

Whereas title IX has increased opportunities for women and girls in sports, leading to greater access to competitive sports and building strong values such as teamwork, leadership, discipline, work ethic, self-sacrifice, pride in accomplishment, and strength of character;

Whereas, while title IX has been instrumental in fostering 40 years of progress toward equality between men and women in educational institutions and the workplace, there remains progress to be made;

Whereas, in the 2010-2011 school year, girls were provided 1,300,000 fewer opportunities to play high school sports than boys;

Whereas, in 2010, at the typical Division I Football Bowl Subdivision school, 51 percent of the students were women, but female athletes received only 28 percent of the total money spent on athletics, 31 percent of the money spent to recruit new athletes, and 42 percent of the total athletic scholarship funds;

Whereas research shows that more than 8 out of 10 successful businesswomen played organized sports as children;

Whereas, for girls who engage in sports, 80 percent are less likely to have a drug problem and 92 percent are less likely to have an unwanted pregnancy;

Whereas title IX seeks to protect students from sexual harassment and defend pregnant and parenting students from discrimination;

Whereas stereotypes and discriminatory barriers in the fields of science, technology, engineering, and mathematics persist and contribute to the low numbers of women and girls in those fields;

Whereas, in 2009, women comprised only 19 percent of students receiving baccalaureate degrees in physics, 18 percent of students receiving baccalaureate degrees in computer science, 16 percent of students receiving baccalaureate degrees in engineering and engineering technologies, and 22 percent of students receiving master's or doctorate degrees in engineering and engineering technologies; and

Whereas, while title IX has resulted in significant gains for women and girls in education, the law's full promise of equal educational opportunities for all women and girls has not yet been fulfilled: Now, therefore, be it

Resolved, That the Senate—

(1) celebrates the accomplishments resulting from the passage of title IX of the Education Amendments of 1972, also known as the Patsy Takemoto Mink Equal Opportunity in Education Act, in increasing opportunities for women and girls in many facets of education, including the magnificent accomplishments of women and girls in sports;

(2) reaffirms the commitment of title IX to ending all discrimination against women and girls in elementary, secondary, and higher education, and to equal opportunities for women and girls in athletics; and

(3) recognizes the continued importance of title IX in providing needed protections for women and girls.

SENATE RESOLUTION 501—SUPPORTING NATIONAL MEN'S HEALTH WEEK

Mr. CRAPO submitted the following resolution; which was considered and agreed to:

S. RES. 501

Whereas, despite advances in medical technology and research, men continue to live an average of more than 5 years less than women, and African-American men have the lowest life expectancy;

Whereas 9 of the 10 leading causes of death, as defined by the Centers for Disease Control

and Prevention, affect men at a higher percentage than women;

Whereas, between ages 45 and 54, men are more than 1½ times more likely than women to die of heart attacks;

Whereas men die of heart disease at 1½ times the rate of women;

Whereas men die of cancer at almost 1½ times the rate of women;

Whereas testicular cancer is 1 of the most common cancers in men aged 15 to 34, and, when detected early, has a 96 percent survival rate;

Whereas the number of cases of colon cancer among men will reach almost 50,000 in 2012, and more than half of those men will die from the disease;

Whereas the likelihood that a man will develop prostate cancer is 1 in 6;

Whereas the number of men who develop prostate cancer in 2012 is expected to reach more than 241,740, and an estimated 28,170 of those men will die from the disease;

Whereas African-American men in the United States have the highest incidence of prostate cancer;

Whereas significant numbers of health problems that affect men, such as prostate cancer, testicular cancer, colon cancer, and infertility, could be detected and treated if awareness among men of those problems was more pervasive;

Whereas more than ½ of the elderly widows now living in poverty were not poor before the death of their husbands, and by age 100, women outnumber men by a ratio of 4 to 1;

Whereas educating both the public and health care providers about the importance of early detection of male health problems will result in reducing rates of mortality for those diseases;

Whereas appropriate use of tests such as prostate specific antigen exams, blood pressure screens, and cholesterol screens, in conjunction with clinical examination and self-testing for problems such as testicular cancer, can result in the detection of many of those problems in their early stages and increase the survival rates to nearly 100 percent;

Whereas women are 2 times more likely than men to visit their doctors for annual examinations and preventive services;

Whereas men are less likely than women to visit their health centers or physicians for regular screening examinations of male-related problems for a variety of reasons;

Whereas Congress established National Men's Health Week in 1994 and urged men and their families to engage in appropriate health behaviors, and the resulting increased awareness has improved health-related education and helped prevent illness;

Whereas the Governors of all 50 States issue proclamations annually declaring Men's Health Week in their respective States;

Whereas, since 1994, National Men's Health Week has been celebrated each June by dozens of States, cities, localities, public health departments, health care entities, churches, and community organizations throughout the United States that promote health awareness events focused on men and family;

Whereas the National Men's Health Week Internet website has been established at www.menshealthweek.org and features Governors' proclamations and National Men's Health Week events;

Whereas men who are educated about the value that preventive health can play in prolonging their lifespans and their roles as productive family members will be more likely to participate in health screenings;

Whereas men and their families are encouraged to increase their awareness of the

importance of a healthy lifestyle, regular exercise, and medical checkups;

Whereas June 11 through 17, 2012, is National Men's Health Week; and

Whereas the purpose of National Men's Health Week is to heighten the awareness of preventable health problems and encourage early detection and treatment of disease among men and boys: Now, therefore, be it

Resolved, That the Senate—

(1) supports the annual National Men's Health Week; and

(2) calls upon the people of the United States and interested groups to observe National Men's Health Week with appropriate ceremonies and activities.

SENATE RESOLUTION 502—CELEBRATING THE 150TH ANNIVERSARY OF THE SIGNING OF THE FIRST MORRILL ACT

Mr. LEAHY (for himself, Mr. SANDERS, Mr. BROWN of Ohio, Mr. ROBERTS, Mr. ALEXANDER, Mr. GRAHAM, Mr. LEVIN, Mrs. FEINSTEIN, Ms. LANDRIEU, Mrs. HUTCHISON, Mr. BENNET, Mrs. MURRAY, Mr. AKAKA, Mr. MORAN, Mr. CARDIN, Ms. STABENOW, Ms. MIKULSKI, Mr. NELSON of Florida, Mr. BOOZMAN, Mr. RUBIO, Mr. BINGAMAN, Mrs. GILLIBRAND, Mr. SCHUMER, and Mr. PRYOR) submitted the following resolution; which was considered and agreed to:

S. RES. 502

Whereas July 2, 2012, marks the sesquicentennial of the signing of the Act of July 2, 1862 (commonly known as the "First Morrill Act"; 7 U.S.C. 301 et seq.), which granted public lands to States and territories to support colleges in promoting education as a means of economic advancement and intellectual pursuit;

Whereas the genesis of the national focus on public higher education in the United States is attributed to the establishment of the land-grant institutions under the First Morrill Act;

Whereas United States Representative Justin Morrill of Strafford, Vermont, inspired by his own lack of a formal education, authored the legislation that would become the First Morrill Act to provide an "opportunity in every State for a liberal and larger education to larger numbers, not merely to those destined to sedentary professions, but to those needing higher instruction for the world's business, for the industrial pursuits and professions of life";

Whereas the 37th Congress sought to energize the vital intellectual resources of the United States by enacting legislation to make higher education accessible to the public and thereby apply those intellectual resources to stimulate the national economy, which at the time was based in agriculture and the mechanical arts;

Whereas, in the midst of the Civil War and domestic strife, President Abraham Lincoln supported, encouraged, and signed into law the First Morrill Act, which encompassed ideals that united the North and the South;

Whereas the First Morrill Act opened the doors of colleges and universities to all people with the ability and will to learn, irrespective of heredity, occupation, or economic status;

Whereas the United States leads the world in the quality of its public universities and has provided extraordinary opportunities for higher education to the people of the United States, thus enriching each State and the country as a whole;

Whereas the land-grant institutions and other public research universities of the

United States remain committed to providing accessible higher education and supporting learning, discovery, and engagement in the interest of the country;

Whereas the land-grant institutions and other public research universities of the United States conduct research and education in all 50 States, the District of Columbia, and 6 territories of the United States, and disseminate the results of those efforts throughout the country and the world, seeking solutions to economic, social, and physical challenges and enriching the cultural life of the people of the world;

Whereas the land-grant institutions and other public research universities of the United States educate more than 5,000,000 students and award nearly 1,000,000 degrees annually, serving as the single largest source of trained and educated workers in the United States;

Whereas the land-grant institutions and other public research universities of the United States award 200,000 degrees in science, technology, engineering, and mathematics (referred to in this preamble as “STEM”) annually, including more than half of the advanced degrees in STEM awarded annually in the United States;

Whereas the land-grant institutions and other public research universities of the United States perform more than \$37,000,000,000 worth of research annually and impart the discoveries from that research locally, regionally, nationally, and globally for the betterment of their communities, the country, and the world;

Whereas the Smithsonian Institute is marking the sesquicentennial of the signing of the First Morrill Act at the annual Folklife Festival on the National Mall during the summer of 2012, with displays and presentations by many land-grant institutions; and

Whereas many States are celebrating the sesquicentennial of the signing of the First Morrill Act with resolutions and proclamations, and many land-grant institutions are also commemorating the signing of the historic legislation: Now, therefore, be it

Resolved, That the Senate—

(1) celebrates the 150th anniversary of the signing of the First Morrill Act by President Abraham Lincoln;

(2) encourages the people of the United States to observe and celebrate the 150th anniversary of the signing of the First Morrill Act;

(3) affirms the continuing importance and vitality of the land-grant institutions, which are the fruitful product of the extraordinary commitment to higher education in the United States that the First Morrill Act represents; and

(4) respectfully requests that the Secretary of the Senate transmit to the Association of Public and Land-grant Universities an enrolled copy of this resolution for appropriate display.

NOTICE OF INTENT TO OBJECT TO PROCEEDING

I, Senator TOM COBURN, intend to object to proceeding to the nomination of Heidi Shyum, of California, to be an Assistant Secretary of the Army, dated June 20, 2012.

AUTHORITY FOR COMMITTEES TO MEET

COMMITTEE ON THE JUDICIARY

Mr. SANDERS. Mr. President, I ask unanimous consent that the Com-

mittee on the Judiciary be authorized to meet during the session of the Senate, on June 20, 2012, at 10 a.m., in room SD-115 of the Dirksen Senate Office Building, to conduct a hearing entitled “Oversight of the United States Patent and Trademark Office: Implementation of the Leahy-Smith American Invents Act and International Harmonization Efforts.”

The PRESIDING OFFICER. Without objection, it is so ordered.

COMMITTEE ON THE JUDICIARY

Mr. SANDERS. Mr. President, I ask unanimous consent that the Committee on the Judiciary be authorized to meet during the session of the Senate, on June 20, 2012, at 2:30 p.m., in room SD-115 of the Dirksen Senate Office Building, to conduct a hearing entitled “Holocaust-Era Claims in the 21st Century.”

The PRESIDING OFFICER. Without objection, it is so ordered.

SUBCOMMITTEE ON SECURITIES, INSURANCE, AND INVESTMENT

Mr. SANDERS. Mr. President, I ask unanimous consent that the Committee on Banking, Housing, and Urban Affairs Subcommittee on Securities, Insurance, and Investment be authorized to meet during the session of the Senate on June 20, 2012, at 9:30 a.m., to conduct a hearing entitled “Examining the IPO Process: Is It Working for Ordinary Investors?”

The PRESIDING OFFICER. Without objection, it is so ordered.

SUBCOMMITTEE ON SCIENCE AND SPACE

Mr. SANDERS. Mr. President, I ask unanimous consent that the Subcommittee on Science and Space of the Committee on Commerce, Science, and Transportation be authorized to meet during the session of the Senate on June 20, 2012, at 10 a.m. in room 253 of the Russell Senate Office Building.

The Committee will hold a hearing entitled, “Risks, Opportunities, and Oversight of Commercial Space.”

The PRESIDING OFFICER. Without objection, it is so ordered.

RESOLUTIONS SUBMITTED TODAY

Ms. STABENOW. I ask unanimous consent that the Senate proceed to the immediate consideration en bloc of the following resolutions which were submitted earlier today: S. Res. 500, S. Res. 501, and S. Res. 502.

The PRESIDING OFFICER. Without objection, it is so ordered.

Ms. STABENOW. I ask unanimous consent the resolutions be agreed to, the preambles be agreed to, the motions to reconsider be laid upon the table en bloc, with no intervening action or debate, and any statements related to the resolutions be printed in the RECORD.

The PRESIDING OFFICER. Without objection, it is so ordered.

The resolutions were agreed to.

The preambles were agreed to.

The resolutions, with their preambles, read as follows:

S. RES. 500

Celebrating the accomplishments of title IX of the Education Amendments of 1972, also known as the Patsy Takemoto Mink Equal Opportunity in Education Act, and recognizing the need to continue pursuing the goal of equal educational opportunities for all women and girls.

Whereas 40 years ago, on June 23, 1972, title IX of the Education Amendments of 1972 (in this preamble referred to as “title IX”)(20 U.S.C. 1681 et seq.) was signed into law by the President of the United States;

Whereas Representatives Patsy T. Mink and Edith Green led the successful fight in Congress to pass this legislation;

Whereas, on October 29, 2002, title IX was named the “Patsy Takemoto Mink Equal Opportunity in Education Act” in recognition of Representative Mink’s heroic, visionary, and tireless leadership in developing and passing title IX;

Whereas title IX prohibits discrimination on the basis of sex in the administration of any education program receiving Federal financial assistance, including sports, and bars sexual and sex-based harassment, discrimination against pregnant and parenting students, and the use of stereotypes and other barriers to limit a person’s access to a particular educational field;

Whereas remarkable gains have been made to ensure equal opportunity for women and girls under the inspiration and mandate of title IX;

Whereas title IX has increased educational opportunities for women and girls, including their access to professional schools and non-traditional fields of study, and has improved their employment opportunities;

Whereas title IX has increased opportunities for women and girls in sports, leading to greater access to competitive sports and building strong values such as teamwork, leadership, discipline, work ethic, self-sacrifice, pride in accomplishment, and strength of character;

Whereas, while title IX has been instrumental in fostering 40 years of progress toward equality between men and women in educational institutions and the workplace, there remains progress to be made;

Whereas, in the 2010-2011 school year, girls were provided 1,300,000 fewer opportunities to play high school sports than boys;

Whereas, in 2010, at the typical Division I Football Bowl Subdivision school, 51 percent of the students were women, but female athletes received only 28 percent of the total money spent on athletics, 31 percent of the money spent to recruit new athletes, and 42 percent of the total athletic scholarship funds;

Whereas research shows that more than 8 out of 10 successful businesswomen played organized sports as children;

Whereas, for girls who engage in sports, 80 percent are less likely to have a drug problem and 92 percent are less likely to have an unwanted pregnancy;

Whereas title IX seeks to protect students from sexual harassment and defend pregnant and parenting students from discrimination;

Whereas stereotypes and discriminatory barriers in the fields of science, technology, engineering, and mathematics persist and contribute to the low numbers of women and girls in those fields;

Whereas, in 2009, women comprised only 19 percent of students receiving baccalaureate degrees in physics, 18 percent of students receiving baccalaureate degrees in computer science, 16 percent of students receiving baccalaureate degrees in engineering and engineering technologies, and 22 percent of students receiving master’s or doctorate degrees