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Again, I hope that I have not left out anyone. I am truly grateful for their help to my staff and the researchers.

In regard to the researchers, I would like to extend my sincere thanks to the U.S. Holocaust Memorial Museum for their unwavering support to the committee by their provision of interns to us for the research. Of particular help and support, and for which this part of the project could not have gotten off the ground, I have to thank Walter Reich and Stan Turesky. Specifically without Stan, we could not have done the research among many other aspect of this inquiry.

The museum provided the committee with top rate college students to conduct the research. I would like to thank the following researchers for their dedicated work: Charles Borden, Rick Crowley, Polly Crozier, Joshua Cypress, Mary Helen Dupree, Ben Fallon, Aaron Field, David Ganz, Avi Glazer, Jessica Hammer, Anantha Hans, Miriam Haus, Olivia Joly, Kelsey Libner, Mary McCleery, Daniel Renna, Adam Sonfield, Hannah Troboff, Kevin Vinger, and Brian Wahl.

Hannah Troboff did excellent work with her research at the various research archives in and around New York City. She did this research while attending Columbia University.

Additionally, I would like to thank those who were either volunteers, interns, or Legislative Fellows in my office who participated in the research. Marc Isser, now a member of my staff was an early member of the research team and the third person out at the archives to dig through the records. Marc Mazurovsky was extremely helpful in aiding our effort by pointing us in the right direction and helping us with the record groups. Sid Zabrudoff provided help with particular record group sources as well.

Moreover, I want to extend particular thanks to the dogged research of a Legislative Fellow in my office, B.J. Moravek, who was the man who interviewed and tracked down dozens of survivors, found information that no one else could have found, and was as dedicated as anyone could possibly be

to obtain the truth about the misdeeds of the Swiss bankers.

I also want to thank another Legislative Fellow in my office, Brian Hufker. Brian has been indispensable in translating documents from the German and French languages and researching for the complicated and vast amount of detail involved in this inquiry. I am proud to have him as a member of my staff.

I also have to thank Miriam Kleiman who was literally the first person in the archives for us researching this subject. She has been diligent, dedicated, and totally committed to achieving justice for the victims of the Holocaust, survivors, and heirs who have assets in Swiss banks. While the term indispensable might be overused, she truly has been. She found the first "five-star" documents, and she continues finding them today as she continues her fine work for this worthy topic.

In addition, I want to thank Willi Korte, who along with Miriam was there from the beginning and continues to this day to help in the cause. Willi has selflessly dedicated his time, efforts, vast knowledge on the subject, and even his own resources to get to the truth.

My greatest debt of gratitude goes to my legislative director, Gregg Rickman. Gregg was with me from the very beginning of this inquiry. He spent countless hours toiling through thousands of pages of documentation from so many sources. He also worked behind the scenes to organize four Senate Banking Committee hearings and numerous meetings with many of the principals involved. There was no institutional knowledge on this subject when we started. The inquiry evolved through a painstaking learning process derived from listening to the tragic recollections of Holocaust victims and their descendants, and conducting persistent detective work. In the latter Gregg has no equal. Gregg, I thank you and your wife, Sonia, who made personal sacrifices to see that some measure of justice is achieved.

Mr. President, I wanted to take this opportunity to thank all of these fine people who made the revelations and discoveries of the past year and more possible. I mean this when I say that they have all made history. They have contributed to correcting a great injustice and have tried with all of their might to set history straight. They should be proud of their work and I know that the claimants and survivors would agree. For my part, I am immensely proud of their effort and I heartily congratulate them for their fine work. While there is still a great amount of work to be done, we could not have gotten even this far without all of these fine people. ●

COMMEMORATING JUNETEENTH INDEPENDENCE DAY

● Ms. MOSELEY-BRAUN. Mr. President, I rise today in support of a reso-

lution to commemorate "Juneteenth Independence Day," June 19, 1865, the true independence day of African-Americans. Juneteenth is one of the oldest black celebrations in America. It celebrates the day on which the last known slaves in America finally were freed.

Although slavery was abolished throughout the United States with President Lincoln's Emancipation Proclamation and the passage of the 13th amendment in 1863, the proclamation was only enforced in Confederate States under the control of the Union Army. Enforcement began nationwide when Gen. Robert E. Lee surrendered on behalf of the Confederate States at Appomattox to end the Civil War on April 9, 1865.

At the end of the war, 2½ years after Lincoln's proclamation, the message of emancipation was spread throughout the South and Southwest by Union soldiers who were sent to enforce the freeing of the slaves.

The last slaves were freed on June 19, 1865, 65 days after Lincoln had been assassinated, when Gen. Gordon Granger rode into Galveston, TX with a regiment of Union soldiers, declaring that Texas' 250,000 slaves were freed. To commemorate that day, the former slaves dubbed that June 19th day "Juneteenth."

African-Americans who had been slaves celebrated that day as the anniversary of their emancipation. For more than 130 years this tradition has been passed on generation to generation as a day to honor the memory of those who endured slavery and those who moved from slavery to freedom.

While the significance of this day originated in the Southwest, this celebration soon spread to other States. There are now Juneteenth celebrations across the country. In fact, the Bloomington/Normal Black History Project and Cultural Consortium in Bloomington/Normal, IL will celebrate Juneteenth this week.

Juneteenth celebrations commemorate the faith and strength of the many generations of African-Americans who suffered and endured the chattels of slavery. The annual observance of Juneteenth Independence Day will provide an opportunity for all Americans to learn more about our common past and to better understand the experiences that have shaped our Nation.

I urge all Americans to celebrate Juneteenth and to reflect upon not only the end of a painful chapter in American history, but also the triumph of unity and freedom in America. ●

TRIBUTE TO THE TOWN OF GREENVILLE ON ITS 125TH ANNIVERSARY

● Mr. SMITH of New Hampshire. Mr. President, I rise today to pay tribute to the town of Greenville, NH on its 125th anniversary. Greenville is celebrating their 125th birthday June 27-29, and the town's citizens will highlight these festivities with an anniversary

parade and numerous other activities. This New Hampshire town has a significant heritage to celebrate on their 125th anniversary.

The history of Greenville began in the mid-1760's with the building of a saw and grist mill by Thomas Barrett and his brother, Charles Barrett. From that time forward the mills have been the dominant feature of the town on the banks of the Souhegan River from the Upper Falls to the High Falls. The first mills were a grist or saw mill, however the adventurous pioneers discovered hydroelectricity which would help run woolen mills, the cotton mills, furniture mill, another saw mill and the generation of hydroelectricity which continues today.

The early settlers of this untamed country were independent and self-sufficient folk, characteristics that have endured in the people of this region. With their independent spirit and determination they built a strong and lasting community that makes their descendants proud. By the early 19th century a unique village had grown around the mills along the flowing banks of the Souhegan. The village had its own meeting house, school, post office, inn, and several stores. As the mills thrived, the town around it blossomed into the town of today.

The town of Greenville had been known by many names prior to 1872. The village along the river was first called Barrett's Mills, then Dakin's Mills, Mason Harbor, Souhegan Village, Mason Village, and finally Greenville in 1872.

Today, the town of Greenville prides itself on its quality of life and community spirit, a tradition that has manifested itself throughout the town's history. Greenville is one of New Hampshire's smallest towns and boasts not only magnificent surroundings, but a community of friendly, caring neighbors as well.

I congratulate the town of Greenville on this historic milestone and wish them a happy 125th anniversary celebration. I send them my best wishes for continued success and a prosperous year as they mark this historic occasion. Happy birthday, Greenville.●

WEST VIRGINIA DAY

● Mr. ROCKEFELLER. Mr. President, tomorrow is a special day for me, as well as my fellow West Virginians. On June 20, 134 years ago, the citizens of West Virginia separated from Virginia and formed the 35th State to join the Union.

They had a saying back then, and it was so popular they made it the state motto. Our motto is "Mountaineers Are Always Free." In fact, freedom is what West Virginia is all about, but attaining freedom is often a challenge. I would like to take a moment to recognize our Mountaineer forefathers for their courage in leaving the Old Dominion State and taking up the struggle for the freedom of all Americans. I

commend these people as well as all West Virginians who have fought for freedom and liberty by serving our country. I mention this because it is in this spirit that our great State was born and still lives. It is this unbridled love of freedom that is alive in all our people as well as our beautiful environment. One can observe it in the ravishing yet perilous gushing rapids of the New and Gauley Rivers, as well as the snow-covered Appalachian Mountains, which test the resolve of thousands of visitors each year. If one were to have the chance encounter with the majestic black bear or cast a fishing line into one of our crystal clear lakes, they would quickly come to an appreciation of the freedom we West Virginians hold dear.

Times also have changed. While the once-rudimentary log cabin has been replaced by the modern home, full of televisions, microwaves, and computers, the values of West Virginians have remained much the same. There is a dedication that can be seen in the work of our miners, who produce an inexpensive energy source that drives not only the economy of West Virginia but the steel mills of Pittsburgh as well as powerplants all across America. Whether it is the extra assistance of a park ranger, or the friendly smile of a checkout clerk, there is no doubt that there exists a pride and dedication in West Virginians second to none.

It is for these reasons as well as many more that I'm proud to be a West Virginian. So it is with great honor that I ask my colleagues to join me in celebrating this 134th West Virginia Day.●

INDIAN EDUCATION

● Mr. INOUE. Mr. President, I rise in support of a most important and timely of resolutions proposed by my distinguished colleague, Senator PETE DOMENICI. Senate Joint Resolution 100, which was introduced on June 17, 1996, goes to the very heart of a matter of utmost concern—the education of American Indian and Alaska Native children and youth.

In exchange for millions of acres of the vast landscape which ultimately formed the very foundation of our Nation, the United States undertook certain responsibilities to those who were here before us. We entered into over 800 treaties with Indian tribes, many of which contained provisions for the education of Indian children. But as we know, this history is a less than honorable one—not only did we violate provisions in almost every single treaty—but we entered into a dark chapter where education meant the forced removal of Indian children from their families and communities.

This nearly century-long Federal policy began in 1819 when the Congress enacted a law establishing a civilization fund for the education of Indians. This fund was turned over to religious groups that established mission schools

for the education of Indian children. In the late 1840's, the Federal Government and private mission groups combined efforts to launch the first Indian boarding school system, and in 1860, the first nonmission federal boarding school was established. Richard Henry Pratt, the founder of the Carlisle Indian School and considered to be the father of Indian education, believed that in order to transform a people, you must start with their children. This attitude was also expressed by the Federal Superintendent of Indian Schools in 1885 when describing his duty to transform Indian children into members of a new social order.

By the end of the 19th century, this pattern of forcibly removing Indian children from their homes and families and sending them to faraway boarding schools had become so pervasive that the Congress enacted legislation in 1895 which made it a crime to induce Indian parents by compulsory means to consent to their children's removal from their environment.

And so, for nearly a century, under the guise of education, the Federal Government sought to cleanse Indian children of their Indianness by separating them from their families and communities for many years, by forbidding them to speak their native language and practice their cultural traditions. The ramifications of such policies are still being felt today, and are still remembered in the minds of once-young children, now in their eighties and nineties.

While this dark chapter has long since been brought to a close and we have distanced ourselves from such practices, in some respects, I believe we have not come far enough. Indian students today have the highest dropout rates, the lowest high school completion rate, and the lowest college attendance rates of any minority group. Nearly 38 percent of Indian children above the age of five live in poverty.

Such statistics are unacceptable. We simply have not done enough, and we, as a collective body, must agree that more should be done and that we must act accordingly. Mr. President, that is precisely what this measure before us does—it declares the sense of the Senate that the Federal commitment for the education of American Indians and Alaska Natives be affirmed through legislative actions of this Congress to bring the quality of Indian education up to parity with the rest of America.

Mr. President, this is about capacity building, about school repairs so that Indian children can learn in safe environments, and about sufficient funding for the operation of 184 Bureau of Indian Affairs schools. It is about addressing Indian adult literacy needs and special education, disability and vocational education needs. It is about using that same educational system which once sought to strip native people of their Indianness, and using it instead to strengthen Indian people and their communities.