

efforts to build a better society for our country and the citizens of Northwest Indiana.

TRADE ADJUSTMENT ASSISTANCE

HON. ANNA G. ESHOO

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 13, 2002

Ms. ESHOO. Mr. Speaker, the financial rewards from international trade are enormous. I know this firsthand because my Congressional district is part of the largest exporting region in our country. Trade provides enormous benefits to our economy so it is appropriate for us to dedicate a small fraction of these rewards to workers who are displaced because of trade.

Forty years ago Trade Adjustment Assistance (TAA) was created for U.S. workers who lost their jobs because of foreign competition. The program has suffered from a number of significant problems including inadequate funding for training, lack of health care coverage, and the existence of a separate program under NAFTA which has created confusion and inconsistencies in the program. TAA also does not currently cover farmers, suppliers, and downstream producers who face similar pressure from international competition.

Representative KEN BENTSEN and I have introduced the Trade Adjustment Assistance Act, H.R. 3670 to remedy these and other problems with the program. The bill harmonizes NAFTA-TAA and TAA, broadens eligibility for downstream producers, suppliers, farmers, fishermen, truckers, and taconite producers, expands income support from 52 weeks to 78 weeks and increases funding for training and TAA for firms. For the first time a healthcare benefit for displaced workers is provided and the bill establishes an Office of Community Assistance to provide technical assistance to trade impacted communities.

It is critical that we bring Trade Adjustment Assistance policies into the 21st century so that our policies actually meet the needs of our workforce. H.R. 3670 does exactly this. It reforms a 40-year-old program by embracing its original intent and combines it with the needs of a 21st century world and workforce.

ARABS AND AMERICA: EDUCATION IS THE KEY

HON. TOM LANTOS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 13, 2002

Mr. LANTOS. Mr. Speaker, it is well known that the Middle East is a land of proud heritage and strong traditions, but recent world events have focused the world's attention on the region, casting shadows of doubt and fear. These concerns are not unfounded and they are the result of several factors. In an opinion article entitled "Arabs and America: Education is the Key," published in the Washington Post on February 12, the eminent Middle East historian Roy Mottahedeh of Harvard University discusses one of the most important causes of this problem.

Dr. Mottahedeh focuses on one of the greatest tragedies of today's Middle East, the de-

cline of liberal education. He begins his piece with a heart-breaking but telling image: boxes of catalogue cards negligently scattered on the floors of the library of Cairo University. This, by the way, is the same university that produced the Nobel Prize winning novelist Naguib Mahfouz and so many other eminent Egyptian intellectuals. He makes the provocative point that it is in our interest to do all in our power to support liberal education in Egypt and the wider Middle East. Rather than try to educate an English speaking elite here in the U.S., we need to help build a culturally acceptable educational system of liberal values over there.

The decline of liberal education in the Middle East, particularly in the Arab world's cultural and intellectual center, Egypt, is a tragic fact. I am reminded of Dr. Fouad Ajami's article a few years ago, where he pointed out, shockingly, that Egypt produces merely 375 new books per year, whereas Israel, with less than one-tenth population, produces 4,000. Indeed, the sad state of education is one of the primary reasons for the poverty and political backwardness of our key Arab ally and, indirectly, for an environment that produces, and exports, violence and extremism.

Mr. Speaker, I urge my colleagues to read Roy Mottahedeh's excellent and thought provoking article, and I ask that the text be placed in the RECORD.

[From the Washington Post, Tuesday, February 12, 2002]

ARABS AND AMERICA: EDUCATION IS THE KEY (By Roy Mottahedeh)

Anyone who has seen the card catalogue of Cairo University Library will understand how tragically far Egypt and many poorer Muslim nations are from achieving the goal that President Bush rightly said in his State of the Union address is the object of parents "in all societies"—namely, "to have their children educated." The boxes of catalogue cards scattered on the floor are emblematic of the way that poverty has caused higher education to unravel in the once proud universities in most parts of the Muslim world.

Americans can and should do something about it. There is a real longing—both on the American and the Muslim side—for dialogue; and education is the obvious prerequisite for dialogue. It was President Mohammad Khatami of Iran who first called for a "dialogue of civilizations," which the United Nations adopted as a theme for the last year.

Americans have long been committed to education in the Muslim world. The venerable American Universities of Beirut and Cairo, as well as our outstanding Fulbright programs, have produced scholars who have had the personal depth of experience to interpret cultures to each other.

But the results have been on a small scale. Now is the time to have the vision to create a plan that will, through education, create the conditions for true and extensive dialogue and also create the human capital that is essential for poorer Muslim societies such as Egypt's to advance.

It is a solid but minor contribution to the dialogue of cultures if an American historian teaches for a year in Egypt or an Egyptian mathematician comes to MIT for two years and completes an advanced degree. But it would be a major contribution to such dialogue if well-funded liberal arts institutions teaching in Arabic in Cairo offered BA's to a significant number of college-age students. For good liberal arts education in the vernacular—Urdu, Tajik, Arabic or whatever—is far too rare in the poorer countries of the Muslim world.

No one wants to "Americanize" others through education, but all of us want to see

more educated populations whose education does not isolate them into an elite associated with knowledge of a European language. The unfortunate association of many of the educated elite with foreign language education only widens the gulf between them and their fellow countrymen and makes them seem unnecessarily "alien."

The graduates of such an expanded liberal arts education system would be forces for economic development not only because of their skills but also because of their ability to speak authentically within their cultures as native voices, impossible to label "agents" of an outside culture. The Egyptian Nobel prize laureate novelist Naguib Mahfouz was a graduate of Cairo University at a time when it was such an institution. And he was a man of the people, not raised speaking English, and therefore would probably never have won a place at an expensive English-speaking university.

Why favor undergraduate education when the needs in these societies are so great? Because the enormous bulge of populations under 21 in these countries are hungry for education and understanding, and they are the future interpreters of their cultures.

Why favor education in the vernacular? Because it will reach the underprivileged, will create the textbooks and even the language of discourse, and will allow a discourse that draws on the indigenous cultures of these countries, some of which, such as Egypt, can claim a tradition of a thousand years of higher education in their languages.

Why a "liberal" education? Because the tradition that a "liberal" education teaches us to think critically and write intelligently about both the human and scientific spheres is a value that the Muslim and Western cultures have shared for more than a thousand years.

As President Bush also said in his speech: "Let skeptics look to Islam's own rich history, with its centuries of learning and tolerance and progress."

Cairo was once the place where Maimonides, the Jewish philosopher, studied the ideas of Avicenna the Muslim philosopher and read Aristotle as translated into Arabic by, among others, Christian Arab philosophers. But its ancient madrassas and European-style institutions of learning have fallen on very hard times (not to mention the miserable neo-orthodox madrassas springing up everywhere in the Muslim world). A new Fulbright plan that would rescue them or establish parallel institutions in Cairo, Karachi and kindred places would create forums where the dialogue of civilization would truly flourish.

TRIBUTE TO MRS. LOLA GIBBS, EDUCATOR, COMMUNITY LEADER, AND ROLE MODEL, ON HER 100TH BIRTHDAY

HON. MICHAEL N. CASTLE

OF DELAWARE

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 13, 2002

Mr. CASTLE. Mr. Speaker, It is with great pleasure that I rise today to honor and pay tribute to a leader in the African-American community and Delaware at large for her 100th birthday on March 30, 2002—Mrs. Lola Gibbs, a life-long teacher, leader and role model. Lola Gibbs is an outstanding, dedicated and caring Delawarean with an abundance of accomplishments that speak so highly of what she has done in the first 100 years of her life. On behalf of myself, and the citizens of the First State, I would like to honor

this outstanding individual and extend to her our congratulations on the first 100 years, and continued success for the rest of her life.

Today, I recognize Lola Gibbs for her contributions to the State of Delaware and its citizens through 47 years of teaching, 55 years as a 4-H club leader and 100 years as a role model.

Family, friends and all Delawareans can now take a moment to truly appreciate the world of difference Lola Gibbs has brought to both the African-American community, and all of Delaware. Lola Gibbs began teaching in 1922, began her first 4-H club several years later and began her second 4-H club in the early 1940's. Mrs. Gibbs was appointed President of the Kent County Teachers Association in 1969 before taking on volunteer work in The Eastern Star, AARP The Woman's Auxiliary of the Smyrna Home for the Chronically Ill, and Star Hill Church.

Lola Gibbs has spent all of her life helping the community and all of Delaware. Mrs. Gibbs graduated from State College in 1922 before attending West Chester Normal. Mrs. Gibbs was then appointed to teach at Reeves Crossing School where she initiated a program that taught children music and allowed them to hold concerts in order to raise extra money for books. After her tenure at Reeves Crossing, Mrs. Gibbs moved back to her hometown school, Woodside. On June 9th, 1931 Mrs. Gibbs, né Bowers, married Edward Gibbs.

Mr. Speaker, in the past, with the help of her husband, and today with the help of her children, grandchildren and great grandchildren, Lola Gibbs and her family proudly and unselfishly contribute every day to the lives of Delawareans.

Mrs. Lola Gibbs' contributions cannot be commended enough. As she reaches 100 years of life, we can be sure that her contributions will not end. Her commitment to educating children and making life better for all Delawareans has earned her a permanent place in Delaware's history.

TRIBUTE TO CALIFORNIA STATE SENATOR JOHN BURTON

HON. HILDA L. SOLIS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 13, 2002

Ms. SOLIS. Mr. Speaker, I rise today to pay tribute to my good friend and former colleague in the California State Senate, Senator John Burton. Senator Burton is being "roasted" this weekend at the California Democratic Party's convention in Los Angeles, California.

Born December 15, 1932, Senator Burton attended San Francisco State College and USF Law School. Senator Burton was elected president pro tem in February of 1998. He was elected to the State Senate in 1996 and represents the 3rd Senatorial District of California which includes San Francisco, Marin County, and Southern Sonoma County. He has served in the State Assembly and the U.S. House of Representatives.

Under Burton's leadership, CalGrant college scholarships became guaranteed for students with financial need who maintain a 2.0 grade point average or higher. In the first state budget enacted after he became president pro tem,

Burton restored cost of living adjustments and increased benefits for the elderly, blind and disabled and for mothers and children on welfare. Burton recently ensured that mental health services and juvenile crime prevention programs received historic levels of support.

As a recent article in the Sacramento Bee stated, "Senate leader John Burton is the type who will buy blankets and drive around San Francisco handing them out to the homeless." He is a man with a kind heart, golden spirit and the kind of friend I am proud to have made while I was in the California legislature. I respect him for his passion to help the needy and for his tenacity to fight for the rights of people who do not have a strong voice in government decision-making.

His daughter Kimiko is the Public Defender for the city and county of San Francisco. He is also the proud grandfather to 16-month-old Juan Emilio Cruz.

TRANSITIONAL HOUSING

HON. JANICE D. SCHAKOWSKY

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 13, 2002

Mr. SCHAKOWSKY. Mr. Speaker, today I am introducing the Domestic Violence and Sexual Assault Housing Assistance Act of 2002. This bill has broad bipartisan support with over 100 cosponsors. It authorizes \$50 million for transitional housing assistance for those escaping the terror of violence in their homes and in their lives. At this time when we are devoting extensive resources to ending terror around the world, let us not forget to address the terror of domestic violence, sexual assault, and stalking that plagues women's lives.

In October 2000, Congress passed the Victims of Trafficking and Violence Protection Act and re-authorized the Violence Against Women's Act (VAWA). As part of VAWA, Congress agreed to support \$25 million for transitional housing assistance. Though this amount would have served too few, the money was never even appropriated to this program.

The rates of violence against women are astounding. According to the Department of Justice, 960,000 women annually report having been abused by their husband or boyfriend. The actual number is significantly higher due to difficulties in reporting. According to estimates by the McAuley Institute, \$50 million in funding for transitional housing would provide assistance to at least 5,400 families. Though this is not enough, we must start somewhere.

Violence against women is an epidemic that affects not only women, but their children and families as well. Every year, thousands of women flee abusive situations with few financial resources and often nowhere to go. Lack of affordable housing and long waiting lists for assisted housing mean that many women and their children are forced to choose between abuse at home or life on the streets. Furthermore, shelters are frequently filled to capacity and must turn away battered women and their children. The connection between continued abuse and lack of available housing is overwhelming. A Ford Foundation study found that 50% of homeless women and children were fleeing abuse.

Furthermore, almost 50 percent of the women who receive Temporary Assistance to Needy Families funds cite domestic violence as a factor in the need for assistance. The problem of high need is compounded by the lack of adequate emergency shelter options. The overall number of emergency shelter beds for homeless people is estimated to have decreased by an average of 3 percent in 1997 while requests for shelter increased on the average by 3 percent. Emergency shelters struggle to meet the increased need for services with about 32 percent of the requests for shelter by homeless families going unmet. In fact 88 percent of cities reported having to turn away homeless families from emergency shelters due to inadequate resources for services.

Transitional housing assistance will not only provide immediate safety to women and children but it will also help women gain control over their lives and get back on their feet. There are critical services available at transitional housing shelters such as counseling, job training, and child care that these women need to help them along the road to economic self-sufficiency.

It is now essential that we not only pass this legislation but also appropriate \$50 million for transitional housing assistance and provide this critically needed safety net for women seeking to escape abuse. We must be supportive of individuals who are escaping violence and seeking to better their lives. I hope my colleagues will join me in supporting this legislation and work for its passage.

IN MEMORY OF DR. PHILIP ARNOLD NICHOLAS OF NASHVILLE, TENNESSEE

HON. BOB CLEMENT

OF TENNESSEE

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 13, 2002

Mr. CLEMENT. Mr. Speaker, I rise today in memory of Dr. Philip Arnold Nicholas of Nashville, Tennessee, who departed this life on January 3, 2002, after an extensive career as a physician and an educator.

Beloved by all those who knew him, Dr. Nicholas was best known for his work at Meharry Medical College, where he established the gynecology department and as the founder of Planned Parenthood of Nashville.

He was born May 12, 1914 in Kingston, Jamaica, the son of Phillip Harrigan Nicholas, a civil engineer who worked on the Panama Canal, and Lillian Burke Nicholas, a caterer who ran her business from their home. Nicholas was an enthusiastic student with the dream of becoming a physician at a very young age after assisting a friend with an injury in elementary school. He received a Jesuit education at St. George's College in Kingston and later studied pharmacy at Spanish Town Hospital in St. Catherine Parish. He became a pharmacist for the Kingston Public Health Hospital, still fostering the dream of becoming a doctor.

He married Violet Richards in 1940; and in 1945, he came to the United States and entered Howard University earning his Bachelor's and Master's of Science degrees. In 1950, he began study at Meharry. For eight summers during college, graduate school and medical school, he worked 19-hour days in