

bring art and culture into the classrooms of Vermont and America? Why is it that this Congress can pour billions of dollars more into B-2 bombers that the Pentagon doesn't want, or an absurd star wars program, but eliminate funding for museums, symphony orchestras, and theater groups all over America?

The \$1 million that Vermont receives from the NEA is essential to many groups like Vermont Council on the Arts, the Flynn Theatre, and the Vermont Symphony Orchestra Association.

The Arts Endowment opens the doors to the arts to millions of school children, including at-risk youth. Not only do the arts teach our children understanding, self-expression, cooperation, and self-discipline, but the arts tell the history and the soul of a nation. More and more children are becoming mesmerized by canned entertainment, with the average 5-year-old spending 33 hours per week in front of the television. Today our children should be inspired by music and theater and creative arts, rather than become desensitized to violence by television.

Unlike urban centers where art and cultural experiences are more readily available, arts funding enables programs to go out to the people in the rural communities of Vermont.

Without Federal support, arts programs would be affordable only to the rich. The average American would be faced with rising ticket costs and would be shut out from arts centers, galleries, community festivals, live music performances, and other institutions where families can experience the arts.

Support the National Endowment for the Arts—oppose these draconian cuts to the arts and humanities.

THE TREATY OF GREENEVILLE BICENTENNIAL

HON. JOHN A. BOEHNER

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, August 2, 1995

Mr. BOEHNER. Mr. Speaker, it is an honor for me to share a story with my colleagues, about a historic event which took place in Darke County, OH. On August 3, 1795, the Treaty of Greenville was signed. This weekend, the city of Greenville will be celebrating the bicentennial anniversary of this important step in a peaceful settling of the western frontier.

The period after the Revolutionary War was a turbulent time in the newly created United States of America. Pioneers were venturing westward over the Appalachian Mountains into such States as Ohio. The founding fathers were concerned that the newly created nation would disintegrate as the western territories would side with the North, the South or even decide to form their own countries. The Northwest Ordinance was passed in 1785 to preempt this disaster.

The Northwest Ordinance set out an orderly framework for settlement and the qualifications for statehood. Land survey was done on a grid-like fashion to ensure that land title disputes would be few and so that settlements would be established in an orderly manner. Predictably, the increase in settlement led to further conflicts with the Indians of the region. President Washington was committed to pro-

viding security to the Northwest Territory and sent several commanders to lead the army. Each expedition was defeated, until President Washington appointed Maj. Gen. "Mad Anthony" Wayne.

In the spring of 1793, Wayne led his well equipped troops from Ft. Washington, which is present day Cincinnati, and marched northward following a line of forts, such as Ft. Hamilton, that had been established. Rather than stopping at Ft. Jefferson, Wayne continued north for a few miles and built Ft. Greenville, around which later grew the city of Greenville. He met with the Indians and held discussions to arrange for a peace treaty, however the previous Indian successes encouraged them to fight. Eventually, the peace talks were called off and Wayne prepared for battle. He pushed further north and defeated the Indians at the site of Ft. Recovery where a previous battle had been lost by General St. Clair. Near the Maumee River at the Battle of Fallen Timbers on August 20, 1794, Wayne again decisively defeated the Indians. Wayne continued to press the Indians and in the fall of 1794, Wayne returned to Ft. Greenville.

Peace negotiations began in June of 1795 and continued through August and concluded with the signing of the Treaty of Greenville on August 3, 1795. The signing of the treaty by Gen. "Mad Anthony" Wayne, President George Washington and the Indians living in the territory ended 40 years of hostilities with the Indians west of the Ohio River.

The agreement brought about the safe settlement of Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota. Settlers could explore and move to the West without fear of Indian attack and battle. The United States had taken its first step westward, ensuring stability for the future.

In 1912, as the late President Theodore Roosevelt stated in a speech made in Greenville, "Greenville is a most historical site. It marks one of the great epochs in the history of our nation. . . a starting point of America as a coming world power." After the treaty was signed, the Stars and Stripes automatically changed from a flag of 13 colonies to the flag of the United States. A 15 star flag was hoisted over Fort Greenville by General Wayne. Eight years later, Ohio became the 17th State in the union.

Therefore, Mr. Speaker, I am proud to represent the citizens and the city of Greenville, OH. Our forefathers persevered in creating a free and safe Nation. We truly have a reason to celebrate and recognize the treaty signed in Greenville, OH, 200 years ago today.

TRIBUTE TO THE LATE LT. GOV. RUDOLPH GUERRERO SABLAN

HON. ROBERT A. UNDERWOOD

OF GUAM

IN THE HOUSE OF REPRESENTATIVES

Wednesday, August 2, 1995

Mr. UNDERWOOD. Mr. Speaker, in the early morning hours of July 25 (Guam Time), Guam lost one of its most prominent leaders with the passing of Lt. Gov. Rudolph Guerrero Sablan. "Rudy" as we affectionately called him, is survived by his beloved wife Esperanza "Ancha" Cruz San Nicolas, children Rudy and Essie, and three grandchildren, Marie Antoinette, Jessica, and Mario.

Rudy always excelled at whatever he was tasked to do. He graduated as valedictorian of Father Duenas Memorial School in 1950 and went on to receive a bachelor's degree in political science from Loyola University in Los Angeles, CA. Rudy went on to serve his country as he worked at a Navy Public Works Center and eventually joined the U.S. Army. Serving his country in Hawaii, Rudy was an intelligence analyst and area study specialist with the Army Psychological Warfare Unit. Rudy's outstanding reputation was displayed through his selection to participate in various special assignments throughout Asia and the Pacific.

After his service ended, Rudy returned to his beloved island home. He began his service to Guam by entering the government of Guam work force. Within a short time, Rudy was promoted to various administration positions including director of labor and personnel in 1961. Impressed with Rudy's abilities, Gov. Manuel F.L. Guerrero selected him to serve as assistant secretary of Guam and executive assistant to the Governor. During this time, Rudy had oversight over most of the executive branch of the executive branch of the Government of Guam.

After the Guerrero administration ended, Rudy went on to assume roles in the other two branches of Guam's Government. These included the position of administrative director of the courts of Guam and then the administrative director of the 12th Guam Legislature. With experience in all three branches of government and with the support and consent of Gov. Manuel Guerrero, Gov. Ricardo J. Bordallo selected Rudy to be his running mate in the 1974 gubernatorial elections, the second gubernatorial election since the Organic Act of Guam was amended to allow for an elected Governor of Guam. The Bordallo-Sablan ticket was successful and the team spent 4 years in office.

After his years in office, Rudy was selected as general manager of Nanbo Insurance Underwriters, a well-respected business on Guam. Despite his busy and prominent lifestyle, Rudy managed to remain active in several community and civic organizations. These include the Young Men's League of Guam, the Guam Chamber of Commerce and the Chalan Pago Catholic Parish Organization.

In 1983, Rudy took the helm as head of the board of directors for the Guam Airport Authority. Under his leadership, movements toward the improvement, development, and modernization of the existing airport facilities were established. The massive airport expansion movement would eventually provide more sufficient facilities for Guam to take advantage of its growing tourism economy.

Despite his move to the private sector, Rudy would maintain his stature in Guam politics and serve as a respected Democratic Party elder. Commanding a respectable amount of grassroots followers, Rudy made three attempts to garner the support of the people of Guam and attain the elected office of Governor. So great was his influence that in 1993, he began his quest to merge the factions of the Democratic Party of Guam and is credited with spearheading the successful victory of Gov. Carl T.C. Gutierrez and Lt. Gov. Madeleine Z. Bordallo.

From the beginning of the Gutierrez-Bordallo administration until his untimely death, Rudy Sablan played an integral part in the policy making arm of the administration.

Serving as the Governor's chief advisor, Rudy was also selected to be a member of the Commission on Self-Determination, tasked with the responsibility of charting Guam's future political relationship with the United States of America. This was his second appointment to the commission, the first during the Bordallo-Reyes administration of the island from 1983 until 1987.

During his first term as a member of the Commission on Self-Determination, Rudy is credited with participating in the drafting of the Guam Commonwealth Draft Act. His participation was highlighted with his expertise in airlines, travel, and communications. Rudy continued his support for the Commonwealth Act after the Bordallo-Reyes administration ended. Most notably he testified at the only congressional hearings to have been held on the Guam Commonwealth Draft Act in Honolulu, HI, during December 1989. Entrusted by the Governor, Rudy joined the other members of Team Guam and participated in the 1995 Base Reuse and Realignment Commission hearings held in San Francisco this past year.

It is with a sense of great loss that another distinguished island leader has passed away before the political status issues between Guam and the United States are resolved. It is for this reason, Mr. Speaker, that I especially mourn the loss of Lieutenant Governor Sablan. His perseverance on these issues will not go unnoticed. I am committed to continue his legacy of leadership in this realm. May his lifelong commitment to these issues not be neglected by our Federal Government and energize the people of Guam.

Mr. Speaker, as Guam mourns the death of this fine leader, let us pay him tribute by honoring him in our body today. He will be remembered as a strong and highly respected gentleman. Let him serve as a model of what an exceptional citizen should be, here as in Guam. He was a good friend, one of Guam's most respected leaders and a great contributor to Guam's struggle for dignity with its relationship with the Federal Government and the world.

THE HEROIC EFFORTS OF MAJ. JAY ZEAMER, JR. IN WORLD WAR II

HON. JOHN ELIAS BALDACCI

OF MAINE

IN THE HOUSE OF REPRESENTATIVES

Wednesday, August 2, 1995

Mr. BALDACCI. Mr. Speaker, it is my privilege to speak today about an exceptional Mainer who served this country with great honor and courage during one of history's most terrifying wars, World War II.

Maj. Jay Zeamer, Jr., exhibited uncommon courage and skill to complete his mission in the face of insurmountable odds. He was awarded this country's highest honor, the Congressional Medal of Honor. I would like to honor him again as the 50th anniversary of the end of World War II nears.

Major Zeamer entered the service when he resided in Machias, ME. The Major was a volunteer bomber pilot who was charged with mapping a heavily defended region in the Solomon Islands. Even under the threat of a formidable Japanese fighter attack, Major Zeamer continued with his mission. In the en-

ding fight, the crew destroyed five enemy aircraft. It was the Major's superior maneuvering ability that allowed the outnumbered bomber to successfully engage the enemy. All this was accomplished even though Major Zeamer was shot in both legs and both arms. Although he was seriously wounded, the Major did not give up until the enemy fighters had retreated. Mr. Speaker, it was courageous soldiers like this that allowed the United States to repel Japanese advances in the Pacific.

Maine has a long and proud tradition of sending brave soldiers to fight for freedom at home and abroad. These brave men exhibited enormous skill and unbreakable courage in the face of death. From Joshua Chamberlain in the Civil War through Gary Gordon in Somalia and countless numbers in between, Maine patriots have fought so that others might live free.

I am proud of Major Zeamer for all that he has given to the world. He fought not only for America, but to free the world from one of the most dangerous threats it had ever known. The efforts of Major Zeamer and his fellow soldiers helped purge the Pacific of Japanese imperialism. This country and the world will never forget his sacrifice.

ONE NATION, ONE COMMON LANGUAGE

HON. TOBY ROTH

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, August 2, 1995

Mr. ROTH. Mr. Speaker, I rise today to call the attention of my colleagues to the August issue of Reader's Digest and the article, "One Nation, One Common Language." The author, Linda Chavez, makes a compelling case against bilingual education and for preserving our common bond, the English language.

Ms. Chavez points out that immigrants oppose bilingual education for their children and teachers oppose it for their students. Listen to the commonsense observation on bilingual education's shortcomings that elementary school teacher Gail Fiber makes: "How can anyone learn English in school when they speak Spanish 4½ hours a day?"

A recent survey showed that in just 5 years, there will be 40 million Americans who can't speak English. Those Americans will be isolated, cut off from realizing the American dream, if they don't have the one skill that is required for success in America: Fluency in English.

Linda Chavez in her article calls for an end to mandatory bilingual education at the State and Federal level, and she's absolutely right. My bill, H.R. 739, would do just that. I hope you all join me in my effort to make English our official language and keep America one Nation, one people. Cosponsor H.R. 739, the Declaration of Official Language Act. I ask that the full text of her article appear in the RECORD at this point.

ONE NATION, ONE COMMON LANGUAGE

(By Linda Chavez)

Lusi Granados was a bright five-year-old who could read simple words before he entered kindergarten in Sun Valley, Calif. But soon after the school year began, his mother was told that he couldn't keep up. Yolanda Granados was bewildered. "He knows his alphabet," she assured the teacher.

"You don't understand," the teacher explained. "The use of both Spanish and English in the classroom is confusing to him."

Yolanda Granados was born in Mexico but speaks excellent English. Simply because Spanish is sometimes spoken in her household, however, the school district—without consulting her—put her son in bilingual classes. "I sent Luis to school to learn English," she declares.

When she tried to put her boy into regular classes, she was given the runaround. "Every time I went to the school," she says, "the principal gave me some excuse." Finally, Granados figured out a way to get around the principal, who has since left the school.

Each school year, she had to meet with Luis's teachers to say she wanted her son taught solely in English. They cooperated with her, but Luis was still officially classified as a bilingual student until he entered the sixth grade.

Immigrant parents want their kids to learn English. Why, then, do we have a multibillion-dollar bureaucracy to promote bilingual education?

Unfortunately, the Granados family's experience has become common around the country. When bilingual education was being considered by Congress, it had a limited mission: to teach children of Mexican descent in Spanish while they learned English. Instead, it has become an expensive behemoth, often with a far-reaching political agenda: to promote Spanish among Hispanic children—regardless of whether they speak English or not, regardless of their parents' wishes and even without their knowledge. For instance:

In New Jersey last year, Hispanic children were being assigned to Spanish-speaking classrooms, the result of a state law that mandated bilingual instruction. Angry parents demanded freedom of choice. But when a bill to end the mandate was introduced in the legislature, a group of 50 bilingual advocates testified against it at a state board of education meeting.

"Why would we require parents unfamiliar with our educational system to make such a monumental decision when we are trained to make those decisions?" asked Joseph Ramos, then co-chairman of the North Jersey Bilingual Council.

The Los Angeles Unified School District educates some 265,000 Spanish-speaking children, more than any other in the nation. It advises teachers, in the words of the district's Bilingual Methodology Study Guide, "not to encourage minority parents to switch to English in the home, but to encourage them to strongly promote development of the primary language." Incredibly, the guide also declares that "excessive use of English in bilingual classrooms tends to lower students' achievement in English."

In Denver, 2500 students from countries such as Russia and Vietnam learn grammar, vocabulary and pronunciation in ESL (English as a Second Language). An English "immersion" program, ESL is the principal alternative to bilingual education. Within a few months, most ESL kids are taking mathematics, science and social-studies classes in English.

But the 11,000 Hispanic children in Denver public schools don't have the choice to participate in ESL full time. Instead, for their first few years they are taught most of the day in Spanish and are introduced only gradually to English. Jo Thomas, head of the bilingual/ESL education program for the Denver public schools, estimates these kids will ultimately spend on average five to seven years in its bilingual program.

ACTIVIST TAKEOVER.

Bilingual education began in the late 1960s as a small, \$75-million federal program primarily for Mexican-American children, half