

Each year more than 1,400 children die as motor vehicle passengers, and an additional 280,000 are injured. Despite these horrifying figures, parents are still allowing their children to ride unrestrained.

More disturbing is the fact that of children who are buckled up, roughly half are restrained incorrectly—increasing the risk of serious or fatal injuries. Tragically, most of these injuries could have been prevented. Car seats are proven life savers, reducing the risk of death by 69 percent for infants and 47 percent for toddlers.

With programs like the Child Passenger Protection Grants, we can prevent these senseless deaths and injuries by increasing awareness in our communities.

In my district, the Drivers' Appeal for National Awareness (DANA) Foundation has worked tirelessly to increase public awareness for child passenger safety. Joe Colella, from Montgomery County, founded the DANA Foundation in memory of his niece, Dana, who died because of injuries sustained in a crash while riding in a child restraint that was installed with an incompatible system.

Joe deserves great credit for bringing the incompatibility problem to the attention of the National Highway Transportation Safety Administration (NHTSA) and to Congress. Because of the DANA Foundation's efforts, the nation is now better educated and aware about the proper installation of children's safety seats in motor vehicles.

Protecting our children is a national issue that deserves national attention. I urge my colleagues; to support H.R. 691, as well as other noble efforts to increase child passenger safety.

WHO WAS THAT MASKED MAN?
JOHN HART

HON. JAMES A. BARCIA

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 28, 2001

Mr. BARCIA. Mr. Speaker, I rise today to pay tribute to the substantial and laudable Hollywood career of John Hart, a true cowboy hero. His work has spanned every aspect of the silver screen, from writing to acting, from directing to stunt work. But for thousands of fans, his name will forever be synonymous with the signature black mask of the Lone Ranger, the stirring strains of the "William Tell Overture" and a hearty "Hi-yo Silver, away!"

Growing up in the Los Angeles area with a drama critic for a mother, acting was introduced to John early in his life. After studying drama at Pasadena City College, John landed his first motion picture job working for Cecil B. DeMille in "The Buccaneer." After appearing in many gangster pictures, John was drafted into the Army, where he spent the next five years writing, producing, and directing touring shows for the Fifth Air Force.

Upon his return to Hollywood, John was destined to trade in his gangster's fedora for the good guy's white hat. He quickly discovered Westerns, playing the Lone Ranger in the television series for two seasons beginning in 1952. With his trusty sidekick, Tonto, played

by Jay Silverheels, the Lone Ranger was heroic inspiration for children all across America as the pair vanquished bad guys in the fight for law and order in the Old West. John went on to play title roles in "Jack Armstrong, The All-American Boy," "Captain Africa," and, with Lon Chaney, Jr., "Hawkeye and the Last of the Mohicans." He has appeared in more than 300 television shows and movies and has a lengthy resume of behind-the-camera work.

In today's world, it is easy to forget the thrilling days of yesteryear when heroes wore white, villains were always brought to justice and the Lone Ranger rode again. How refreshing it is to recall that his silver bullets never killed anyone and that he never sought compensation or credit for his good deeds. In testament to his hero status, children everywhere brought Lone Ranger lunch boxes to school and wore his trademark black mask during imaginary Old West games.

Finally, Mr. Speaker, I wish to commend John Hart for his role as an early pioneer in the film industry. Hollywood has changed greatly since the first motion pictures, but our expectations have not: We still look for the hero to ride off into the sunset after giving the villain his due. I ask my colleagues to join me in praising John Hart for a lifetime of honoring the Lone Ranger creed of justice.

BROWN v. BOARD OF EDUCATION
50TH ANNIVERSARY COMMISSION

SPEECH OF

HON. CHARLES B. RANGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 27, 2001

Mr. RANGEL. Mr. Speaker, I rise to praise my colleagues on both sides of the aisle for yesterday's overwhelming passage of H.R. 2133. This legislation would establish a commission to encourage and provide for commemorating the 50th anniversary in the year of 2004 of the Supreme Court's unanimous and landmark 1954 decision in *Brown v. Board of Education of Topeka Kansas*—the most momentous in the 20th Century.

While the 13th, 14th, and 15th Amendments to the Constitution outlawed slavery, guaranteed rights of citizenship to naturalized citizens and due process, equal protection and voting rights, nearly a century would pass before the last vestiges of "legalized" discrimination and inequality would be effectively revoked. The right of equal protection under the law for African-Americans was dealt a heavy blow with the Supreme Court's 1875 decision to uphold a lower court in *Plessy v. Ferguson*. The *Plessy* decision created the infamous "separate but equal" doctrine that made segregation "constitutional" for almost 80 years.

It was not until the 1950's, when the NAACP defense team led by the Honorable Thurgood Marshall as general counsel, launched a national campaign to challenge segregation at the elementary school level that effective and lasting change was achieved. In five individually unique cases filed in four states and the District of Columbia, the NAACP defense team not only claimed that segregated schools told Black children they

were inferior to White children, but that the "separate but equal" ruling in *Plessy* violated equal protection. Although all five lost in the lower courts, the U.S. Supreme Court accepted each case in turn, hearing them collectively in what became *Brown v. Board of Education*. The *Brown* decision brought a decisive end to segregation and discrimination in our public school systems, and gradually our national, cultural and social consciousness as well.

The fight, however, did not end there. We may have overcome segregation and racism, but now the fight is economic, one in which some of our schools are inferior to others because of inadequate funding, overcrowded classrooms, dilapidated school buildings and a nationwide lack of teachers. We only have to look at the high levels of crime, drug use, juvenile delinquency, teen pregnancy and unemployment to know the value of a good education. If *Brown* taught us anything, it is that without the proper educational tools, young people lose hope for the future.

No one challenges the concept of investing in human capital, but it is a well-known fact that we spend ten times as much to incarcerate than we do to educate. If we can find the resources to fund a tax cut and for a U.S. prison system with nearly 2 million inmates, we can give our public schools the repairs and facilities they desperately need, we can reduce class sizes and provide adequate pay to attract the best and brightest into the teaching profession.

Again, while I applaud yesterday's passage of H.R. 2133, I urge my colleagues to remember the lessons of *Brown v. Board of Education* when we consider our national priorities by committing ourselves to addressing the unfulfilled promises of equality and opportunity contained in the *Brown* decision.

TEAM PROBLEM SOLVERS

HON. JANICE D. SCHAKOWSKY

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 28, 2001

Ms. SCHAKOWSKY. Mr. Speaker, recently, we debated ways to improve educational opportunities. I would like to draw my colleagues' attention to a program that is doing just that.

The Future Problem Solving Program has a significant and positive impact on the education of students in grades 4 through 12. It is part of a nationwide and international effort to teach children and teens creative thinking and problem-solving skills. Problem-solving skills have been proven to be essential characteristics for young people entering the increasingly competitive job market. This non-profit program, which operates in 44 states as well as Australia, New Zealand, Malaysia, Chile, and Canada, teaches young people these important skills.

Students have the opportunity to apply their critical thinking skills to real-world problems such as restoration of imperiled natural habitats and genetic engineering. The program is structured around a six-step model for solving complex problems. The steps include recognizing potential challenges, generating and evaluating solutions and developing a plan for