

RECOGNIZING THE SIGNIFICANCE
OF AFRICAN AMERICAN WOMEN
IN THE UNITED STATES SCI-
ENTIFIC COMMUNITY

Mrs. BIGGERT. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 96) recognizing the significance of African American women in the United States scientific community, as amended.

The Clerk read as follows:

H. CON. RES. 96

Whereas African American women, once considered nontraditional participants in the United States scientific community, have become an indispensable part of the new technology society;

Whereas although women comprise approximately 25 percent of the 427,740 individuals employed in the United States workforce who hold a science and engineering doctoral degree, African American women comprise less than one percent of such individuals;

Whereas a skilled workforce is the essential fuel to propel the United States economy and ensure a high quality of life, and it is absolutely critical to the success of the economy to produce a scientifically literate workforce;

Whereas for these reasons, it is crucial for the United States to continue to aggressively recruit more minority and women students into careers in science and technology;

Whereas to improve the numbers of African American youth pursuing science, especially young women, it is crucial to provide strong scientific minds for them to look up to and emulate;

Whereas very little literature documents African American women and their place in science;

Whereas commemorating the achievements of African American women at the very top of the performance curve demonstrates to the world the importance of diversity in the workforce; and

Whereas Dr. Ruth Ella Moore (who in 1933 became the first African American woman to earn a Ph.D. in natural science from the Ohio State University), Dr. Roger Arliner Young (who in 1940 became the first African American woman to receive a Ph.D. in zoology from the University of Pennsylvania), Dr. Euphemia Lofton Haynes (who in 1943 became the first African American woman to receive a Ph.D. in mathematics from the Catholic University of America), Dr. Shirley Ann Jackson (who in 1973 became the first African American woman to receive a Ph.D. in physics from the Massachusetts Institute of Technology), and Dr. Mae Jemison (a physician and the first African American woman in space) represent only a few of the African American women who have broken through many barriers to achieve greatness in science: Now, therefore, be it

Resolved by the House of Representatives (the Senate concurring), That Congress acknowledges and recognizes the significant achievements and contributions of African American women scientists, mathematicians, and inventors and supports the establishment of a special day on which these great minds may be honored and esteemed.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Illinois (Mrs. BIGGERT) and the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON) each will control 20 minutes.

The Chair recognizes the gentlewoman from Illinois (Mrs. BIGGERT).

GENERAL LEAVE

Mrs. BIGGERT. Mr. Speaker, I ask unanimous consent that all Members

may have 5 legislative days within which to revise and extend their remarks and include extraneous material on H. Con. Res. 96, as amended, the resolution now under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Illinois?

There was no objection.

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

Mr. Speaker, I rise in support of House Concurrent Resolution 96, a resolution to recognize the significant contributions of African American women to the U.S. scientific community.

In recent history, it has become almost ordinary for talented individuals from diverse backgrounds to pursue educational opportunities in fields that were previously considered all white male domains. Yet today's women and minorities could never have succeeded in the once nontraditional fields of science, engineering, and mathematics had it not been for the courage of their predecessors.

For today's young women, it is difficult to appreciate how exceptional it was for African American women in particular to pursue a career in science. For those born in the early 20th century, they were told that they did not belong; and they felt lucky if they found work as research assistants to, or unpaid volunteers for, male scientists.

Yet the grit and perseverance of women like Ruth Ella Moore, the first African American woman to receive a Ph.D. in natural science from Ohio State University, as well as civil rights legislation and the women's movement, help to overcome these obstacles. They also helped pave the way for the successes of women like Shirley Ann Jackson, the first African American woman to receive a Ph.D. from MIT, and Mae Jemison, the first African American woman in space as a crew member of the shuttle Endeavor.

Today, African American women scientists hold positions at all levels of universities, government laboratories, and industry. They chair departments and scientific societies; and they serve on peer review committees, something that was unthinkable just 25 years ago.

The women we are honoring in House Concurrent Resolution 96 are more than pioneers. They are role models for a new generation of women who are just beginning to think about their life's work and future ambitions and explore their many opportunities. Yet, despite these successes, women and minorities are still under-represented in undergraduate and graduate science and engineering education.

As national demographics shift, we simply cannot rely only on our traditional science, mathematics, engineering and technology workforce, which is overwhelmingly white and male, and retiring. If the U.S. is to remain innovative and competitive, we must nurture, prepare, and engage young women

and minorities in science, technology, engineering, and mathematics today.

That is what this resolution is all about. By underscoring the importance of diversity and recognizing the significant scientific achievements of African American women, I hope we can inspire more young women, and men, to follow in the footsteps of those who pursued science with such passion and enthusiasm.

In conclusion, I want to thank the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON) for her leadership on this very important issue. I urge my colleagues to support this resolution.

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

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I yield myself such time as I may consume.

I want to thank the gentleman from New York (Chairman BOEHLERT) and the gentleman from Tennessee (Mr. GORDON) for their bipartisan support of this resolution and in our Committee on Science markup last month during Women's Month. I also want to commend the gentlewoman from Illinois (Mrs. BIGGERT) for her willingness to help us move this bill forward here today.

As this Nation faces a shortage of qualified scientists, it is appropriate that we discuss the significant contributions that African American women have made to the scientific community. Most people that know me know that this has been a passion of mine for many years.

In the past, most of the U.S. scientists and engineers were white males. According to Census Bureau projections, this segment of the workforce population will decline from 37 percent in 1995 to 26 percent in 2050. Looking at these numbers, it is obvious that this group will not provide the needed scientists and engineers, particularly since participation rates in these fields are also declining.

Clearly, it will be necessary to attract greater numbers of women and minorities to careers in science and engineering in order to avoid devastating consequences for the future. Efforts to increase the presence of Americans in science are incomplete unless they have a women's component. Some progress has been made, but much remains to be accomplished. Women make up half the population, but only 24 percent of the science and engineering workforce. African Americans, Hispanics, and Native Americans as a group constitute 24 percent of the U.S. population, but only 7 percent of the total science and technology workforce.

African American women have an especially difficult time bridging the technology divide when it comes to their representation in the science fields. While women make up about 25 percent of the 427,740 employed science and engineering doctorate holders in the United States workforce, African American women comprise less than 1

percent employed as science and engineering doctorate holders. Many African American women who pursue science education experience isolation both in their graduate departments and in their communities.

So who are their mentors? One of the first pioneers was Dr. Ruth Ella Moore, the first African American woman to receive a doctoral degree in natural science in 1933. Dr. Moore graduated in 1933 from Ohio State University with a doctorate degree in bacteriology and was head of the department of bacteriology at Howard University's Medical School from 1947 to 1958.

In the field of space exploration, while most are familiar with Dr. Mae Jemison, few are aware that Katherine Coleman Goble Johnson was a key member of the control room during the Apollo 13 crisis. Katherine Johnson, a physicist, space scientist and mathematician, was instrumental in formulating calculations that helped the Apollo 13 return home safely in 1970 after a fuel tank explosion and computer system failure. That was detailed in Tom Hanks's film, "Apollo 13."

Unfortunately, many young African Americans are unfamiliar with these facts. Very little literature documents African American women and their place in science. To increase the number of African American youth pursuing science, especially young women, it is critical that we provide them strong science role models for them to admire and emulate.

In addition, commemorating the achievements of African American women at the very top of the performance curve demonstrates to the world the importance of diversity in the workforce, especially in the scientific community.

That is why I ask my colleagues to join me today by honoring our great African American women pioneers who helped pave the way for current science stars, like Dr. Mae Jemison and Dr. Shirley Ann Jackson.

As a medical doctor and the first African American woman in space, Dr. Jemison continues to inspire young people in the science field with her program, The Earth We Share International Camp, called TEWS, T-E-W-S, which is an acronym. It is designed to promote science literacy for all students.

Dr. Shirley Ann Jackson was not only the first African American to receive a Ph.D. in physics from MIT but was also the first African American woman to receive a doctorate in any field from that school.

This resolution recognizes their achievements in science and technology and encourages a new generation of young women to continue in their legacies.

Again, I wish to thank the gentleman from New York (Chairman BOEHLERT) and the gentleman from Tennessee (Ranking Member GORDON) for working with me in a collegial manner, as we always do on the Committee on

Science, and for allowing quick passage of the resolution and speedy action to the floor.

I urge my colleagues to vote "yes" on H. Con. Res. 96. This resolution represents our most needed commitment to supporting the continued progress of women and minorities and, in particular, African American women in the sciences. Full participation by all of our diverse population in an endeavor this important will be our key to future success as a world leader in science and technology.

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

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Mrs. BIGGERT. Mr. Speaker, I yield myself such time as I may consume to again congratulate the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON), and I urge all my colleagues to vote for this bill.

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

The SPEAKER pro tempore (Mr. FORBES). The question is on the motion offered by the gentlewoman from Illinois (Mrs. BIGGERT) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 96, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the concurrent resolution, as amended, was agreed to.

A motion to reconsider was laid on the table.

RECOGNIZING SECOND CENTURY OF BIG BROTHERS BIG SISTERS AND SUPPORTING THE MISSION AND GOALS OF THAT ORGANIZATION

Mr. LATOURETTE. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 41) recognizing the second century of Big Brothers Big Sisters, and supporting the mission and goals of that organization.

The Clerk read as follows:

H. CON. RES. 41

Whereas the year 2004 marked the 100th anniversary of the founding of Big Brothers Big Sisters;

Whereas Congress chartered Big Brothers in 1958;

Whereas Ernest Coulter recognized the need for adult role models for the youth he saw in court in New York City in 1904 and recruited "Big Brothers" to serve as mentors, beginning the Big Brothers movement;

Whereas Big Brothers Big Sisters is the oldest, largest youth mentoring organization in the nation, serving over 220,000 children in 2004 and approximately 2,000,000 since its founding 100 years ago;

Whereas Big Brothers Big Sisters has historically been supported through the generosity of individuals who have believed in the organization's commitment to matching at-risk children with caring, volunteer mentors;

Whereas Big Brothers and Big Sisters have given countless hours and forever changed

the lives of America's children, contributing over 10,500,000 volunteer hours at an estimated value of \$190,000,000 in 2004;

Whereas evidence-based research has shown that the Big Brothers Big Sisters mentoring model improves a child's academic performance and relationships with teachers, parents, and peers, decreases the likelihood of youth violence and drug and alcohol use, and raises self-confidence levels;

Whereas 454 local Big Brothers Big Sisters agencies are currently contributing to the quality of life of at-risk youth in over 5,000 communities across the United States; and

Whereas the future of Big Brothers Big Sisters depends not only on its past impact, but also on the future accomplishments of its Little Brothers and Little Sisters and the continued commitment of its Big Brothers and Big Sisters: Now, therefore, be it

Resolved by the House of Representatives (the Senate concurring), That Congress—

(1) recognizes the second century of Big Brothers Big Sisters, supports the mission and goals of the organization, and commends Big Brothers Big Sisters for its commitment to helping children in need reach their potential through professionally supported one to one mentoring relationships with measurable results;

(2) asks all Americans to join in marking the beginning of Big Brothers Big Sisters' second century and support the organization's next 100 years of service on behalf of America's children; and

(3) encourages Big Brothers Big Sisters to continue to strive towards serving 1,000,000 children annually.

The SPEAKER pro tempore (Mr. BOOZMAN). Pursuant to the rule, the gentleman from Ohio (Mr. LATOURETTE) and the gentleman from Illinois (Mr. DAVIS) each will control 20 minutes.

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

GENERAL LEAVE

Mr. LATOURETTE. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and include extraneous material on House Concurrent Resolution 41, the concurrent resolution under consideration.

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

There was no objection.

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

Mr. Speaker, on behalf of the Committee on Government Reform, I rise in support of House Concurrent Resolution 41, a resolution that honors one of America's greatest charities. This year marks the 101st year since the founding of Big Brothers Big Sisters.

Over the past century, this organization has been devoted to the well-being and development of our Nation's young people. Big Brothers Big Sisters aims to provide a mentor to every child who wants or needs one. Today, Big Brothers Big Sisters serves over 200,000 children ages 6 to 18, nationwide.

Performance statistics prove that children who are mentored by Big Brothers Big Sisters are much less likely than their peers to use illegal drugs or alcohol, to skip school, and