

who would speak her mind and report what other people were saying about the issues, not what she thought you wanted to hear. She could always be counted on to give honest opinions on developments, controversies, and issues in the community. I believe that Aunt Eunice was part of the unique fabric that makes North Alabama such a wonderful place to live, work, and raise a family. She will be deeply missed.

Aunt Eunice is survived by her sisters Naomi Johnson and Elizabeth Lyon, brother John Jenkins, son Joseph, daughters Doris Elkins and Linda Sledge, six grandchildren, two great-grandchildren, as well as countless friends and admirers. My thoughts and prayers are with them all.

BILL MCNEAL: NATIONAL SCHOOL SUPERINTENDENT OF THE YEAR

HON. DAVID E. PRICE

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 26, 2004

Mr. PRICE of North Carolina. Mr. Speaker, I am pleased and proud to inform my colleagues that last Friday, the American Association of School Administrators selected Wake County Superintendent Bill McNeal as the 2004 National School Superintendent of the Year.

Bill has a career of service to Wake County that dates back to 1974, when he arrived to teach middle school social studies. He rose through the ranks to serve as an Assistant Principal, Principal, Assistant Superintendent and Associate Superintendent. He is a graduate of Merrick Moore High School in Durham, North Carolina and received his bachelor's and master's degrees from North Carolina Central University. Bill is the definition of a homegrown leader, and I couldn't be more pleased that his outstanding commitment to education has been recognized on the national level.

As Associate Superintendent for Instructional Services, Bill played a key role in developing Goal 2003, Wake County's groundbreaking effort to take elementary education to a new level. Adopted by the Wake County Board of Education in 1998, Goal 2003 aimed to have 95 percent of the county's third and eighth graders performing at or above grade level in 5 years. Upon assuming the position of superintendent in 2000, it was Bill's challenge to implement strategies for achieving this goal. The tremendous academic improvement which has been achieved as a result is a testament to Bill's leadership and to the power of pursuing a common endeavor on behalf of our children.

Today the Wake County Public School System serves more than 104,000 students from kindergarten through 12th grade in 79 elementary schools, 25 middle schools, 16 high schools, and 5 special/alternative schools. It is North Carolina's fastest growing, highest-performing large urban school district. With a record-high average score of 1067 on the SATs, a low dropout rate, end-of-grade test scores higher than the state average for every ethnic group and income level, and continued academic growth among struggling and advanced students alike, it's evident that Bill's emphasis on academic excellence for all children has had a tremendous impact.

As a former teacher himself, Bill has worked hard to make sure that the views of educators are valued and utilized in the school system's planning efforts. He has convened the Superintendent's Teacher Advisory Council to provide him ongoing feedback about teacher and classroom issues. In addition, he recognizes that the success of schools depends on teachers accepting increasingly complex roles and leadership responsibilities. The challenge is to create the conditions necessary for success and to structure the work of teaching to make it more attractive and rewarding.

Mr. Speaker, as I join in recognizing Bill McNeal for this tremendous honor, I also want to thank him for his service to the schools of North Carolina's 4th District. Just this week, Forbes Magazine named the school system he leads third in the nation on its Top Ten List for the Best Education in the Biggest Cities. I know that Bill's outstanding efforts in Wake County will continue to serve as a model for others across the country.

HONORING TOWNSHIP OF WEST CALDWELL

HON. RODNEY P. FRELINGHUYSEN

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 26, 2004

Mr. FRELINGHUYSEN. Mr. Speaker, I rise today to honor the Township of West Caldwell, in Essex County, New Jersey a vibrant community I am proud to represent. Incorporated on February 16, 1904, the good citizens of West Caldwell are celebrating the Township's Centennial Anniversary with special events throughout the entire year.

In the very early history of our country, well before the American Revolution, the towns known today as Caldwell, West Caldwell, North Caldwell, Verona, Essex Fells, Roseland, Fairfield, Cedar Grove and Livingston were inhabited by the Lenni Lenape Indians. As Europeans emigrated to the New World, however, property ownership changed hands; and soon the entire region was purchased by the newcomers and renamed Horseneck. A century after Puritans settled the "metropolis" of the area known as Newark in 1666, steadily growing populations spurred settlers to move slightly westward to occupy what would be the Caldwells in the early 1700s. Almost 50 years of peace followed, until disputes over property rights with the Royal Proprietors of the colony led to jailbreaks and protests led down the narrow, dusty road called Bloomfield Avenue, which today remains a major business corridor through Essex County.

At the time of the Horseneck Riots in 1745, James Caldwell, after whom the Caldwells are named, was a young boy of about 11 years. By the time of the Revolution, though, he was an adult, a minister, in fact, who had endeared himself to the people of Horseneck by journeying over the mountains to preach to them. During the War for Independence not long afterwards, Caldwell earned the nickname "the Fighting Parson" because of his aid to Washington's men as they battled in various parts of Horseneck. Following the Revolution, a local chapel was finally erected and in memory of the Fighting Parson who had stood with them since colonial times, the citizens of Horseneck in 1798 renamed their home "Caldwell."

Caldwell Township flourished throughout the 1800's. Prescribed by physicians as a "pure air" retreat for patients with all kinds of ailments, the quiet region was home to about 485 people (1800 census). Franklin and Westville, what would eventually become known as West Caldwell, began to grow as well. Westville, owned predominantly by the Crane and Harrison families, whose historical homes still exist, was the site of farming lands and the local sawmill. Franklin, on the other hand, was the principal business center of Caldwell Township and had an economy supported by firms, a store, two factories, a cider mill and distillery.

By 1904, the population of Caldwell Township had grown and become so spread out that public renovations could never be approved by residents on both sides of town. To alleviate the problem, on February 16, 1904, West Caldwell was incorporated as an individual borough comprised of 3,175 acres and 410 people. Like every suburb of the metropolitan New York and Newark, New Jersey area, the 20th Century brought with it incredible growth and today West Caldwell boasts more than 11,000 proud residents who treasure the Township's legacy of patriotism, its small town flavor and its strong sense of community.

Mr. Speaker, I urge you and my colleagues to join me in congratulating the residents of West Caldwell on the celebration of 100 years of a rich history and the building of one of New Jersey's finest municipalities.

RECOGNIZING THE CONTRIBUTIONS OF NIKKI YAMASHIRO

HON. HILDA L. SOLIS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 26, 2004

Ms. SOLIS. Mr. Speaker, today I rise to recognize Nikki Yamashiro, a dedicated, thoughtful, and intelligent young woman who I have been fortunate to have working on my staff for over two years.

Nikki first began working in my Washington office as an intern in the winter of 2001. We were pleased to have a resident of Monterey Park, a community I represent, and a graduate of the University of California at San Diego, in our office. Nikki quickly showed us the qualities that would make her a valuable contribution to our team—her intelligence, willingness to work hard, and commitment to the residents of California's 32nd Congressional District.

Nikki gradually worked her way up from an intern to her current position of Legislative Assistant. Along the way, she spearheaded my office's participation in the Congressional Arts—Competition and improved the efficiency of our constituent mail system. Last year, she played a key role in strengthening two bills I introduced—the Domestic Violence Courts Assistance Act and the Domestic Violence Prevention, Education, and Awareness Act. Nikki is a true champion for women's rights and has helped me build nationwide support for these bipartisan bills.

I am very proud of her work, but I am most proud of the work Nikki did to shepherd into law a bill important to our community—the Francisco A. Martinez Flores Post Office Act (Public Law 108-116). Lance Corporal Martinez Flores was a courageous Marine from

Duarte, CA, who lost his life while serving in Operation Iraqi Freedom. Nikki and I worked together to get all 53 Members of the California delegation on board as cosponsors of a bill to rename a local post office after Francisco. Nikki would not rest until we achieved our goal—and I am proud to say the post office will be officially renamed on February 28, 2004.

Although I am proud that Nikki is choosing to pursue graduate education, I know that our office will not be the same without her. Nikki is very much loved and respected by everyone she works with. I wish Nikki the best of luck in all her future endeavors. I have no doubt she can achieve anything she sets her mind to.

HONORING THE OCEANSIDE ROTARY CLUB ON THE OCCASION OF THEIR 80TH ANNIVERSARY

HON. DARRELL E. ISSA

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 26, 2004

Mr. ISSA. Mr. Speaker, I rise today to recognize the good works of the Oceanside Rotary Club on the occasion of their 80th Anniversary. The Oceanside Rotary Club was founded in 1924 and during the past 80 years has undertaken numerous philanthropic projects in its community, the nation and around the World.

The Oceanside Rotary Club has a proud motto of "Service Above Self". The club has contributed in renovation of historic structures and provides books for Marines on deployment. Oceanside Rotarians have sponsored an orphanage and senior center in Baja, Mexico and provided wheel chairs for seriously injured people in the country of Malawi.

Five years ago, Oceanside Rotary raised more than \$35,000 to buy and donate automatic external defibrillators to the City of Oceanside.

In 2002 the Oceanside Rotary Club began providing musical instruments for Oceanside Unified elementary and middle school students.

This year the Oceanside Rotary Club raised money to feed 200 needy families during the holiday season.

The Oceanside Rotary Club continues to support Rotary International's "Polio Plus" program, which is on track to eradicate this disease world-wide by the year 2005.

It gives me great pleasure to recognize the Oceanside Rotary Club for over 80 years of noteworthy service. It is these types of organizations that make our country strong. We are proud of their service to our community.

CELEBRATING THE 50TH ANNIVERSARY OF BROWN VS. TOPEKA BOARD OF EDUCATION

HON. DANNY K. DAVIS

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, February 26, 2004

Mr. DAVIS of Illinois. Mr. Speaker, I rise today to recognize and celebrate the 50th Anniversary of Brown vs. Board of Education.

This case has been acknowledged as the commencement of other milestones from the civil rights struggle. As we take the time to embrace and celebrate, Brown vs. Board of Education has truly become ground zero of the civil rights movements. This movement has affected African Americans tremendously; although Brown has opened many doors for African Americans some have remained closed. It is unfortunate that our society has not truly integrated.

Brown vs. Board of Education's primary focus was to integrate schools; however it did not pertain to anything occurring outside of schools. Several schools had been integrated, but as time persists we are continuing to revert back to a time of segregation within the schools.

Fifty years ago the U.S. Supreme Court realized the truth that, "separate educational facilities are inherently unequal." Consequently, educational integration is an essential prerequisite to achieving a just, democratic fair society, which was finally acknowledged by the high court. If the U.S. Supreme Court had not recognized this ongoing dilemma that continuously occurred I may not be standing before you all today. There would not have been as many African American's pursuing or fulfilling their dreams and providing a better lifestyle for themselves and their family.

Although Brown opened many doors and we have experienced same success, nevertheless much remains to come, such as the problems surrounding housing, poverty, inadequate education for minority children, and increasing the enrollment for post-graduate studies. Yet today, 50 years after this landmark decision, more African American, Latino, and Native American children attend segregated and unequal schools than ever before.

Currently, Black communities in every part of the country, including schools, are experiencing an increase in segregation; although it does not surpass the stratum of the pre-civil rights of the South.

Despite the fact, in my state, Illinois is one of the nation's most segregated metropolitan communities; and has been consistently among areas in the nation's most segregated, in terms of their schools. The National Center for Educational Statistics conducted a study on African American males ages 16–24 are more than twice as likely as white males to be both out of school and out of work.

It is horrendous that children of today are continuing to experience segregation within educational institutions. For instance, a study conducted by Harvard University in 2001–2002 stated, in Illinois, 18 percent of African American students attended white schools, while 61 percent of African Americans attended minority schools. Some African American children are forced to attend school in dilapidated buildings; many do not receive an adequate education, and several are displaced into special education frequently because the teacher cannot manage the child's behavior.

The school dropout rate is higher for African Americans than for whites. According to the Chicago Reporter, 2 out of 3 African American male students who entered high school did not graduate from high school within 5 years. White high school graduates are much more likely to go to college and complete college than African Americans. The problem also persists throughout post graduate degrees. For instance, of the 17,000 dental students en-

rolled in U.S. dental schools in 1998–1999, less than 1,000 were African Americans, according to the American Dental Association (ADA). The Journal of Dental Education states that, African Americans instead have a higher percentage in jobs with lower skills and lower pay, such as a Dental Assistant rather than a Dental Hygienist. This clearly demonstrates the inequalities in education for African Americans.

The Supreme Court was supposed to create and continue the legacy of "separate but equal," however our Nation is truly experiencing desegregation in public schools.

African American students nationwide are unbelievably disproportionately placed in special educational classes. These individuals who have been overly classified as special education students are confronted with the denial of equal opportunity. When compared to white children, African American children were three times as likely to be labeled "mentally retarded" or "emotionally disturbed," while minority students are usually misclassified, inadequately served, receive low quality services, or segregated from white students according to a study by Harvard University.

Currently, education is perhaps the most important function of the state and local governments. Education is a principal instrument in awakening children to their cultural values, in preparing them for later professional training, and in helping them to adjust normally to their environment. If we take away a valued education, how can we expect any child to succeed in life? Education in not an opportunity, but it is a right, which the states must make available to all on equal terms. Unfortunately, as time recedes, the condition of receiving a quality education worsens daily for African Americans. Although Martin Luther King, Jr. had a dream he also had a nightmare, which has been forgotten. He predicted and was concerned that the promise of Brown and the civil rights law would deceive those who dedicated their lives and souls for the struggle of justice: In his last book, "Where do we go from here? Chaos or Community," he stated,

For twelve years I, and others like me, had held out radiant promises of progress. I had preached to them about my dream. I had lectured to them about the not too distant day when we would have freedom. "all, here and now." I had urged them to have faith in America and in white society. Their hopes had soared. They were now booing . . . because we had urged them to have faith in people who had too often proved to be unfaithful. They were hostile because they were watching the dream that they had so readily accepted turn into a frustrating nightmare.

Now it is our duty to realize the promise of Brown, so long deferred and still so necessary for progress to occur within our Nation. I would like to leave you with one more quote by Dr. King back in 1959. He said, "As I stand here and look out upon the thousands of negro faces, and the thousands of white faces, intermingled like the waters of a river, I see only one face—the face of the future." So, too, must we. Even though we may not be here to see all the fruits of our labor, we plant these seeds for that child being born. We plant them for the young people of our future.

"Separate can never be equal!"