

percent of law degrees, compared with 7 percent in 1972; In 1994, 44 percent of all doctoral degrees to U.S. citizens went to women, up from 25 percent in 1977.

Title IX governs the overall equity of treatment and opportunity in athletics while giving schools the flexibility to choose sports based on student body interest, geographic influence, a given school's budget restraints, and gender ratio. The focus is on the necessity for women to have opportunities equal to men on the whole, not on an individual basis.

Here are just a few statistics that illustrate the impact this groundbreaking legislation has had: In 1971, about 31,000 women were involved in college sports and today that number has more than tripled; From 1971 to 1998, spending on athletic scholarships for women has grown from less than \$100,000 to almost \$200 million; In 1971, there was an average of 2.1 women's teams at colleges and now that number is at a record 7.7 per school; In 1971, the athletic participation of all girls in this country was 294,015. Today, this number has climbed to over 2.2 million; Forty percent of athletes at Division I schools in 1997-98 were women—a 5 percent increase from 1996-97; During the same year, women received 40 percent of athletic scholarship budgets—a 14 percent rise from the previous year.

In closing, let me thank, on behalf of all Americans, Congresswomen PATSY MINK and Edith Green and all the girls and women who inspire and lead us each and every day.

Ms. ROYBAL-ALLARD. Mr. Speaker, I am delighted to join my women colleagues to commemorate Title IX's successes and achievements. First, I would like to commend my colleague and friend, Congresswoman PATSY MINK, as well as former Oregon Congresswoman Edith Green who authored and initiated Title IX over 20 years ago. Their contributions in support of equal opportunity for women have been invaluable.

Signed into law in 1972, Title IX is the landmark civil rights law that banned sex discrimination in schools in both academics and athletics. While the law applied to all education programs in schools receiving federal aid, it has become best known for expanding athletic opportunities for women.

Since Title IX's passage, women's participation in intercollegiate sports has skyrocketed: When Title IX was first passed, there were 31,000 women participating in intercollegiate athletics. Today, that number is over 120,000—a four-fold increase.

A recent survey showed that the number of women's collegiate teams have risen from 5.6 teams per school in 1977 to 7.5 in 1996.

Simply put, Title IX has been a smashing success for women's collegiate sports, which were virtually non-existent in the early 1970's.

But critics still like to lambaste Title IX, alleging that it's decimated men's sports or gone too far.

Let's put these tired old myths about Title IX to rest:

Myth #1: Title IX enforces quotas against men.

Nothing could be further from the truth. Title IX forbids quotas. It simply prohibits sex discrimination in federally funded education programs. That means female students must have equal opportunities to participate in education programs, including athletics. Utilizing a three-prong test, schools can show they comply with Title IX by fulfilling one of three re-

quirements, offering schools flexibility and ample room for Title IX compliance.

Myth #2: Title IX will cause the elimination of men's collegiate sports.

Title IX does not require schools to cut men's sports. Nor has Title IX ever forced a school to eliminate a men's sports program to meet compliance. Many schools have decided to cut teams in men's minor sports, such as gymnastics and wrestling, for a combination of reasons, including budget constraints, changes in student interest, alumni support, liability or risk of injury. Let's not forget that football and basketball budgets consume a whopping 69% of the average Division I-A school's men's athletic operating budget. Perhaps Title IX critics should point their finger at poor fiscal management or excessive support for one sport—not at Title IX—for the decline in men's sports.

Myth #3: Title IX has gone too far.

Despite Title IX's successes, we still have a long way to go. The fact is that women's athletics continue to lag behind men's programs. Compared to men, female athletes have only 38% of scholarships. From 1992-1997, men's athletic budgets, in Division I-A alone, increased by 139%. In contrast, women's budget increased during this time period by 89%. From fewer scholarships, to inferior athletic equipment and facilities, the playing field for female athletes is far from level. We need Title IX now more than ever.

Finally, the latest myth about Title IX is this: Title IX cannot be credited for the country's stunning success in women's soccer, because we produced the finest soccer players through independent youth leagues, outside the scope of Title IX. Let me quote a recent article in the latest edition of the conservative magazine *The Weekly Standard*: "Title IX could not possibly have had anything to do with the team's success . . . seven of this year's eleven starters . . . all joined the U.S. national squad as teenagers in the 1980s—Title IX's 'dark ages'".

Where do Title IX critics think these women played while they were college-age? They played at universities with top-notch college soccer teams. It is the heralded successes of the University of North Carolina's women's soccer team, the University of Tennessee's women's basketball team, and other Division I-A teams and their recruitment of top female high school athletes that has been a driving force in promoting athletic programs at the high school level, both public and private. In fact, in high school, the number of female athletes has jumped from 294,000 in 1971 to 2.4 million in 1995. Indeed, Title IX has sent the message to our young women that they have far more opportunities to compete at the college level and to qualify for college scholarships than any prior generation.

In closing, Title IX has helped put women's sports on the map, including swimming, gymnastics, softball, lacrosse, field hockey, track and field, basketball and soccer. But perhaps Title IX's most important triumph is that it tells our girls that they can be and do whatever they want—and that includes excelling in sports and academics.

#### TITLE IX

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Ohio (Mrs. JONES) is recognized for 5 minutes.

Mrs. JONES of Ohio. Mr. Speaker, I rise this evening, and I had other comments prepared, but I do not want to be repetitious. I am kind of going to go from the cuff and say I have been blessed to be able to stand on the floor this evening with my colleague who put into practice title IX. And I say, Put into practice, because she was the one along with her colleague, Edith Green, that moved to have this legislation come to the floor, and I just want to take a moment to say: Congresswoman PATSY MINK, thank you so very much.

I have been blessed on another occasion to have worked in the campaign of Congressman Lewis Stokes back in 1968, and to stand here as his successor is another great opportunity.

So it is nice to see history in movement.

I stand here, and I would have gone through some of the statistics that my colleague, the gentlewoman from California (Ms. MILLENDER-McDONALD) went through in her presentation, but I am going to skip that. But I want to congratulate you, Congresswoman MILLENDER-McDONALD, for this evening's activity. I will move on to say in the last Olympics held in Atlanta, female athletes gave an outstanding and noteworthy performance. The last Olympics featured the first appearance of the women's softball team. The women's basketball Olympic dream team took the gold medal. The introduction of the WNBA was just 2 years ago, and I am proud to say that women in the city of Cleveland are always out in support of the Rockers. Of the 44 gold medals won by the U.S., 19 were given to women, including 5 team efforts.

In 1997, which marked the 25th anniversary of title IX, the women's addition of the National Directory of College Athletics asked people to give the most significant people or events which have effected women's inter-collegiate athletics since 1972. Of all the things presented, title IX was the one event in history that affected intercollegiate athletics.

I was proud to be able to be here in these United States when, in 1999, not only did the Duke men go to the final four, the Duke women went to the final four. That was significant for us to be able to say that.

I am almost out of time, only to say it is wonderful to turn on my television and see women athletes marketing sports products and setting the example for younger women. It is important for young women to build esteem and self-confidence, and I am pleased to say that my son, an athlete, is even proud of the women athletes that go to his school, and that is significant.

I yield to the gentlewoman from North Carolina.

Mrs. CLAYTON. Mr. Speaker, I want to thank the gentlewoman for yielding to me.

I want to deviate just a little bit too from what I had prepared to say. I am

just so appreciative hearing the history and the context and the genesis and the activity that gave rise to title IX and to tell you I did not know of the gentlewoman from Hawaii (Mrs. MINK) wanting to go into medicine. But I have been reporting about her esteemed career at the University of Chicago Law School, and she says sometimes I elevated her to be first in the class, but I was told she was in the top 10 of her class. So if she had wanted to go to medicine, she would have been a great doctor, but we are very pleased that she is a great Congresswoman, a person of commitment and substance, and not only did she do something great in the 1970s in authoring title IX, but she continues to fight for equality of education for all people. And so we want to thank her for what she has done, but we want to thank her for what she is and what she represents to the future not only for women, but for men as well because she set the kind of example of what equality means.

Not only is she making people pay for their error and not letting her get into medicine, but she is opening opportunities not only for, obviously we see what happened with Earleen Collins, the first woman commander of NASA Space; just think of the opportunity that she does for people. Well, you have helped make that possible, and we celebrate the Women's World Cup champion. Just think if we did not have a title IX, that would not have been possible for all of these college women to come together with such confidence, such skill, and such poise to represent the United States at such a way.

So I want to thank you and thank our former colleague, Edith Green, who had the courage to follow you or be with you as you made history in the 1970s for all women and for all America.

Mr. Speaker. Equality. Its something that we have strived toward for years. The question is whether we will ever really reach equality.

Tonight we are honoring our colleagues, Congresswomen PATSY MINK and Former Congresswoman Edith Green who authored and initiated Title IX: the Women's World Cup champions; and Air Force Colonel Eileen Collins, the first woman to command a NASA space shuttle.

Mr. Speaker. All of these women must be commended for their leadership in providing equity for women and men in our educational institutions. They and especially Congresswoman MINK continue to fight for equality in education.

Title IX of the Educational Amendments of 1972 is the landmark legislation that bans sex discrimination in federally assisted education programs or activities—in other words, women can not be discriminated against in academics or athletics.

Title IX grew out of the women's civil rights movement of the late 1960s and early 1970s.

During that time, Congress began to focus attention on systemic educational barriers to women and girls.

And because of this legislation, women have come a long way.

For American colleges and universities, women now constitute majorities in college enrollment and completion, and are the majority of recipients of bachelor's and master's degrees.

The proportion of women graduating from college today is now equal to that of men.

By 2006, women are projected to earn 55% of all bachelor's degrees.

In 1994, women earned 34% of all U.S. medical degrees, compared with 9% in 1972.

In 1994, women earned 43% of law degrees, compared with 7% in 1972.

In 1994, 44% of all doctoral degrees to U.S. citizens went to women, up from 25% in 1977.

There are more female faculty members now than in 1972, with women constituting 37.9% of faculty members at two-year public colleges, and 19.5% at private four-year colleges and universities.

Mr. Speaker, one of the reasons that we are celebrating the success of Title IX is that on July 10, 1999, the Women's World Cup Soccer victory reminded us about how important it is to have the protections for women that we now have.

But this victory was about more than the game and the win. It was about female athletes, sports, and equality.

In 1971, about 31,000 women were involved in college sports and today that number has more than tripled.

From 1971 to 1998, spending on athletic scholarships for women has grown from less than \$100,000 to almost \$200 million.

In 1971, the athletic participation of all girls in this country was 294,015. Today, this number has climbed to over 2.2 million!

These statistics are overwhelming. We must keep on fighting this battle.

Equality. We must remember that this is what we want to achieve. We're on our way. This victory simply reminded us of that.

I want to thank Congresswomen MILLENDER-MCDONALD and CAROLYN MALONEY for bringing this important occasion to the floor of the House of Representatives.

Mr. Speaker, please join me in celebrating how far women have come in both academics and athletics, and congratulate our colleague PATSY MINK for her leadership and vision.

#### THE SURPLUS; WHO IS IT FOR?

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

Mr. FOSSELLA. Mr. Speaker, over the next several weeks what this great country of ours is going to hear is an important debate. And that is what to do with the money generated by millions of American taxpayers who get up to work every single morning, some of whom work two jobs, the husband and the wife work as well. So, you have a husband and wife working two or three jobs a week, sometimes working 6 or 7 days to put food on the table, to pay the mortgage or to pay the rent, to make that car payment, to put away for your child's education, college, law school or med school.

Whatever hopes and dreams you have for your family, you are getting up every single day to fulfill your dream. And at the end of the week, when that

paycheck comes, a big chunk of that comes right here to Washington. And the American people have been working so hard in the last several years sustaining economic growth that we really have not seen in recent times and generating a surplus here in Washington.

Now there are those here in Washington who think it is all their money. And there are those who want to spend every single dime on their favorite projects or programs. And then there are those who feel that, you know what our job here is to represent and do what is right for the American people, for those taxpayers who generated this surplus. And when we do things like address adequately Social Security and Medicare and education and protecting the environment and strengthening our national defense, then we can believe that those things are right. Then we decide, well, what is left?

Right now Washington is projecting a \$3 trillion surplus. Now for whatever those assumptions are worth, the bottom line here is there is money that is going to be left on the table.

□ 2030

It is important for the American people and the people back home where I am from in Staten Island and Brooklyn to understand the core principles that are going to really drive this debate.

There are those of us who believe in personal freedom more for the American people, and there are those who say we need more government control. There are those who want lower taxes, because we believe in the American spirit that when we reduce taxes and allow hard-working people to keep more of what they earn, it drives economic growth, it creates more jobs, and we reinforce what we all tell and what we all believe in, and that is that in this great country, one can follow their dreams if given the chance. On the other side are those who want higher taxes.

There are those of us on this side who want limited government because we believe when government gets too large it infringes on our freedoms and liberties, and there are those on the other side who feel that government is just not big enough.

Then there are those who want economic growth as opposed to those who want bureaucratic growth, who feel that the decisions made in our communities across this great country are not good enough, but if we grow our bureaucracies here in Washington to have faceless and nameless bureaucrats make decisions for ourselves, our families and our communities and our schools, our police departments, that somehow, that is a better approach to government.

Finally, there are those who believe in the creation of more jobs in the private sector that has driven this engine to generate this surplus, and then there are those who believe we need a little bit more redtape to stifle innovation, to hurt small businesses, to add