

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

□ 1945

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.