

against Catholics. This only caused the conflict to escalate rather than encourage peace.

I call on Prime Minister Blair and First Minister David Trimble, the Protestant government leader, to take real steps to stop the violence. They need to find all the perpetrators of the violence in the North, especially those which occurred most recently, and take appropriate legal action against them. For the Good Friday accord to be successful all parties in Northern Ireland must stop the sectarian violence.

The conflict in Ireland between Catholic and Protestants is centuries old. However, for the first time a real solution, which is equitable to all sides, has been reached and is in the early stages of working. Now both sides need to come together and stop any and all sectarian violence and allow for true democracy to work.

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PAYING TRIBUTE TO KELLER  
HAYES

**HON. SCOTT McINNIS**

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

*Friday, July 26, 2002*

Mr. McINNIS. Mr. Speaker, I would like to take this opportunity to pay tribute to Keller Hayes of Colorado, a remarkable individual who has assisted in building economic prosperity and equality in the Denver business market. It is my honor to applaud an individual who demonstrates determination and perseverance despite the obstacles, and a privilege to pay tribute to such a deserving Coloradan who has donated countless hours towards the betterment of the Denver community.

Keller Hayes was raised on a rural Nebraska ranch, where her grandmother instilled in her ethics and morals that she fervently displays today. Keller overcame hurdle after hurdle throughout her life, and after graduating from college with a minor in women's studies, she embarked on her mission to bring equality to women in the workplace. Keller is a beacon to women everywhere, and she serves on numerous boards and panels working to ensure the rights of working women nationwide. She is an active member of the Colorado Women's Chamber of Commerce, the largest women's chamber in the country. Her assistance in training, mentoring, counseling, and advising women of all ages, has helped build a strong community. Because of Keller's diligence and perseverance, she received the prestigious award of 'Women Business Advocate of the Year'.

Mr. Speaker, it is my sincere honor to pay tribute to Keller Hayes before this body of Congress and this nation. Thank you Keller for providing integrity and dignity to our society, and selflessly donating countless volunteer hours to your community. Congratulations on your award, and good luck in all your future endeavors.

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TRIBUTE TO FATHER JOHN  
GLAROS

**HON. MICHAEL BILIRAKIS**

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Friday, July 26, 2002*

Mr. BILIRAKIS. Mr. Speaker, I would like to honor Father John Glaros, a valued member

of the community in Florida's ninth district, who passed away June 22, 2002. Father Glaros had a lifelong history of service to his community and country by fulfilling religious and government roles alike.

Father Glaros was born in 1920 in Plant City, Florida, although he was raised and educated in Greece for the first eighteen years of his life. He returned to America to enlist in the U.S. Army where he was trained in special operations and served as a member of the Office of Strategic Services in World War II.

After his honorable discharge, he returned to Plant city where he owned and operated the Dixie Restaurant. In the late 1950's, he became a Plant City commissioner and was subsequently elected Plant City mayor. Dedicated to remain active in his community, Father Glaros sat on the Hillsborough County Commission from 1967 to 1971.

He began his commitment to the Greek Orthodox Church in 1976 when he was ordained as a priest. For twenty-one years he assisted churches in the Winter Haven, Naples, and Port Charlotte communities on an as-needed basis until his retirement. He will be remembered for his devotion and the tireless effort he contributed to these communities.

Father Glaros was preceded in death by his wife, Dorothy Cribbs Glaros. He leaves two sons, Steve and Jim of Jacksonville and Plant City, respectively; one daughter, Linda Konstantinidis of Clearwater, six grandchildren, and two great-grandchildren.

Mr. Speaker, I pay tribute to the life of Father John Glaros and thank him for the contributions he made. I give my condolences to his family. Father Glaros will be sadly missed throughout our community but will be fondly remembered.

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PERSONAL EXPLANATION

**HON. SHELLEY BERKLEY**

OF NEVADA

IN THE HOUSE OF REPRESENTATIVES

*Friday, July 26, 2002*

Ms. BERKLEY. Mr. Speaker, due to a family medical emergency, I missed Roll Call votes No. 320, No. 321, No. 322, and No. 323. Had I been present, I would have voted "yea" on No. 320, "yea" on No. 321, "nay" on No. 322, and "nay" on No. 323.

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HONORING OFFICERS ROBERT  
ETTER AND STEPHANIE MARKINS

**HON. MARK GREEN**

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

*Friday, July 26, 2002*

Mr. GREEN of Wisconsin. Mr. Speaker, I am profoundly dismayed today to share a piece of dreadful news from my district with this House and with our entire Nation.

On Monday, in an act of terrifying evil, a man deliberately crashed his truck into a police squad car in the Town of Hobart, Wisconsin. The two police officers in the car, Robert Etter and Stephanie Markins, were killed.

Officer Etter, who was known by some in the community as "Officer Bob," served in law enforcement for three decades. He retired a few years ago but soon realized how hard it

was to leave behind 30 years of serving and protecting his neighbors—so he returned, bringing his immense experience and skills back to the local law enforcement community. In fact, he was sharing some of that experience with a new officer when their car was hit on July 22. He leaves behind a wife, four daughters, two grandchildren and a community grateful for having had the opportunity to share life with him.

Officer Markins was that new officer learning from Officer Etter. She had served on the force for just a short time. Described by one of her trainers as "very much a go getter" who wanted to "get out and deal with people," Officer Markins' promise as a law enforcement officer was tragically cut short Monday. She was a fiancé, a daughter, a sister, a friend, a neighbor and a protector who was willing to give everything for the security of others. She will be missed.

Mr. Speaker, this heartbreaking and senseless case tragically demonstrates that law enforcement is a dangerous job whether it's done in New York City or Hobart, Wisconsin. And it shows that the people who choose it as their profession are truly extraordinary in their character, their courage, and their dedication to their fellow citizens.

I offer today these few brief remarks to honor the memories of Officers Etter and Markins, to ensure that they are remembered in the annals of our nation's history, to recognize these families' incredible loss, and to remind all of us of the sacrifices made every day by law enforcement officers and their loved ones.

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INTRODUCTION OF THE DEFENSE  
OF FREEDOM EDUCATION ACT

**HON. THOMAS E. PETRI**

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

*Friday, July 26, 2002*

Mr. PETRI. Mr. Speaker, today I have introduced the Defense of Freedom Education Act, legislation which is designed to create new, and strengthen existing, post-secondary education programs which teach the nature, history, and philosophy of free institutions, Western Civilization, and the threats to freedom from totalitarianism and fanaticism.

In order to sustain freedom and civilization, it is imperative that every generation be taught to understand their full significance and value, and the threats with which they are faced. However, in almost all of our institutions of higher education today, the study of American history and Western Civilization has been systematically de-emphasized. For a variety of reasons, these subject areas have fallen into disfavor on college campuses, to the point that it is possible at many leading universities to get a liberal arts degree without having taken one course in history or Western Civilization. This perpetuation of ignorance about the philosophical underpinnings of our nation can only have baleful consequences for the future.

To see that this de-emphasis is already having an effect, one must only examine the stunning ignorance about basic facts of American history among recent college graduates, as detailed in a 2000 study conducted by the American Council of Trustees and Alumni. To cite just one of the many horrifying examples

from that report, while 99 percent of the 556 college seniors tested at 55 leading colleges and universities (including Harvard and Princeton) correctly identified Beavis and Butthead as popular cartoon characters, just 23 percent had any idea who James Madison was. The questions used in this study appear in the CONGRESSIONAL RECORD for July 10, 2000 (page H5662–H5663). These multiple-choice questions, which, in truth, a well-educated ninth-grader should be able to breeze through, are increasingly over the heads of college graduates (the average score in the study was 53 percent).

Two years ago, I was very involved in a congressional effort to highlight this appalling situation. This effort led to the unanimous, bicameral passage of a concurrent resolution (S. Con. Res. 129) which stated, in part, that "the historical illiteracy of America's college and university graduates is a serious problem that should be addressed by the Nation's higher education community." The nonbinding resolution urged colleges and universities to review their curriculum and add requirements for American history courses. However, perhaps it is time for Congress to take a more active role in trying to reverse this continuing loss of our collective civic memory.

To that end, the Defense of Freedom Education Act would offer grants to institutions of higher education, specific centers within such an institution, or associated nonprofit foundations. These grants would be used to establish courses at both the undergraduate and graduate levels which teach any or all of the following concepts, which bear both on American history directly and the ideas that serve as America's foundation:

The concepts, personalities and major events surrounding the founding of America. This includes the philosophical background behind the Declaration of Independence, the Constitution, and the free institutions which we take for granted today. Earlier generations were taught these subjects as a matter of course, but we are increasingly moving towards a time where Americans will think of the 4th of July as simply a day when we shoot off fireworks and hold picnics.

Western Civilization and the defining features of human progress which it embodies. These include democracy, universalism, individual rights, market economies, religious freedom, advanced science, and efficient technology. Programs of study funded under this bill can also examine the impact of the West on other civilizations, the Western debt to other civilizations, the comparative study of high civilization, and the process by which Western and other civilizations may be gradually evolving into a world civilization.

Threats to free institutions. Some of these threats emerge from philosophical systems such as Communism, Fascism, Nazism, and totalitarian thinking in all its guises. Others emerge from widespread human predilections subversive of tolerance, individual rights, and civil society, such as racism, caste consciousness, and zealotry. Some are the products of perverse ambition such as autocracy, despotism and militarism. All threaten freedom, provoke war, and induce terrorism. While we who lived through the 20th Century are painfully aware of the depredations caused by ideologies such as Communism, future generations will not have the benefit of such first-hand experience.

Projects supported under this program could include the design and implementation of courses, the development of centers devoted to the ends of this bill, research and publication costs of relevant readers and

other course materials, and other clearly related activities. Support will also be given to professional development projects designed to help improve the content and quality of education about the founding and the history of free government at the K–12 level. (After all, a huge part of the problem is the awful quality of American history instruction provided by many school systems. A student really shouldn't have to reach the university level before finding out who James Madison was and why he was important to our country.) While I don't always see the creation of a new government program as the best way to solve pressing societal problems, there are several precedents in the area of higher education. It seems to me that it is a worthy use of government funds to try and arrest the progressive deterioration of America's collective memory which is now occurring. I encourage my colleagues to join in cosponsoring this bill and advancing this effort.

#### PAYING TRIBUTE TO JAMES SUCKLA

#### HON. SCOTT McINNIS

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

*Friday, July 26, 2002*

Mr. McINNIS. Mr. Speaker, it is with a solemn heart that I take this opportunity to pay respect to the passing of James Suckla, who recently passed away at the age of 82 in Cortez, Colorado. James, known as Jack to his family and friends, will always be remembered as a generous, wise cattleman. His voice was heard at many a rodeo, his auctioneering at many a livestock sale, and his advice was sought by many in his community. Jack's wise management of his ranches and his wisdom and wit on committees earned him a respect that many only dream of and his love and care for his family and friends should be a guide for all to live by.

Jack Suckla was born in Frederick, Colorado on July 25th, 1919, to Anthony and Dorothy Suckla. The youngest of seven children, Jack learned many important lessons in his childhood, which served him well throughout his life. He married Helen Bradfield in Aztec, New Mexico on July 29, 1941 and remained with her for the following sixty years in which they were blessed with children and eight grandchildren. Jack joined the Navy during World War II, and after being wounded, returned to Cortez and followed the rodeo circuit as an announcer for twenty years. Jack awed the crowd during his rodeo career as a saddle bronco rider. He purchased the Cortez sale barn in 1953, and operated it with two of his sons, Larry and Jimmy. Jack went on to serve on numerous committees, including the NCA, SWCLA, BLM advisory board, the Forest Service, Vectra Bank Board of Directors, and the American Legion. His service stands as a testament to his dedication to not only his life long love of ranching but to his community and country.

Mr. Speaker, Jack Suckla was a remarkable man whose leadership and goodwill towards people have inspired so many and whose good deeds certainly deserve the recognition of this body of Congress and this nation. Jack's departure leaves a gap in many hearts but his memory will surely live on in the thoughts and lives of those who know him. I

join many others in expressing my deepest condolences to the friends and family of Jack Suckla.

#### INDIA SHOULD ACT LIKE A DEMOCRACY—SELF-DETERMINATION FOR KASHMIR, KHALISTAN AND OTHER NATIONS OF SOUTH ASIA

#### HON. DAN BURTON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

*Friday, July 26, 2002*

Mr. BURTON of Indiana. Mr. Speaker, India calls itself "the world's largest democracy" yet it does not act democratic. As you know, a report from the Movement Against State Repression shows that India admitted to holding 52,268 Sikhs as political prisoners. Fort-two Members of Congress from both parties wrote to President Bush to urge him to work for the release of these political prisoners. There are tens of thousands of other political prisoners also, according to Amnesty International, and they must also be released. Recently, the Council of Khalistan wrote to Secretary of State Colin Powell to urge him to work for the release of political prisoners.

India has killed over 250,000 Sikhs since 1984, over 80,000 Kashmiri Muslims since 1988, over 200,000 Christians in Nagaland since 1947, and tens of thousands of other minorities. Mr. Speaker, this is not acceptable, and it shows that using the term "democracy" to describe India may not be the best use of the term.

Recently, former Senator George Mitchell said "the essence of democracy is the right to self determination." I'm not in the habit of quoting Democrats, Mr. Speaker, but Senator Mitchell is right about this. In 1948, India promised the United Nations that it would allow the people of Kashmir to decide their future in a free and fair plebiscite. No such vote has ever been held. Instead, over 600,000 troops have been sent to Kashmir to suppress the legitimate aspirations of the people for freedom. Similarly, in Punjab, Khalistan, which declared its independence from India on October 7, 1987, over half a million troops have terrorized the population to destroy the Sikh Nation's freedom movement, even though the Sikhs were one of the parties to the agreement establishing the independence of India and were supposed to get their own state. Nagaland, which is predominantly Christian, has been trying to secure its freedom and India has reacted with similar terror. All in all, there are 17 freedom movements within India's artificial borders.

Mr. Speaker, it is time for all the people of South Asia to enjoy freedom. Until India allows the people to exercise their legitimate rights, we should stop all U.S. foreign aid to India. We also should formally declare our support for self-determination for Kashmir, Khalistan, Nagaland, and all the people and nations of South Asia. These measures will go a long way towards securing the blessings of freedom to all the people of the subcontinent.