

solution to this to make sure we pass a meaningful bill.

I want to address a couple of other things our bill needs to do if we are going to give Americans the confidence they deserve in their pipelines. Besides the inspection, we have got to pass a bill that has meaningful training requirements for the people who operate these pipelines. They have to get a license to drive a truck with gasoline in this country. They have to get a license to fly an airplane. But they do not have to have any license or essentially any training requirements to operate a pipeline. It is time to require a meaningful training requirement for all operators.

Madam Speaker, I urge all of my colleagues to help this leadership bring these bills up for a vote.

#### TRIBUTE TO DR. JOHN B. DUFF, PRESIDENT OF COLUMBIA COL- LEGE CHICAGO

The SPEAKER pro tempore (Mrs. WILSON). Under a previous order of the House, the gentleman from Illinois (Mr. DAVIS) is recognized for 5 minutes.

Mr. DAVIS of Illinois. Madam Speaker, I rise today to pay tribute to Dr. John B. Duff, who is retiring as President of Columbia College Chicago after 8 successful years and an illustrious career in both academia and the public sector.

Prior to Columbia, Dr. Duff served as commissioner of the Chicago Public Library system, where he supervised construction of the Harold Washington Library, the world's largest public library. His academic positions include serving as the first chancellor of the Board of Regents from Massachusetts' newly reorganized system of public higher education; president of the University of Lowell, Massachusetts; and lay provost, executive vice president and processor of history at Seton Hall University.

Founded in 1890, Columbia College Chicago is an undergraduate and graduate college in downtown Chicago, dedicated to communication arts as well as media arts, applied and fine arts, theatrical and performing arts, and management and marketing arts. It is the fifth largest private institution of higher education in Illinois and the largest and most comprehensive arts media and communications college in the country.

More than one-third of Columbia's 9,000 students are minorities, the largest minority enrollment of any arts and communication institution in the country.

Columbia today is 50 percent larger than it was 9 years ago. In terms of physical space, under Dr. Duff's leadership, Columbia acquired 650,000 square feet. During this time, the first residence hall and new film stage facilities were opened, a new home for the music department was purchased, a new dance center was built, the 33 East Congress Building was purchased to

house the English Department and the Radio Department, and Chicago's historic Ludington Building was acquired providing gallery space, student space, the Film/Video Department, and the Center for Book and Paper Arts.

The college has played a major role in the revitalization of the South Loop and, working with its neighbors, arts organizations, entrepreneurs and the city is spearheading the development of a Wabash Avenue Arts Corridor.

The growth of Columbia's faculty was also a priority for Dr. Duff during his tenure. The college added more than 100 full-time faculty positions to enhance curriculum development and management, to give more continuity to the educational programs, and to increase student contact with faculty.

Dr. Duff also reinforced the college's commitment to its students by strengthening developmental education programs, to help students stay in school and graduate. Open-admissions arts colleges are rare, but one as academically strong as Columbia is truly unique.

Today, thanks to Dr. Duff's leadership, Columbia remains secure in its mission and traditional commitments to opportunity, diversity, and professional education in the arts and communications.

Madam Speaker, I invite all Members of the House to join with me in recognizing Dr. John Duff's many contributions to higher education to the City of Chicago and to the State of Illinois and in wishing him and his wife, journalist Estelle Shanley, our very best as they join one-fifth of the rest of the population in this country and move out to California to spend the rest of their days.

#### HISTORICALLY BLACK COLLEGES AND UNIVERSITIES WEEK

The SPEAKER pro tempore. Under the Speaker's announced policy of January 6, 1999, the gentleman from Maryland (Mr. HOYER) is recognized for 60 minutes as the designee of the minority leader.

#### GENERAL LEAVE

Mr. HOYER. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on the subject of my special order this evening.

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

There was no objection.

Mr. HOYER. Madam Speaker, I am honored today to join a number of my colleagues in celebrating National Historically Black Colleges and Universities Week.

The contributions made by HBCUs to the African American community, to our country, and to our culture cannot be overstated.

As President Clinton noted in proclaiming the week of September 17 as HBCU Week, "Generations of African

American educators, physicians, lawyers, scientists, and other professionals found at HBCUs the knowledge, experience and encouragement they needed to reach their full potential."

The alumni rolls of HBCUs are very long. They include two very distinguished, extraordinary Americans, Martin Luther King, Jr., and Booker T. Washington. In addition, they include a number of my colleagues who will be joining me today.

Today, Madam Speaker, Historically Black Colleges and Universities comprise about three percent of all colleges and universities. However, they confer nearly 30 percent of all bachelor's degrees awarded each year to African Americans.

HBCUs, Historically Black Colleges, also confer the majority of bachelor's degrees and advance degrees awarded to black students in the physical sciences, mathematics, computer sciences, engineering, and education. More than half of all African American professionals, including 70 percent of African American dentists and physicians, graduated from Historically Black institutions.

The real story, Madam Speaker, that underlies these figures is the story of hope and opportunity. We cannot, we should not, we must not run from our history no matter how painful, no matter how disgraceful.

Before the Supreme Court's landmark decision in *Brown v. Board of Education* in 1954, African Americans were routinely and wrongly excluded from institutions of higher learning. It did not matter how smart they were. It did not matter how much talent or potential they had. The only thing, tragically, that mattered was the color of their skin.

But out of that rank injustice, that indefensible racism, was born a fortitude and a determination to rise above, to overcome, to overcome through education. Thus, the first black college, which is now known as Cheyney University in Cheyney, Pennsylvania, was founded in 1837.

To appreciate the magnitude of this, remember that Cheyney was created a full 28 years before the ratification of the 13th amendment established to train free blacks to become school teachers.

Today Cheyney is one of the 105 HBCUs that continue to serve with great pride as an avenue for African Americans to attend college and indeed for other Americans to attend college, as well.

Four of those Historically Black Colleges are located in the State of Maryland, including Bowie State University in my own district, which was founded in 1865. Bowie State University is the oldest Historically Black University in Maryland. The others, Madam Speaker, are Morgan State, Coppin State, both in Baltimore, and the University of Maryland Eastern Shore.

Shortly, I will be joined by my colleague, the gentleman from Maryland

(Mr. CUMMINGS), a graduate of Morgan State, who will join me in this special order.

I want to make specific note of the four presidents of those distinguished institutions: Dr. Calvin Burnett, president of Coppin State College; Dr. Earl Richardson, with whom I had the privilege of being today, president of Morgan State University; and Dr. Dolores Spikes, president of the University of Maryland Eastern Shore.

Our newest president is the president of Bowie State University, which I just mentioned, Dr. Calvin Lowe.

Madam Speaker, let me say, as a current member of the Board of Regents of the University of Maryland systems, as someone acutely interested in education and the needs of our youth, I see the manifest vision and the determination of HBCUs practically every day. I see it in the faces of the young people in my district who know that they will have the opportunity to develop their skills and talent, whether they choose Bowie State University, the University of Maryland College Park, or any other school. I see it in the faces of young professionals who have attended an HBCU and who are now working hard to build their careers and contribute to our society. And I see it in the faces of those here tonight who appreciate the unique role and history of Historically Black Colleges and Universities and who understand the importance of their continued vibrancy.

□ 1945

In the past 20 years, at least 10 Historically Black Colleges and Universities have closed. Others, Madam Speaker, face financial hardship. We have in my opinion in this House a duty to help them, and not just with dollars, though dollars are very important. The bottom line, adequate funding, will continue to be important. But we must also recognize, Madam Speaker, that our strength as a Nation lies not just in the quality of the University of Maryland at College Park or any of the other great universities but in the excellence of another great university, Bowie State, Morgan, Coppin, the University of Maryland Eastern Shore, and the institutions from which so many of our distinguished colleagues have graduated. We must realize that while we celebrate the University of North Carolina at Chapel Hill, we also must take joy in the accomplishments and excellence of North Carolina A&T.

Historically Black Colleges have strengthened our country and enriched our culture beyond measure. They have nurtured and fostered the talents of millions. And while they can take great pride in their glorious past, it is incumbent on all of us to ensure that they enjoy an even brighter future.

Madam Speaker, I had the opportunity of meeting with Dr. Richardson, as I said, and many other presidents of Historically Black Colleges. They brought up some critical issues with

which this Congress must deal. I am sure that my colleagues will join me in doing so to ensure the continued vibrancy and success of these extraordinary institutions.

Madam Speaker, I am now privileged to yield to my good friend, distinguished colleague and graduate of Howard University. I said Morgan, but Howard, University. He is on the board of regents at Morgan State University, the distinguished gentleman from Maryland (Mr. CUMMINGS).

Mr. CUMMINGS. I want to thank the gentleman for yielding, and I want to thank him for this special order tonight with regard to our Nation's Historically Black Colleges and Universities. I also want to thank him as the former president of the State Senate in Maryland and now as a Member of this great body for all of the support he has given to our colleges in the State of Maryland and then of course to those throughout the United States as a Member of this body.

Many might ask, what is an HBCU? To clarify, the Higher Education Act of 1965 defines an HBCU as any historically black college or university that was established prior to 1964 whose principal mission was and is the education of black Americans. Earlier today, presidents, chancellors and representatives from HBCUs met with congressional leaders to identify opportunities to advance HBCUs. Throughout their history, HBCUs have served as emblems of excellence in higher education for African Americans.

Often acclaimed "the salvation of black folks," HBCUs have engraved in American history the opportunity for freedom through education. There are 117 HBCUs, a mix of 4-year colleges and universities, community and junior colleges, public and private institutions, and technical schools. 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.

Tonight, Madam Speaker, I would like to simply provide facts and figures that will give my colleagues an idea of how many lives have been impacted by HBCUs. Did you know that HBCUs have produced a large number of congressional representatives, State legislators, mayors, Federal and State judges, professors, teachers, doctors, lawyers, business leaders, activists, writers, musicians, actors, athletes and military leaders? Did you know that for more than 150 years HBCUs have enrolled less than 20 percent of African American undergraduates but, significantly, award one-third of all bachelor's degrees and a large number of the graduate and professional degrees?

During the second session of the 101st Congress at a hearing before the House Committee on Education and Labor entitled "Issues and Matters Pertaining to Historically Black Colleges and Universities," former Congressman and

current president and CEO of the United Negro College Fund, William Gray of Pennsylvania, said, "HBCUs have performed a remarkable task, educating almost 40 percent of this country's black college graduates at either the graduate or undergraduate level, some 75 percent of all black Ph.D.s, 46 percent of all black business executives, 50 percent of all black engineers, 80 percent of all black Federal judges, and 85 percent of all black doctors."

At that same hearing, U.S. Surgeon General David Satcher, who was then serving as president of Meharry Medical College, stated that "historically black health professional schools have trained an estimated 40 percent of this Nation's black dentists, 40 percent of black physicians, 50 percent of black pharmacists, 75 percent of the Nation's black veterinarians."

Again, these statistics speak volumes for the value of HBCUs in providing an opportunity for African Americans to participate and make contributions in all walks of life. This record of outstanding achievement comes despite daunting challenges, including limited financial resources, as the gentleman from Maryland (Mr. HOYER) talked about just a moment ago. 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 education.

Locally, in my district of Baltimore, there are two HBCUs. Coppin State College has become a staple 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. Coppin State also offers degree programs to prison inmates in urban and rural areas. This is just one example of an HBCU working to make their surrounding community more livable.

As President Clinton once said, "Historically Black Colleges and Universities continue to play a vital role by adding to the diversity and caliber of the Nation's higher education system. Furthermore, these institutions remind all Americans of our obligations to uphold the principles of justice and equality enshrined in our Constitution."

I believe that the information I have provided here tonight supports this notion. I again thank the gentleman for the special order.

Mr. HOYER. I thank the gentleman for his contribution. I also thank him for his service with Morgan State University, one of the great schools in this country and in our State, and also would mention that his alma mater, Howard, of course, has a particular relationship with the Federal Government; and we are very supportive of

that institution, and Dr. Swygert is doing a very outstanding job as its leader.

Mr. CUMMINGS. I certainly agree with the gentleman on that one. That is why my daughter is a second-year student there at Howard.

Mr. HOYER. I appreciate that testimony. It is as strong a testimony as you can get. I thank the gentleman.

Madam Speaker, I yield to the very distinguished gentlewoman from the District of Columbia (Ms. NORTON).

Ms. NORTON. I very much thank the gentleman for yielding. Moreover, I am very appreciative of the initiative that his involvement brings to this special order this evening. He is a member of our leadership. I think a special order led by him indicates, among other things, the attention and the importance of the Historically Black Colleges and Universities to our own minority leadership here in the House. I recognize that the majority has also given some considerable attention to Historically Black Colleges and Universities, and I want to thank them for that this evening as well. I am pleased that the gentleman from Missouri (Mr. GEPHARDT), the minority leader, has taken a lead in drawing in the Historically Black Colleges and Universities here this week when the President has declared this to be National Black Colleges and Universities Week, so that we could hear directly from them.

If I may say so, my own sister, a fourth generation Washingtonian like me, is president of a Historically Black College and University, Albany State University; so I suppose my own interest in this is also a family interest. She is a graduate of Miners Teachers College, now the University of the District of Columbia. My mother is a graduate of Howard University. I suppose it is very difficult for any African American who has gotten anywhere in life not to have in her family some indication that the HBCUs have touched their lives. I believe that this special order this evening is important for the way in which it illustrates the gentleman from Maryland's understanding of the continuing importance of these universities in the life and times of black America, the 23 States and the District of Columbia where they are located, almost half our States, 105 of them who bear a disproportionate share of the responsibility for higher education for African Americans. Because of that fact alone, these colleges and universities are deserving of all the attention we can give them. If they were to drop out of the higher education business tomorrow, black higher education in the United States of America would collapse. They give us, just at the bachelor's level, 28 percent of the bachelor's degree. They are only 3 percent of the colleges and universities in the United States of America. They are as vital as any network of institutions in our country.

Madam Speaker, I do want to speak about some new developments in the

District of Columbia involving HBCUs. Of course, Howard University, in many ways the flagship university of black America, is located here. The gentleman from Maryland (Mr. HOYER) has indicated its special relationship to this Congress. When the slaves were freed, what they wanted most of all was access to education, and higher education. The Congress has had responsibility for Howard University in a very special way almost since the end of the Civil War.

Actually, we had two Historically Black Colleges and Universities here, the University of the District of Columbia as well as Howard University, the University of the District of Columbia being an amalgam of three Historically Black Colleges and Universities. But because of a wrinkle and mishap, the University of the District of Columbia was never funded as a Historically Black College and University.

I want to thank this body here this evening that when the D.C. College Tuition Act was passed, the University of the District of Columbia received its rightful status as a fully funded HBCU beginning in 1999. This was very important because this is the only publicly supported university in the District of Columbia, for its lack of vital funding, especially given the hard times the District has since gone through, was a matter of some considerable disadvantage to the District.

It is also, however, an open-admissions university. That means that, by definition, it is not the university for some of our youngsters. One size does not fit all. And so this body passed the D.C. College Tuition Access Act. This was a historic act, because for the first time it means that residents of the District of Columbia have what Maryland and Virginia, to point to our two neighbors, have had historically. Virginia has 58 public colleges and universities, I think Maryland has almost 30, and so you can choose which one fits you. The District had one. It was an open-admissions university. This gave us access to any public college or university anywhere in the United States of America, and in this its first year just begun in September, college attendance in the District of Columbia has been raised enormously. Already in the first year they have come. What it means is that the youngster and her family pays in-state tuition and the Federal Government picks up the rest.

What does that have to do with what we are celebrating here today? We have the preliminary figures about where these students are going. And I am here to report today that of the 10 universities most favored by D.C. students, and they could choose any universities that are publicly funded anywhere in the United States, six are Historically Black Colleges and Universities, the six most favored. And they are Howard, Norfolk State, Morgan, Hampton, Bowie State. There are a host of others. Delaware State. There are many in North Carolina. Now I am

focusing only on the Historically Black Colleges and Universities. Private universities in the District and the region receive a stipend of \$2,500 if the student chooses the private university. We have 150 students at Hampton, a private university, of course, one of the great Historically Black Colleges and Universities in Virginia.

□ 2000

Mr. Speaker, the fact that so many District youngsters, who finally have the gates open for them, choose any one they want have chosen HBCUs speaks for itself about the importance of these universities to African Americans.

Mr. Speaker, we are a microcosm of where black America is in their choices of higher education. They feel welcome. They feel these schools will help them get a degree, rather than simply attend a university. The dropout rates for whites and blacks who go to college in the United States is enormous. Many of our students come from very disadvantaged backgrounds. They need special attention.

They get that attention in the historically black colleges and universities. These universities have proven themselves to the students, to their families and to our country for generations. More students than ever now in the District of Columbia know the value since the way it has been opened to allow them to go to these universities. We are grateful for this opportunity. We are grateful for this body, for the leadership on this side of the aisle and the other side of the aisle that has opened the gates all over America to make up for the fact that we do not have the same access that other colleges and universities have.

We are grateful that we now have a funded HBCU here in the District of Columbia, the University of the District of Columbia, and above all we are grateful that the HBCUs are there for D.C. as they have been there for African Americans and for people of all backgrounds throughout their glorious history.

Mr. Speaker, I very much thank the gentleman from Maryland (Mr. HOYER) for yielding to me and I thank him once again for leadership on this issue as he has always shown leadership on this issue and on other issues facing black America.

Mr. HOYER. Mr. Speaker, I thank the gentlewoman very much. I appreciate the gentlewoman's remarks, and I believe her remarks were very cogent. I think it is a very significant fact that the six highest choices made by students in the District of Columbia who could go anywhere are historically black colleges, which speaks not only to the fulfillment of their mission, but to the quality of their work. So I thank her for her comments.

I yield to my very distinguished friend, the gentleman from Georgia (Mr. BISHOP), a graduate of one of the most distinguished educational institutions in America that is also a historically black college, Morehouse College.

Mr. BISHOP. Mr. Speaker, I thank the gentleman from Maryland for yielding to me.

Mr. Speaker, I want to express my appreciation to our distinguished colleagues, certainly the gentleman from Maryland (Mr. HOYER) and the gentleman from Maryland (Mr. CUMMINGS) for arranging this evening's special order in recognition of the contributions made by the country's historically black colleges and universities.

These 105 institutions located in the District of Columbia and in 23 States from New York to California began to emerge more than 140 years ago, thrusting open the doors of opportunity and promise for millions of African Americans. These centers of learning have enriched the lives of their students, their parents and families and the communities and the regions that they serve.

As a matter of fact, they have made contributions that have strengthened our entire country enriching the lives of all Americans. For me, this special order has a very personal meaning. I literally grew up within the environment of a historically black college. This was in Mobile, Alabama, and the college was Bishop State Community College, which got its start in 1927 as a branch of Alabama State Teachers College. In 1965, the branch, as it was called, gained its independence and became Mobile State Junior College where my father, Dr. Sanford D. Bishop, Sr., served as the first president.

My mother incidentally was the librarian at the college, and it was literally true that the campus and family life were very closely interwoven as I spent my formative years on and about the campus there.

In 1971, Mobile State became Bishop State Junior College by an act of the Alabama legislature and later Bishop State Community College in recognition of the leadership that my late father provided in building that college into the modern, flourishing institution that it has become. Today, it offers a wide variety of courses for our student enrollment that exceeds 4,000. A college that is recognized for its academic excellence and which is, perhaps, especially noted for turning out highly skilled health care professionals.

When I decided to attend college away from home, as many young people do, my choice was Morehouse College in Atlanta, my father's alma mater, an institution that had grown from a small Baptist school when founded in 1867 to become a part of a sprawling college complex, Atlanta University Center Complex, in providing studies in liberal arts, religion, philosophy, business administration and the sciences.

It is a place known for its leaders in the struggle to move our country closer to fulfilling its promise of freedom and opportunity for all from presidents like Dr. John Hope and Dr. Ben Mays to the most famous graduate, Dr. Mar-

tin Luther King, Jr., not to mention prominent leaders in the entertainment field like Spike Lee and Samuel L. Jackson.

Today I have the privilege of representing the Second Congressional District of Georgia, which is the home of Albany State University, where, as we have heard, Dr. Portia Holmes Shields serves as president. Dr. Shields is, of course, the sister of our own friend and colleague, the gentlewoman from the District of Columbia (Ms. NORTON).

Albany State, which was founded 97 years ago as a Bible and vocational training institute, now serves a widespread area of southwest Georgia, and it provides a wide range of bachelor's and graduate degrees. I often visit the campus in Albany where I always gain energy and ideas and inspiration from the relationship that I have with the faculty and the students.

Albany State has implemented what it calls a total quality approach, where the academic achievement translates into both commitment to the community and the skills and knowledge needed to compete in the workplace. Incidentally, in 1994 and 1998, Albany State was submerged in water from the flooding of the Flint Rivers as a result of Tropical Storm Alberto. They developed a motto the Unsinkable Albany State, and they have rebounded, rebuilt and now have a new campus that is flourishing.

Also we have Fort Valley State University in Fort Valley, Georgia, which is one of the 1890 Land Grant Colleges, the only one in Georgia. It has provided agriculture, education and liberal arts training for many, many years with many prominent graduates who have excelled in business and politics and medicine and other fields of endeavor. My good friend Dr. Oscar Prater is the President there.

There are historically black colleges and universities throughout much of the school with records and achievement very similar with those that I am very familiar with from a relatively new facility such as LaGuardia Community College in New York City to the long-established Wilberforce University in Ohio which was founded in 1856, to Compton Community College founded in 1927.

All have made contributions that loom large as the history of the country continues to be written. Congratulations to everyone who has helped these colleges and universities carry out their historic mission, including everyone here in Congress on both sides of the aisle who have helped provide the increased support for our HBCUs.

Mr. Speaker, I would like to thank the gentleman from Maryland (Mr. HOYER) and my other colleagues for having the foresight to have this special order to give recognition that of course is long overdue to a group of institutions that have really contributed greatly to the greatness of America

and the world. Godspeed to all of these institutions as they continue to help make this Nation's promise a full reality.

Mr. HOYER. Mr. Speaker, I thank the gentleman from Georgia (Mr. BISHOP) for his comments. And as I was standing here, I thought to myself Sanford Bishop Sr. would indeed be proud of his son, a leading educator in our country. His father was a very distinguished American, and his son has become someone of whom his father would be indeed be extraordinarily proud. I thank the gentleman for his participation.

Mr. Speaker, I yield to my very good friend, the gentleman from Chicago, Illinois (Mr. RUSH), a distinguished representative, and one of the very significant leaders in our country for most, if not all, of his adult life.

Mr. RUSH. Mr. Speaker, I thank the gentleman from Maryland (Mr. HOYER). I want to, first of all, commend the gentleman for his insightful leadership, for his dedication to the historical black colleges throughout his professional, political career. I want to thank him for the sensitivity of which he approaches this particular issue and really just his total dedication to the efforts of historical black colleges as they move to try to strengthen themselves and maintain their commitment and their mission to the American people.

The gentleman has an exemplary image and his exemplary conduct should be noted by all Americans, because he has indeed done this Nation a great service on behalf of its minority students throughout the country.

Mr. HOYER. I thank the gentleman.

Mr. RUSH. Mr. Speaker, Historically Black Colleges and Universities are important institutions of higher learning, growth and development for African Americans and minorities Nationwide. These institutions offer quality education in collegiate settings that are conducive to education and economic excellence.

The students who attend these colleges are educated, without the deriding stumbling blocks, the deriding stumbling blocks of racial selection for grants and scholarships and loans. The institutions are free of racial, religious, and gender discrimination.

Historically Black Colleges and Universities graduate large numbers of African Americans who, as previous speakers have indicated, lead, very, very productive lives in our society, who are leaders in this Nation among all professions, and who are leaders in the world.

In my home state of Illinois, many of our African American students attend HBCUs. There are 23 States along with the District of Columbia and the Virgin Islands which are home to HBCUs. While these institutions are places where African Americans can flourish and people prepare for the challenges of the global village. There is an important problem which impacts the

quality of their students and their professors, and that problem is finances, it is money. In the last decade, the Federal Government has increased its support of HBCUs, and although the House appropriators led by the gentleman from Maryland (Mr. HOYER) and others have worked hard to ensure that HBCUs have ready access to Federal dollars through the HBCU capital financing program, more work still needs to be done.

It is this commitment to excellence which has fueled this administration's, the Clinton administration, acknowledgment of the needs of the HBCUs. This commitment was exemplified on November 1, 1993, when President Bill Clinton signed an executive order 12876 in order, and I quote, "to advance the developments of human potential, to strengthen the capacity of Historically Black Colleges and Universities to provide quality education, and to increase opportunities to participate in and benefit from Federal programs."

I am proud that President Clinton has designated the week of September 17, 2000 as National Historic Black Colleges and Universities week. The administration, the Democratic leadership, the Congressional Black Caucus and the House Democratic Caucus have led in promoting awareness of the merits of these education institutions. It is with this leadership that this subject is discussed on the Floor today, and that our Nation is aware of the tremendous benefits and the success of attending HBCUs.

Mr. Speaker, I just want to say, on a personal note say that both the previous speakers before me mentioned Albany State University, Albany State University was the first college that I ever laid eyes on.

□ 2015

As a young man, my mother attended Albany State University. I am a product of Albany, Georgia, and I cannot ever forget the awe and the delight and the sense of curiosity as a young man who was in kindergarten, going to a school right across the street from Albany State University, and to be excited about my first day in school, to look across the street, to be in the shadow of Albany State University, indeed imprinted on my mind that education was indeed the one thing that meant the most to me as a young man. As I grew into adulthood, education certainly became the hallmark of my activities.

I want to thank, again, the gentleman from Maryland (Mr. HOYER). I want to thank all of those who had a vision to create Historically Black Colleges and Universities, and I want to thank my mom for introducing me to education and to instill in me the yearning, the need, the desire to make sure that I received all that this Nation can provide in terms of college and higher education and higher learning.

Mr. HOYER. Mr. Speaker, I want to thank my friend, the gentleman from

Illinois (Mr. RUSH), for his generous comments and also for his cogent comments with respect to the impact that Historically Black Colleges and Universities have had on young African Americans, instilled in them a sense of hope, a sense of opportunity, a sense of future. We know that if young people do not have a sense of future, as too many do today, that they do not work for a future. They work only for today. That inspiration that the gentleman's mother gave him and his exposure to Albany State has enriched us all in this country.

Mr. Speaker, I yield to my friend, the distinguished gentlewoman from the State of California, from Oakland, (Ms. LEE).

Ms. LEE. Mr. Speaker, I want to thank and commend the gentleman from Maryland (Mr. HOYER) and the gentleman from Maryland (Mr. CUMMINGS) for this special order tonight, and also for their consistent commitment and hard work on behalf of Historically Black Colleges and Universities. These institutions are so important to all of us, not only in the African American community but to all of us in the entire country.

Mr. HOYER. Mr. Speaker, will the gentlewoman yield?

Ms. LEE. I yield to the gentleman from Maryland.

Mr. HOYER. I was going to make this point later, but she gives me such an opening. We talk about these institutions giving extraordinary opportunities to African Americans, and they do. Bowie State University in my county is the place from which Christa McAuliffe graduated with her Master's degree. Christa McAuliffe, as some may recall, was the teacher in space who went up on the Challenger as it blew up and she died. She was one of Bowie State's most distinguished graduates, a Caucasian American but given an extraordinary opportunity through her attendance at and the receipt of a quality education at a Historically Black College.

Ms. LEE. That is quite a testimony; quite a testimony.

It is really an honor to be able to honor tonight our Nation's Historically Black Colleges and Universities. Malcolm X once declared that education is our passport to the future, for tomorrow belongs to the people who prepare for it today.

For over 150 years, Historically Black Colleges have provided these passports to their students. Although many African American scholars and leaders of the 19th and early 20th century disagreed about how African Americans would attain freedom and equality promised in our Constitution, they agreed, however, that educating young men and women was the most important step in succeeding in life.

Historically Black Colleges and Universities, also known as HBCUs, have always offered African American young men and women a quality, affordable education at times when access to in-

stitutions of higher learning were limited or completely closed off to African Americans. According to the *Herald-Sun* newspaper in North Carolina, HBCUs were actually first founded in 1837, 26 years before the end of slavery.

Since this humble beginning, HBCUs have become revered institutions of higher learning that have provided quality educational access to millions of African Americans.

According to the United States Department of Education, there are 105 accredited HBCUs in the United States. These institutions enroll upwards of 370,000 students each year. Since 1966, HBCUs have awarded approximately 500,000 undergraduate, graduate, and professional degrees. They are providers of equal educational opportunity with attainment and productivity for hundreds of thousands of students. They are educating our future world leaders.

Historically Black Colleges and Universities have never been more important in providing young men and women a superior education than they are today; and now in this new era of technology, we must ensure that our HBCUs receive the necessary support to educate and train young African Americans for these unfilled jobs in the high-tech industry. And now, in my home State of California, since the end, unfortunately, of affirmative action, as we know it was banned in 1998 by passing Proposition 209, California students have increasingly become more aware of the educational benefits of attending a Historically Black College or University and many of my constituents are thriving and achieving academic excellence in these great schools.

Now, although I did not have the honor of attending an HBCU, I come from a family with deep roots at Historically Black Colleges and Universities. My grandfather graduated from Huston-Tillotson College in Austin, Texas; my role model, my mother, she attended Prairie View A&M and also Southern University; and my aunts followed in my grandfather's footsteps in attending Huston-Tillotson College. My nieces graduated from Prairie View A&M.

So I have really been the beneficiary of the values and the academic foundation provided me through my family's attendance and involvement at these great institutions.

Black colleges have a rich history to look back upon and a vibrant future ahead. I am proud to join my colleagues tonight in celebrating their many achievements and in so doing urge the United States Congress to redouble its efforts in supporting these fine institutions of higher learning.

Mr. HOYER. Mr. Speaker, I thank the gentlewoman from California (Ms. LEE) for her very important contribution and her giving us another example of an extraordinary American leader who has been impacted in her family and by the images and inspiration

given by Historically Black Colleges and Universities.

We are advantaged by the service of the gentlewoman from California (Ms. LEE) in the Congress; and that, I am sure, is in part due to the inspiration she received by all of those who were enriched and given hope and opportunity and vision by Historically Black Colleges.

Mr. Speaker, I yield to the very distinguished gentleman from Illinois (Mr. DAVIS).

Mr. DAVIS of Illinois. Mr. Speaker, I thank the gentleman from Maryland (Mr. HOYER) for yielding, but I also want to thank the gentleman for his display of sensitivity relative to taking out this special order and for recognizing the tremendous value of Historically Black Colleges and Universities. We have heard all of those who have spoken talk about the vast numbers of African Americans and others who have benefited from these institutions.

I, too, was fortunate to attend a Historically Black College, the University of Arkansas at Pine Bluff. As the gentlewoman from California (Ms. LEE) was talking about affordability, I can never forget on my 16th birthday going off to A&M College with \$50 in my pocket wondering how I was going to make it.

As it turned out, the tuition was only \$76 at that time, and I did have a \$50 scholarship that the State of Arkansas gave to each of its high schools. So I only had to pay \$26 of those \$50. So I still had a little left over to play with.

The University of Arkansas at Pine Bluff has been an educational mecca for my family. I think of the numbers. I have four sisters who attended, two brothers, three nephews, two brothers-in-law and a whole group of cousins. So it has been not only an opportunity but it has been a propelling force in all of our lives.

It started with seven students; opened its doors in 1875 with seven students. Much of the character, though, of this institution has been shaped by outstanding administrators: J.C. Corbin, John Brown Watson, and then, of course, President Lawrence Arnett Davis, who we called Prexie, who was there when I was a student and now his son is following in his footsteps, Dr. Lawrence A. Davis, Jr.

Wherever I go in America, I always run into individuals who have excelled: physicians, nurses, under-secretaries of departments and agencies. As a matter of fact, the Secretary of Transportation, Rodney Slater's, mother-in-law and father-in-law, his mother-in-law was a colleague of mine. We were students together. His father-in-law was one of our advisors in a current events club. So these become very personal and very direct.

I would hope that we would understand what everybody has been saying. These institutions have existed, operated, oftentimes with little more than baling wire; but they cannot continue in that way. We seriously need to re-

double our efforts and find additional resources, and I guarantee if one talks about getting a bang for your buck, if we put some more resources into the Historically Black Colleges and Universities, I guarantee we will be reaping the dividends and rewards for years and years and years.

So I thank the gentleman from Maryland (Mr. HOYER), again, for yielding me this time.

Mr. HOYER. I thank the gentleman for his comments. It is just extraordinarily interesting to learn of the history of families that have been impacted by HBCUs and the enrichment of those families being passed on to generations that then benefit so much their district, their State, and their Nation.

We very much appreciate his contribution and his recitation of not only his history but his family's history.

Mr. Speaker, I yield to the distinguished gentleman from Arkansas (Mr. DICKEY), who probably was interested in the history of the gentleman from Illinois (Mr. DAVIS).

Mr. DICKEY. Absolutely. I am from Pine Bluff, Arkansas. I grew up when Prexie Davis was the president of Arkansas A&M, and I cannot say I know as much about it from the inside as the gentleman from Illinois (Mr. DAVIS), who is one of their distinguished alumnus; but I do know that I saw it from the outside. I know that what that school did under Dr. Lawrence A. Davis was offer scholarships to people who could not even afford to get transportation to come to school. Some of those people learned how to learn at Arkansas A&M at Pine Bluff.

Then to advance forward, here I am in Congress and I am on a committee that the gentleman from Maryland (Mr. HOYER) and I serve on. We are midgets compared to Louis Stokes in this area, but we have been striving to add money to HBCUs because we want to present opportunities to people who want to learn and who care.

TRIO is a part of this plan, and I have gotten a lot of encouragements from Dr. Davis, Jr., about TRIO and we are doing our job there so that we can prepare people to come to school in places like UAPB and HBCUs all over the country. It is a great privilege for me to be a part of it, and I am going to continue on this committee striving hard to bring as much money as we can in a reasonable fashion for the benefit of the students who go to HBCUs all over the United States, but particularly at Pine Bluff, Arkansas.

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Mr. HOYER. Mr. Speaker, I thank the gentleman for his contribution.

Mr. Speaker, it is now a great privilege of mine to yield to the gentlewoman from Houston, Texas (Ms. JACKSON-LEE), one of our most dynamic members of the House.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I would like to add my own personal accolades to the speakers who

have given their eloquence before me and to the gentleman from Maryland (Mr. HOYER), in particular, along with the gentleman from Maryland (Mr. CUMMINGS), for the very significant and important opportunity we have been given for this Special Order.

Many times, people diminish or misinterpret Special Orders and do not see the ultimate importance of coming to this august body and speaking to our colleagues, as the gentleman from Arkansas has just done, speaking to America, about some very vital and important issues of concern, but also making important tributes. Let me thank the gentleman from Maryland for not only providing this opportunity for a tribute, but also for his legislative work and agenda of showing himself to be a true friend of HBCUs.

Let me ask the question, since we are here together: What if? I think the gentleman from Maryland made a very valid point, as we have listened to some of the very charging stories of my colleagues. This was a very instructive experience for me, listening to sons and daughters of presidents and heroes and sheroes of our historically black colleges, right here in the House of Representatives, now the legacies of the teachings of those colleges are now here passing laws. What an honor. I think it again emphasizes that the colleges are more than places of refuge for individuals who can go nowhere else, though they were born in a segregated history, which we are very proud of. I have the honor and pleasure of representing Texas Southern University, being the neighbor to Prairie View A&M, and being on the board of directors of Oakwood College in Huntsville, Alabama. So I have a familial relationship.

Although I did not have the honor or the distinct pleasure of going to or attending an historically black college, I can certainly name a whole list of relatives and extended family members who have had the honor and pleasure of associating themselves with these institutions. My father-in-law, Philip Lee, now passed, was a Tuskegee airman and a very proud graduate of Hampton Institute, now university, along with his dear wife, who still lives. I had the pleasure of being able to point my younger brother, Michael Jackson, to the Oakwood Academy in Huntsville, Alabama. And, of course, the predecessors of this seat, the esteemed and honorable Barbara Jordan, Mickey Leeland and Craig Washington were all respective graduates of Texas Southern University, and I certainly count them as colleagues and friends. So the 23 States, along with the District of Columbia and the Virgin Islands, are further homes to the HBCUs.

Mr. Speaker, I raise the question as I speak this evening, what if? What if we did not have these places of intellectual stimulation where Booker T. Washington could not debate with W.E.B. Du Bois about the question of lifting up your buckets where they

were, versus having the Talented Tenth as W. Du Bois argued, what an excellent and outstanding intellectual debate.

I think those of us who look back on history realize that there was no anger between those two gentlemen; they were only seeking to lift the recently freed slaves where they could best serve. Booker T. Washington, who founded Tuskegee Institute, thought it was important for us to learn how to be carpenters and artisans, for us to know how to build and to be plumbers, and to use our hands. He knew that slaves had just come off of the plantations, we had worked with our hands, and he wanted us to be economically independent and he saw a vehicle to do so, teach them to build this Nation with their hands and to be remunerated, to be compensated.

Also, the same with W.E.B. Du Bois, a Harvard proponent and graduate, saw that it was necessary to take the Talented Tenth and to lift them from the buckets and send them to the East Coast at that time, primarily because there were no institutions, at least of plentiful numbers, that could educate the Talented Tenth and have them be available to be the philosophers and the articulators of the agenda of the new Negro for the 20th century as we went into the 21st century.

So I ask the question, what if? What if these institutions had not survived or not carried us through the segregated 20th century when many African Americans could not be educated anywhere else. Particularly in the State of Texas and in the Deep South, there were no places for the Talented Tenth or those who wanted to lift their buckets where they were to be educated, and these schools saw fit to take up the cause.

As we moved through the 20th century, of course, as we saw the movement of A. Philip Randolph and Whitney Young, and then we moved into the 1950s and saw a young man, a graduate of Morehouse College, rise to the occasion to be the visionary of the civil rights movement, Dr. Martin Luther King. His original training, or his basic training was that of a minister, but he saw fit to carry the vision of that movement, and it was his leadership that drew young people out of institutions all over this country, both white and black, but I believe that historically black colleges fueled the movement of which he led that brought young people from those institutions, because they lived in the segregated South and they said, what can we do to begin to follow Dr. Martin Luther King, and there lie the sit-ins and, of course, the marches joined by young people all over the Nation.

Mr. Speaker, I think we have had a special week and I have enjoyed participating with the gentleman from Maryland (Mr. HOYER) this week, as the President has named this week in honor of historically black colleges. We were gratified to have the Democratic

Caucus host I imagine over 100 leaders of these colleges. They came to petition us to have us listen to them and to have us share our vision with them.

I would just like to note, because I know of the gentleman's record in the Committee on Appropriations, that each of us could count opportunities where we have tried to increase their funding. As a member of the Committee on Science, I thought it was important to ensure that the Civilian Space Authorization Act of 1998 and 1999 would ensure that there would be access by these colleges for direct research programs to work with the FAA, the Federal Aviation Administration, to ensure under their research, engineering and development authorization act, in particular, that again, undergraduate students could do the research that they needed.

Mr. Speaker, let me quickly conclude by noting as well that the NASA minority research, which is an important aspect of this program, and the land grant programs are important to be funded by some of the agricultural authorization.

I think the key that I would like to make sure that we are aware of is the answer to what if? We would be left with I think a gaping hole, to not have the rich history of the historically black colleges, Oakwood College, now chaired by Chairman Calvin Rock. We would not be able to cite Dr. Freeman, Dr. Joshua Hill, Dr. Polly Turner, Dr. John B. Coleman, all surrounding Prairie View A&M and Texas Southern University doing all great works.

This is an important part of our history, I say to the gentleman, and I believe this is an important night, because we have allowed ourselves to reflect and to congratulate. I think our concluding commitment should be, as our presidents have asked us, to bring them into the 21st century and catapult them with the research institutions of this Nation of high order. Let them be on the same plane as our institutions that are noted as the Ivy Leaguers, which I attended one of those. But I want them to hear our voices of appreciation and our commitment that we believe their role is extremely vital for the future of our young people and the 21st century.

With that, there is much more I could say, but I yield back to the gentleman, and I thank him for the time.

Mr. Speaker, I rise in recognition of the special role that Historically Black Colleges and Universities (HBCU) have played in the education of our Nation's young people. Twenty-three states, along with the District of Columbia and the Virgin Islands are homes to HBCUs. I have the honor of recognizing Texas Southern University, a HBCU and a constituent of the 18th Congressional District of Texas, which I serve. Texas Southern University like so many of the HBCUs was established in 1947 as a means of educating young African Americans who wanted to experience the full force of the American Dream through higher education. It was first formed under the name Texas State University for Negroes, and

became the first state supported institution in the City of Houston, Texas. The first president of Texas Southern University was the Honorable Dr. R. O'Hara Lanier, U.S. Minister to Liberia.

Although Texas Southern University was first formed to educate African Americans it has become the most ethnically diverse school of higher learning in the State of Texas.

Texas Southern University has awarded over 35,000 degrees and presently offers 54 baccalaureate degree programs, 30 master's degree programs; the Doctor of Education degree in six programs; the Doctor of Philosophy in Environmental Toxicology; and two graduate professional degrees a Doctor of Pharmacy and the Doctor of Jurisprudence. The University's Robert J. Terry Library has a collection of over 913,000 holdings. The campus also hosts a 25,000-watt FM radio station that serves as a teaching and learning laboratory for communications.

Another HBCU located in the state of Texas is Prairie View A&M University. Prairie View A&M University is the second oldest public institution of higher education in Texas, originated in the Texas Constitution of 1876. Originally the University was named the A&M College of Texas for Colored Youths and opened on March 11, 1878. Initially the College was designed by the Texas legislature to provide education to teachers.

In 1945 the name of the College was changed to Prairie View University, and the school was authorized to offer, "as need arises" all courses that were offered at the University of Texas.

Another HBCU that is close to my heart and carries the proud heritage of education excellence is Oakwood College located in Huntsville, Alabama. This college unlike the previous HBCU is not a public institution, but is operated by the General Conference of Seventh-day Adventists. Ellen G. White declared that it was God's purpose that the school should be placed in the City of Huntsville, Alabama.

Oakwood College's beginning can be traced to 1895, when the General Conference Association sent a three-man educational committee to the South to select and purchase property for a school for black youth. They began with four buildings four teachers and 16 students, eight women and eight men; Oakwood Industrial School opened its doors on November 16, 1896.

The faculty consisted of H.S. Shaw, A.F. Hughes, Hatie Andre, and the principal, Solon M. Jacobs. For the benefit of both the institution and community, the school maintained and operated a line of industries. Students and teachers worked beside each other in agriculture, blacksmith, bricklaying, broom making, canning, carpentry, chaircaning, clothes manufacturing, cotton manufacturing, dairying, gardening, log milling and woodworking.

The beginning of each of these institutions was a need and the will to see that need met. I commend those hundreds of instructors, visionaries, students, parents, and communities who made higher education a reality for African American young people in our nation. My regret is that the precious gift of higher education was not available to every African American young person, and that desegregation came so many generations after the institution of slavery was ended.

As a member of the House Committee on Science I have worked to offer parity to

HBCUs through the application of amendments to routine legislation designed to offer support to Colleges and University science, math, and engineering programs, but which have historically not included HBCUs.

I included amendments in the Civilian Space Authorization Act, Fiscal Year 1998 and 1999 that would direct that research programs funded by this act to include Historically Black Colleges and Universities. On the Floor of the House during the 104th Congress I had an amendment added to the FAA Research, Engineering and Development Authorization Act in particular to encourage research by undergraduate students at our nation's Historically Black Colleges and Universities and Hispanic Serving Institutions.

I also offered an amendment to increase funding for Historically Black Colleges and Universities under NASA's minority research and education programs. The amendment added \$5.8 million to the authorization request of \$25.5 million, which restored the program to the FY 1997 funding level of \$31.3 million. This greatly improved and expanded research programs of HBCU's with NASA and promotes science and technology at minority universities.

Recently, during the appropriations process for the Department of Agriculture, I sponsored a successful amendment that offered 1890 Historically Black Land Grant Colleges an opportunity to share in the research resources that are made available to other colleges and universities by the Department of Agriculture. My amendment will ensure the economic viability of 105 1890 Historically Black Land Grant Colleges and Universities. These 1890 HBCUs are part of a land grant system of 105 state-assisted universities that link new science and technological developments directly to the needs and interests of the United States and the world. In addition, to strengthening agriculture, the 1890 HBCUs conduct research, provide technical assistance in environmental sciences, improve the production and preservation of safe food supplies, train new generations of scientists in mathematics, engineering, food and agriculture sciences and promote access to new sources of information to improve conservation of natural resources.

HBCUs are unlike any other institutions of higher education in the United States; they for decades were for many the only means of higher education for thousands of African Americans. They were the source of our doctors, dentists, lawyers, teachers, ministers, and artisans of all descriptions. They have reached this level of recognition that is being demonstrated this evening by education nearly 40 percent of our nation's black college graduates. Today these same institutions confer the majority of bachelor's degrees and advanced degrees awarded to black students in the physical sciences, mathematics, computer science, engineering, and education.

I am proud to stand with my colleagues in touting the accomplishments of America's Historically Black Colleges and Universities.

Mr. HOYER. Mr. Speaker, I thank the very distinguished gentlewoman for participating in this Special Order.

Mr. HOBSON. Mr. Speaker, I rise today during National Historic Black Colleges and Universities Week to honor the achievements of two of Ohio's historically black institutions of higher learning which I have the privilege of representing in the U.S. House of Representatives.

Wilberforce University, with a current enrollment of 964 students, and Central State University, with a current enrollment of 1,111 students, have demonstrated time and time again that they are firmly committed to academic excellence and the pursuit of knowledge. I am very familiar with both of these universities, as I have had the opportunity to serve on the Board of Directors of both of them.

Before coming to Congress, I served as the President Pro Tempore in the Ohio State Senate and became very involved with both institutions. I have found their respective administrators and educators to be of the highest caliber, and I am proud to represent their interests in both the Ohio Statehouse and the U.S. Congress.

Wilberforce University, which is named in honor of the 18th century statesman and abolitionist, William Wilberforce, was established in 1856. It is affiliated with the African Methodist Episcopal Church and was the first institution of higher learning owned and operated by African Americans.

Central State traces its origin to legislation passed by the Ohio General Assembly in 1887 to create a Combined Normal and Industrial Department at Wilberforce. In 1951, the general assembly officially changed the name of the state-supported portion of Wilberforce to Central State College, and then to Central State University in 1965. Central State University remains the only public historically black university in the State of Ohio.

The true resilience of these educational institutions has been demonstrated in the way they have recovered following the tornadoes of April 1974, which devastated large portions of both campuses. Both schools have been revitalized and have produced aggressive plans for the future to continue producing outstanding graduates for the State of Ohio for generations to come.

As Ohio's Seventh District Representative to the Congress of the United States, I am very pleased to have this opportunity to honor the efforts and the achievements of Wilberforce and Central State Universities. Their many contributions to higher learning in the State of Ohio are greatly appreciated by all.

Mr. FROST. Mr. Speaker, I rise today in honor of Nationally Historic Black Colleges and Universities Week to pay tribute to Paul Quinn College of Dallas, Texas. Founded in 1872, it is the oldest Liberal Arts College for African-Americans in Texas and west of the Mississippi.

Born of humble roots, Paul Quinn College was founded by a small group of African Methodist Episcopal preachers. A faculty of five taught newly freed slaves blacksmithing, carpentry, and tanning saddle work. The founders faced early challenges: a poor congregation, limited resources, and a country struggling with post-Civil War race relations. To construct the college's first building, the church launched a "Ten Cents a Brick" campaign throughout their congregation. Although poor, together the congregation's pennies built the first solid monument to their dreams.

Paul Quinn College soon expanded its curriculum to include mathematics, music, Latin, theology, and English. As the increasing service and value of the institution became apparent, the student population grew, the academic program evolved, and more buildings appeared on campus.

Today Paul Quinn College is a thriving institution, rich in history. Its 150-acres campus is

a far cry from the schoolroom built with pennies, and today its 741 students take advantage of a liberal arts education, a diverse student population from around the globe, more than 40 clubs and organizations, and a strong athletic program, all steeped in an atmosphere of Christian ideals.

Although it has come a long way from humble beginnings, Paul Quinn College is now, as it was 128 years ago, still serving the intellectual, spiritual, emotional and social development of its students, preparing them for leadership and service.

Mr. Speaker, I am proud of the opportunities this fine institution has provided for so many people and the contributions it has made to the Dallas community. I know my colleagues will join me in saluting Paul Quinn College and all historically black colleges and universities this week.

Mr. THOMPSON of Mississippi. Mr. Speaker, I rise today on behalf of the 29,300 students that graduate from Historically Black Colleges and Universities (HBCUs) each year. I come to this floor as a proud 1968 graduate of Tougaloo College and a 1972 graduate of Jackson State University. I am also proud to say that, located in my congressional district is the nation's oldest historically Black land-grant institution—Alcorn State University.

In the year 2000, we find that nearly 40% of Black undergraduates at HBCUs are first-generation college students. While we applaud the services that these institutions provide, we must also show support for HBCUs by increasing funding for them, developing programs to make federal dollars more accessible and encouraging private investments. In my home state of Mississippi, public HBCUs have been faced with the challenge of achieving funding levels equal to those of traditionally White institutions. For 25 years, Mississippi Valley State University, Jackson State and Alcorn have been engaged in a legal battle for equal funding. This fact emphasizes the need for increased public and private support. In spite of the circumstances, we find that HBCUs are continuing to fulfill their missions as institutions of higher learning and the first outlet for Blacks who desire to attend college.

Yes, Mr. Speaker, HBCUs have stood the test of time. Today, more than 25% of Blacks earning bachelors degrees received them from HBCUs. As President Clinton has designated this week as Nationally Historic Black Colleges and Universities Week, let us commit to improve upon the past successes of schools like Tougaloo College, Rust College, Alcorn State University and Jackson State University.

I thank Representatives HOYER, CUMMINGS, LEWIS and WYNN for their leadership on bringing this issue to the floor. God bless our HBCUs and their supporters.

Ms. BROWN of Florida. Mr. Speaker, as a proud graduate of a Historically Black College, I am more than happy to be a part of the National Historical Black College and University week here in Washington. Today, over half of all African American professionals are HBCU graduates, as is 42% of the Congressional Black Caucus.

Historically Black Colleges and Universities were created back in 1837 to provide African Americans access to higher education. Because of the terrible history of racism in many parts of our country, the goal of these schools, although straight forward, has not been easy: to educate young black Americans and empower them to play a role in the affairs of our

country. Since African Americans have been denied educational opportunities until very recently, these schools have really been the only avenue open to blacks to further themselves through education.

Today, a majority of African American college students graduate from HBCU's. 28% receive their bachelor's degrees from these schools, and 15% obtain their Master's degrees from these schools. Since their creation, HBCU's have graduated more than 70% of the degrees granted to African Americans.

In my state of Florida, we are blessed with four HBCU's, two of which are located in my district. In Tallahassee, we have Florida's largest Black College, my alma mater, Florida A&M, which has nearly 10,000 students. In South Florida, we have Florida Memorial College, and my district, Florida's third, is lucky to have both Edward Waters College in Jacksonville, and Bethune Cookman College, which was founded by a determined young black woman, Mary Mcleod Bethune, in 1904 in Daytona.

Among the many exciting things happening in Florida's black colleges is the acquisition of a law school at Florida A&M, which is set to open in 2003. The opening of the school will officially mark the return of the FAMU College of Law since its closing in 1968. I remember when I was a student at Florida A&M, when the FAMU College of Law, which had provided the only avenue in the state of Florida for African Americans to undertake a career in the influential field of law, was stolen from us and merged with the law school at Florida State. This was a time when African Americans were not allowed to study at Florida state schools at the graduate level, consequently, African Americans were excluded from the field. Not surprisingly today, although that law has been repealed, there are very few African American attorneys in Florida. With the reinstallation of FAMU's law school, minority students will once again have greater access to be represented in the legal profession.

In closing, I am, and always will be, a strong supporter of HBCU's, and will continue to work hard to allow these schools to continue on with their valuable mission, the educational advancement of young African Americans.

Mr. SISISKY. Mr. Speaker, thank you for this opportunity to speak on behalf of the positive influences that Virginia State University and Saint Paul's College, two Historically Black Colleges and Universities in my district, have had on Virginia in particular, and African American culture in general.

Virginia State University, located in Ettrick, Virginia, is America's first fully state supported four-year institution of higher learning for African-Americans. In its first academic year, 1883-84, the University had 126 students and seven faculty; one building, 33 acres, a 200-book library, and a \$20,000 budget.

Tuition was \$3.35 and room and board was \$20.00.

From these modest beginnings, Virginia State University now offers 27 undergraduate degree programs and 13 graduate degree programs.

The University, which is fully integrated, has a student body of 4,300, a full-time teaching faculty of approximately 170, a library containing 277,350 volumes, a 236-acre campus and a 416-acre farm, more than 50 buildings (including 15 dormitories and 16 classroom buildings), and an annual budget of \$64,238,921.

I am pleased to have been on the Board of Visitors of Virginia State University.

When I was a delegate in the Virginia General Assembly, I sponsored the legislation which changed Virginia State College to Virginia State University.

Saint Paul's College, founded in 1888 in Lawrenceville, Virginia, is a small liberal arts college in which the attributes of integrity, objectivity, resourcefulness, scholarship, and responsible citizenship are emphasized. Over 15 undergraduate degrees are offered.

Its liberal arts, career-oriented, and teacher-education programs prepare graduates for effective participation in various aspects of human endeavor.

Intentionally small, its 600 students represent a wide variety of areas in the United States and several countries. However, the active campus life is characterized by a strong sense of camaraderie.

Education has always been very important to the people of Virginia. Whatever part of the Commonwealth you hail from, there is a place for our children to go for advanced learning.

Both Virginia State University and Saint Paul's College rank with the best colleges and universities in the country for preparing our young people to enhance this world.

As a Historically Black Colleges and Universities, the opportunities offered by these schools have been very important to the development of Virginia, and will continue to be for the future of this nation.

Mr. SKELTON. Mr. Speaker, Lincoln University, in Jefferson City, Missouri, is an historic black college that has served Missouri and our nation well since the latter part of the 1800s. Today, it serves as a beacon of education for our state of Missouri. I am so very proud of the faculty, the students, and its extension service, which have put this university on the map. I am pleased to represent such an outstanding institution.

#### NOTICE OF INTENTION TO OFFER MOTION TO INSTRUCT CONFEREES ON H.R. 4577, DEPARTMENT OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 2001

Mr. GOODLING. Mr. Speaker, pursuant to clause 7(c) of rule XXII, I hereby notify the House of my intention tomorrow to offer the following motion to instruct House conferees on H.R. 4577, a bill making appropriations for fiscal year 2001 for the Department of Labor, Health and Human Services and Education.

I move that the managers on the part of the House at the conference on the disagreeing votes of the two Houses on the bill, H.R. 4577, be instructed to increase Title VI Education Block Grant funding with instructions that these increased funds may also be used for the purposes of addressing the shortage of highly qualified teachers, to reduce class size, particularly in early grades; using highly qualified teachers to improve educational achievement for regular and special needs children, to support efforts to recruit, train and retrain highly qualified teachers, or for school construction and renovation of

facilities at the sole discretion of the local educational agency.

#### MEDICARE MODERNIZATION AND PRESCRIPTION DRUG ACT

The SPEAKER pro tempore (Mr. PEASE). Under the Speaker's announced policy of January 6, 1999, the gentleman from California (Mr. THOMAS) is recognized for 60 minutes as the designee of the majority leader.

Mr. THOMAS. Mr. Speaker, tonight we want to discuss one of the measures that has passed the House of Representatives. Sometimes, we do not feel the need to discuss measures that have gone through committee and have passed the House, but since there has been so much misrepresentation about the legislation that passed the House on a bipartisan vote called the Medicare Modernization and Prescription Drug Act, and since the Presidential nominees are engaged in a spirited debate, I thought it would be worthwhile to take some time, one, to focus on what it is that the House actually did, but probably more important than the specifics is to put in context the way in which the prescription drug issue has been discussed.

I think the first thing that people have to remember is that as the former majority, the Democrats controlled the House the entire time Medicare was law, up until 1994. Indeed, when President Clinton was elected in 1992, the Democrats controlled the House, they controlled the Senate, and they controlled the Presidency. I find it rather interesting that at a time when they could do anything they wanted to do, they did not talk about putting prescription drugs in Medicare for seniors.

All right. Let us say that that issue is one which has matured only recently. However, let me tell my colleagues what I consider to be an even more telling fact. During the time the Democrats controlled the House and the Senate and the Presidency, they did not add any preventive care measures or wellness measures. Now, that I think is very telling, because it was pretty obvious even at that time that if we would do relatively aggressive screening on seniors for colorectal cancer, increase mammography, and especially tests for women with osteoporosis; and one of the real scourges is diabetes, and with education and early detection and treatment, we can make significant life-enhancing behavioral decisions; but none of those were part of a Medicare program that the Democrats offered.

In 1995, the Republicans became the majority in the House and in the Senate. We offered a series of reforms adding preventive and wellness and suggesting prescription drugs. Well, as some people may remember, the 1996 election was based upon a series of untruths, frankly, that Republicans were trying to destroy Medicare, that Republicans never liked the program and could not be trusted with it.