible for protecting the withdrawal of United Nations forces from Somalia.

In September 1996, General Zinni was assigned to the United States Central Command and subsequently assumed command in 1997. In addition to continuing no-fly and maritime interdiction operations over Iraq, General Zinni conducted humanitarian operations in response to flooding in Kenya and demining efforts in Ethiopia, Eritrea, Yemen and Jordan.

The continued intransigence over United Nations weapons inspections resulted in General Zinni leading several military operations against Iraq. Operation DESERT FOX set Iraq's ballistic missile program back several years by destroying key facilities and specialized equipment during several days of combat operations. General Zinni activated a joint task force in Kenya to assist in recovery support after the 1998 terrorist bombing of the embassies in Nairobi and Dar es Salaam, Tanzania, while also taking military action against the terrorist infrastructure in Sudan and Afghanistan.

During his command, General Zinni participated in numerous diplomatic efforts within the Central Command area of responsibility. In the fall of 1998, he worked directly with the National Security Advisor to prevent Ethiopia and Eritrea from resorting to armed conflict over a border dispute. He also was instrumental in efforts to engage the Pakistani government after its nuclear tests. His two trips to Pakistan reinforced objections to Pakistan's nuclear tests and stressed the importance of avoiding a nuclear arms race between Pakistan and India.

Additionally, General Zinni orchestrated the command's large-scale overseas exercise. Conducted in Egypt, this exercise involved not only United States forces but also eleven participating countries, 33 observer nations, and 70,000 troops. This field training exercise emphasized coalition operations, interoperability, and computer simulation of exercise events. It also exhibited regional stability and cultural interaction.

General Zinni's decorations include: the Defense Distinguished Service Medal; the Defense Superior Service Medal with two oak leaf clusters; the Bronze Star Medal with Combat "V" and gold star; the Purple Heart; the Meritorious Service Medal with gold star; the Navy Commendation Medal with Combat "V" and gold star; the Navy Achievement Medal with gold star; the Combat Action Ribbon; the Vietnamese Honor Medal; the French National Order of Merit, and the Order of Merit of the Italian Republic.

Mr. Speaker, I want to recognize General Zinni for serving the Marine Corps with honor and distinction for 35 years. He has provided a significant and lasting contribution to the Nation's security. I want to wish him and his wife,

Debbie, best wishes in the days ahead. The Marine Corps will lose not one, but two exceptional people upon General Zinni's retirement. I know the Members of the House will join me in expressing our appreciation for their distinguished and faithful service to the country.

HONORING THE STUDENT ENVIRONMENTAL CONGRESS OF GREATER CLEVELAND

HON. DENNIS J. KUCINICH

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 14, 2000

Mr. KUCINICH. Mr. Speaker, I rise today in honor of the Student Environmental Congress of Greater Cleveland, who held their fourth annual Earth Day Coalition Student Environmental Congress Day on March 22, 2000.

The Student Environmental Congress brings together students from the Greater Cleveland area who are dedicated to working towards a cleaner and healthier environment. The Congress develops environmentally-aware students throughout northeast Ohio, encouraging them to take action within their communities to form eco-groups committed to the conservation and preservation of the environment.

This program empowers high school students to be a voice in their community, to grow into environmentally literate citizens, and to network with environmentally conscious students from other schools.

The Student Environmental Congress Program assists high school students in the design and implementation of community-based, environmental service-learning projects. Students from Cleveland public schools unite with students from suburban schools to educate one another at an all-day, student-led conference. These students work together towards creating a more sustainable environment.

The accomplishments of this program are important for the future preservation of our environment. I take pride in recognizing the environmental leaders of northeast Ohio, and congratulate the Congress on another successful Conference Day in March.

My fellow colleagues, please join with me in honoring the Student Environmental Congress for their important and note-worthy goals and achievements.

A RESOLUTION HONORING AARON BAKER, LEGRAND SMITH SCHOLARSHIP WINNER OF HUDSON, MICHIGAN

HON. NICK SMITH

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 14, 2000

Mr. SMITH of Michigan. Mr. Speaker, let it be known, that it is with great respect for the outstanding record of excellence he has compiled in academics, leadership and community service, that I am proud to salute Aaron Baker, winner of the 2000 LeGrand Smith Scholarship. This award is made to young adults who have demonstrated that they are truly committed to playing important roles in our Nation's future.