

of Hindus and all minorities, the following must be implemented:

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First, restoration of secularism in the constitution of Bangladesh, as it existed in the first constitution of independent Bangladesh in 1972.

Second, passage of affirmative action and hate crime laws that acknowledge the minority communities of Bangladesh.

Third, production of a white paper on atrocities against the minorities over the years, and assurance that the perpetrators of the ongoing pogrom are brought to justice.

Fourth, repatriation of the refugees, displaced people, with full compensation to the victims.

Fifth, ending of oppression of journalists and writers who report minority and human rights violations.

Six, termination of the illegal torture in custody of members of secular parties.

And seventh, allowance of an independent commission to investigate the atrocities perpetrated against the minority groups.

Mr. Speaker, I hope that these goals can be achieved and the Government of Bangladesh can take the necessary steps to international human and civil rights.

The SPEAKER pro tempore (Mr. BARRETT of South Carolina). Under a previous order of the House, the gentleman from California (Mr. GEORGE MILLER) is recognized for 5 minutes.

(Mr. GEORGE MILLER of California addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Ohio (Mr. BROWN) is recognized for 5 minutes.

(Mr. BROWN of Ohio addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Illinois (Mr. EMANUEL) is recognized for 5 minutes.

Mr. EMANUEL addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Oregon (Mr. DEFAZIO) is recognized for 5 minutes.

(Mr. DEFAZIO addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

REFLECTIONS ON BROWN v. BOARD OF EDUCATION

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas (Mr. HINOJOSA) is recognized for 5 minutes.

Mr. HINOJOSA. Mr. Speaker, today marks the 50th anniversary of the Supreme Court's landmark decision to end segregation as the law of the land. This day, in short, changed everything or almost everything in the field of race relations. This day was Monday, May 17, 1954.

Brown v. Board of Education of Topeka was about more than Topeka, Kansas. It was, in fact, a consolidation of five cases challenging segregation in public schools in the United States of America. The five cases had been heard by lower courts and had been appealed to the United States Supreme Court by attorneys representing black school children in South Carolina, Washington, D.C., Delaware, Virginia, and Topeka.

Today, we celebrate the fortitude, the integrity, and the conscience of those who stood up for American values, from the 1930s and 1940s with the Mexican neighbors in Lemon Grove and the Mendez family in Orange County, California, to the 1950s with the students of Robert Moton High School in Virginia, parents in Washington, D.C., Summerton, South Carolina, Delaware, and, yes, the Brown family of Topeka, Kansas.

In communities across the Nation, minority families united to make America's promise of equality apply to their children, too. Brown was a turning point in the battle for equal educational opportunities for all, but there is still a long way to go before we can declare victory.

Although the Supreme Court handed down its decision 50 years ago, we must not forget that Brown is not only a historical moment, but it is living law. We must rededicate ourselves to keeping the spirit of Brown alive in every State, every school district, and every school building in the country. More than 40 percent of the 1.8 million Hispanic students in Texas attend schools where they are the overwhelming majority. Texas is not the only State seeing this trend.

Across the United States, communities are increasingly isolated by race, ethnicity and socioeconomic status. Our schools reflect this isolation. Today, in 2004, Hispanic students attend the most segregated schools in the Nation.

Wealth is concentrated in certain communities and because of our system of funding schools with local property taxes, that wealth is also concentrated in certain schools. Nearly every State in the Union is engaged in court battles over school finance. It seems to me that equal opportunities and equal resources go hand in hand; do you not agree?

It is no coincidence that the Texas miracle in education followed the implementation of the so-called Robin Hood system of funding schools that moved resources from wealthier school districts to poorer ones.

In staying true to the spirit of the Brown decision, we must ensure that

America's young people have equal opportunities and that the resources to achieve them are provided, no matter what the color of their skin, no matter what their ethnic background is, no matter if they are poor, and no matter where they live in the United States, whether it be in the metropolitan cities or rural areas.

Today, the unfortunate truth is, not only have we not fulfilled the dream of equal educational opportunities, but also many of our young people are not even in "separate but unequal schools." Many are completely separated from school altogether.

The graduation rate for African American and Hispanic students hovers at 50 percent. The Manhattan Institute reports that only 20 percent of the African American students and only 16 percent of Hispanic students leave high school prepared for college. The high school diploma is the minimum entry requirement for postsecondary education and being able to compete in the 21st century workplace. Yet half of our poor and minority students are being denied the basic ticket to a productive future. The spirit of Brown demands that we take immediate action to improve high schools and graduation rates.

We must focus on fundamentals. We must work to improve the basic literacy skills of our secondary school students.

We must support reforms, which have proven effective in improving educational outcomes at the secondary school level. More importantly, we must adequately fund these programs instead of penalizing schools that desperately need our help.

Finally, we must hold ourselves accountable for high school graduation rates. Representative SUSAN DAVIS and I have introduced H.R. 3085, the Graduation for All Act, and Senator PATTY MURRAY has introduced S. 1554, the Pathways for All Students to Succeed Act to support these kinds of reforms.

A coordinated national campaign to improve secondary schools is desperately needed. This campaign must leverage resources from all stakeholders: school districts, local governments, states, philanthropic organizations, corporation, community-based organizations, and the federal government. Together we will turn this around. Together we will make the promise of the Brown decision a reality for all of our young people. Our future depends on our success in achieving equal educational opportunities for all.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New York (Mr. MEEKS) is recognized for 5 minutes.

(Mr. MEEKS of New York addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from California (Ms. WATSON) is recognized for 5 minutes.

(Ms. WATSON addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas (Ms. JACKSON-LEE) is recognized for 5 minutes.

(Ms. JACKSON-LEE of Texas addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

RECOGNIZING BROWN v. BOARD OF EDUCATION

The SPEAKER pro tempore. Under the Speaker's announced policy of January 7, 2003, the gentleman from Delaware (Mr. CASTLE) is recognized for 60 minutes as the designee of the majority leader.

Mr. CASTLE. Mr. Speaker, I am very pleased to be able to be here to share some thoughts and share my time with the gentleman from Nebraska (Mr. OSBORNE) concerning Brown v. Board of Education, what it has meant to us as a country, what it has led to, and where we are today. And then I would like to take some time and tie it in with No Child Left Behind, which I think perhaps is the most significant measure we have taken since Brown v. Board of Education to truly educate all of the young people in the world today.

I think most of us recognize by now because of all of the news and publicity that Brown v. Board of Education was decided 50 years ago. A lot of people may not know all of the States involved, but one of them happened to be my State, Delaware. Kansas is most often cited, but it was a decision made in the State of Delaware that first said separate but equal, Plessy v. Ferguson should no longer be the law of the land, but indeed we had to have integration in our schools, not just separate but equal facilities; and quite frankly, most of the facilities were not equal anyhow.

From that went the Supreme Court decision argued by Thurgood Marshall and others in which the case of Brown v. Board of Education actually found that the doctrine of separate but equal was unconstitutional in the sense it did not give everyone equal opportunity, and came forward with the new policy of full integration for everybody.

At the time it caused, frankly, some upheaval. Some were disturbed about it. Others embraced it as a solution to a lot of societal and educational problems in the United States of America. But the bottom line was that it was the law of the land. The law of the land, however, does not necessarily mean that it was carried out in that way, because even though that was the way it was stated, there were only a minimal number of students that came forward, often with a lot of publicity, police sometimes accompanying them as they went into their schools. And, indeed, some took advantage of it, but many did not.

In Delaware, other things happened later in terms of desegregation suits, bussing issues, and eventually we got to the point of full integration in Delaware, so we became at one point the second most integrated State in the United States of America. Others struggled for a longer time.

There are pockets in this country where integration took place on a sound basis in terms of bringing our schools together, but it was soon realized that all of the goodwill from Brown v. Board of Education would not be realized in full, at least any time soon, so we struggled continuously in terms of educating our young people.

But something else happened which was very interesting. It was Brown v. Board of Education, decided 50 years ago, which really paved the way for a number of other acts which are of extraordinary importance to Americans today. One is the Civil Rights Act of 1964, and then shortly thereafter the Voting Rights Act of 1965, and the Fair Housing Act of 1968. These in combination with Brown v. Board of Education have helped to integrate America to a degree America had not been previously integrated. They are certainly landmark laws and have helped turn the tide of racism which existed in our country prior to that time.

The Supreme Court revisited the ruling in 1955 to resolve some of the difficulties that were involved. As we look back at that segment of what we have done and what we are doing in the year 2004, there is recognition of a couple of things. One is in the Brown v. Board of Education suit, we were dealing primarily with African Americans. In America today, we are dealing with a greater number of minorities than we were before, as well as a greater percentage of minorities, but particularly Hispanic Americans, some Asian Americans, and a whole variety of other minorities who become actual larger numbers in our school districts. So we deal with broader issues as we deal with the questions that were raised by Brown v. Board of Education.

I think there is also a greater realization, decade by decade, maybe not year by year, of the significance of education. As I go through my communities in Delaware, as other Members go through their communities, I think there is an understanding that you can tie education into economic opportunity in America. If we do that, the issue of race, the issues of gender and geographical location, poor income, backgrounds, the various things that have been a problem before seem to melt away if we can educate all of our young people.

I would say, in 2004, there is greater emphasis on educating each and every young person in our community than there has ever been before. So Brown v. Board of Education has not been perhaps the great success that everyone would have liked it to be. We recognize this anniversary; we do not really celebrate it because a celebration would involve pure integration and no problems, and there are still some problems, but it is of overwhelming importance in the history of the United States of America. It has been extremely positive in many ways, and all of us have a responsibility to try to continue it forward.

Mr. Speaker, I am going to yield to the gentleman from Nebraska (Mr. OSBORNE), but before I do that, I am going to come back and talk about No Child Left Behind because I am firmly convinced that the only act which has really made the kind of impact difference or can at least make an impact difference similar to what we had in Brown v. Board of Education is No Child Left Behind, and they are very closely tied together.

But I would like to yield to the gentleman from Nebraska (Mr. OSBORNE) who obviously, through his coaching career, has dealt with many, many young people in terms of their educational concerns, as well as being a distinguished member of the Committee on Education and the Workforce and the vice chairman of my Subcommittee on Education Reform where we deal with kindergarten through 12th grade education, and is someone who knows as much about education and as much about young people in this country as anyone I know.

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Mr. OSBORNE. I certainly appreciate the gentleman's leadership on the subcommittee and in the area of education in general. As he mentioned, in the late 1800s, Plessy v. Ferguson set forth the separate but equal doctrine which really codified and legitimized segregation in the schools, and we ended up living with that for about 60 or 70 years. Of course, that was devastating to not only African Americans but all minority groups. The gentleman has done a good job of explaining Brown v. Board of Education in 1954, overturning the separate but equal ruling. Of course, this was a landmark decision that formally ended segregation in the schools.

Yet as the gentleman has also pointed out, inequities in education still remain over this last 50 years, and I guess we are today celebrating the 50th year anniversary of Brown v. Board of Education. Some groups in our schools are still achieving at much higher rates than others. Statistics indicate that in the fourth grade, Caucasian students are performing on achievement tests about 30 percent higher than African American and Hispanic students. This gap obviously is unacceptable. Some of these differences, I believe, are due to socioeconomic factors, but many are differences simply due to inequities and differences in the schooling and the schools that they are attending.

Since 1954, over 300 billion Federal dollars have been spent on education. With that type of expenditure, we would expect to see that achievement gap narrowing rather dramatically and probably disappearing. Yet the academic achievement gap is still persisting. Until just the last couple of years actually in many cases it has widened. Another inequity that I have noticed through my personal experience, the gentleman mentioned that I used to work on a college campus and