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/Bankok, 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.
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> 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 conservation 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

vulnerable children, those who are part of the Even Start program.

These children's families qualify for Even Start because they are low socioeconomic families who may also be English learners. Program liaisons work with the families from the children's infancy until they are in school. Even Start funds approximately 1,400 programs and serves approximately 50,000 families across the Nation.

Without this existing William F. Goodling Even Start Family Literacy Program, these children would arrive for their first day of school without the literacy skills to compete at that starting line. They are unlikely ever to catch up, even if they are able to be served in the Head Start program before actually entering school, unless the adults who work with them in these critical early years learn literacy teaching skills and learn to value the role of education.

Over 86 percent of parents in the Even Start program have not completed high school upon entering the program (compared with about 27 percent of Head Start parents). Eighty percent of participants have a family income below $15,000 and over 40 percent have income below $6,000. This is clearly a high-needs population.

What the program offers is both literacy-training classes for the children and family literacy programs for the parents. Children participating in Even Start are provided with age-appropriate educational services to ensure that they will achieve at a level similar to that of their age peers who come from socio-economically enriched backgrounds.

Liaison advisors work with each family to promote strong literacy support experiences, to help parents learn ways they can develop their own English literacy skills, and to provide support groups for parents to share the challenges and skills of parenting.

In developing their own literacy, adults in these family literacy programs tend to participate longer than those in regular adult education programs because they can link their literacy growth to that of their children. They not only see benefits in improved literacy skills but also reduced dependency on federal/state assistance programs and enhanced employment opportunities. Most importantly, they are empowered to be successful as their child's first and most important teacher.

This bill will set aside funding to establish nationwide programs to assist in the training of program directors and facilitators in recently developed, research-based literacy training skills.

President Bush has declared his support for helping parents, day-care centers, and preschools teach more learning skills to children before they get to kindergarten. Even Start provides just such a program for parents to develop the literacy skills that enable them to perform this task. Because of new legislation, particularly the new qualifications for personnel, performance objectives, and ''scientifically-based reading research'' requirements for instructional programs, local Even Start programs also need to benefit from this type of high-quality training.

I have requested an evaluation to provide a longitudinal look at the achievement of children assisted by the program because I believe that evaluation must be embedded in all such programs.

It is overwhelming to bear heart-felt expressions of appreciation for the program and its leaders when I have visited Even Start programs. Adults marveled at the change in their children's feeling about reading and learning when they were able to make reading together a daily activity. One mother told me how she thought she couldn't help her 5 year old with reading, but, thanks to the program, she realized that reading together enabled them to help each other with the words each didn't know.

All children deserve an even start. This bill will assure that Even Start facilitators will be well-trained to help parents learn the skills that enable their children to be competitive at the starting line.

AUBURN UNIVERSITY SWIM TEAM

HON. MIKE ROGERS

OF ALABAMA

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 3, 2003

Mr. ROGERS of Alabama. Mr. Speaker, last week the Auburn University swim team dominated the NCAA Swimming and Diving Championships by winning the men's national title.

The Tigers routed their nearest competitors by 196.5 points and qualified 11 swimmers for the championship finals and four more for the consolation finals. This was the men's team third national title ever.

But the men were diving on the heels of the Auburn women's swim team, who during the previous week, won their first-ever National Championship.

Mr. Speaker, these young men and women symbolize the strength of the human spirit and the joy of achievement. Let us congratulate them for their victories by acclaiming together in the House: ''WAR EAGLE!''

Thank you, Mr. Speaker, for your consideration of these Americans. As a tribute for the families of these proud young men and women, please enter their names into the CONGRESSIONAL RECORD:

Auburn University Men's Swim Team: Lyle Babcock, Chad Barlow, Seth Barry, George Bovell, Fred Bousquet, Will Brandt, Matt Bricker, Kurt Cady, Patrick Calhoun, Justin Caron, James Galloway, Mark Gangloff, Caesar Garcia, Derek Gibb, Joseph Gonzales, Andy Haidinyak.

Auburn University Women's Swim Team: Jenni Anderson, Maggie Bowen, Sally Brown, Demerae Christianson, Eileen Coparropa, Kirsty Coventry, Lauren Duerk, Magda Dyszkiewicz, Erin Gayle, Margaret Hoelzer, Kelly Jones, Heather Kemp, Jana Kolukanova, Rachel Korth, Alessandra Lawless, Leslie Lunsmann, Cassidy Maxwell, Jeri Moss, Kelsey Patterson, Ashley Rubenstein, Becky Short, Laura Swander, Erin Volcan, Amy Wheatley.

TRIBUTE TO FORMER CONGRESSMAN TENO RONCALIO

HON. BARBARA CUBIN

OF WYOMING

IN THE HOUSE OF REPRESENTATIVES

Thursday, April 3, 2003

Mrs. CUBIN. Mr. Speaker, I rise with sadness today to note the passing of one of Wyoming's most prominent and able public servants—former Congressman Teno Roncalio. Congressman Roncalio died on March 30 at the age of 87. He will be forever remembered for a body of legislative accomplishments that truly benefitted the state he loved so well.

Known to all in Wyoming as simply Teno, the Congressman was born in 1916 in Rock Springs, WY, the eighth of nine children of an immigrant Italian family. He attended the University of Wyoming, graduated in 1939, and then went to Washington to work for Wyoming Senator Joe Mahoney. He enrolled in Catholic University Law School, only to have his studies interrupted by World War II. He served with distinction in the 18th infantry, and saw combat in seven campaigns including Africa, Italy, France and Germany. He earned a Silver Star for gallantry during the D–Day Invasion at Normandy.

After World War II, he returned to his beloved state and earned a law degree at the University of Wyoming. After practicing law and serving a stint as a deputy county attorney, he was elected to Congress first in 1964 and then, after losing a Senate race, won our House seat again in 1970. He served another four terms with distinction, retiring in 1978.

During his time in Congress, Teno worked diligently on critically important issues to Wyoming. He helped boost Wyoming's share of mineral royalties, a driving force in our state's economy to this day. He wrote legislation to create a number of recreational areas in the state, including Flaming Gorge, Big Horn Canyon and Fossil Butte. After he left Congress, he continued to serve Wyoming, acting as Special Master in the adjudication of water rights on the Big-Horn-Big Wind River. His commitment to environmental concerns and preserving the beauty and history of Wyoming constitute a lasting contribution to the state.

Only last year, the Wyoming congressional delegation was successful in securing approval of legislation to name the United States Post Office in Rock Springs in Teno's honor. It was a privilege to have a part in recognizing a man with such a distinguished career of devoted public service to our state.

My thoughts and prayers are with Teno's family. He was a man of great heart and compassion who will truly be missed. Though he is gone, his legacy in Wyoming will live forever.

CHILD ABDUCTION PREVENTION ACT

SPEECH OF

HON. SHEILA JACKSON-LEE

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 27, 2003

The House in Committee of the Whole House on the State of the Union had under consideration the bill (H.R. 1104) to prevent child abductions, and for other purposes:

Ms. JACKSON-LEE of Texas. Mr. Chairman, I rise in reluctant support of H.R. 1104, the Child Abduction Prevention Act. I support H.R. 1104 reluctantly because while the resolution improves upon the AMBER Alert system, it is not a clean AMBER Alert Bill.

The provisions of H.R. 1104 that improve the AMBER Alert system are critical steps in making America safer for children. The AMBER Alert provisions of H.R. 1104 direct