

The other fundamental question here is, really, doesn't America deserve better? I really believe the American people deserves better leadership than what we have had from the President, and the only way we can get that particular leadership is, again, for the President to level and tell the truth.

The truth is really paramount. This is an article that was in the San Diego Union Tribune back in December, and it was a column that says, "Give a child integrity for Christmas." And it talks about the sense of integrity is the most important gift that we can give our children. So how do we teach them?

Then it goes on to quote a Professor of Ethics at the University of San Diego by the name of Larry Hinman who says that he thinks about this question a lot, and certainly it has been on my mind constantly in recent days.

Professor Hinman says he struggles every day to teach integrity to his 5 year old daughter. Then it quotes him as saying, "If I talk about integrity with my child and don't practice it, I will actually undermine her sense of integrity, so I try to practice what I preach. If I tell her no shouting, I try my best to follow my own mandate, and I don't shout. Keeping promises to her is also a part of integrity. She always remembers if I make a promise, and if I don't deliver, she is quick to point it out."

So I really believe that, again, particularly to those of us who hold a position of public trust, that we should be held to a higher standard, and the only way that we can meet or even exceed that standard, is to try to demonstrate integrity and honesty in our every deed and in all our words.

Again, I hope that this somehow this particular matter can be resolved, but I worry that we are, by perhaps turning a blind eye, by going along with the political spin, we are sending exactly, precisely, the wrong message to our young people about the importance of honesty, integrity and moral leadership. We have got to, as a Nation, if we want to I think really rediscover, or recover, our greatness and fulfill our destiny as the greatest Nation in the history of the world, as the leader of the world as we enter the 21st Century, we have got to rediscover basic American values like honesty, integrity and morality, and we have to regain really a sense of moral outrage when people play fast and loose with the truth.

So, again, this morning we had the National Prayer Breakfast back here in Washington, and this is actually a sermon that was published in the paper earlier this week by an Episcopalian priest or minister in Falls Church, in Northern Virginia, just across the Potomac River.

In this sermon he said, "Let us pray this week that at the National Prayer Breakfast, that our leaders would experience a spiritual and moral renewal, whereby they aspire to the stature of a

monarch whose highest concern is obedience to God and the well-being of our Nation; that they would be men and women who would have the courage to refuse to speak anything other than the truth."

He goes on to say, and I think this is really the most important lesson we can teach our children as they develop character, as they begin to realize the importance of personal integrity and honesty in all of their words and actions, he goes on to say, "Truth matters. Truth matters, and character matters. Truth matters for the well-being of our Nation. One day all truth will be revealed when we stand at the final judgment of God, and those who have the courage to walk in and speak the truth now will not be ashamed at that final day. Whatever is true, St. Paul says, think on that. The truth, Jesus said, will free us. The truth matters in the lives of our children, our homes, at church, and in Washington."

I submit to my colleagues if it matters in your house, it certainly ought to matter in the White House.

□ 1545

EDUCATION AND SCHOOL CONSTRUCTION

The SPEAKER pro tempore (Mr. ROGAN). Under a previous order of the House, the gentlewoman from California (Ms. SANCHEZ) is recognized for 5 minutes.

Ms. SANCHEZ. Mr. Speaker, education, education, education. I sit on the Committee on Education and the Workforce. Now, Mr. Speaker, it is interesting to hear so many people this year talk about education. In particular, when I see some of them were the ones who were cutting the school lunch program for our children just a few years ago. And I remember that, because I sat on the other side of the television watching and hearing what was being debated. Today, when we were talking about national standards, something we had already resolved last year, I thought, this is not doing any good for our children. So let us talk about issues that really matter to our children.

For example, school construction. Now, this past couple of months, every weekend when I have gone back to Anaheim and Santa Ana and Garden Grove, the areas and cities that I represent, I have been visiting schools. In fact, I have probably visited almost 60 elementary and secondary schools in my district. And since I went through the public school system in Anaheim, I have gone back to many of the same schools that I graduated from. Indeed, one of the biggest reasons that I ran for Congress was because I wanted the children in Anaheim to receive the same type of education that I had received 25 years earlier.

Well, the biggest problem we have right now back home is that our children have no classrooms in which to

study. In fact, I visited an elementary school patterned exactly the way my elementary school was patterned. The same floor plan, where a teacher was holding class in what used to be the broom closet for the janitor of our school or, for example, I took a look at the classroom that was made from the breezeway because we used to walk through a silent tunnel to get from one set of classes to the other when I went to school, and now, doors have been slapped on the sides and this too has been turned into a classroom. And I held a forum just a few weeks ago in my district with minority leader GEPHARDT and JUANITA MILLENDER-MCDONALD, a former public school teacher in California, and we listened to parents and to children and to school administrators talk about what it feels like to be in an elementary school built for 500 with 1,100 children attending; with 23 permanent classrooms and 27 portable classrooms on the playground, on what used to be basketball courts, on the grass areas, and our children are going year-round to school. Even in Anaheim, we are contemplating such a shortage of classrooms that we will now be considering in July double sessions, which means our children could go to school early in the morning and be late getting out in the dark, for example.

So it becomes even more important to address the issue of school construction, and we are trying to do that. I have introduced a Rebuild America's Schools Act, which would require local parents, teachers, taxpayers, to take the responsibility of building new classrooms, and we would help them by giving them tax credits for the interest paid on bonds they would have to pay, they would have to pass in order to build new schools.

Individuals would have to take local responsibility to ensure that children have a place to study, but we need to help them. And in California where we are growing by 5, 6, 10 percent a year in the number of children who attend schools, we must find a solution. I hope that the bill that I have here in Congress now will become law. It is patterned after a program we already have on the books, one which we passed in August. Mr. Speaker, it is not just urban city children who need help. It is children in suburbs who also have many attendees in their school districts, it is children that I represent. It is not just at-risk kids who we must talk about, because all of our children are at risk right now. They are at risk when one child is hungry in the classroom and bothering those who are fed. They are at risk when there is no band program in the school. They are at risk when PE has been taken away because there is no gymnasium and no money to build those facilities, and they are at risk when our children have no playgrounds because there are portable classrooms sitting there.

Let us really talk about what matters to our children.

SUNDRY MESSAGES FROM THE
PRESIDENT

Sundry messages in writing from the President of the United States were communicated to the House by Mr. Sherman Williams, one of his secretaries.

CENTENNIAL ANNIVERSARY OF
THE SPANISH-AMERICAN WAR

The SPEAKER pro tempore. Under the Speaker's announced policy of January 7, 1997, the gentleman from Guam (Mr. UNDERWOOD) is recognized for 60 minutes as the designee of the minority leader.

Mr. UNDERWOOD. Mr. Speaker, this year 1998 marks the centennial anniversary of the Spanish-American War. History tells us that it was fought to liberate the Cuban people from the yoke of Spanish colonialism. Historians and scholars are still debating America's true motivation for engaging in a fight between the Spanish empire and its long-held colonial possessions in the Caribbean and in the Pacific. They are still addressing, at least in an academic sense, the long-term effects and the many uncomfortable and the unresolved political issues that are the aftermath of the Spanish-American War. For 100 years now, the American flag has fluttered, both literally and philosophically, over the spoils of what has been termed the splendid little war.

In the months ahead I am sure that students throughout the Nation will be introduced to historical anecdotes which set the stage for the Spanish-American War in 1898. In the wake of the Civil War, the U.S. was cementing its identity not only as a unified Nation of separate States, but also as a rising power rich in natural resources, growing and prospering and spreading the benefits of American democracy from the Atlantic to the Pacific. Against this backdrop the plight of oppressed Cubans and the depravity of a crumbling European power became rich fodder for American newspapers. The Cuban uprising, the sinking of the USS *Maine*, Teddy Roosevelt and his Rough Riders and the charge up San Juan Hill, are likely to command the most attention, while the capture of Guam, the Filipino insurrection, General Emilio Aguinaldo and his Freedom Fighters and the Battle of Manila Bay will certainly not get equal attention.

The Pacific theater of the Spanish-American War is as colorful and rich in history as the Caribbean theater, but it is certainly not as well-known. Even here in the hallowed halls of Congress, few understand the 100-year progression between the arrival of an American warship on Guam in 1898 and the presence of a Guam delegate in the U.S. House of Representatives today. It is ironic, Mr. Speaker, that a war fought over Cuba and over issues pertaining to the Caribbean saw its first strike in the Pacific within a month.

The warship that stopped on Guam, the USS *Charleston*, under the command of Captain Henry Glass, was transporting American troops to the Philippines en route from Hawaii. Captain Glass received orders to stop and take the island of Guam. The *Charleston* arrived at Apra Harbor on June 21, 1898, and then, at that time, Guam was part of the Spanish empire, pretty much underfunded and pretty much forgotten within the realm of the Spanish empire.

What then was the U.S. interest in Guam in 1898 that a warship should be detoured from its intended course and ordered to take possession of what was a run-down Spanish garrison and its ill-informed commanders? Well, alas, like the declining Spanish empire, the emerging U.S. empire wanted a foothold on Asia's doorstep. Under American rule, Guam was converted from a provisioning port for Spanish galleons to a cooling station for naval ships, American naval ships. And while seemingly undramatic, this conversion reverberates with profound effects to this very day.

The Spanish-American War ended in December 1898 with the signing of a peace treaty in Paris. The Treaty of Paris ceded Guam, Puerto Rico and the Philippines to the United States and charged Congress with determining the civil rights and political status of the innovative inhabitants of these areas. A few days after the signing of the treaty on December 23, President William McKinley placed Guam under the full control of the Navy, ordering the Secretary of the Navy to "take such steps as may be necessary to establish the authority of the United States and give it the necessary protection and government." Once again, Guam, like in the previous 200 years, was given over to military rule.

Like their Spanish predecessors, the American naval officers who were assigned to Guam lamented the lack of adequate funding for support of a naval station, but they managed to build some roads and schools and raise some health and educational standards, and improve the lives of the Chamorro people. After more than 100 years of neglect under Spanish rule, the people of Guam were grateful for the improvement in their lives and hopeful for a bright and prosperous future under American rule. In fact, so eager were they to prove themselves worthy new members of the American household that in the interim, which lasted almost a year, in the interim between the removal from Guam of all Spanish government officials as prisoners of war and the arrival of Guam's first American naval governor, the people of Guam attempted to establish their own civilian government patterned after the American model under the leadership of Joaquin Perez. Guam's first naval governor arrived in August 1899 and the naval government of Guam began to take shape in the months that followed. In its efforts to erase every

vestige of foreign rule and establish America's presence and influence, the naval government imposed many new rules and regulations. Its orders were unilateral and beyond question. Its rule was strict and often clumsily racist, and still hoping to secure the benefits of American democracy for Guam, a group of island leaders drafted a petition in 1901 asking Congress to establish a permanent civilian government for Guam, one that would enable the people to mold their institutions to American standards and prepare themselves and their children for the rights, obligations and privileges as loyal subjects of the United States, and one which would remove the yoke of military government over Guam. That petition was not adhered to until 49 years later.

Mr. Speaker, 100 years ago the United States acquired Guam from Spain and established a military government of Guam. Now Guam was considered at that time a possession of the United States, and there is still much confusion as to what these small territories are in actual practice. Sometimes the term "possession" is used, sometimes the term "territory," sometimes a "protectorate," and as a "position," as if it were a thing to be owned and moved around. But in reality, the actual term and the appropriate legal term, which is also a part of the legacy of the Spanish-American War, is "unincorporated territory of the United States."

An unincorporated territory of the United States means that we are owned by the United States, but we are unincorporated. We are not fully a part of the United States. Until we change that status, congressional authority, congressional plenary authority, remains in full effect and the Constitution applies to Guam only to the extent that Congress sees fit to apply it to Guam. That is what happens when something is a territory; the Constitution applies to all American citizens, except in the territories when Congress decides which parts of the Constitution apply.

□ 1600

One of the main elements of great discussion about political theory today and the appropriate relationship between the Federal Government and the local government is the use of the 10th amendment of the Constitution where certain powers are reserved to the States or to the people.

We frequently hear references to the 10th amendment on the floor of the House in order to describe the appropriate relationship between the Federal Government and State governments and individual citizens. The concept of devolution in those cases used, as a core article, obviously draws its faith from the full application of the 10th amendment. However, the 10th amendment is not applied to Guam or any of the small territories as decided by Congress.