

buy our oil from nations that harbor the very same terrorists our sons and daughters bravely fight.

In the first 6 months of this year, America gave Saddam Hussein a staggering \$2.3 billion for Iraqi oil. I do not want to send my 18-year-old son or the sons and daughters of the people of Montana to the Middle East to fight for terrorist oil, especially when we have oil available here at home.

Mr. Speaker, we need to unify as Americans, pass a comprehensive and balanced energy plan that reduces our dependence on oil sold by terrorists. We must stop bankrolling the very terrorists that our men and women are fighting currently.

We have bought enough Iraqi oil. No more.

□ 1015

DECLARING WAR ON IRAQ

(Mr. PENCE asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. PENCE. Mr. Speaker, when the USS *Maine* was detonated in the harbor of Havana, Cuba, and the United States of America believed Spain to be responsible, we did not pass a resolution in this body authorizing the use of force for a regime change in Spain. We declared war on Spain and we won.

When Pearl Harbor was decimated through a dastardly attack by the imperial government and military of Japan, we did not pass a resolution authorizing a regime change in this Congress. We declared war on Japan.

Now, in the wake of 9/11, when there is enormous circumstantial evidence to suggest complicity with al Qaeda and Iraq, we are about to debate a resolution authorizing military force for a regime change, seemingly unwilling to use the term "declare war," discharging our constitutional duty.

Mr. Speaker, can a Nation that does not possess the courage to use a word possess the will to wage a war? If the facts are there to prove complicity with terrorism and al Qaeda, and even with 9/11, the nation of Iraq, let us do no less than our duty. Let us pass a resolution to declare war.

WELFARE REFORM

(Mr. CUNNINGHAM asked and was given permission to address the House for 1 minute.)

Mr. CUNNINGHAM. Mr. Speaker, in 1993, we took up the welfare reform bill. Many on the other side fought the welfare reform bill, but I want my colleagues to know that the events that took place and the successes of welfare, I had a meeting with over 100 men and women that had been previously welfare recipients in San Diego. Every single one of them lauded the bipartisan support of that welfare bill.

I had a doctor who came to my office and said that a lad with a 14-, a 13-, and a 12-year-old girl. The 14-year-old had two children. The 13-year-old had a child. The 12-year-old, the mother

wanted to know what was wrong because her 12-year-old could not have a child. We changed those kinds of things and bettered it for children.

What we are asking is for the other body to take up the welfare reform bill that has helped millions of low income Americans and pass the welfare bill on the Senate side. We will be taking up a resolution this week, and we hope that both sides of the aisle will help to help the people that need it the most.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (Mr. DAN MILLER of Florida). The Chair would like to remind the gentleman that he should not be urging action upon the other body, the Senate, in his comments on the floor of the House.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote is objected to under clause 6 of rule XX.

Any record votes on postponed questions will be taken tomorrow.

RECOGNIZING CONTRIBUTIONS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Mr. BOEHNER. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 523) recognizing the contributions of historically Black colleges and universities.

The Clerk read as follows:

H. RES. 523

Whereas there are 105 historically Black colleges and universities in the United States;

Whereas historically Black colleges and universities provide the quality education so essential to full participation in a complex, highly technological society;

Whereas historically Black colleges and universities have a rich heritage and have played a prominent role in American history;

Whereas historically Black colleges and universities have allowed many students to attain their full potential through higher education;

Whereas the achievements and goals of historically Black colleges and universities are deserving of national recognition; and

Whereas the third week in September is an appropriate time to express that recognition: Now, therefore, be it

Resolved,

SECTION 1. RECOGNITION OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES.

The House of Representatives—

(1) recognizes the significance of historically Black colleges and universities;

(2) recognizes that historically Black colleges and universities have been educating students for more than 100 years;

(3) commends the Nation's historically Black colleges and universities for their commitment to academic excellence for all students, including low-income and educationally disadvantaged students;

(4) urges the presidents, faculty, and staff of the Nation's historically Black colleges and universities to continue their efforts to recruit, retain, and graduate students who

might otherwise not pursue a postsecondary education;

(5) recognizes the significance of title III of the Higher Education Act, which aids in strengthening the academic quality, institutional management, and financial stability of historically Black colleges and universities; and

(6) requests that the President issue a proclamation calling on the people of the United States and interested groups to demonstrate support for historically Black colleges and universities in the United States during that week with appropriate ceremonies, activities, and programs.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Ohio (Mr. BOEHNER) and the gentleman from New York (Mr. OWENS) each will control 20 minutes.

The Chair recognizes the gentleman from Ohio (Mr. BOEHNER).

GENERAL LEAVE

Mr. BOEHNER. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on H. Res. 523.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Ohio?

There was no objection.

Mr. BOEHNER. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I want to thank the gentleman from Oklahoma (Mr. WATTS) for introducing this important resolution, and I appreciate his efforts to recognize the importance of historically Black colleges and universities.

HBCUs, as they are known, were created more than 150 years ago to provide African Americans with access to higher education, and currently there are 105 historically Black colleges and universities across the United States. In my State of Ohio, there are two HBCUs, Wilberforce and Central State Universities, that provide an invaluable education to the youth of Ohio.

While comprising only 3 percent of our Nation's 2- and 4-year institutions, HBCUs are responsible for producing 28 percent of all bachelors' degrees and 15 percent of all masters' degrees and 17 percent of all first professional degrees earned by African Americans.

In 1998, Congress enacted the Higher Education Amendments to make improvements to programs designed to help HBCUs strengthen their institutions and graduate and professional programs under the Higher Education Act, and these changes included allowing institutions to use Federal money to build their own endowments and to provide scholarships and fellowships for graduate and professional students.

Since 1995, Congress has increased its financial support of HBCUs by 89 percent, and President Bush's fiscal year 2003 budget, passed by this House in March, included more than \$213 million, a \$7 million increase over the current fiscal year, to strengthen HBCUs across the country.

Mr. Speaker, over the last 2 years leaders here in Congress have continued to demonstrate their commitment to historically Black colleges and universities. The Committee on Education and the Workforce has visited a number of HBCU campuses within the last year to consider the issues and concerns of minority-serving institutions to better address their needs through Federal education programs. Tomorrow we will continue our series of hearings on this very important topic.

Finally, I would like to thank and commend my colleagues on the Committee on Education and the Workforce, the gentleman from Michigan (Mr. HOEKSTRA), the gentleman from California (Mr. MCKEON), the gentleman from California (Mr. GEORGE MILLER), the ranking Democrat, the gentleman from New York (Mr. OWENS) and others for their leadership on this issue and for their tireless efforts in promoting HBCUs in the House.

I want to urge my colleagues today to vote yes on this important resolution. It is my goal and the goal of the Committee on Education and the Workforce to build on the record of academic excellence of students attending these universities and colleges. This resolution honors their important work done at HBCUs and encourages all students to attend college and prepare for the challenges and opportunities of the 21st century.

Mr. Speaker, I reserve the balance of my time.

Mr. OWENS. Mr. Speaker, I yield myself such time as I might consume.

I am pleased to join my colleagues in honoring the contributions of our Nation's historically Black colleges and universities. I am a graduate of Morehouse College and of Atlanta University, both historically Black colleges.

I think it is very important to note that in the constellation of the higher education world in America, these 105 historically Black colleges and universities are only a small part. There are more than 3,000 colleges and universities in the United States at this point. It is very important that we understand the value of this treasure that we have in this collection of colleges.

Our Nation continues to struggle with a great gap in college opportunity. Only 59 percent of African American high school graduates enroll in college, compared to 66 percent of white high school graduates. I am not going to stand here and pretend that the bulk of the African American students who do go to college are going to go to historically Black colleges and universities. That is not the case. We have more students enrolled, of course, in other institutions. However, these institutions have a special role in going after an underserved, hard-to-reach group.

Historically Black colleges and universities have a unique track record of success in expanding college opportunity for those who would normally not get the opportunity or, given the

opportunity, would need special assistance. Historically Black colleges and universities enroll 16 percent of all African American college students, but they are responsible for a full 40 percent of African American college graduates.

The greater percentage of African Americans that get Ph.D.s are far greater among the graduates of historically Black colleges and universities. They have developed innovative academic strategies, supported cutting-edge research and helped to launch the careers of millions of today's leaders, including scientists, doctors, teachers, lawyers, artists, entrepreneurs, community and religious leaders. They were there when there was nothing else, especially in the segregated South.

These institutions were created out of the efforts of local people using very basic grassroots methods. Sometimes tuitions were paid in terms of bushels of corn or crates of eggs. They improvised and survived over the years, and even now many of these historically Black colleges and universities have a very difficult time financially. They are not secure at all. Very few of them have endowments which are adequate for the purposes of today's financing.

Despite broad bipartisan support, they still receive only 4 percent of the \$29 billion in Federal funds for universities each year.

The House leadership has failed to keep its promise to move the education appropriations bill, and they have a lot at stake in that bill. Even worse, the Republican proposal includes only a 3.6 percent increase for Black colleges. Over the past 5 years, these institutions have received a 15 percent annual increase. The increase this year is far less than it was before.

We appreciate this resolution. We appreciate the special recognition being given to historically Black colleges and universities, but they are in need of substantial support.

The Republican leadership has also failed to schedule H.R. 1606, which is the gentleman from South Carolina's (Mr. CLYBURN) bill to preserve historic landmarks on Black college campuses. H.R. 1606 was approved by the Committee on Resources and has been on the House calendar since June. We would like to see some action on that.

The House has not even held any hearings on H.R. 1162, even though it has 120 sponsors. H.R. 1162 is a comprehensive initiative of minority-serving colleges introduced by the gentleman from California (Mr. GEORGE MILLER).

Mr. Speaker, I reserve the balance of my time.

Mr. BOEHNER. Mr. Speaker, I am pleased to yield 3 minutes to the gentleman from Oklahoma (Mr. WATTS), the chairman of the Republican conference.

Mr. WATTS of Oklahoma. Mr. Speaker, the resolution before the House today recognizes the importance and

the significance of the 105 historically Black colleges and universities in America, commonly referred to as HBCUs.

One-third of all black students in college go to HBCUs. These distinguished institutions of higher learning place doctors, lawyers, legislators, educators, business owners, community leaders and America's black middle class into the mainstream of society. What were once the only options for Americans of African descent to receive post secondary education are now attractive options where students can learn in a rich, historic environment.

So many young citizens have been given the opportunity to attain their full potential because of HBCUs. Many of them are from underserved communities. These are students who may have never had the chance to go to college were it not for the presence of historically Black colleges and universities in their respective States around the country.

As one that used to play a little football, I am particularly thankful to HBCUs for producing the first black player to be drafted in the National Football League, Paul "Tank" Younger. About 100 NFL players right now have HBCU roots, including the Tennessee Titans' very distinguished quarterback Steve McNair, a fantastic quarterback who hails from Alcorn State in Mississippi.

Congress, both Democrats and Republicans, has recognized the importance of historically Black colleges and universities and voted to increase funding by 41 percent over the next 5 years. President Bush has continued this dedication by supporting similar increases so many more students can aspire to achieve their hopes and their dreams.

As most of the presidents of HBCUs from around the Nation gather in Washington this week, it is fitting to showcase the many benefits derived from a unique and distinguished network of schools. This resolution urges the White House to issue a proclamation calling on others to support HBCUs with appropriate activities, ceremonies, financial contributions and programs.

Nearly half a million students attend historically Black colleges and universities. We must do everything possible to further promote their role in higher education and the contributions they make to better the lives of so many young Americans. I urge the House to adopt this important resolution.

Mr. OWENS. Mr. Speaker, I yield 3 minutes to the gentleman from Illinois (Mr. DAVIS).

(Mr. DAVIS of Illinois asked and was given permission to revise and extend his remarks.)

□ 1030

Mr. DAVIS of Illinois. Mr. Speaker, I cannot help but recall a number of years ago when I, as a 16-year-old, left home to go to the University of Arkansas at Pine Bluff. Not a university at

that time, it was Arkansas AM&N College. I recall having \$20 in my pocket, scared as I could possibly be, having never been away from home that much; but I also remember being able to go and register on credit. I also recall being able to purchase books and borrow them with virtually no money.

Then as time went on, I have six brothers and sisters who also attended the University of Arkansas at Pine Bluff, four nieces and nephews. Then I look around in my office in terms of people to work with and for me, there are seven individuals who work with me who have attended Historically Black Colleges and Universities, Wilberforce, Morehouse, Howard, UAPB, Jackson State. The reality is that for thousands and thousands of individuals, without these institutions being available, well equipped, ready, prepared, many of the individuals who have managed to rise above the individuality of their circumstances would have never been able to do so.

So I commend my colleague for introducing the resolution. I also share the comments of my colleague from New York who suggests that the best way to pay tribute to these institutions is to make sure they have adequate resources, that they are adequately funded, that there are resources to rebuild, in some instances, their infrastructures. Some of them I have visited their campuses, and they are seriously in need of repair. Some of them have virtually no equipment.

Mr. Speaker, as we pay tribute, the best way to do that is to make sure that these institutions are able to continue to grow, to develop, to thrive, and provide the opportunity for the thousands and thousands of students who otherwise would not be able to make it.

Mr. Speaker I rise in support of H. Res. 523, Recognizing the Contributions of Historically Black Colleges and Universities. There are about 105 historically black colleges and universities in the United States—the first being Cheyney University of Pennsylvania, which was founded in 1837. This measure commends the Nation's historically black colleges and universities for their commitment to educating all students, including low-income and educationally disadvantaged students, and recognizes the significance of title III of the Higher Education Act (PL 105–244), which strengthens the academic quality, management and financial stability of historically Black higher-education institutions. Also, the Black land-grant institutions in which the U.S. Congress had to pass a second Morrill Act in 1890 designed to provide equal educational opportunities for Black students who had been denied admission to their States' original 1862 land-grant universities. The 1890 institutions are a subset of the HBCUs whose mission is teaching, research, and extension and the continual education of young men and women to be self-sufficient.

Harry Truman, the 33rd President of the United States of America said, "We have to make it possible for every person to develop himself to the extent of his capacity and will, and no barriers should stand in the way; not

for his or her sake, but for the sake of all of us."

The one true measure of a nation's success is its ability to engage all of its citizens in the ever changing and transformation of a technology-based global economy. Cultural diversity, acceptance of differences, equal opportunity, shared economic prosperity—the ideals of the American way—must shift from being desired national objectives, to being absolutely crucial ones if the country wants to continue to be the most powerful, wealthiest, and freest nation in the world. To accomplish these goals America must face and overcome the tremendous task of educating all segments of its population. No group's educational potential can be neglected in this competitive global arena. The cost of ignorance is too great to ignore, neglect, and accept in order to build a stronger, and wealthier nation, otherwise to do so would deprive the economy of critical human resources and to incur costs to society—the costs of supporting those not capable of earning a living wage.

Many African-American young people find themselves at a disadvantage by being victims of poverty and other social ills in their attempt to better themselves by seeking a higher education. Fortunately, the Nation has in place a network of institutions. Historically Black Colleges and Universities, HBCUs. Traditionally, the predominantly Black institutions have attracted students mainly from the Black community.

In the past, much of the existence and origin of HBCUs can be attributed to the Civil War between April 1861 to April 1865 which was the single most important factor leading to the creation of conditions favorable for the establishment, growth, and development of educational institutions for the Negro in southern States. The end of the war marked the close of an era of 246 years (1619–1865) when the Negro in the South was in slavery—an era when in several southern States it was a crime to provide education or training in a useful trade or profession to a Negro. After the Civil War the men of the 62nd and 65th U.S. Missouri Regiment of Colored Infantry from the Union Army contributed \$6,380 to establish Lincoln University of Missouri in 1866, one of the oldest predominately Black landgrant institutions. These young brave veterans of war wanted to develop an institution with a purpose to address poor Black students having access to an education. The committed founders of Lincoln initiated a national desire among churches, citizen groups, individuals, and State legislatures to develop and build educational institutions for their students to have access to quality affordable education and to address racial segregation in southern States.

I am a graduate of the Arkansas Agricultural, Mechanical, and Normal College, which is a 1890 land-grant institution known today as University of Arkansas at Pine Bluff. The HBCUs constitute some of the largest and most prestigious institutions of higher education in the nation. Several of the 1890s offer doctoral degrees and/or professional degrees in engineering, food science, toxicology, environmental science, and other areas of national need. Six public HBCUs produce nearly 20 percent of African-American bachelor degree recipients in engineering and the 1890s graduate over 80 percent of all Black recipients of bachelor degrees in agricultural sciences. Tuskegee University alone has trained more

than 80 percent of the Nation's African-American veterinarians. These universities have been in the forefront of educating youth-at-risk, producing research vital to the quality of life and the environment, and addressing the social and economic needs of inner cities and rural communities. The HBCUs contributions must be commended because they with limited funding and resources have done an outstanding job and have made significant improvements in the range and level of academic performance and research programs. Our HBCUs must have increase funding to continue to serve the at-risk youth, low-income, and disadvantaged students in our country. After all, "a mind is a terrible thing to waste."

Mr. Speaker, I urge all my colleagues to support H. Res. 523, Recognizing the Contributions of Historically Black Colleges and Universities.

Mr. BOEHNER. Mr. Speaker, I yield 1 minute to the gentleman from Georgia (Mr. ISAKSON), a member of Committee on Education and the Workforce.

Mr. ISAKSON. Mr. Speaker, I thank the gentleman for yielding me this time, and I particularly thank the gentleman from Oklahoma (Mr. WATTS) for introducing this important resolution.

Two miles south of my district and in the city of my birth, Atlanta, Georgia, the largest collection of Historically Black Colleges and Universities resides in America, Spelman, Morris Brown, Morehouse College, and the Morehouse School of Medicine, the largest collection of institutions anywhere in the world.

They have contributed greatly to the United States of America, not the least of which the most recent president of Morehouse School of Medicine, Dr. Louis Sullivan and the former Secretary of Health and Human Services under President Bush and the previous administration. But they have also contributed to my life. My doctor, Dr. Roaj Ujji is a graduate of Morehouse School of Medicine and a friend who has helped me on many occasions, both personally and with my health.

These colleges and universities, which rose out of a tremendous need, have grown to be a major component of parity in the education and production of graduates who contribute to our country. I commend this Congress, the gentleman from Oklahoma (Mr. WATTS), the gentleman from Ohio (Mr. BOEHNER), and the gentleman from New York (Mr. OWENS) for the great tribute they are paying to those institutions today. Most importantly, I thank those institutions for the contribution they make to us.

Mr. Speaker, I urge all Americans to join in the support of their foundations and efforts for future growth.

Mr. OWENS. Mr. Speaker, I yield 3 minutes to the gentlewoman from the District of Columbia (Ms. NORTON).

Ms. NORTON. Mr. Speaker, I thank the gentleman for yielding me this time, and I thank the distinguished chairman and the distinguished ranking member for bringing this important resolution to the floor. I rise in

strong support of House Resolution 523 because it recognizes the major role that Historically Black Colleges and Universities have played and continue to play in the education of African Americans and people of all racial and ethnic identities.

I emphasize that the HBCUs have always been open to people of all races and have always educated people of all races. We are fortunate in the District of Columbia to have two great HBCUs here, Howard University and the University of the District of Columbia.

Most Members know something about Howard, so I want to discuss the University of the District of Columbia, one of the oldest HBCUs, but the last to be funded as an HBCU. Even though it has long been a HBCU, the UDC was funded only in 1999. That occurred as part of a bill passed by this House, the College Access Act, where this House decided that because D.C. only had one university, an open-admissions university, that District students ought to be able to go to any public institution in the United States at low in-state tuition and to private universities here in the city and in the region.

There were some at the UDC who believed that opening higher education to more students would undermine UDC itself. The fact is the opposite has occurred. There is now new interest in UDC, not only because it is now a funded HBCU, but because there is new interest in college education in the District of Columbia.

Talking about going to college and about the College Access Act has had the effect of raising the profile of the University of the District of Columbia. At its lowest point in 1997, we did not know if the UDC, which had been the step-child of education in the District of Columbia, was going to continue. Now, in no small part because of the College Access Act, which has helped us to market college education in the District of Columbia, there has been a 13 percent increase in enrollment at this newest of the funded HBCUs, the University of the District of Columbia.

It would have been tragically wrong to restrict D.C. students given this opportunity of going to colleges, public colleges anywhere in the United States. That is the kind of zero-sum game you never want to play, especially with higher education.

Fortunately, and to their credit, the students at UDC and the faculty understood and supported the College Tuition Access Act to open public universities to all our residents. Now we understand that having done that, we have increased enrollment at our own State university. We are pleased, therefore, to support this resolution.

Mr. BOEHNER. Mr. Speaker, I yield 6 minutes to the gentlewoman from Maryland (Mrs. MORELLA).

Mrs. MORELLA. Mr. Speaker, I thank the gentleman for yielding me this time and for bringing this bill to the floor. I thank my colleagues on the Committee on Education and the

Workforce on both sides of the aisle, and I thank the gentleman from Oklahoma (Mr. WATTS) for bringing this issue to the floor.

Of course, I rise in support of H. Res. 523, which recognizes the contributions of Historically Black Colleges and Universities. I thank the gentleman from Oklahoma (Mr. WATTS). For the last 3 years he has brought the presence of Historically Black Colleges and Universities here to the Capitol where we have been able to discuss issues of importance in terms of promoting the work that is being done at these colleges and universities.

Currently, there are 105 Historically Black Colleges and Universities that have all provided quality education, specifically in the fields of technology. Historically Black Colleges and Universities have played a prominent role in American history, have enabled thousands of students to obtain their full potential through higher education. Currently over half a million students attend HBCUs, and almost 60 percent are female.

Financial support for Historically Black Colleges and Universities has increasingly been a problem since enrollment over the past 10 years has been double compared to the national average. In Maryland, there are four Historically Black Colleges and Universities, Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore.

One of the greatest issues facing our Nation this decade will be the pressing need to ensure that U.S. workers are prepared to compete in the technology-driven workforce of the future. As we enter the 21st century, U.S. jobs continue to grow fastest in areas that require knowledge and skills stemming from a strong grasp of science and technology. In fact, the Bureau of Labor Statistics has estimated that of the top 10 fastest-growing occupations, the top five are computer related.

Now more than ever, it is important that we cultivate the scientific and technical talents of all citizens, not just those who have traditionally worked in these fields. Today women, minorities, and persons with disabilities constitute a little more than two-thirds of the U.S. workforce, and yet their presence in the science and technology fields remains unacceptably low. As a result, the largest pool of potential workers continues to be isolated from science, engineering, and technology careers. While this is a challenge facing all institutions of higher learning, Historically Black Colleges and Universities have led the way to educating the under-represented minorities in those science, engineering, and technology fields. There is a disproportionate positive contribution that HBCUs have made to the development of the Nation's technical talent.

The National Science Foundation data indicates that HBCUs account for

nearly one out of three science and engineering degrees granted to African Americans. In addition, a high percentage of African Americans who go on to pursue an advanced degree in the science, engineering, and technology fields receive their undergraduate degrees at Historically Black Colleges and Universities.

In 1998, I introduced legislation, which became law, creating the Commission on the Advancement of Women and Minorities in Science, Engineering and Technology Development. The purpose of the commission was to look at why women and minorities are not pursuing an education or career in the science and technology fields at the same rate as their traditionally white, male counterparts.

The commission felt that, if we continue to fail these groups in their quest to prepare for and participate in the new, technology-driven economy, we put at risk our Nation's economic and intellectual preeminence. One of the major recommendations of the commission was to establish a nongovernmental organization to serve as a clearinghouse of very best practices for educating all ages of women and minority in the SET fields and also to provide grants for carrying out their best practices.

On that call to action, the BEST initiative was formed. BEST: building, engineering and science talents. It was launched in September 2001 as a public-private partnership. The features that set BEST apart from other initiatives are its national scope, its comprehensive and systematic approach, its engagement of public and private sector leaders, and its vision of aligning key groups that make up America's under-represented majority.

As co-chairs of the National Leadership Council of BEST, the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON) and I have looked to the leadership of HBCUs. Nationally recognized scholars and practitioners from HBCUs are participating in our blue ribbon panels on BEST practices. Two that have made important contributions are Dean Orlando Taylor of Howard University and Professor Melvin Webb of Clark Atlanta University.

Historically Black Colleges and Universities play an integral role in ensuring that we meet our Nation's technology and labor needs. By providing students with access to technology and engineering education, they will not only be prepared to use the technology required in most jobs today, but will also be encouraged to pursue careers on the technology forefront.

Mr. Speaker, these prestigious institutions of higher learning deserve our highest honors, and I join the gentleman from Oklahoma (Mr. WATTS) and others in this Chamber in supporting this legislation and urge passage.

Mr. OWENS. Mr. Speaker, I yield 3 minutes to the gentleman from New Jersey (Mr. HOLT).

(Mr. HOLT asked and was given permission to revise and extend his remarks.)

Mr. HOLT. Mr. Speaker, I join with my colleagues in supporting H. Res. 523, recognizing the contributions of Historically Black Colleges and Universities. I thank the gentleman from Oklahoma (Mr. WATTS) and the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON) for bringing this forward because it is a good recognition of the thousands of young Americans who have received quality education at the more than 100 HBCUs around the country, a long and distinguished history that we recognize here today.

□ 1045

The HBCUs have created higher educational opportunities where none existed and launched the careers of millions of scientists, doctors, teachers, educators, and lawyers. HBCUs are responsible for a full 40 percent of African American college graduates. So these are schools that are important for not just a subgroup, and they are of far more than historical importance. They are critical for our society's and our economy's functioning today. Historically Black Colleges and Universities have produced the majority of black professionals in the Nation, and the adoption of this resolution will affirm the United States' support of these institutions and critical contributions that their alumni make to our society.

But it is worth pointing out that we must go beyond empty words of praise. We must, this year, work to restore the purchasing power of Pell grants. We must increase the supplemental equal opportunity grants by really several hundred million dollars if we are truly going to pay respect to and help the HBCUs. We should be increasing Federal work study by several hundred million dollars. We should keep and, in fact, enhance the program leveraging educational assistance partnerships to help with State scholarships. I cannot fail to point out that although we do not know what will be in the appropriations bill coming up, we do know what the President has requested and what the Committee on Appropriations is working with and that is what would for HBCUs be, in effect, a cut in Federal funding. Yes, it is a small increase, but it is not an increase that keeps up with inflation.

So I ask my colleagues to support H. Res. 523, recognizing the contributions of Historically Black Colleges and Universities. I praise the dedicated work of the teachers and administrators of these schools. But I ask my colleagues to go beyond words of praise and provide real resources to allow HBCUs to achieve their promise and to allow the students of these colleges and universities to achieve their promise.

Mr. BOEHNER. Mr. Speaker, I am pleased to yield 4 minutes to the gentleman from California (Mr. CUNNINGHAM).

Mr. CUNNINGHAM. Mr. Speaker, I rise in support of the resolution. Most of my life I have been in education. I was a teacher and a coach, both in high school and in college. I have seen what a good education can do. For my parents, who never missed a single event either athletic or academic that my brother and I went to, so the responsiveness of the families is critical. The President, to have a President that focuses on education and leaving no child behind. I fully believe that if a child qualifies to go to college, there should be no child whether it is a historically black college or any group, that should be left behind. Because the consequences are a devilment themselves.

I have a friend in San Diego, Bishop McKinney. He has actually come back and testified. He runs a program for African-American students. These children are at-risk students. If someone did not pick up the gauntlet and did not take care of these children, they would get left behind. Bishop McKinney has a private school that depends on private contributions. But I want to tell you that over 90 percent of those children, men and women, qualify to go to college. So Bishop McKinney, the Jaime Escalantes that say, hey, we can teach children are heroes.

It is not just the college itself that is important, it is the whole effort. It is the funding that my colleague mentioned a moment ago. Since 1998, we have increased education by 40 percent in this body, mostly in a bipartisan way. I want to thank the gentleman from California (Mr. GEORGE MILLER) and the chairman for working out the agreements that we have had recently. It is some of the most bipartisan legislation that we have had. But it also takes dedicated teachers at a lower level, not just 100,000 teachers but 100,000 qualified teachers that work with the children every single day. Those dedicated teachers should be paid more. They hold in their hands the lives not just of our children but society itself, because if that child is left behind, where are they going to end up? What is the prognosis? If you take a child in the inner city that drops out or is denied an education, they are going to end up statistically involved in crime or drugs or worse. Of that group, there is a lot of abuse, both child and spousal abuse. So it is the whole package, not just the university. You can have a university, but if you do not train the children early on and afterwards, then you have problems. It is also on the other end of it, also.

I have got a friend, Dr. Rafi, who is one of the preeminent computer scientists in the world. His books are in every college and university in the United States and many of those overseas. But when he graduated from college, his background and knowledge were not accepted within the workplace because he was a minority. He said, I'm not going to complain. I'm not going to take their devilment. I am going to prove to them that my worth

is more than just the color of my skin. He took over and ran the department after a year and a half. Now his books are spread throughout. If you do not understand computer science, you can read one of his books. It is at a very elementary level of understanding, but yet it is for college students.

So it is not just the funding. It is not just the parents. It is not just the Jaime Escalantes or the Bishop McKinneys and the college itself, but it is the follow-on throughout. That is why this resolution is so important. We cannot stop short of just recognizing the university, but the whole package.

Mr. OWENS. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I would like to take this time to repeat a plea for H.R. 1606. We have had tremendous bipartisan support for Historically Black Colleges and Universities starting in 1986 with the Higher Education Assistance Act when title 3-B was authorized and a steady stream of funding was created for historically black colleges, the first steady stream of Federal funding for the majority of these colleges. Before, there had been some land grant colleges in the South, segregated land grant colleges that were receiving Federal funding, but this created for all 105 Historically Black Colleges and Universities a steady stream of funding. During the years of the existence of title 3-B, both parties have supported increases in funds. It is an example of bipartisan cooperation that probably is unmatched in the area of education. So I have no complaint whatsoever in terms of that effort by both parties.

But I would like to make a plea for H.R. 1606. H.R. 1606 builds upon the successful program that Congress authorized in 1996 to provide Federal funds to assist in the preservation of buildings and structures that are eligible to be listed on the National Register of Historic Places and that are located on the campuses of Historically Black Colleges and Universities. We do not want Historically Black Colleges and Universities to become museums. Our fight is to keep them operating, keep them functioning and making a contribution. But they do have a museum quality, and they have a special contribution they have made to the American heritage. We would like to see that supported.

The 1996 act came about as a result of a cooperative effort by the Department of Interior and the United Negro College Fund, which identified many historic properties at the HBCUs that were threatened and in need of repair. A 1998 study had been done by the General Accounting Office, and it identified 712 historic properties at 103 of the Historically Black Colleges and Universities that were in need of assistance.

H.R. 1606, as reported by the Committee on Resources, authorizes the appropriation of such sums as may be necessary to carry out this historic preservation program. The bill also

provides that the grantee must provide from funds derived from non-Federal sources an amount that is equal to 30 percent of the total cost of the project for which the grant is provided. H.R. 1606 enjoyed significant support in Congress and among the African American community. The bill was favorably reported by the Committee on Resources on May 22, 2002, and has been pending on the House calendar since the committee report was filed on June 20, 2002. I would like to make a plea from both sides of the aisle to support the placing on the calendar and bringing to the floor a vote for H.R. 1606, the preservation of historic buildings on the campuses of Historically Black Colleges and Universities.

Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

Mr. BOEHNER. Mr. Speaker, I yield myself such time as I may consume.

Let me thank Chairman WATTS for this resolution today that honors the significance and the importance of Historically Black Colleges and Universities. They are unique institutions in our country that serve the African American community and populations that have been traditionally underserved. Congress' role over the last several decades in terms of providing funding to strengthen these institutions has continued to increase. As I mentioned earlier, funding for these institutions from Congress has increased some 89 percent since 1995. That does not include the \$7 million increase that is called for by the President in this fiscal year's appropriation bills. When we finally come to some resolution on these, I fully expect that that number will be met in the appropriations process.

As I said before, these are unique institutions, and they deserve our support.

Ms. MILLENDER-McDONALD. Mr. Speaker, it is a great privilege for me to offer my support of H. Res. 523 which recognizes the significant achievements of our nation's 105 historically Black colleges and universities.

For more than 100 years, historically Black colleges and universities have educated, guided and nurtured generations of this country's preeminent scholars, physicians, educators, business and other professionals. In particular, historically Black colleges and universities have educated and opened the doors of higher education to scores of economically disadvantaged students who might not otherwise have had access to a college or graduate degree.

Today, I want to remind my colleagues of the critical importance of Title III of the Higher Education Act which shores up the academic quality, financial health and administrative capacity of traditionally Black educational institutions.

It is my hope that the President will support H. Res. 523 by issuing a proclamation that will inform and motivate citizens and organizations nationwide to similarly demonstrate support for our historically Black colleges and universities.

Mr. RODRIGUEZ. Mr. Speaker, I rise in support of H. Res. 523, a resolution that rec-

ognizes the many contributions of historically Black colleges and universities to American society. The 105 historically Black colleges and universities throughout the United States provide a diverse community of students with a high caliber and quality education, a necessary tool in our competitive workforce. Not only do these campuses foster a strong history of educational achievement, they also provide students with exposure to a rich heritage and significant historical perspective.

It is imperative that all students feel that they have access to institutions with allow them to attain their full potential through the pursuit of higher education. Historically Black colleges and universities have demonstrated success throughout their 100 years of educating our youth, proving that they are worthy of our national recognition and praise. Historically Black colleges and universities have provided many economically and educationally disadvantaged students with critical educational training and guidance—necessary components to building bridges to opportunity and access. The inroads made by these institutions are empowering communities which have historically been forgotten or dismissed.

We are fortunate in the 28th Congressional District of Texas to have an outstanding institution which exemplifies the rich tradition of historically Black colleges and universities. St. Philip's College was founded in 1898 by Bishop James Steptoe Johnston of St. Philip's Episcopal Church of the West Texas Diocese. The school, which opened on March 1, 1898, began as a sewing class for girls with fewer than 20 students in a house located in the historic La Villita area in downtown San Antonio. Today, St. Philip's College has been a vibrant multi-campus institution of the Alamo Community College District, joining three other colleges—San Antonio College, Palo Alto College and Northwest Vista College—in meeting the educational needs of San Antonio's growing and diverse community. A Historically Black College and a Hispanic Serving Institution with a semester enrollment of more than 8,000, St. Philip's is among the oldest and most diverse community colleges in the nation and one of the fastest growing in Texas.

I urge the presidents, faculty, and staff at historically Black colleges and universities around the country to continue their impressive work, providing a caring, nurturing, and respectful environment in which all may learn. We must all be dedicated to the education of all of our youth, and in particular those whose families have historically been shut out of educational opportunity, for leadership and service to our Nation and global community.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise today to ask my colleagues to join me in proclaiming September 15–September 21, 2002, as National Historically Black Colleges and Universities week.

The quest for reasonable parity in the American social order for African Americans rests with education. It is fair to state that the HBCUs of America have been and continue to be the equal opportunity colleges and universities of the higher education institutions in America. The racial progress made socially, economically, politically and educationally by African-Americans has been made because of the existence of these institutions.

Currently, there are 118 historically black colleges and universities in the United States. A brief review of the history of education for

African-Americans in this country will reveal that the HBCUs were elementary schools for the freed slaves and their progenies.

They were secondary schools for African-Americans when there was not a public education system. And HBCUs became colleges to provide higher education programs for African-Americans when the time was appropriate and education could be sustained by a critical mass of African-Americans who had graduated with secondary education achieved. They were only a group of colleges and universities which produced a critical mass of well educated African-Americans who were teachers, lawyers, doctors, ministers, social workers, pharmacists, etc. for leadership in the Black community.

Because of the existence of the schools, repressive segregated laws were challenged, our right to vote was achieved, as well as our right to participate in every facet of the American society. As such, these institutions have proven their ability to transform the prospective and quality of life for African-American citizens. They stand poised now to provide another great service to America and to African-American people.

The HBCUs are ready to respond to the call of our President to leave no child behind. We propose now to engage the HBCUs in a national urban thrust to equalize the college going rate for urban youth. In so doing, we transform urban America.

Historically Black Colleges and Universities have been proclaimed the salvation of black folks. HBCUs are credited with making higher education financially attainable for those whom otherwise would not be able to afford post-secondary education. They tout significant success rates because they are good at providing remedial preparation for students who start out with weak high-school backgrounds.

These institutions provide a supportive social, cultural and racial environment for people of color who are seeking a college education and perform a remarkable task of educating almost 85 percent of the country's Black College graduates.

Historically Black Colleges and Universities have educated 75 percent of Black Ph.D.s, 46 percent of all Black business executives, 50 percent of Black engineers, and 80 percent Federal judges. In addition, the historically Black health-professional schools have trained an estimated 40 percent of the nation's Black dentists, 50 percent of Black pharmacists and 75 percent of the nation's Black veterinarians.

HBCUs have educated an estimated 50 percent of the nation's Black attorneys and 75 percent of Black Military officers. They have produced Congressional representatives, state legislators, writers, musicians, actors, engineers, journalists, teachers, scholars, judges, pilots, activists, business leaders, lawyers and doctors.

Today I ask that my fellow members of Congress salute and acknowledge Historically Black Colleges and Universities, the presidents, faculties, staff, and trustees of the 118 institutions for their vigorous and persistent efforts in support of equal opportunity in higher education.

I also ask that Congress further commend the students who benefit from Historically Black Colleges and Universities for their pursuit of academic excellence and request that the President issue a proclamation calling on the people of the United States and interested

groups to conduct appropriate ceremonies, activities, and programs to demonstrate support for historically black colleges and universities in the United States.

Mrs. CHRISTENSEN. Mr. Speaker, on behalf of my constituents in the United States Virgin Islands, many of whom would not have had the opportunity for a college education were it not for a Historically Black College or University, as well as my two children who are both graduates of some of these fine institutions. I am pleased to support H. Res. 523, recognizing the contributions of Historically Black Colleges and Universities.

Mr. Speaker for over a century, Historically Black Colleges and Universities (HBCU's) have played an important role in providing opportunities for higher education to millions of African-Americans. Many of these colleges and universities were founded during the era of slavery or when American society was deeply segregated.

Although social conditions have changed radically since these colleges and universities were founded, the HBCU's have remained committed to providing African-American students with superb educational opportunities.

Almost 300,000 African Americans are currently enrolled in HBCU's, and among their alumni are Members of Congress, hundreds of elected officials, military officers, physicians, teachers, attorneys, judges, ambassadors, and business executives.

I want to particularly call your attention to the key role that these institutions play in eliminating disparities in health care.

The recent Institute of Medicine report, entitled "Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care", clearly demonstrated the need for more health care providers of racial, ethnic and linguistic backgrounds to meet the need of our increasingly diverse population as one of its major recommendations.

In the wake of anti-affirmative action movements across this country medical school enrollment in majority medical schools have dropped significantly over the last ten years. Were it not for minority health professional schools at our HBCU's the percentage of minority health care professional would be even less than the four percent currently represent across the different health professions.

Another reason for our drop in health profession students is our poor and under-supported public school system. The worst public schools and the most ignored are in communities of color. As a result, our students graduate ill prepared for college.

Only because of the commitment of our HBCU's to work with primary and secondary schools to improve student preparation and other programs designed by to remediate what is missing are our students given a chance to serve their communities in the critical area of health care and all of the others that are so important to improving our quality of life.

The Subcommittee on National Parks and Public Lands on which I serve as the Ranking Democrat, earlier this year considered and passed H.R. 1606, which was introduced by my colleague JIM CLYBURN and which I am proud to be an original cosponsor, to build upon the work started in 1996 with the passage of the historically black colleges and universities' historic preservation program.

This program has been the catalyst for the preservation of historic structures at these in-

stitutions of higher education. Unfortunately, the program has used up all of its existing authorization of funds and while its accomplishments to date have been great, the work that still needs to be done is even greater.

Many of the buildings that have been and will be assisted by this program are integral elements of the school campus and their preservation will not only preserve buildings but also the history and spirit of these pioneering institutions.

To address this problem H.R. 1606 would authorize additional appropriations for historically black colleges and universities, to decrease the matching requirement related to such appropriations. I urge my colleagues to support passage of H.R. 1606 when it comes on the floor for a vote later this month.

So I join my colleagues in recognizing these fine institutions, especially the University of the Virgin Islands, in my district, for contributing immeasurably to all of our well-being.

I thank and commend my colleagues, Congressman J.C. WATTS and EDDIE BERNICE JOHNSON, for their leadership in bringing H. Res. 523 to the House floor.

Mr. CUMMINGS. Mr. Speaker, it is a pleasure for me to join my colleagues in supporting H. Res. 523, which recognizes Historically Black Colleges and Universities (HBCU). Mr. Speaker, we honor the 105 HBCUs, like Morgan State University and Coppin State College, located in my district, and the 13 predominantly black institutions of higher learning, like Baltimore's Sojourner-Douglass College. Mr. Speaker, I am proud to point out that I am a graduate of Howard University, an HBCU.

This week, Presidents, Chancellors, and representatives from HBCUs attended a conference with Congressional and business leaders and members of the Administration to identify opportunities to advance HBCUs.

HBCU's have been educating students for more than 100 years by making higher education affordable to all students, especially African-Americans. HBCU's have educated almost 85% of all African-American college graduates in the United States. Throughout their history, HBCUs have served as emblems of excellence in higher education for African Americans. These institutions of higher learning have a rich history of providing quality education that have allowed many students to attain their full potential.

HBCUs have performed a remarkable task of providing the educational training for a significant number of African-American politicians, federal judges, lawyers, doctors, engineers, educators, researchers, entertainers, and business executives, thus providing an opportunity for African Americans to participate and make exemplary contributions in all walks of life.

Often acclaimed, "the salvation of black folks," HBCUs have engraved in American history the opportunity for freedom through education. The benefits of an educational experience at an HBCU are significant and cannot be duplicated. Students develop intellectually and build life skills and personal confidence about their identity, heritage, and mission to society.

This record of outstanding achievement comes despite daunting challenges—not the least of which are limited financial resources. In fact, I must note that in comparison with other colleges and universities, HBCUs are often underfunded. However, these institutions

have maintained their commitment to excellence in higher learning.

Mr. Speaker, as I stated earlier, there are two HBCUs in my district of Baltimore.

Coppin State College has become a beacon in the community, working with school children, while also providing services to small businesses in cooperation with the Small Business Administration. It has also sponsored workshops, health fairs, concerts, and other activities that enable the college to serve as a repository for African-American culture.

Likewise, Morgan State University provides avenues for students to compete in the global marketplace by steering them toward nontraditional careers such as transportation at their National Transportation Center. Morgan has also become a premier institution in Maryland and the country for its engineering and science programs. These are just two examples of HBCUs working to fulfill their commitment to academic excellence.

In the continuing struggle, the course is not to dismantle or compromise the HBCU, but should be to preserve their identity and integrity. These great institutions of higher learning merit full support in continuing their missions. So, in conclusion as we honor the Nations' HBCUs, let us really show our gratitude by supporting an increase in financial resources to each HBCU when we consider the Labor, HHS, Education appropriations bill and the reauthorization of the Higher Education Act.

Mr. RILEY. Mr. Speaker, I rise today in strong support of H. Res. 523, and to call the attention of my colleagues to one of the premier historically Black universities in the Nation, Tuskegee University. As our country celebrates a week recognizing Historically Black colleges and Universities (HBCUs), I want to take a few moments to bring to light some of the reasons I am proud to represent Tuskegee in Congress.

Since its humble beginning days under Dr. Booker T. Washington in the 1880's, Tuskegee has educated many fine leaders in a variety of fields. Militarily, Tuskegee has taken the lead in spawning many successful protectors of our country. The first African-American four star General, Daniel "Chappie" James, was educated at Tuskegee. The school has produced more African-American general officers in the military than any other institution. And most notably, Tuskegee was home to the famed Tuskegee Airmen that bravely fought for the United States in World War II.

Tuskegee has also produced that first African-American winner of the National Book Award (Ralph Ellison), and a number of African-American experts in the fields of aerospace, electrical, and chemical engineering. While achieving all these military and academic successes, Tuskegee has been able to achieve a high level of athletic excellence, as well. The men and women of Fighting Tigers athletics have made Tuskegee the Nation's winningest Historically Black College, and University.

The school currently enrolls some 3000 students, who represent most states in the country and several foreign countries. Currently, degrees are offered at the bachelor's, master's, Doctor of Veterinary Medicine, and Doctor of Philosophy (Ph.D.) levels. The students at Tuskegee receive world class educations in

fields such as architecture, business, computers, engineering, liberal arts, teacher education, agricultural science, nursing, and veterinary studies. Some of its most notable programs range from studies of the Human Genome Factor to aerospace science engineering, to growing-food-in-space, and to the center for Plant Biotechnology Research. And most recently, the publication *U.S. Black Engineers & Information Technology* listed Tuskegee as on of the top schools in the Nation for African Americans in engineering.

Mr. Speaker, the motto of Tuskegee University is "capturing the quest for excellence in teaching, research and service." Every day on their campus in Alabama, the students, faculty, and staff of Tuskegee carry out this vision of Dr. Washington. I urge my colleagues to join me in recognizing the contributions of Tuskegee University, and of all Historically Black Colleges and Universities, by supporting H. Res. 523.

Mr. HOYER. Mr. Speaker, I rise today to celebrate Historically Black Colleges and Universities and their proud history of educating African-Americans for 165 years.

The contributions of HBCUs to this country are of such significance that it has become tradition for the President to proclaim a week in September as Historically Black Colleges and Universities week. This year the observance is taking place of the week of September 15th.

In the early part of the 20th century, HBCUs offered educational opportunities to blacks when most schools would not admit them. But even as the doors of other higher education institutions have opened to black students over the past few decades, HBCUs continue to offer a quality education to thousands of young Americans.

The first black college, now known as Cheyney University of Pennsylvania, was made possible by a Quaker philanthropist named Richard Humphreys who bequeathed \$10,000 to establish a school to educate African-Americans. The school was founded as the Institute for Colored Youth in Philadelphia in 1837, almost 30 years before the Emancipation Proclamation would free the South's slaves. The University has since outgrown its original mandate and now offers degrees in more than 30 disciplines for people of all races.

Following the success of Cheyney University, over 100 Historically Black Colleges and Universities in the United States have been established, educating people of all races in every discipline from liberal arts to medicine to business.

It is important to note that while Historically Black Colleges and Universities comprise only about 3 percent of all colleges and universities, nearly 30 percent of all bachelor's degrees awarded each year to African Americans are earned at those institutions.

I am proud of the State of Maryland's part in this evolution of black higher education, and I am privileged to represent Bowie State University (BSU), the oldest of Maryland's four HBCUs. (The three other HBCUs located in Maryland are Morgan State and Coppin State, both in Baltimore, and the University of Maryland—Eastern Shore).

Bowie State descends from the first school opened by the Baltimore Association for the Moral and Educational Improvement of Colored People in Baltimore in 1865. BSU now

has eighteen undergraduate academic programs, sixteen graduate programs at the master's level and recently established its first doctoral program in Education Leadership.

Some Historically Black Colleges and Universities are facing financial hardships and several have closed during the past few years. The Federal Government must recognize that the contributions made by these institutions have not occurred in a vacuum benefitting only a small segment of the population. Rather, the entire country has gained from the educational opportunities they offer to African-American citizens and others.

Congress and the President can acknowledge this by adequately funding the programs that support the efforts of these important institutions. The President has requested a four percent increase in funding for the Strengthening Historically Black Colleges program and the Strengthening HBCU Graduate Institutions for fiscal year 2003. This increase will do no more than help the programs keep up with inflation. As a member of the Labor, Health and Human Services, and Education Appropriations Subcommittee, I would like to see these programs receive more funding to help them continue their mission and tradition of educating African-Americans.

Marion Wright Edelman, founder of the Children's Defense Fund, said that "Education is for improving the lives of others and for leaving your community and world better than you found it."

Ms. Edelman's observation clearly illustrates how important HBCUs have been to America's black community and the Nation as a whole. Not only have they educated and improved the lives of individuals, but they have empowered those individuals to bring their knowledge back to their communities and improve the lives of others. And America is the better for it.

Mr. Speaker, I ask my colleagues to join me this week in saluting the contributions of America's Historically Black Colleges and Universities.

Mrs. JONES of Ohio. Mr. Speaker, I rise today to honor a great American, Charles B. "Chuck" Harmon, on the occasion of this Congressional Tribute to the Negro Leagues. Negro League baseball players were at the vanguard of efforts to demonstrate that what matters most is not the color of a person's skin, but character, skill, and determination. Negro League players surmounted obstacles of the day to prove their skills as ball players and the character of the American spirit.

Chuck Harmon was one of twelve children born to Sherman and Rosa Harmon on April 23, 1924 in Washington, Indiana where he completed elementary and secondary school. He attended the University of Toledo for three and one-half years between 1942 and 1949 and served with honor in the United States Navy. Mr. Harmon has been married to Daurel Woodley Harmon for 54 years and has three children, Charlene, Charles Jr., and Cheryl. He also has two grandchildren, Danielle and Justin.

Chuck Harmon was honored on May 15, 1997 by the City of Cincinnati, a day designated to honor both Jackie Robinson and Chuck Harmon on the occasion of the fiftieth anniversary of Jackie Robinson breaking the color barrier in Major League Baseball. The day doubled as a Golden Anniversary for Mr. Harmon, who signed his first professional

baseball contract in 1947. Seven years later in 1954, Mr. Harmon broke the color barrier of the Cincinnati Reds baseball team.

Chuck Harmon has maintained courage and composure throughout many adverse situations, being the first and only African American to play on many segregated teams. Mr. Harmon's strength of character and achievements have resulted in many honors and awards. He has been honored by the Governor of Ohio, GEORGE VOINOVICH, the Greater Cincinnati Urban League, the Cities of Golf Manor, Ohio and Washington, Indiana which have named streets and a park in his honor, and a host of other sports teams for which he played. For the past 25 years, Mr. Harmon has focused on public service within the First Appellate District Court of Appeals in Cincinnati, Ohio.

Charles B. Harmon has lived a life characterized by a strict code of personal and public ethics, self respect, and respect for others. Mr. Speaker, it gives me great pleasure to rise today, and join with my congressional colleagues in congratulating player of the Negro Leagues and a great American from the State of Ohio, Charles B. "Chuck" Harmon.

Mr. FALEOMAVAEGA. Mr. Speaker, as members of Congress, I believe it is incumbent upon us to support the efforts of Historically Black Colleges and Universities (HBCUs) to recruit, retain, and graduate students who otherwise might not have the opportunity to pursue a post-secondary education.

It is a known fact that Historically Black Colleges and Universities have played a vital role in giving our Nation's youth the tools necessary to forge their way in today's society. More importantly, Historically Black Colleges and Universities have provided historically disadvantaged students with the opportunity to determine for themselves how best to combine their rich cultural heritage with demands of today's scientific and technological society. Historically Black Colleges and Universities have also forged the way for all minority groups to recognize the importance of education and the need for our children to make their mark in today's world.

I would like to commend the leaders and students, both past and present, of Historically Black Colleges and Universities for their tireless efforts in giving voice to those whose voices would have otherwise been made mute. I commend them for their perseverance and diligence. I thank them for teaching us that we can make a difference in society by remaining true to ourselves and embracing who we are.

As the only member of Congress of Samoan ancestry, I have a special affinity for the struggle of minorities. I have a special affinity for those affiliated with this Nation's Historically Black Colleges and Universities. You can believe that as long as I am a Member of Congress, I will always stand in support of historically Black Colleges and Universities and I urge my colleagues to do the same.

Mrs. MEEK of Florida. Mr. Speaker, I rise in strong support of House Resolution 523 which recognizes the contributions of Historically Black Colleges and Universities. (HBCUs)

Education has always been key to economic opportunity in America. HBCUs have been a catalyst for educational and economic opportunity for generations of African Americans. These institutions were born of the belief that post-Civil War freedmen should become immediately educated. They continue to provide

quality higher education and professional nurturing to a broad mixture of diverse individuals.

In the days of slavery, slave owners made it a point to keep slaves from reading and having access to education. One only has to read Frederick Douglas to fully comprehend what slave owners would have brought upon themselves if slaves would have received an education. Even after the Emancipation Proclamation, during the days of Jim Crow laws, there were numerous efforts to keep blacks from having access to education.

As a result of the growth and success of HBCU's, the vast majority of African Americans with bachelor's degrees in engineering, computer science, life science, business and mathematics have graduated from one of the 105 HBCUs. These graduates make up the majority of our Nation's African American military officers, physicians, Federal judges, elected officials, and business executives. The distinguished faculty members of HBCUs serve as role models and mentors, challenging students to reach their full potential.

I graduated from an historically black institution—Florida A&M University. I wanted to be a physician, but I could not attend graduate school in Florida or any other southern state—not because I lacked the qualifications to be admitted to graduate school, but simply because of the color of my skin. For those of my generation, HBCU's were our sole lifeline for economic opportunity and advancement.

Today, HBCUs remain a critical part of our education system. These institutions have significantly increased educational access for thousands of economically and socially disadvantaged Americans, particularly young African Americans.

It is wonderfully appropriate that today we honor HBCUs with our words. It is even more important that we honor them with our deeds. In our Appropriations process, we must recognize the indispensable role that HBCUs play in our educational system and fund them properly.

Mr. Speaker, I congratulate our HBCUs for their record of achievement and commend Representative WATTS for offering this important resolution.

Mr. PITTS. Mr. Speaker, today, the House passed House Resolution 523, a resolution recognizing the contributions of Historically Black Colleges and Universities (HBCUs). Historically Black Colleges and Universities have a long, proud history of educating some of the brightest minds in America and tapping into the talent and potential of African-American students at a time in our Nation's history in which African-Americans did not enjoy the rights and freedoms of other Americans.

The 16th Congressional District of Pennsylvania is the home of two historically Black universities: Lincoln University and Cheyney University.

Lincoln University, named after President Abraham Lincoln, was founded in 1854 as an institution dedicated to providing higher education for African-American men. Lincoln University boasts several famous graduates, including renowned poet Langston Hughes and Former Supreme Court Justice Thurgood Marshall.

Founded in 1837, as the Institute for Colored Youth, Cheyney University is the oldest historically Black university in America. Cheyney University was founded through the

help of a Quaker benefactor who was committed to ensuring that African-American students could receive a high quality higher education. Cheyney University also has a long list of distinguished graduates, including "60 Minutes" journalist Ed Bradley and Philadelphia Tribune publisher and CEO Robert Bogle.

Since the founding of Lincoln and Cheyney Universities, African-Americans have achieved many important milestones in various academic disciplines. Yet, Historically Black Colleges and Universities continue to carry the mantle of African-American scholarship for future generations.

Finally, I want to commend Dr. Ivory V. Nelson, President of Lincoln University, and Dr. W. Clinton Pettus, President of Cheyney University, for their leadership and vision.

Mr. FORBES. Mr. Speaker, I rise in support of H. Res. 523, which recognizes the important contributions of Historically Black Colleges and Universities. These institutions are rich sources of history and knowledge that continue to serve communities across the nation. Virginia's 4th Congressional District is home to two historically Black institutions of higher education.

Virginia State University, located near the historic center of the City of Petersburg, was founded on March 6, 1882 when the legislature passed a bill to charter the Virginia Normal and Collegiate Institute. The University's first academic year, 1883–84, saw a student body of 126 and a faculty of only seven. By the centennial year of 1982, the University was fully integrated, with a student body of nearly 5,000 and a full-time faculty of 250.

Dr. James Solomon Russell founded Saint Paul's Normal and Industrial School in 1888. In 1941 the institution was granted authority to offer a four-year degree program. In 1957 the name was changed to Saint Paul's College, the name it bears today. Saint Paul's College boasts a characteristically small college atmosphere with a student body of 600, allowing for both diversity and camaraderie.

Virginia's history and desire for academic excellence are indelibly linked to the success and achievement of these institutions. For this reason, I rise in support of this resolution to recognize the Historically Black Universities and Colleges of our Nation.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I rise in support of House Resolution 523 recognizing the contributions of Historically Black Colleges and Universities. This legislation acknowledges the significance of the United States' Historically Black Colleges and Universities (HBCU's).

Historically Black Colleges and Universities are institutions of higher learning established prior to 1964. The principle mission of these institutions was, and is, the education of African-Americans. Toward this end, these institutions boast a proud and long-lasting tradition of producing some of the United States' most prominent African-Americans leaders and scholars, ranging from W.E.B. DuBois to Dr. Martin Luther King, Jr. and countless other individuals, who have devoted their lives to the service of traditionally disenfranchised communities throughout our Nation.

According to a number of sources, there are reportedly more African-American students attending HBCU's than at any other time in United States' history. In fact, as reported by the National Center for Educational Statistics, there was a 26 percent increase in HBCU en-

rollment between 1976 and 1994. For the years 1993 through 1994, roughly 28 percent of Black bachelor degree recipients received their degrees from Historically Black Colleges and Universities. With regards to this time span, Historically Black Colleges and Universities were responsible for awarding another 15 percent African-American master degree recipients, 9 percent of blacks earning a doctorate, and 16 percent of black professional degree recipients.

The State of Texas has been fortunate to have these Historically Black Colleges and Universities educate a significant portion of its residents and other students from a wide array of places throughout the world. From Texas' first Black college, Paul Quinn College, to colleges and universities such as Prairie View A&M University, Texas Southern University, and Wiley College, historically Black institutions throughout the State still play a critical role in the granting of undergraduate, graduate, and professional degrees to minorities. Due to the existence of these institutions, Prairie View A&M University has made a significant contribution to the preparation of many of Texas' minority educators, and Texas Southern University has played an enormous role in educating many Black attorneys and pharmacists.

Overall, as these institutions continue progressing toward claiming their stake in the mainstream of U.S. education, their missions and purposes for existing become more inclusive, as these important institutions adjust to the changing demographic compositions of their student bodies. It is a fact that more students from other racial and ethnic groups are attending.

Mr. Speaker, I urge my Colleagues to support this legislation. Historically Black Colleges and Universities not only are deserving of recognition, but they also are necessary to the vitality of our Nation's higher educational system. This legislation recognizes this very fact by acknowledging historically Black institutions' commitment to sustaining a viable education for students for over 100 years.

Mr. BOEHNER. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. DAN MILLER of Florida). The question is on the motion offered by the gentleman from Ohio (Mr. BOEHNER) that the House suspend the rules and agree to the resolution, H. Res. 523.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds of those present have voted in the affirmative.

Mr. BOEHNER. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

RECOGNIZING THE TEAMS AND PLAYERS OF THE NEGRO BASEBALL LEAGUES FOR THEIR CONTRIBUTIONS TO BASEBALL AND THE NATION

Mr. LATOURETTE. Mr. Speaker, I move to suspend the rules and agree to