

below the budget request for fiscal year 2005, and \$108 million for the defense nuclear waste disposal, a reduction of \$23 million below the budget request for fiscal year 2005. These amounts authorized include a \$92.4 million reduction to the defense related administrative support account. The committee has consistently rejected funding for this account because the funding is for non-defense activities.

Once again, I thank my chairman for his superb leadership. I believe that the defense authorization bill is a good one, and that programs that fall under the purview of the Strategic Forces Subcommittee have been dealt with in a measured and responsible way. The Armed Service Committee and its staff have worked diligently and in a bipartisan manner to ensure our military remains the best equipped and best trained fighting force in the world. I would ask my colleagues that we proceed quickly with the Defense authorization, and urge support of the bill.

Mr. President, I yield the floor and my remaining time.

#### 50TH ANNIVERSARY OF BROWN VERSUS BOARD OF EDUCATION

Mr. REID. Mr. President, yesterday marked the 50th anniversary of the Supreme Court's decision to reverse the long-standing principle of "separate but equal" in our public schools. The ruling handed down in *Brown v. Board of Education* was the great catalyst America needed to move toward equal opportunities for all children.

On May 17th, 1954, the Supreme Court spoke unanimously: ". . . in the field of public education the doctrine of 'separate but equal' has no place."

When we talk about *Brown v. Board of Education*, it is natural to think about its application and enforcement in the South, because that was where the most publicized acts of segregation and discrimination took place.

But it is naïve to think that the South was the only region of America grappling with the new educational and racial standard of equality. Western states like Nevada struggled to adapt as well.

Nevada was not a place widely associated with having a large population of African Americans back in 1954 . . . but in fact it was home to many African Americans who migrated from Arkansas, Louisiana, and Texas—primarily seeking employment in Law Vegas' hospitality industry.

Clark County's classrooms were segregated before the *Brown Decision*—and they remained so afterward. While there were no written laws segregating schools in Clark County, there were impenetrable school zoning laws that made it pretty clear that children could only go to school where they lived . . . and because of housing discrimination, most black people lived in concentrated areas.

*Brown v. Board of Education* was decided in 1954, yet Clark County schools

were not officially integrated until much later, when attorney Charles Kellar arrived in Nevada in 1959. Thurgood Marshall, then head of the NAACP Bar Representation Program, solicited Mr. Kellar to move to Nevada to establish a chapter and legal representation.

At the time, one had to live in Nevada for one year before sitting for the bar exam. So, to establish residency, most white law students would engage in paralegal work, Mr. Kellar spent his year studying real estate at an unknown little college called UNLV in order to qualify for residency.

When he was finally eligible to sit for the exam, the hotel he reserved for his stay refused to admit him. He had to spend his two nights sleeping in the airport. To add insult to injury, Mr. Kellar was accused of cheating on his exam, for his results were near perfect. He had to sue the Nevada State Bar in order to gain admission, which he was finally granted in 1965.

The first case he filed was a class action suit against the Clark County School District in 1968, charging that access to an equal, public education was denied to African American students—in spite of the *Brown v. Board of Education* ruling 14 years earlier. Despite the fact that he won the case, the school district decided to convert the West Las Vegas schools to sixth grade centers, which would be fully integrated. However, the white students would be bused to the schools while the black students would have to walk.

Mr. President, the landscape of Clark County is much different today in the sense that we now publicly educate a much more diverse population of students. But there are still factors in our school system that separate and discriminate against certain groups of students: economic status, English language learners, students with learning disabilities, and so on.

I am concerned about these barriers, just as I am concerned about the gap in academic achievement between different groups of students. This gap says to me that we still have a lot of work to do in terms of providing truly equal opportunities for all of our children.

And even after 50 years, in spite of the law, segregation itself is still alive and well.

Taylor County High School in Butler, Georgia, held its first integrated prom in 31 years last year—in 2003. This year, the white students decided to return to their old tradition of holding their own private party—a segregated prom. It is disappointing to realize that segregation is still preferred by some people. But it just goes to show that we still have work to do.

The *Brown* decision truly was a landmark . . . it showed that America had come a long way since *Plessy v. Ferguson*. Before *Brown*, we knew that segregation was wrong. After *Brown*, we knew that it was illegal.

That was a tremendous step, and I am certainly grateful for it . . . but we cannot rest on our laurels.

We must keep struggling until we can live up to the spirit of the *Brown* ruling, and to the letter of the Civil Rights Act that followed 10 years later. Until we provide every child with an equal—not separate—opportunity to get a good education.

Mrs. DOLE. Mr. President, 50 years ago our Nation witnessed a significant step in providing equal education for every child of every race. On May 17, 1954, the United States Supreme Court ruled in favor of a young girl who had been denied enrollment in her neighborhood school simply because of the color of her skin. On the 50th Anniversary of the Supreme Court's *Brown vs. the Board of Education* ruling, I want to recognize the courage, vision and boldness of that decision and celebrate how far our country has come—and focus on a new bold vision that will lead us into the future.

The *Brown* decision not only called for an end to segregation—it began a process of healing in America, still needed almost 100 years after the Civil War. The *Brown* decision affirmed the constitutional promise of equality for all Americans. It overturned laws that denied millions of school children freedom and choice in education and set this country on a new course, affirming civil and human rights while demanding the full respect and protection of the law for all people. *Brown vs. the Board of Education* was a decision of courage and conviction and was one of the finest moments of the American judicial system. But while this decision paved the way for the establishment of equal learning environments, today there is evidence of work yet to be done.

Unfortunately, 50 years later, we still have a relatively two-tiered education system. Many students are in schools where they are receiving an incredible education; other children are in mediocre classrooms, emerging at the end of each school year barely even able to read at the levels of their peers. The reality is disheartening: nationally, at the fourth-grade level, the achievement gap in reading between blacks and whites is 28 percentage points. And consider this: only one in six African-Americans can read proficiently after graduating from high school. It truly is hard to believe such disparity exists today.

Years after opening the doors of opportunity to every child—regardless of their race—we have yet to truly take advantage of the possibilities *Brown vs. Board* created. Breaking through prejudice in school enrollment was the first step—educating each and every student to his or her full potential is the next. I give President Bush much credit for recognizing this problem and applaud his willingness to make it an issue in the last national election. He said that, if elected, he would institute change, and he did. Within four days of assuming office, he provided a blueprint that became the No Child Left Behind Act of 2001—an act that was passed with wide bipartisan support.

With this law our country is beginning to address the achievement gap. The “old ways” will no longer be tolerated. Along with many mothers, fathers, teachers and school administrators, we are demanding equity, justice and inclusion for every child.

This significant piece of legislation raises academic standards, holds schools accountable for performance, requires that every child learn to read, works to ensure that there is a quality teacher in every classroom, and provides more choices and flexibility for parents.

Accountability is the cornerstone of what makes No Child Left Behind so bold and visionary. In the past, the Federal Government would send checks to fund education and hope something good might happen. Now the Government is sending checks—at record levels, contrary to partisan charges—and asking school systems to show what progress they are making and what problems remain to be addressed.

While many years passed before the Brown vs. Board decision made a visible difference in our classrooms, it took far less time to see the changes initiated by No Child Left Behind. I am pleased to say we have witnessed this progress in my home State of North Carolina. In Charlotte, our State's largest city, reading levels have risen significantly. Dr. Jim Pugsley, superintendent of Charlotte-Mecklenburg Schools, has a lot to be proud of. Just a few years ago, only 35 percent of African-American fifth graders in his district were reading at grade level, but today, that number has more than doubled to 78 percent of African American fifth graders reading at grade level.

Schools all over the country are celebrating similar results. The Chicago Sun Times recently reported that Chicago public school children who transferred from schools in need of improvement to higher performing schools under NCLB showed an 8 percent greater learning gain in reading and math than the national average.

Granted, you cannot set lofty goals for thousands of schools without providing the funding to back it up. I am pleased to say president Bush, along with this Congress, is working to secure significant amounts for our school system. In fact, the United States spends more money in our K-12 education system than any other country in the world with the exception of Switzerland. This year, the President has requested unprecedented funding increases for education in his overall fiscal year 2005 budget. Never before has a President invested so much in education. Total spending for K-12 education has gone up \$9.7 billion since No Child Left Behind was signed into law. In fact, the President's 2005 budget requests \$2.5 billion for North Carolina education—that is 54 percent more than when President Bush took office. The 2005 budget also increases title I funding to \$290.5 million to help our State's neediest children. That is more

than \$113 million above 2001 levels. Funding for schools in North Carolina and throughout the country is finally tied to real accountability for real results. I will continue to work with the education leaders in my home State to ensure that each child receives the best education possible—and to ensure that No Child Left Behind continues to build on the foundation the Brown Decision laid for closing the opportunity gap in classrooms across America.

Our classrooms are the training ground for America's future, and our schools and teachers are entrusted with the minds of tomorrow. We must guarantee that those minds are being challenged, educated and encouraged to their greatest potential. Together with the standard of excellence provided by the No Child Left Behind Act, teachers, parents and students have the opportunity to continue the dream first realized 50 years ago through the Brown vs. the Board of Education ruling. A dream where every child has the right to be educated—and none of them will be left behind.

Mr. EDWARDS. Mr. President, 50 years ago on a Monday in May, the Supreme Court revealed the soul of our Constitution when it said, “. . . in the field of education, separate but equal has no place.” It was a moral decision just as much as it was a legal decision that ended discrimination in every place across America.

Some of you remember that day. I was just born and can only imagine what it was like to experience that moment of truth. To hear those words “has no place” To see those headlines, “Supreme Court bans . . .” To feel the advance of justice. It was a glorious day in America and for all those families, children, teachers, and heroes of the last two centuries who risked their lives to move America to that moment.

All of that effort and success and history was wrapped in the family name, Brown. But we can never forget that there were other families involved in that case.

One of these cases began in my birth state of South Carolina. The African-American kids had to walk up to nine miles each way between their homes and their only school in Summerton. The white kids had 30 school buses to take them back and forth to their schools. The African American parents went to the Clarendon County School Board with a simple request—one school bus.

The school board said no. So J.A. De Laine, a minister, convinced a humble farmer named Levi Pearson to sue the Clarendon County school district for buses. That case was Briggs v. Elliott and became one of the five cases from around the country that were consolidated and eventually became known as Brown v. Board of Education.

The long journey from the back roads of South Carolina to the chambers of the Supreme Court was mapped out and led by attorney Charles Hamilton Houston. Together with his protégé

Thurgood Marshall, Charlie Houston patiently, painstakingly and brilliantly used the Constitution to correct itself and end legal segregation forever.

And the other cases were from Delaware, Virginia, and the District of Columbia. The other names were Belton, Davis, and Bolling. And in Topeka, there were 12 other families involved, nearly 200 total. This wasn't one case and one person and one school, but the cause of millions, and ultimately a cause for all of America.

You and I know that this country has made progress. The “White Only Signs” have come down. Thurgood Marshall went on to serve on the Supreme Court. We have Congressman and women and Senators who have taken their place in our national leadership. And we have doctors and lawyers and storeowners in every neighborhood and in any town.

We have come far, but we're not there yet.

I grew up in an America that was growing up too with this landmark decision. This is something I've lived with my entire life living in the South in the '50s and '60s.

We all have a responsibility when it comes to issues of race and equality and civil rights, but as a Southerner, I feel an especially enormous responsibility to lead on this issue. We Southerners have this special responsibility, not only because we know America's tragic and painful history on race, but also because we have led the way in breaking free from that history.

From the time I was very young, I saw up close the ugly face of segregation and discrimination. I saw young African-American kids shuttled upstairs in movie theaters. I saw white only signs on restaurant doors and luncheon counters. When I was in the sixth grade, my teacher walked into the classroom and said he wouldn't teach in an integrated school.

But even in the struggle's darkest days, countless Southerners stood as profiles in courage. For every George Wallace, we had a Terry Sanford. There were four Southern Justices on the Court that decided Brown. And it was Lyndon Johnson, a Texan, who told a joint session of Congress in 1965, “We SHALL overcome!”

I have heard some of these pundits and politicians on television debate where and when in America we can talk about this issue. They think it is fine to stop and pat ourselves on the back on special days like today or Martin Luther King Day or during Black History Month. But they don't think we should talk about race and equality and civil rights any other time. But we need to talk about this everyday and everywhere.

Why? Because this is not an African-American issue. This is not a Hispanic-American issue or an Asian-American issue. This is an American issue. It is about who we are. What our values are. What kind of country we want to live

in. What kind of country we want our children and grandchildren to live in.

We have come far, but we are not there yet.

We need leaders who not only talk the talk of civil rights and equality, but are willing to DO something about it. We need leaders who understand that 50 years after *Brown v. Board of Education* we still have two public school systems in America: one for students who live in affluent communities and another for students who don't. There are still students in our rural areas and in our cities who try to learn in a crowded trailer, learn to read under a crumbling ceiling, and try to study science with equipment that ought to be seen only in their history books.

Yes, there are signs of hope. In my own State, for example, schools in Charlotte and Durham and elsewhere are raising test scores while also closing the achievement gap.

But the truth is that while our best public schools are among the best in the world—the state of many of our schools remains the shame of our Nation.

Education has made all the difference in my life. I was the first member of my family to go to college. But millions of our children are being denied the opportunities I had.

Poor and minority students come to school with greater challenges, and our education system then turns around and gives them less of everything that matters. We spend less in their classrooms. We give them fewer qualified teachers. And we teach them a weaker curriculum. One Washington, DC, high school enrolls three times more students in “office reprographics”—training on photocopiers—than in pre-calculus and calculus combined.

Millions of our young people drop out, turning their backs on their futures. Minority students have only a 50-50 chance of finishing high school.

Those who do make it to their senior year are four years behind their peers in reading and math. That's right—minority seniors test at the same level as white eighth-graders.

And just last week, a judge in Topeka, KS, of all places, ordered the public schools shut down because the funding was so inequitable that it utterly failed to serve the needs of poor, minority, disabled and non-English speaking children.

In his opinion, Judge Bullock quoted directly from *Brown*: “Today, education is perhaps the most important function of State and local governments. . . . It is required in the performance of our most basic public responsibilities, even service in the armed forces. . . . In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the State has undertaken to provide it, must be made available to all on equal terms.”

We have come far, but we are not there yet.

Fifty years later, we are still fighting that fight. But thank God we have some courageous judges who uphold our civil rights laws and ensure equal justice for all. We have to continue to fight for judges who will enforce our civil rights laws and stand up for equality in America. We have so much work to do with economic equality and educational equality. That takes leadership, not slogans and photo ops.

The administration can talk about “No Child Left Behind” all they want. It is great rhetoric.

But the reality is that children are being left behind all over the country. They sit in the back of the classroom, wishing they could do better, but no one hears them, no one sees them. They walk the halls and go unnoticed because our schools are so crowded now that no one knows their names. They try their best, but drop out of high school—they give up on their education because the education system has given up on them.

None of us would tolerate that for our own children. Well, these ARE our children. Every single one of them. Their failure is our failure. And their success is our success. We've got to do better by them. Yes we must have high expectations of them. But as David Broder noted in a recent column, we also have to provide the resources they need to meet those standards.

And that takes real leadership not rhetoric. Real leadership is courage, and commitment, and action. It means doing everything we can to make equality a reality—not only in our laws, but in our lives, in communities where poverty and discrimination remain a scar on our Nation.

More than anything, leadership means recognizing that social justice is not a zero-sum game where “we” give something to “them”—whether it's women or minorities or immigrants. The *Brown* decision was not about some “them.” It was about “us.” All of us.

We have come so far, but we are not there yet.

I believe that the best way to mark the 50th anniversary of the *Brown* decision is to push onward with all of the strength and determination we can muster to ensure that the promise of *Brown* is finally realized. It is time to honor those heroes who would not quit, who would not settle for anything less than the right book to read, a school bus to ride on, and a great teacher to guide them.

In moving forward, we honor the Little Rock Nine who walked passed angry mobs, and inspired the Nation with their grace. We honor James Meredith, who persevered despite the full weight of Mississippi demanding that he stay home. We honor little Ruby Bridges, who needed U.S. Marshals to protect her from the wall of human hate that stood between her and her new school—a scene so compelling that Norman

Rockwell used it as the basis for his painting, “The Problem We All Live With” that I have hanging in one of my Senate offices. And all of the families who joined the NAACP to take down *Plessy vs. Ferguson* once and for all.

When those walls were raised; when all the doors and gates were locked, the African American community found its own gateway to a good education. Despite all of the odds, despite those in power who said, “You can't have this chance,” ordinary people stood together tall and strong and said, “Yes we can!”

These moments of history shadow us today. These heroes are looking right over our shoulders. They are urging us to move forward. They are telling us, “we've brought you this far, but you're not there yet.”

Our journey to one America is the greatest mission of our history. Our work, our effort, our commitment must be constant. I know mine is. Together, from the heights of national power to every local Head Start center, we must strive to open doors, to make sure that there's always a seat at the table, and the voices of all Americans will be heard.

I believe that wherever you live, whoever your family is, and whatever the color of your skin is, if you are willing to work hard, you ought to be able to go as far as your God-given talents and hard work will take you. We believe in bringing people together. What we believe, what I believe, is that the family you are born into and the color of your skin will never control what you are able to do or how far you can go in this, our America.

That is the America we should all believe in. That is the promise of the *Brown* decision. And that is the America we can create, not just for a precious few, but for everyone.

We have come far and we are not done, but I do believe that we WILL get there yet.

I ask unanimous consent to print an article from the Washington Post written by David Broder entitled “Still Separate and Unequal.”

There being no objection, the material was ordered to be printed in the RECORD, as follows:

[From the Washington Post, May 13, 2004]

STILL SEPARATE AND UNEQUAL

(By David S. Broder)

In his “two Americas” stump speech—the single most powerful message anyone delivered in the Democratic primaries this winter—Sen. John Edwards of North Carolina talked bluntly about the differences between the education, health care, housing and other basics available to the well-off and the working poor in this country.

“We have two different school systems,” Edwards said in countless appearances, “one for people in the most affluent communities and another for everyone else.” That message—largely dismissed by the Bush White House and de-emphasized by John Kerry in his reach for middle-class votes—is of special relevance as the nation prepares to note the 50th anniversary on Monday of the supreme Court decision that formally ended racial segregation in our schools.

Brown v. Board of Education was a legal landmark, but the reason that the anniversary is being observed, rather than celebrated, is what Edwards had the courage to point out. In far too many places, the notion of equal opportunity in education is still far from reality.

In "Beyond Brown v. Board: The Final Battle for Excellence in American Education," written for the Rockefeller Foundation and published this week, Ellis Cose of Newsweek cites example after example of the holes that remain in the system. "[B]lack (and Puerto Ricans and Mexican-Americans) do not, for the most part, go to the same schools, or even the same types of schools, as do the majority of non-Hispanic whites," Cose wrote. "They are more likely to go to schools such as those found in parts of rural South Carolina; schools that, were it not for the American flags proudly flying over the roofs, might have been plucked out of some impoverished country that see education as a luxury it can barely afford."

The law firm headed by Richard Riley, the former secretary of education in the Clinton Cabinet, represents parents and school officials in several of those poor South Carolina counties in a lawsuit seeking to force the state to provide more funds for those schools. With integration—the original goal for the Brown decision—thwarted in many places by residential segregation, resistance to busing and the growing reluctance of federal courts to impose their orders, Cose points out that the new legal battleground has become state court lawsuits seeking "adequacy" in school funding.

The suits, which have begun to win scattered success in states as diverse as New York, North Carolina, Arizona and Idaho since the first breakthrough in Kentucky in 1989, ask the courts to require that the state determine what it takes to educate a child adequately—in staff, facilities, books and equipment—and come up with the money to provide it.

The movements fits logically with the standards set in President Bush's No Child Left Behind education reform. The 2002 law aims at either rescuing or shuttering low-performing schools and especially at helping students who have been shuffled through grades without really getting an education.

By measuring youngsters' competence in basic skills at regular intervals and requiring adequate progress for all parts of the school population—not just the bright students—NCLB pressures states and districts to take steps to eliminate education failures. And that in turn sets up a demand for better principals and teachers and materials.

But standards by themselves will not end the two-track education system. Resources have to flow to the schools and districts that lack the tools they need. A recently published "Look Inside 33 School Districts" by the Center on Education Policy, an independent advocate for more effective public schools, draws the contrast.

The Romulus, N.Y., school system, a small suburban district between Rochester and Syracuse, has found no difficulty meeting the first two years of NCLB requirements. "The district has taken steps to not only recruit well-qualified teachers for any vacancies that arise, but also retain them," the report says. "Romulus has established an extensive mentoring program that taps the expertise of retired teachers by matching them in mentor relationships with new teachers" that continue for a full year. No surprise, then, that "Romulus students perform at high levels."

A few pages later in the report one finds the Cleveland Municipal School District, whose officials "applaud the spirit of NCLB and agree that schools should be held ac-

countable" but where "implementation has been rocky." The district could not reach its mandated improvement goals, with 27 schools on a watch list for failing to meet standards. Officials cannot say how many Cleveland teachers rate as "highly qualified." And state budget cuts cost Cleveland schools \$33 million in the current biennium.

The Romulus schools are 97 percent white; the Cleveland schools, 80 percent non-white. Fifty years after Brown, John Edwards' description still applies.

Mr. SCHUMER. Mr. President, I commemorate the 50th anniversary of the landmark United States Supreme Court decision, Brown v. Board of Education.

On May 17, 1954, Justice Earl Warren read the unanimous decision of the United States Supreme Court, which stated, "We conclude that, in the field of public education, the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

The decision made a statement about the course that this country needed to take to achieve the greatness that we, as a Nation, are capable of achieving. Brown v. Board of Education became the measure of equality—and a platform on which the civil rights era was born.

In December 1955, Rosa Parks refused to give up her seat on a Montgomery, AL, bus to a white person and was arrested. This sparked an outrage in the African American community, who decided to boycott the city's buses as a way to challenge the city's segregation laws. The boycott led to a 1956 Supreme Court decision that banned segregated buses.

In September 1957, the commitment to equality in education was reiterated in Little Rock, AK, when President Eisenhower sent troops to Central High School to uphold the Supreme Court's desegregation order protecting the rights of the "Little Rock Nine."

In 1960, four freshmen from North Carolina Agricultural and Technical College in Greensboro, NC, were refused service at a lunch counter at the F.W. Woolworth Store. They sat quietly, without being served, until the store's closing. The next day, they returned with 25 more students from the college. Peaceful protests at lunch counters across the country were initiated and lasted for weeks. The lunch counter protests resulted in a number of stores integrating prior to the passage of the Civil Rights Act of 1964.

On October 1, 1962, federal officials escorted James Meredith, as he became the first African American to enroll at, and later graduate from, the University of Mississippi.

On August 28, 1963, hundreds of thousands of marchers—of all races—descended on Washington, DC to urge Congress to pass legislation to provide equal access to public facilities, quality education, sufficient employment and housing options for African Americans.

The Brown decision and the events flowing from it were major catalysts

that led the way for the passage of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Fair Housing Act of 1968.

While we must never lose sight of the benefit and the power of the Brown v. Board of Education decision, we must not believe that the fight for true equality is over and won.

Fifty years later, our country is struggling along the path toward a truly equal society. Unfortunately, today, in many areas, we are still separate and unequal. Individuals come to work in integrated environments and return home to segregated neighborhoods. Parents send their children to schools that seem to be returning to those reminiscent of the days of segregation.

The road to Brown v. Board of Education was not an easy one, nor was it swift. So, on this, the 50th Anniversary of the Brown v. Board of Education decision, it is important that we not only recognize the struggle behind the Civil Rights movement, but that we rededicate ourselves to the goal of providing equal opportunity for all.

#### VOTE EXPLANATION

Mr. BIDEN. Mr. President, as was announced yesterday, I was not able to be here for the vote on the amendment offered by Senator HUTCHISON, No. 3152, which includes service academy cadets and midshipmen in the military's disability discharge and retirement system and allows ROTC cadets to use TRICARE supplemental health care programs when they are injured during training. This amendment makes an important improvement to the health care of our future military leaders, and I would like the record to reflect that, had I been here, I would have voted for that amendment which passed unanimously.

#### LOCAL LAW ENFORCEMENT ACT OF 2003

Mr. SMITH. Mr. President, I rise today to speak about the need for hate crimes legislation. On May 1, 2003, Senator KENNEDY and I introduced the Local Law Enforcement Enhancement Act, a bill that would add new categories to current hate crimes law, sending a signal that violence of any kind is unacceptable in our society.

On January 15, 2001, a man was killed in a ninja-like stabbing in Prospect Park, NY, near a popular area for gay men. The victim was slashed across the throat and stabbed in the chest and back. Because nothing was stolen from the victim, police believe he was killed because he was believed to be gay.

I believe that Government's first duty is to defend its citizens, to defend them against the harms that come out of hate. The Local Law Enforcement Enhancement Act is a symbol that can become substance. I believe that by passing this legislation and changing current law, we can change hearts and minds as well.