

and cultivated musical traditions, brought musical instruments with them, and built new musical instruments in the United States;

Whereas spirituals were a distinct response to the conditions of African slavery in the United States, and expressed the longing of enslaved people for spiritual and bodily freedom, for safety from harm and evil, and for relief from the hardships of slavery;

Whereas jazz, arguably the most creative and complex music that the United States has produced, combines the musical traditions of African Americans in New Orleans with the creative flexibility of blues music;

Whereas masterful trumpeters Louis Armstrong and Miles Davis achieved national and international recognition with the success of “West End Blues” by Louis Armstrong in the 1920s and “So What” by Miles Davis in the late 1950s;

Whereas talented jazz pianist and vocalist Nathaniel Adams Coles recorded more than 150 singles and sold more than 50 million records;

Whereas the talent of Ella Fitzgerald, winner of 13 Grammys, is epitomized by a rendition of “Summertime”, a bluesy record accompanied by melodic vocals;

Whereas Natalie Cole, the daughter of Nathaniel Adams Coles, achieved musical success in the mid-1970s as a rhythm and blues artist with the hits “This Will Be” and “Unforgettable”;

Whereas in the 1940s, bebop evolved through jam sessions, which included trumpeter Dizzy Gillespie and the alto saxophonist Charlie Parker, that were held at clubs in Harlem, New York, such as Minton’s Playhouse;

Whereas earlier classical singers such as Elizabeth Taylor Greenfield, one of the first widely known African-American vocalists, and other early African-American singing pioneers, including Nellie Mitchell Brown, Marie Selika Williams, Rachel Walker Turner, Marian Anderson, and Flora Batson Bergen, paved the way for female African-American concert singers who have achieved great popularity during the last 50 years;

Whereas the term “rhythm and blues” originated in the late 1940s as a way to describe recordings marketed to African Americans and replaced the term “race music”;

Whereas lyrical themes in rhythm and blues often encapsulate the African-American experience of pain, the quest for freedom, joy, triumphs and failures, relationships, economics, and aspiration, and were popularized by artists such as Ray Charles, Ruth Brown, Etta James, and Otis Redding;

Whereas soul music originated in the African-American community in the late 1950s and early 1960s and combines elements of African-American gospel music, rhythm and blues, and jazz, and was popularized by artists such as Aretha Franklin, James Brown, Ray Charles, Sam Cooke, and Jackie Wilson;

Whereas Motown, founded as a record label in 1959, evolved into a distinctive style known for the “Motown Sound”, a blend of pop and soul musical stylings made popular by prominent Black artists such as Marvin Gaye, James Mason, and Mary Wells;

Whereas in the early 1970s, the musical style of disco emerged and was popularized by programs such as Soul Train and by artists such as Donna Summer;

Whereas reggae is a genre of music that originated in Jamaica in the late 1960s and incorporates some of the musical elements of rhythm and blues, jazz, mento, calypso, and African music, and was popularized by artists such as Bob Marley;

Whereas rock and roll was developed from African-American musical styles such as gospel and rhythm and blues, and was popu-

larized by artists such as Chuck Berry, Bo Diddley, and Jimi Hendrix;

Whereas rap, arguably the most complex and influential form of hip-hop culture, combines elements of the African-American musical tradition (blues, jazz, and soul) with Caribbean calypso, dub, and dance hall reggae;

Whereas the development and popularity of old style rap combined confident beats with wordplay and storytelling, highlighting the struggle of African-American youth growing up in underresourced neighborhoods;

Whereas contemporary rhythm and blues, which originated in the late 1970s and combines elements of pop, rhythm and blues, soul, funk, hip hop, gospel, and electronic dance music was popularized by artists such as Whitney Houston and Aaliyah;

Whereas Prince Rogers Nelson, who was known for electric performances and wide vocal range, pioneered music that integrated a wide variety of styles, including funk, rock, contemporary rhythm and blues, new wave, soul, psychedelia, and pop;

Whereas a recent study by the Department of Education found that only 28 percent of African-American students receive any kind of arts education;

Whereas African-American students scored the lowest of all ethnicities in the most recent National Assessment for Educational Progress arts assessment;

Whereas students who are eligible for the school lunch program established under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) have significantly lower scores on the music portion of the National Assessment for Educational Progress arts assessment than students that are ineligible for that program, which suggests that students in low-income families are disadvantaged in the subject of music;

Whereas a recent study showed that nearly ¾ of music ensemble students were White and middle class and only 15 percent were African-American;

Whereas the same study found that only 7 percent of music teacher licensure candidates were African-American; and

Whereas students of color face many barriers to accessing music education and training, especially students in large urban public schools: Now, therefore, be it

*Resolved*, That the Senate recognizes—

(1) the contributions of African Americans to the musical heritage of the United States;

(2) the wide array of talented and popular African-American musical artists, composers, songwriters, and musicians who are underrecognized for contributions to music;

(3) the achievements, talent, and hard work of African-American pioneer artists, and the obstacles that those artists overcame to gain recognition;

(4) the need for African-American students to have greater access to and participation in music education in schools across the United States; and

(5) Black History Month and African-American Music Appreciation Month as an important time—

(A) to celebrate the impact of the African-American musical heritage on the musical heritage of the United States; and

(B) to encourage greater access to music education so that the next generation may continue to greatly contribute to the musical heritage of the United States.

SENATE RESOLUTION 262—AFFIRMING THE IMPORTANCE OF TITLE IX, APPLAUDING THE INCREASE IN EDUCATIONAL OPPORTUNITIES AVAILABLE TO ALL PEOPLE, REGARDLESS OF SEX OR GENDER, AND RECOGNIZING THE TREMENDOUS AMOUNT OF WORK LEFT TO BE DONE TO FURTHER INCREASE THOSE OPPORTUNITIES

Mrs. MURRAY (for herself, Mrs. GILLIBRAND, Ms. HARRIS, Mr. KAINE, Ms. DUCKWORTH, Mr. WHITEHOUSE, Mrs. SHAHEEN, Ms. SMITH, Ms. KLOBUCHAR, Ms. HASSAN, Mr. BENNET, Mr. COONS, Mr. BLUMENTHAL, Mr. DURBIN, Mr. CARPER, Ms. WARREN, Ms. HIRONO, Mr. MURPHY, Mr. MERKLEY, Ms. ROSEN, Mr. SCHUMER, Mr. MARKEY, Mr. BOOKER, Mr. MENENDEZ, Mrs. FEINSTEIN, Ms. BALDWIN, Mr. CASEY, Ms. CANTWELL, Mr. BROWN, Mr. LEAHY, Ms. CORTEZ MASTO, Mr. SANDERS, Mr. PETERS, and Mr. TESTER) submitted the following resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

S. RES. 262

Whereas in 1972, President Richard M. Nixon signed into law title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) (referred to in this preamble as “title IX”);

Whereas in 2002, Congress passed a joint resolution establishing that title IX may be cited as the “Patsy Takemoto Mink Equal Opportunity in Education Act”;

Whereas title IX prohibits any institution that receives Federal education funding from discriminating against students or employees on the basis of sex;

Whereas sex discrimination includes—

- (1) gender-based violence;
- (2) sexual harassment and assault;
- (3) dating violence; and
- (4) domestic violence;

Whereas title IX guarantees—

(1) equal educational opportunities for all students, including pregnant or parenting students and gender non-conforming students; and

(2) protection for students from discrimination on the basis of actual or perceived sexual orientation or gender identity;

Whereas since 1972, the United States has made great progress in providing educational opportunities to women and girls and, in 2017, women earned the majority of doctoral, master’s, and associate degrees;

Whereas in the 2016-2017 academic year, women earned approximately 57 percent of the bachelor’s degrees awarded by institutions of higher education in the United States for the 18th consecutive year;

Whereas since 1972, the participation of women and girls in sports has increased by 1,000 percent in high school and greater than 500 percent in college, providing women and girls with the opportunity—

(1) to develop leadership and teamwork skills;

(2) to earn athletic scholarships to help finance a college degree; and

(3) to become successful professional athletes;

Whereas, despite the progress that has been made in higher education and athletics, women, girls, pregnant or parenting students, and transgender and gender non-conforming students in the United States are still frequently denied equal educational opportunities;

Whereas pregnant and parenting students are more likely to drop out of high school compared to other students, and only 51 percent of teenage mothers earn a high school diploma by the age of 22, leading to decreased opportunities for continuing education and employment;

Whereas the number of baccalaureate degrees in science, technology, engineering, and math earned by women has decreased over the past decade and, as of the 2016–2017 academic year, women earn only—

- (1) 38 percent of physical science degrees;
- (2) 19 percent of computing degrees;
- (3) 20 percent of engineering degrees; and
- (4) 42 percent of mathematics degrees;

Whereas, despite representing 56 percent of all students enrolled in colleges and universities in the United States, women hold almost ⅔ of all outstanding student debt (\$900,000,000,000 of the total \$1,400,000,000,000), and the average amount of student debt owed by a woman following the completion of a baccalaureate degree is \$2,700 more than the average amount of student debt owed by a man;

Whereas, despite constituting 50 percent of law school graduates over the past 20 years, women constitute only 22.7 percent of partners at major law firms;

Whereas, while women represent 75 percent of the healthcare workforce, only 12 percent of the chief executive officers of hospitals are women;

Whereas 44 percent of all National Collegiate Athletic Association Division I, Division II, and Division III student athletes are women, but only 11 percent of the athletic directors in Division I sports are women;

Whereas men still hold the vast majority of leadership positions, while women make up approximately—

- (1) 4.8 percent of the chief executive officers of companies included in the S&P 500;
- (2) 18 percent of Governors;
- (3) 27.6 percent of executive officers elected in statewide elections; and
- (4) 30 percent of college and university presidents;

Whereas, when data is disaggregated, women of color have lower rates of—

- (1) leadership positions; and
- (2) science, technology, engineering, and math degrees;

Whereas women continue to experience sexual harassment and assault—

- (1) as minors;
- (2) at colleges and universities; and
- (3) in the workplace;

Whereas 1 in 4 girls will experience some form of sexual abuse before turning 18 years old, with—

- (1) 8 percent of high school students experiencing physical dating violence; and
- (2) 7 percent of high school students experiencing sexual assault by a dating partner;

Whereas experiencing sexual abuse can—

- (1) lead to symptoms of depression and anxiety; and
- (2) negatively impact academic achievement;

Whereas multiple studies have confirmed that—

- (1) 1 in 5 women and 1 in 4 transgender or gender non-conforming students are sexually assaulted on college campuses; and
- (2) approximately 20 percent of girls have been the victims of sexual assault or attempted sexual assault while in high school;

Whereas students face pervasive discrimination and harassment on the basis of sexual orientation and gender identity in school, on college campuses, and in the workplace, which—

- (1) impedes the ability of the students to fully access the educational opportunities to which the students are entitled; and

(2) constitutes sex discrimination;

Whereas, because of the recent national focus on sexual harassment and assault, reporting to the Equal Employment Opportunity Commission (referred to in this preamble as the “EEOC”) has increased 12 percent from 2017 to 2018, reflecting more accurate data on the prevalence of harassment and resulting in a 50 percent increase in lawsuits filed by the EEOC in 2018;

Whereas the rule proposed by the Department of Education regarding title IX would substantially narrow campus protections and would irresponsibly reverse much of the progress made to combat sexual assaults on educational campuses; and

Whereas, between 2011 and 2016, investigations by the Office for Civil Rights at the Department of Education into reports of sexual and dating violence and discrimination against transgender students have helped to identify and respond to systemic issues of discrimination against students that otherwise would have gone unrecognized, yet recent actions from the Office for Civil Rights indicate that there will be fewer resources and less attention focused on issues of sexual and dating violence and discrimination against transgender students moving forward: Now, therefore, be it

*Resolved*, That the Senate—

(1) applauds the tremendous increase in educational opportunities for women and girls, including in sports, since the passage of title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.);

(2) encourages the Department of Education and the Department of Justice to protect the rights of students to have safe learning environments by working to ensure schools prevent and respond to discrimination and harassment on the basis of sex, including—

- (A) sexual assault;
- (B) harassment;
- (C) domestic and dating violence;
- (D) discrimination or harassment on the basis of pregnancy;
- (E) sex stereotyping; and
- (F) discrimination or harassment on the basis of actual or perceived sexual orientation and gender identity; and

(3) recognizes the work that still remains to be done to secure the promise of title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) that no federally funded educational institution shall discriminate against any person on the basis of sex.

#### AMENDMENTS SUBMITTED AND PROPOSED

SA 842. Mr. CRUZ submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, to authorize appropriations for fiscal year 2020 for military activities of the Department of Defense, for military construction, and for defense activities of the Department of Energy, to prescribe military personnel strengths for such fiscal year, and for other purposes; which was ordered to lie on the table.

SA 843. Mr. TILLIS (for himself and Mr. DURBIN) submitted an amendment intended to be proposed by him to the bill S. 1790, supra; which was ordered to lie on the table.

SA 844. Ms. DUCKWORTH (for herself and Mr. DURBIN) submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, supra; which was ordered to lie on the table.

SA 845. Mr. WARNER (for himself, Mrs. SHAHEEN, Mr. REED, Mr. KING, Mr. BENNET, and Ms. HARRIS) submitted an amendment intended to be proposed by him to the bill S. 1562, to amend the Federal Election Cam-

paign Act of 1971 to clarify the obligation to report acts of foreign election influence and require implementation of compliance and reporting systems by Federal campaigns to detect and report such acts; which was referred to the Committee on Rules and Administration.

SA 846. Mr. BROWN (for himself and Mr. PORTMAN) submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, to authorize appropriations for fiscal year 2020 for military activities of the Department of Defense, for military construction, and for defense activities of the Department of Energy, to prescribe military personnel strengths for such fiscal year, and for other purposes; which was ordered to lie on the table.

SA 847. Mr. BROWN (for himself and Mr. PORTMAN) submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, supra; which was ordered to lie on the table.

SA 848. Mr. BROWN (for himself and Mr. SCOTT of South Carolina) submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, supra; which was ordered to lie on the table.

SA 849. Mrs. MURRAY submitted an amendment intended to be proposed by her to the bill S. 1790, supra; which was ordered to lie on the table.

SA 850. Mr. BURR submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, supra; which was ordered to lie on the table.

SA 851. Mr. SULLIVAN submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, supra; which was ordered to lie on the table.

SA 852. Mr. BOOKER submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, supra; which was ordered to lie on the table.

SA 853. Mr. BLUMENTHAL (for himself, Mr. MANCHIN, and Mr. MURPHY) submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, supra; which was ordered to lie on the table.

SA 854. Mr. McCONNELL (for Mr. SASSE) submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, supra; which was ordered to lie on the table.

SA 855. Mr. McCONNELL (for Mr. SASSE (for himself, Mr. KING, and Mrs. GILLIBRAND)) submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, supra; which was ordered to lie on the table.

SA 856. Mr. BOOZMAN submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, supra; which was ordered to lie on the table.

SA 857. Mr. BOOKER (for himself, Mr. SCHATZ, and Ms. HIRONO) submitted an amendment intended to be proposed by him to the bill S. 1790, supra; which was ordered to lie on the table.

SA 858. Mr. MURPHY submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, supra; which was ordered to lie on the table.

SA 859. Mr. CRUZ submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S. 1790, supra; which was ordered to lie on the table.

SA 860. Mr. CRUZ submitted an amendment intended to be proposed to amendment SA 764 proposed by Mr. INHOFE to the bill S.