

for war against the United States as a threat to Communist Chinese hegemony in the Far East and a threat to the oppressive nature of Communist China's regime which rules by brutality and the repression of human freedom. The report would do well to note this, and is striking for its paucity of references and omission of Communist Chinese thinking.

One of the lessons learned by Communist China from the 1991 Persian Gulf War was the effectiveness of advanced military technology. Following the 1991 Persian Gulf War, Communist China began to aggressively acquire Western and U.S. military technology wholesale, whether by theft, trade, or espionage, noted in the report. "Chinese attempts to obtain U.S. military and military-related technology—reflecting recognition of the overwhelming technological superiority enjoyed by the Western alliance in the Gulf War and Kosovo—have increased since the early 1990s."

What would have been helpful in such a report, however, is an explanation of the relationship between Communist China espionage and intelligence operations, Communist China's efforts to "ascend the technology ladder," and the modernization program of the Communist Chinese PLA focused on the acquisition of a U.S.-type military replete with a blue water Navy and air power projection capabilities, and the rapid, aggressive acquisition and development of advanced ballistic missile technology, nuclear weapons, and manned space operations. The driving force behind Communist China's economic modernization is the PLA, seeking to acquire advanced military weapons. The report should note this, and could prove helpful by including a description of the PLA's military modernization program, a link with DIA (Defense Intelligence Agency) may be appropriate on this point.

Intelligence is a key adjunct to successful military operations. Noting the acquisition by Communist China of a global space tracking network, including its ship-based satellite tracking systems, the agreement of the Republic of Kiribati to let Communist China use the island of Tarawa for satellite tracking would be helpful. The report would also be helpful in providing information on Communist Chinese plans to establishing an intelligence gathering station in Cuba, and in the Bahamas, both close to home, and impinging upon our space program based at Cape Canaveral. An update would also be appropriate on Communist Chinese activity in Panama, which affects U.S. economic interests in the Panama Canal, and in the control of drug trafficking and regional stability.

The report would provide valuable information by noting specific examples and activities of Communist Chinese companies and "front operations" such as Cosco, which serve as conduits for Communist Chinese espionage. In particular, Communist Chinese activity in California should be revealed, especially in regard to their purchase or leasing of commercial property for trade (ports, warehouses, and airports). The magnitude of the Communist Chinese penetration of the United States needs clear explanation even beyond the classified version of the report which I have read. It needs to be understood. The contents of the report need to be expanded and brought to light so that the American people can see and understand the magnitude, comprehensiveness, and diffuseness of Communist Chinese intelligence operations against the U.S.

On March 9, The Washington Times said of the report that "professional military and civilian intelligence officers play a small part in the China's spying efforts" (Bill Gertz, "China Boosts Spy Presence in U.S., CIA, FBI Report"). This needs further expla-

nation. In addition, the United States has adopted a policy of giving away advanced military training and tactics to the PLA. These military contacts need to be delineated and described to Congress and the American people. The American people need to understand the closeness of the PLA in grasping and being able to combat U.S. military doctrine and tactics.

The report would also provide valuable background information describing Communist China's acquisition of new territory in Southeast Asia: Communist China's forcible takeover of the Parcels Islands in 1974; Communist China's forcible expulsion of the Philippines from Mischief Reef in the Spratly Islands in 1995; Communist China's propaganda against Taiwan, and its territorial claims for the Natuna Island oil and gas reserves owned by Indonesia are aspects of Communist Chinese belligerence that beg for description. It is also worth noting the military weakness of the many nations in Southeast Asia compared to Communist China.

I am encouraged that the report describes Communist Chinese intelligence operations against the United States. I am anxious to hear of recommendations from the CIA and FBI on the steps Congress should take to combat and defeat Communist China's intelligence, espionage, and propaganda campaign against the United States.

I look forward to your response. Thank you for your kind attention to this matter.

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CENTRAL NEW JERSEY CONGRATULATES TIMOTHY COPELAND, EWING KIWANIS POLICE OFFICER OF THE YEAR

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**HON. RUSH D. HOLT**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 11, 2000*

Mr. HOLT. Mr. Speaker, I rise today to recognize Timothy Copeland of Ewing Township, who is being honored by the Ewing Kiwanis Club as the Police Officer of the Year on Tuesday, May 16, 2000.

This award is bestowed upon him by his peers in recognition of his constant willingness to go above and beyond the call of duty.

In March of 1993, Officer Copeland began his employment with the Ewing Police Department and graduated from the Trenton Police Academy Basic Training Course in August of 1993.

After being sworn into office, Officer Copeland was assigned to the Patrol Division where he rose to become a Field Training Officer. Officer Copeland is also a mentor for the D.A.R.E. student education program. He has excelled with many letters of commendation for his outstanding work as an officer.

Mr. Speaker, Officer Timothy Copeland is a great example for Central New Jersey. I ask all my colleagues to join me in recognizing him.

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MICHAEL R. BRENTANO

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**HON. BOB BARR**

OF GEORGIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 11, 2000*

Mr. BARR of Georgia. Mr. Speaker, I am pleased to commend Michael R. Brentano, a

court reporter from Georgia, on his appointment this July as the 92nd President of the National Court Reporters Association. The NCRA, a professional organization founded in 1899, represents over 38,000 court reporters from around the world.

For those of us who know Mike, this announcement is welcome, but hardly surprising. Throughout his professional life, he has consistently created new opportunities for himself, his employees, his customers, his profession, and our judicial system.

Following his graduation from Emory University in Atlanta, Mike trained to become a court reporter, and began working for Judge Harold Murphy in the U.S. District Court for the Northern District of Georgia. A few years later, he became a freelance reporter for Brentano Reporters, where he serves as Vice President and General Manager today.

Mike and his wife, Judy, have played an invaluable role in pioneering new reporting technologies and methods, that have led their profession into the 21st century. Under the leadership of Mike, Judy, and others, many court reporters have moved beyond their traditional role as recorders of events, and become all-purpose support systems for litigation and other public events. For example, he has become an expert in real-time reporting, advanced litigation support, and data retrieval.

Mike's service to his community goes far beyond the walls of the courtroom. He has testified in the Legislature about his profession, and has supported the State Bar of Georgia pro bono reporting program.

Based on his many past achievements, and his great prospects for more successes in the future, I join court reporters around America in saluting Mike on his appointment as President of the National Court Reporters Association.

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IN SUPPORT OF NATIONAL TEACHER APPRECIATION WEEK

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**HON. MICHAEL E. CAPUANO**

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 11, 2000*

Mr. CAPUANO. Mr. Speaker, in honor of National Teacher Appreciation Week I pay tribute to some of the outstanding teachers that serve in the Eighth Congressional District of Massachusetts.

In Belmont, Massachusetts, several teachers have received local and national accolades for their outstanding dedication to their jobs: Janice Rosenberg was selected to join the National Science Foundation's Teachers Experiencing Antarctica and the Arctic; Kimberley Mayer received a Teacher Award in the 2000 Space Settlement Design Contest sponsored by the NASA Research Center; and Eleanor Palais was honored by the Belmont School Committee for the success of 15 students in B.C. Calculus, all of whom received a perfect score of 5 on the AP Exam.

In Somerville, Massachusetts, two teachers, John O'Keefe and Barbara Marder, were recognized by the Department of Education for completing the National Board for Professional Teaching Standards Certification; and Alice Comack was recently honored by the Massachusetts Teachers Association for her work in the area of human rights.

Since becoming a Member, I have visited schools all over my district. In Watertown,

Massachusetts, I toured the Cunniff Elementary School and viewed how they are wiring their school and upgrading their computers. In Boston, Massachusetts, I visited the Winship Elementary School and discussed the Constitution with fifth graders. I am always amazed at the warm greeting I receive from students, and from teachers. For them, it does not matter who the visitor is, but rather that someone cares and recognizes the hard work they do.

Mr. Speaker, almost 5,000 teachers in over 176 schools educate approximately 86,000 students in the 8th district; far too many teachers to mention everyone by name. However, I would like to take a moment to thank all the teachers in Belmont, Boston, Somerville, Cambridge, Chelsea and Watertown for tirelessly giving of themselves to educate our future leaders.

Mr. Speaker, as we prepare to debate the reauthorization of the Elementary and Secondary Education Act, I hope each Member of Congress will reflect upon the valuable contributions of teachers in their respective districts, and work to pass legislation that helps our nation's teachers provide the best possible education for our children.

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#### EQUAL PAY DAY

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#### HON. JOE BACA

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 11, 2000

Mr. BACA. Mr. Speaker, today is equal pay day. We should recognize women and pay them equally. They are our grandmothers, mothers, wives, colleagues, teachers, caregivers, citizens and leaders.

Women's role in the home and work place is critical. That's why I am pleased to co-sponsor H.R. 541, the Paycheck Fairness Act, and H.R. 1271, the Fair Pay Act. And I am pleased to sponsor the 8th annual women's event on August 4th at Cal State University San Bernardino.

Many working women lack the basic benefits they need to care for their families. So we have kids with illnesses going to school; kids who have not eaten breakfast; and kids hanging out on the street because their mothers work two or three jobs.

We need laws to improve child care and after-school care. On the job, working women are looking for higher pay, better benefits and most of all the "3-R's": respect, recognition and reward for a job well done. Working women want a stronger voice—not only in decisions on the job but in the policy making area.

Women deserve our support.

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#### TRIBUTE TO THE 21ST CENTURY COMMUNITY SCHOOL HOUSE

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#### HON. DARLENE HOOLEY

OF OREGON

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 11, 2000

Ms. HOOLEY. Mr. Speaker, in honor of H. Con. Res. 310—which was passed by the House last week—to Commend the Charter School Movement, I rise to pay tribute to a

new PUBLIC charter high school in Salem, Oregon, the heart of my district.

The 21st Century Community Schoolhouse is a small high school where no student is anonymous. With a curriculum that integrates ALL subjects, it is founded on the belief that students' work must be relevant to them, incorporate high academic standards, and include extensive community service.

These students, who formerly have been alienated because of whatever differences make them special, will now become connected to each other, to their teachers, and to adult mentors in the community. I believe that we cannot afford to let one high school student slip through the cracks in the public school system, and the 21st Century Community Schoolhouse provides a model for school districts across the country to follow.

This resolution represents a national commemoration of the charter school movement and the contribution charter schools have made to improving the nation's public school system. But we are not only here to applaud charter schools today—this resolution will continue to express our appreciation of charter schools by designating a National Charter Schools Week.

Often times, we forget to celebrate the parts of our education system which are working. The 21st Century Community Schoolhouse in my district works and I wish to celebrate them.

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#### NATIONAL TEACHER APPRECIATION DAY—RECOGNIZING THE REMARKABLE ACHIEVEMENTS OF LOCAL EDUCATORS

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#### HON. BRIAN BAIRD

OF WASHINGTON

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 11, 2000

Mr. BAIRD. Mr. Speaker, this week we celebrate National Teacher's Appreciation Day, and today I personally recognize some of the remarkable educators who have had a profound affect on the lives of children throughout my district. I have had the opportunity to visit over 200 classrooms in my district since my election to Congress, and I can tell you the teachers I recognize today are just a small sampling of the innovative teaching, academic leadership, energy, and enthusiasm I have seen from educators in so many of the schools in my Southwest Washington district.

For educators, teaching at a small, rural, and often underfunded school poses particularly difficult challenges. In the case of 5th and 6th grade teacher Timothy Davis, he has worked tirelessly for sixteen years at Mount Pleasant School in Washougal to overcome the obstacles faced by the school district. During two years when the school district faced financial difficulties and could not afford to keep a full staff, Mr. Davis stepped forward to serve in a dual role of teacher, principal, and superintendent. Tim Davis never puts in less than 12 hours a day, devoting his free time to applying for grants and creating a challenging curriculum for his students. Mr. Davis is praised by his peers for his patience, consideration, and good judgment.

Students at Centralia High School are truly lucky to have an enthusiastic science teacher by the name of Henri Weeks. After graduating from Centralia High School, Mr. Weeks re-

turned in 1989 to take the job of his former science teacher. Since that time, Henri Weeks has worked tirelessly to make science fun and interesting for his students. In his spare time, Mr. Weeks has taken part in summer internships at Fred Hutchinson Cancer Research Center and has incorporated DNA testing in the schools science lab projects. His students are currently involved in the human genome project (DNA mapping) which is being coordinated by the University of Washington. Henri Weeks is described by his peers a self-less educator that cares a great deal about inspiring his students to achieve greatness.

At South Bend High School, Mr. Steve Lazelle is credited for being an outstanding teacher who is in high demand as a presenter on his unique Aquaculture curriculum locally, regionally, and nationally. In 1990, the district was chosen as one of six test sites in the nation to pilot an aquaculture curriculum provided by the National Council for Agricultural Education. Mr. Lazelle is one of the original teaching team members to infuse aquaculture into Agricultural education beginning in a one-room facility with ten students. Today, thanks to Steve's leadership, the program is located at the Port of Willapa Harbor's Port Dock facility with Steve as the only instructor and manager whose enrollment topped out at 83 students. The program raises and sells tilapia fish to the markets of Seattle, and works with the local gill-netters association to raise and release salmon into the Willapa River. Steve Lazelle is acknowledged by his peers as a man who has changed the lives of many of the students who come into contact with him.

Jim Van Fleet, a former skilled millwright who worked for Reynolds Aluminum Company in Longview for nearly twenty years, now devotes his life to school children. Mr. Van Fleet has been a volunteer coach for kids in various levels of softball and basketball for all of his life, but recently returned to school and earned a masters in teaching. In 1997, Jim began his teaching career at Caste Rock Middle School where he teaches math and science. Mr. Van Fleet is very popular with his students because of his innovative, stimulating lessons. He has developed several games that are used as lessons in his classes. Mr. Van Fleet is at the forefront in the use of technology for improvement of student learning and has been a mentor to other teachers in development of technology augmented instruction. Jim is respected by staff and parents for his ability, dedication to improvement, and for his approachable demeanor.

Since 1972, George Simonsen has instilled a love of music in hundreds of students at all levels in the Kelso School District. Under George's direction, The Kelso High School Chamber Orchestra has won three gold medals at international music competitions. In addition, George's orchestras have performed at numerous competitions and events throughout the state and Northwest. Several years ago they performed before an audience of 20,000 school board members at a national convention in Anaheim, California. In addition to being a gifted teacher, Mr. Simonsen is the director of the Southwest Washington Symphony—one of the truly fine small symphony orchestras in the country. Mr. Simonsen is an important part of the Kelso team, using music as a tool to support learning, willingly accepting extra work, and bringing enthusiasm to all of the activities in which he participates.