

THE GREATEST AMERICANS WANT
PEACE

HON. MAJOR R. OWENS

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 3, 2003

Mr. OWENS. Mr. Speaker, the shock of the hot war now raging in Iraq has traumatized many Americans who oppose this war and are ready to fight harder for peace. The dogs of war are growling louder as they seek to intimidate all peace seekers with charges of treason. The warmongers charge that those of us who oppose the war are abandoning our troops in the field. On the contrary those of us who oppose the war value all human life greatly including the life of each American soldier. We support the troops and we want to see them return home as soon as possible not in body bags but smiling on their own two feet. Although we are presently in the minority, the advocates for peace are the Americans with the correct vision and the right blueprint for the future. Despite the world outcry against it, the U.S. has launched the war in Iraq. Peace at this moment is not possible; nevertheless, the struggle to return to a state of peace as soon as possible must continue. Without a doubt, the U.S. military will overwhelm the Iraqi military and the long occupation will begin. The challenge for peace advocates is to make the occupation not a continuation of the evils of the war. A strong peace movement in America has the potential to turn the occupation of Iraq into a major component of a larger world peace blueprint. Instead of allowing the oil resources of Iraq to be plundered and divided among the oil barons of the world, peace advocates must build a multilateral alternative governing structure to confront the U.S. master plan for looting. In the long term war for a world peace Iraq will be only a starting point. There will be no rest for those who dare to stand up to the architects of a new world order which camouflages dominance by a new world elite of the greediest. Peace advocates must conjure up the same fervor and determination as our adversaries. We must plan, work and act with relentless vigilance. This is a call for an army of "fanatics for peace". The following Rap poem sets forth the credo of the Fanatics for Peace.

WE ARE FANATICS FOR PEACE

We citizens volunteer to do our part—
Never mind the military purple heart,
We are fanatics for peace!
Our holy assault must never cease;
Forward to the civil liberty lines,
Blast the voting fraud mines,
The constitution light still shines,
Launch spit into the fascist face
Our maneuvers will save the human race.
Against warmongering lies
A truth revolution will rise;
Deep wells of anger
Pump bitter tears into our eyes;
Fervor for the future,
Democratic civilization fanatics
Wrestle with partisan acrobatics,
Smothered in its star spangled bed
Voter apathy is now real dead.
We are fanatics for peace!
For perpetual war
Dig wide trenches deep
Victims come fight with us
Before you weep.
Contempt is heaped upon the humble,
Wise men merely sit and grumble,

Only we thugs for freedom
March to the never ending front lines.
Pledge Allegiance
To the human race,
Military machines
Are an obsolete disgrace.
Commanders of abuses
Must face the Nurenberg nooses.
We are fanatics for peace!
Pledge allegiance
To the civilization
Our children deserve,
This is the cause
We swear to serve.
Victory without blood
In Gandhi's name,
Celebrate Mandela's fame,
The spirit of Martin King,
Again will reign,
Resist a government
Now gone insane.
Commanders of abuses
Must face the Nurenberg nooses.
We are fanatics for peace!
Run and broadcast the brave news,
Divine mobilization we choose,
Surrender we unconditionally refuse,
Our vision will not decrease
Our passion will never cease
We are fanatics for peace!

TRIBUTE TO DOROTHY SHANNON

HON. TAMMY BALDWIN

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 3, 2003

Ms. BALDWIN. Mr. Speaker, I rise today to honor the life of Dorothy Shannon, one of Wisconsin's most passionate progressive leaders and a model of civic activism. For over 50 years, Dorothy Shannon was on the front line of every Federal and State election in Wisconsin. She was a tireless supporter of progressive causes. Everyone who knew her remembers her fondly and she will be greatly missed.

Dorothy Shannon was born in Toledo, OH in 1918. Her father worked for the National Supply Company in charge of the shipping department. But when the great depression hit, he was among the millions of Americans who found themselves without a job. After enduring many hard years, Dorothy was given hope with the election of President Roosevelt. Her father found work with Roosevelt's Public Works Administration turning a landfill into a public park. As the nation listened to Roosevelt's "fireside chats," Dorothy's political fire was kindled.

In 1936, Dorothy went to college on another of Roosevelt's creations, a National Youth Administration Scholarship. During World War II she volunteered for the Navy's Women Appointed for Voluntary Emergency Service. After serving our country, she attended graduate school at Yale, where she met Ted Shannon, who would later become her husband.

The Shannons moved to Madison in 1950 when Ted found a job with the University of Wisconsin. They played a key role in shaping the modern day Democratic Party of Wisconsin. Even while raising three children, Dorothy never stopped volunteering. Whether marching at a peace rally or attending a League of Women Voters event, she was recognized everywhere as a passionate voice for progressive Democrats. In 2000, she was honored as the oldest delegate to the Democratic National Convention.

When I close my eyes, I can see Dorothy Shannon sitting in the front row of nearly every political debate, every community forum, and every Democratic Party event. She cared so deeply about public affairs—whether they involved local or global issues. If ever there was an embodiment of civic participation, it was Dorothy Shannon.

HONORING THE LIFE AND
ACHIEVEMENT OF A RENOWNED
EDUCATOR: RAJA ROY-SINGH

HON. JAMES A. LEACH

OF IOWA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 3, 2003

Mr. LEACH. Mr. Speaker, I rise on behalf of the House of Representatives to express my respects to a renowned international educator, Mr. Raja Roy-Singh, on the occasion of his 85th birthday. As a member of the House Committee on International Relations and as a former Co-Chairman of the United States Commission on Improving the Effectiveness of the United Nations, I can attest that improving the quality of education in the world is a prerequisite to the establishment of effective cooperation and mutual understanding in the international community. In this context, the career-long dedication of Mr. Roy-Singh to international education deserves the attention of Congress.

Raja Roy-Singh was born on April 5, 1918 in Pithoragarh, a remote town in the Himalayan foothills near India's frontier with Nepal and Tibet. One imagines that the young Roy-Singh was inspired by panoramic views of snow-topped mountains that framed the beautiful valley of his birthplace. These same mountains were the source of many streams and rivers that flowed southward onto the plains of India. Perhaps as he walked the long mountainous paths to school he wondered where those rivulets and mountain streams flowed and dreamed about following them one day.

His father was a Methodist preacher who worked in a number of mission assignments along the Himalaya territory almost 250 miles from end to end. His mother's Rajput forbears had lived in the Pithoragarh district for generations. His father died early leaving Raja and his mother alone in Pithoragarh while his older sisters were away at boarding school.

As a boy Raja Roy-Singh attended the district school by day and read by kerosene lamp at night. Under the watchful eye of his mother and Mary Reed, a dedicated Methodist missionary from California, he won a series of district scholarships that sent him off to college at Agra and finally to Allahabad—a sacred place for Hindus and Buddhists at the confluence of the Ganges, the Yamuna and the Saraswati Rivers.

Achieving distinction in philosophy and English, with a particular interest in T.S. Eliot, Mr. Roy-Singh took his bachelor's and master's degrees as the convulsions of the Second World War began. Placing high on the civil service exams, he entered the Indian Administrative Service in 1942 and was assigned to Agra where he met his wife Zorine Bonifacius. In the vibrant period immediately following Indian independence his civil service postings took him to Kanpur, Bombay,

Mathura and Lucknow. These assignments afforded him valuable experience at various levels of government. In 1954, he was appointed state director of education in Uttar Pradesh. Thus, he entered the educational service, initially as a "posting," but soon his dedication to his profession took on the dimension more of mission than occupation.

Mr. Roy-Singh was appointed education adviser at the Federal Ministry of Education where he served from 1957–1964. In a period of changing demands on education in India, Mr. Roy-Singh focused his energies on developing new ways to harmonize educational activities between the Federal and the state governments. This effort led to the establishment of the Counsel of Educational Research and Training, a network of educational institutions for research, training and service. Several prominent U.S. educators were closely associated with its planning in the founding years, notably the Teacher's College formed under the direction of Columbia University. In the last four decades, the India Council of Educational Research and Training, which Mr. Roy-Singh provided such visionary leadership, has played an innovative role in advancing education and educational opportunity in India.

Another significant program he helped to found was the Science Talent Search begun in 1959, Boys and girls ages 15–17 with high science aptitudes were identified through specially devised tests and awarded full scholarships through their entire schooling, including higher education. In its early years, there was close technical collaboration between this India program and similar ones in the United States sponsored by the Ford Foundation. From a modest but promising beginning the program greatly expanded in subsequent years and substantially increased the number of science teachers and the quality of science education in India.

Mr. Roy-Singh was invited to join UNESCO in 1964. For the next 20 years, he served as UNESCO's Regional Director of Education in Asia and later as Assistant Director-General of UNESCO for Asia and the Pacific. In 1985, after completing his service with UNESCO, he retired to the United States, taking up permanent residence in Evanston, Illinois.

At UNESCO Mr. Roy-Singh's principal responsibility was to coordinate the educational agenda in member Asian countries. The Asian and the Pacific region is extensive and diverse. It comprises 30 countries extending from Iran and Afghanistan in the west to Korea and Japan in the east, to Mongolia in the north and Australia and New Zealand in the south. Mr. Roy-Singh's strategy was to manage this far-flung region by focusing on common educational problems and fostering inter-country cooperation. He carried out this strategy by recognizing the unique cultural differences within and between countries yet encouraging each to share educational experiences and expertise. This approach found its full expression in the Asian and Pacific Program of Educational Innovation for Development which continues to make significant contributions to educational development in the Asian region.

Mr. Roy-Singh will be remembered as a pioneer in the educational field in Asia having encouraged cooperation between national and local governments and education ministries and with international organizations. His life to date has spanned two major wars and several

continents. His career has brought him into contact with heads of government as well as with educators throughout the world.

In the course of his career Mr. Roy-Singh has authored numerous publications including *Education in Asia and the Pacific* (UNESCO/Bangkok, 1966), *Adult Literacy as an Educational Process* (Internal Bureau of Education, Geneva, 1990), *Educational Planning in Asia* (UNESCO—Internal Institute for Educational Planning, Paris, 1990).

Of particular interest to this body is his educational philosophy. In "Changing Education for a Changing World" (1992), Mr. Roy-Singh outlined how we might prepare young people for life in an ever-changing world:

There are two universes of change. One is change in the world of objects, externality. Science and technology and socio-economic organizations are examples of externality. The truths of the external world are non-cumulative; a new discovery may wipe the slate clean of all that went before. Continuity in this kind of "universe" is fortuitous and certainly minimal. The other kind of change is pivoted on the human being, individual or group. Change in the interior 'universe' of human existence is cumulative; it is expressed in culture, in the quest for knowledge, and in the striving for heightened moral awareness.

What could change and what has to continue and what continues even in change are issues of judgment and discernment. This is where education has a role.

The Asian societies in transition have to find for themselves a path which does not traverse the wasteland of rootless modernism on the one hand and mindless conservatism on the other. The best in the living tradition of the Asian cultures, their moral loftiness, their universality and their profound insights into human nature, may provide the continuity in the flux of change that must necessarily come in the wake of science and technology and the liberating human spirit.

Change is a dominating force in the world. Some welcome it and see it as an opportunity. Others fear change because it threatens the established order. Like a powerful rush of water crashing down a mountainside, the force of change can wash away all living things in its path. To survive we all need strong roots with which to cling. Education is a life preserver. It allows us to harness the creative energy of change by instructing us what to keep from the past, what to undertake in the present, and what to seek in the future.

All societies have strengths and weaknesses in their education systems. The need for self-examination and improvement is a constant. But as the anarchy of terrorism has demonstrated, no country is an island, invulnerable to the frustration and despair of those who are not provided the ability that education provides to lead their own societies in progressive directions and manage or at least cope with the discombobulating challenges of modernity.

One of the many lessons of the international traumas of the past few years is that Americans cannot be concerned solely with the education of our young. If we ignore the educational inadequacies of other cultures, we jeopardize our own security.

There is no simple or single methodology, but there must be a singular commitment to advance the most powerful force for constructive change in the world: a decent and universal concern for educating every generation in every society.

For his dedication to international education and for his wisdom of purpose we thank Mr. Roy-Singh and congratulate him as well on reaching the ripe age of 85.

FEDERAL DEPOSIT INSURANCE REFORM ACT OF 2003

SPEECH OF

HON. MAX SANDLIN

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, April 2, 2003

The House in Committee of the Whole House on the State of the Union had under consideration the bill (H.R. 522) to reform the Federal deposit insurance system, and for other purposes:

Mr. SANDLIN. Mr. Chairman, I rise today in strong support of H.R. 522, the Federal Deposit Insurance Reform Act of 2003. I appreciate the efforts of Chairman OXLEY and Ranking Member FRANK to bring this important bill to the floor, and I thank them for their continued support for this legislation. I would also like to thank Chairman BACHUS and Ranking Member WATERS of the Financial Institutions Subcommittee for their leadership on this bill.

In my East Texas district, deposit insurance aids community bankers in attracting and maintaining core deposits, which are often used locally to fund mortgages, development projects, student loans and small businesses.

H.R. 522 will increase deposit insurance coverage from \$100,000 to \$130,000 and will index this limit for inflation in future years. With a declining rural population and customer base in many areas of the country, including my district, raising the coverage limit will help small-town bankers keep up their core deposits. The current \$100,000 coverage ceiling can force bank customers in rural areas to move deposits over that amount outside of their region or state. This should not have to be the case, particularly for our older citizens.

As the AARP noted in its recent letter of support for this legislation, existing coverage limits have unfortunately created a situation where "the alternative is to bank at more distant institutions or invest in the more volatile securities markets." To help remedy this problem, H.R. 522 will increase coverage for certain retirement accounts to \$260,000, which will help keep customer deposits, especially seniors' funds, in local institutions.

The bipartisan Federal Deposit Insurance Reform Act is reasonable, necessary legislation that will promote growth and stability in rural communities while maintaining consumers' confidence in the banking system at the same time. I urge my colleagues to vote yes on final passage of this legislation.

THE EVEN START QUALITY IMPROVEMENT ACT

HON. SUSAN A. DAVIS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 3, 2003

Mrs. DAVIS of California. Mr. Speaker, I am pleased to offer a bill today designed to assure that literacy training is available to those who work with some of our youngest and most