

Last spring the Indian police stood aside under orders while militant Hindus murdered 2,000 to 5,000 Muslims in Gujarat. Australian missionary Graham Staines was murdered a few years ago by VHP activists. Staines and his two young sons were burned to death while they slept in their jeep. Their killers surrounded the jeep and chanted "Victory to Hannuman," a Hindu god. After the murder, Staines' widow, who was working with lepers, was expelled from India. No one was ever punished for these atrocities. Nuns have been raped, priests have been murdered, and Christian churches have been burned by the fanatic, fundamentalist Hindu nationalist militants.

"It is clear from these actions that India is not the democracy it claims to be," said Dr. Aulakh. "Instead it is a tyrannical Hindu theocracy where minorities die or disappear," he said. "There is a consistent pattern of Indian government efforts to protect its tyrannical rule over the minorities of South Asia."

The Indian government has murdered over 250,000 Sikhs since 1984, more than 200,000 Christians since 1948, over 85,000 Muslims in Kashmir since 1988, and tens of thousands of Tamils, Assamese, Manipuris, Dalits (the aboriginal people of the subcontinent), and others. More than 52,000 Sikhs are being held as political prisoners. The Indian Supreme Court called the Indian government's murders of Sikhs "worse than a genocide." On October 7, 1987, the Sikh Nation declared the independence of its homeland, Punjab, Khalistan. No Sikh representative has ever signed the Indian constitution. The Council of Khalistan is the government pro tempore of Khalistan, the Sikh homeland. The Sikh Nation demands freedom for its homeland, Khalistan.

"Only in a free and sovereign Khalistan will the Sikh Nation prosper. In a democracy, the right to self-determination is the sine qua non and India should allow a plebiscite for the freedom of the Sikh Nation and all the nations of South Asia," Dr. Aulakh said.

RECOGNIZING THE CONTRIBUTIONS OF THE HONORABLE MILTON B. ALLEN

HON. ELIJAH E. CUMMINGS

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 13, 2003

Mr. CUMMINGS. Mr. Speaker, today I rise to pay respect to the life of a great man who passed away—my friend and mentor, the Honorable Milton B. Allen. Mr. Speaker, I rise today to ask my colleagues to join me in remembering the life of a brilliant man, the Honorable Milton B. Allen—a brilliant lawyer, judge, father, husband, mentor, community activist and leader. A life that ended last week when the Judge Allen, at 85, died of cardiac arrest at his home in Windsor Hills.

Milton Allen was a man of humble beginnings, who rose to great heights as a polished lawyer and fair jurist. He attended Douglass High School in Baltimore, Maryland where he played third-string fullback on the football team and haunted the library. He read everything he could find. He later went on to Coppin State College to become a teacher.

"Simple reason," he said one day. "Teaching was about the only thing open to blacks then."

Mr. Speaker, Milton Allen was a teacher in the freedom schools of our time. As a young

man in the Navy, Milton Allen taught other young men of color the skills that would allow them to advance in their military careers—this during a time when no men of color could advance past that of seaman. As a lawyer, he taught thousands of his neighbors how to find a path to justice within the arcane corridors of the law.

As Baltimore City's first African American State's Attorney—the first Black prosecutor in any major American city—Milton Allen taught our community that the pursuit of justice could, indeed, be "color-blind." He sued the city to desegregate "public" tennis courts and defended people who lost their jobs for attending public meetings where speakers included communist sympathizers, as he believed that free speech should be protected in America. He also sued the state to open "public" colleges to blacks.

Later in life as a judge on what would later become Baltimore's Circuit Court, Milton Allen helped many of the City's troubled youth by giving through his seasoned advice as a family court judge.

Mr. Speaker, I had the opportunity to work for Milton Allen after he had lost his re-election bid for State's Attorney. He had joined the law firm of Mitchell, Allen and Lee, and I served as the firm's law clerk. Mr. Speaker, Milton Allen, although always busy and always blazing a trail for righteousness, always found time to stop to engage even strangers in meaningful conversation. He was always giving helpful advice.

In fact, the advice and counsel that I received from Milton Allen went far beyond his contribution to the skills that made me a more capable attorney. Judge Allen taught young lawyers like me that our calling demanded constant devotion to integrity.

And Mr. Speaker, Judge Allen exemplified integrity. As Dr. Stephen Carter once observed:

Persons of integrity know the difference between what is right and what is wrong. They stand up for what is right—even when that stand may place them in jeopardy. Persons of integrity persevere and lead—until the rest of the world catches on and catches up. And they are not afraid to proclaim their vision of what is right—so others can follow in their steps.

Dr. Carter could have been writing about my friend—and teacher—Judge Milton B. Allen. Judge Allen devoted his life to planting the seeds of justice within the human spirit. He taught us that, in a free society, the seeds of justice can take hold and grow.

Mr. Speaker—most important of all—Milton Allen taught my community that justice grows best in the shared soil of universal respect. The source of justice is the integrity that comes from our respect for each other as human beings. Milton Allen was a teacher and a friend. Our lives will be less for his passing—but we have been truly enriched by his living. Milton Allen paved the way for so many lawyers who never even had the privilege of knowing him.

In the words of the theologian, Max Lucado, "The great revivals and reformations that dot the history of humanity were never the work of just one person. Every movement is the sum of visionaries who have gone before, generations of uncompromised lives and non-negotiated truths. Faithful men and women who have led forceful lives." Mr. Allen was this kind of human being. And I will miss him.

WORKFORCE REINVESTMENT AND ADULT EDUCATION ACT OF 2003

HON. HOWARD P. "BUCK" McKEON

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 13, 2003

Mr. McKEON. Mr. Speaker, today, I am introducing the Workforce Reinvestment and Adult Education Act of 2003 to reauthorize the nation's job training system, as well as adult education and vocational rehabilitation programs. This legislation builds upon and improves the systems created in the Workforce Investment Act of 1998. We have worked closely with the Administration to craft legislation to continue to empower individuals in improving their careers.

In 1998, under the Education and the Workforce Committee's leadership, Congress passed the Workforce Investment Act to reform the nation's job training system that formerly was fragmented, contained overlapping programs, and did not serve either job seekers or employers well. WIA consolidated and integrated employment and training services at the local level in a more unified workforce development system. Local, business-led workforce investment boards direct the activities of the system.

One of the hallmarks of the new system is that, in order to encourage the development of comprehensive systems that improve services to both employers and job seekers, local services are provided through a one-stop delivery system. At the one-stop centers, assistance ranges from core services such as job search and placement assistance, access to job listings, and an initial assessment of skills and needs; intensive services such as comprehensive assessments and case management; and, if needed, occupational skills training.

The WIA system contains the federal government's primary programs for investment in our nation's workforce preparation. Even though the system is still maturing since its full implementation in July 2000, States and local areas have created comprehensive services and effective one-stop delivery systems. The system is serving the needs of unemployed workers seeking new jobs in this time of economic recovery. In addition, the training services provided through WIA are invaluable in helping employers find the workers they need in areas of the country facing skill shortages.

Nonetheless, there have been challenges with the system. There is a need to increase the financial contribution of the mandatory partners in the One-Stop Career Centers while at the same time increasing the service integration among the partner programs. This includes serving through the one-stop system special populations that have unique needs. We are concerned that administrative duplication remains in the system, resulting in unnecessary bureaucracy that dilutes the ability of states and local areas to address their communities' needs. There is also a need to simplify the local and state governance processes and to strengthen the private sector's role. Additionally, we need to increase training opportunities and improve performance accountability.

This bill also aims to streamline current WIA funding in order to provide more efficient and results-oriented services and programs,

strengthen infrastructure of the one-stop delivery system, eliminate duplication, improve accountability, enhance the role of employers, and increase states' and local areas' flexibility.

This reauthorization provides an opportunity to build on and improve the current WIA system so that it can respond quickly and effectively to the changing needs of both workers and employers and further address the needs of special populations. It is designed to promote productive workforce development programs connected to the private sector, post-secondary education and training, and economic development systems in order to enhance the career opportunities and skills of the 21st century workforce. Our goal is to improve the locally driven system to ensure we provide the tools to meet local workforce development needs.

Title II of this Act is the Adult Basic Skills Act, to reauthorize state programs for adult education. The adult education program currently serves 2.7 million adults, almost half who are immigrants whose first language is not English. The program also serves those who are working to get a GED or its recognized equivalent, or are preparing for higher education. Adult basic education programs across the country are offered through schools, community centers, libraries, public housing, community colleges, and volunteer organizations, both public and private, profit and non-profit.

This bill makes changes to current law, and places more of a focus on the delivery of the basic skills of reading, writing, speaking, and math. Additionally, we have sought to ensure that instructional practices are based on scientific research. Provisions have been included to increase accountability for States and local providers to have measurable results in improving basic skills, GED graduates, and those entering higher education. It is important that there be increased coordination with the business community, and Labor Department programs.

The bill also makes improvements to the Rehabilitation Act of 1973, which provides services to help persons with physical and mental disabilities become employable and achieve full integration into society. The Vocational Rehabilitation (VR) title of this bill enhances and improves transition services, which promote the movement of a student served under the Individuals with Disabilities Education Act (IDEA) from school to post-school activities. This legislation also requires States to include in their State plans an assessment of the transition services provided through the VR system and of how those services are coordinated with such services under IDEA. Also included in the State plan are strategies the State will use to address the needs identified in the assessment of transition services described above.

I look forward to working with the members of the Committee, other member of Congress, the Administration, and all stakeholders as we work to a craft legislation that will build upon and improve the systems we created in 1998 and continue to empower individuals in enhancing their career opportunities and skills in our 21st century workforce. I urge my colleagues to join me and the other original sponsors in support of the Workforce Reinvestment and Adult Education Act of 2003.

HONORING THE LIFE OF SAM
KARAS

HON. SAM FARR

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 13, 2003

Mr. FARR. Mr. Speaker, I rise today to honor the life of Sam Karas. He passed away on February 26, in Monterey, California. He was an actor, an activist, a salesman, a storyteller, a singer, a dancer, a father, a husband and most notably, a friend. He is survived by his wife, Edie, his three daughters Penelope Lockhart, Judith Karas, and Rachel Holz, and four grandchildren.

Sam was born and raised in Chicago, Illinois, by a poor family of Greek immigrants. Growing up he loved three things: "The Shadow" pulp novels, apple pie and basketball. Upon graduating from high school, he moved to Monterey to serve as a 2nd lieutenant in the United States Army during World War II. Despite lacking a college education, Sam was able to quickly rise to the rank of 1st lieutenant, and his enrollment in the armed services was the beginning of what would be a lifelong dedication to public service.

Among others, Sam served on the board of trustees of the Monterey Peninsula Unified School District and was one of the original organizers and board members of the Human Rights Commission. Sam also served with the California Coastal Commission, the Natividad Medical Center Foundation, the Monterey Jazz and Pop Festivals, the Wharf Theater, the Monterey Film Commission, the California Film Commission, and the Monterey Peninsula College board of trustees. In addition, the ACLU, the NAACP, Monterey County, the Sierra Club, and the Carmel Meat Company, which he founded, have honored him.

Sam started this small meat company shortly after marrying his wife Edie in Monterey in 1944, and he sometimes cooked large pots of stew for the homeless along the railroad tracks. Owning this company gave him many other opportunities to reach out to the homeless, a cause that remained close to him over the next half a century and spurred him to become entrenched in the Monterey community.

It was frequently said that Sam represented the wrong communities of Monterey County, as he was mostly concerned with issues such as poverty and health care—issues pertinent to the Salinas Valley, not the Monterey Peninsula. Sometimes the trivial complaints of his constituents bothered him, but that was Sam's character: he wanted to help the people that truly needed helping. A smooth-talking, glad-handing politician he was not. Sam often came at his opponent with disheveled hair, fraying suits and sweaters, and a penchant to comment bluntly, but he never shied away from confrontation. He had an innate sense of right and wrong, and he pursued justice doggedly. He wanted the best for everybody.

The Central Coast of California has mountains and beaches, but on behalf of this House, I wish to celebrate the life of Sam Karas: a man whose spirit made Monterey County a scenic paradise and a more just society.

BRONZE STAR MEDAL TO MR.
OTHO STONE

HON. DARLENE HOOLEY

OF OREGON

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 13, 2003

Ms. HOOLEY of Oregon. Mr. Speaker, on March 22, 2002 I had the distinct pleasure of presenting the Bronze Star Medal to one of my veteran constituents. Today, it is with deep sadness I would like to inform you and my colleagues that Mr. Otho Stone passed away last Friday. Mr. Stone was a WW II veteran who loved his country and served with honor and dignity. He received the honor of the Bronze Star while seeing action against our enemies during WW II.

Mr. Speaker, Mr. Stone asked for no special recognition for serving his country but he did ask that our country keep the promises made to all veterans who have served this great nation.

For their service and sacrifices our nation's soldiers and veterans deserve our eternal gratitude.

I know that Mr. Stone would be proud when I say that the men and women who have served our country so honorably know best that freedom is never free, that it is only won and defended with great sacrifices.

And we should honor all our veterans by keeping our promises to them.

TRIBUTE TO MR. WENDELL
TAYLOR BUTLER

HON. CHARLES F. BASS

OF NEW HAMPSHIRE

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 13, 2003

Mr. BASS. Mr. Speaker, I rise to recognize my constituent, Mr. Wendell Taylor Butler and the contribution he made to our country during World War II as a contributor to the Manhattan District Project.

On January 19, 1942, President Franklin D. Roosevelt, approved a top-secret effort to produce an atomic weapon. An unprecedented alliance of industry, academia and government was formed, and in just twenty-seven months, the atomic bomb was produced. Over 140,000 men and women, both civilian and military, worked together in secret communities throughout the United States. Relatives could not even be trusted with the knowledge of their whereabouts or the type of work they were doing. These individuals represent the ingenuity, determination, and patriotic commitment that led our Nation to victory in World War II.

Mr. Butler was employed at Linde Air Products in Tonawanda, New York. This particular facility was used by the government for laboratory and pilot plant studies for uranium separation. The work accomplished at his location was vital for the successful completion of the project.

I ask my colleagues to join me in honoring Mr. Wendell Taylor Butler and the other men and women who remained at home to design, develop, and implement the discoveries of the Manhattan Project. Their dedication and devotion to our national security allowed them to carry out one of the most epic engineering