

have ever been. I am committed to remaining at the negotiating table, and not get stampeded, as long as it takes to try and find reasonable, common ground.

If my colleagues really want a bill, and that is a question number one, do my colleagues really want a bill? Or are we to encounter gridlock and failure and say, see, these guys cannot govern; they really cannot run the House? There is that question, and I have tried to dispel it. I certainly do not think it animates the gentleman from Michigan (Mr. CONYERS) and his staff, because we have had excellent discussions in the best of good faith, and so I discount that.

There may be others who do not want a bill because they do not want the Republicans to have any success whatsoever. I would look upon this not as a Republican success but as congressional success that we can respond to the tragedies that have bloodied our country.

If we really do not want a bill, there are a couple of ways we can kill it.

□ 1930

One is to draw a bill that is empty and hollow and meaningless, and the other is at the opposite end of the spectrum: strengthen a bill to death.

Now, when we are negotiating, we have people who we have to appeal to differently on different issues. It is not easy. We have to get some democratic support. I do not think we have enough on our side to pass this.

Now, either they can kill it, or they can help us. But I ask my colleagues for their help. They certainly have mine. But to any of my colleagues who accuse us of foot-dragging, please talk to the staff, please talk to the ranking member. My democratic colleagues do not have to accept our statement that we are doing the best we can.

Now, tomorrow, the gentlewoman from New York (Mrs. MCCARTHY) is going to instruct us to meet every day in public. I will not object to that, but we do not get things solved with formal meetings. We talk, and we talk out, and we find out what we can agree on, what we cannot. We make trade-offs; we do the best we can; and we come up with a bill. Do we want a bill, or do we want an issue? I want a bill.

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

Ms. LOFGREN. Mr. Speaker, may I inquire as to the time remaining.

The SPEAKER pro tempore (Mr. COOKSEY). The gentlewoman from California (Ms. LOFGREN) has 5½ minutes remaining.

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

I am confident that this motion to instruct will receive support when we vote on it from both sides of the aisle, and that is a good thing, but it certainly does not solve the concern that brought me here today and has consumed our time here this evening.

As I think through the scenario of how we got to this point in time, I

think back to earlier in the summer when we had almost a surprise, really, to some of us that the United States Senate was able to come together after the terrible tragedy in Colorado at Columbine High School and to come up with a set of modest, centrist measures that would make the availability of guns less so, in the hopes that the violence that beset the youngsters in Columbine and in other schools in other parts of our country would be diminished.

When this House took that measure up, and I believe it was something like 1 o'clock or 2 o'clock in the morning, we ended up with a measure, when all was said and done and the amendments concluded, that the NRA said vote "yes" on the bill, and handgun control urged us to vote "no" on the bill. We did not have a strong bill, as the Senate had done. So, we moved on to conference.

Now, the conference committee met just once, on August 3, and each member of the conference committee was permitted to make a statement, and I did as well, and then we left town, and the conference committee has not met again since.

Now, I understand that the chairman has, in fact, on many occasions supported centrist gun control measures. He voted for the Brady Bill; I was proud to be a part of the Hyde-Lofgren amendment on clips, and I am hopeful that we can get some sound things done. I realize that this is not easy, but it also needs to move apace, because it is now September 22; and when we talked in July, we were anxious to get a good measure that would be in place before school started. And now, as I mentioned, my two high school students are starting to fret about the mid-terms that are almost here; and we will be recessing soon if the target date is to be believed. And so unless we can pick up the pace, I am concerned that we will not achieve our goal of getting good, strong, solid, sensible gun control, gun safety measures adopted; and I want to do that.

I can assure the chairman, I want a bill. I want to be able to tell my children that we managed to get something done that might make them a little bit safer from gun violence. I want a bill.

Mr. Speaker, the chairman said, do we want to prove that the Republicans cannot run the House. Well, no. I think on September 22, without our appropriations done, that has already been proven. We do not need to prove it with a gun bill stalled in the conference committee and not brought to the floor. I want strong legislation. I will work on a bipartisan basis to get that done, but what I will not do is to stand silent if the measure comes back and there is actually less safety for the children of America than exists in current law. That I cannot do. That is what we were faced with that early morning in July when the House took up its measure.

It is not comfortable. It is not a delight to stand here and make motions to instruct and to be somewhat obstreperous; but I would rather do that than not come to a conclusion, than not to stand up for the mothers who I represent in this House. And when I go home and I am in the grocery store, the other mothers want to know how come we cannot get this done, something this simple. They cannot understand it. And I cannot really explain it to them, because I cannot understand it either.

So let us reach out across the aisle, let us work together, let us get this done. Let us make sure it is solid, that it is valid, that it is honest, it is true, it is tough, and it is done promptly. I would urge that we bring some of these discussions out into the open. There have been many discussions between the chairman and the ranking member, I understand, and I have no doubt that they are sincerely done and difficult discussions. But sometimes the light of day can help move things forward a bit.

So I am hopeful that we will be able to do that.

With that, Mr. Speaker, I am pleased at the participation of all of the Members of the House. I look forward to a very positive vote on this motion to instruct.

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

The SPEAKER pro tempore. Without objection, the previous question is ordered on the motion to instruct.

There was no objection.

The SPEAKER pro tempore. The question is on the motion to instruct offered by the gentlewoman from California (Ms. LOFGREN).

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

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

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, further proceedings on this question are postponed until tomorrow.

SENSE OF HOUSE IN SUPPORT OF NATIONAL HISTORICALLY BLACK COLLEGES AND UNIVERSITIES WEEK

Mr. OSE. Mr. Speaker, I ask unanimous consent that the Committee on Government Reform be discharged from further consideration of the resolution (H. Res. 293), expressing the sense of the House of Representatives in support of "National Historically Black Colleges and Universities Week," and ask for its immediate consideration in the House.

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

Mr. CUMMINGS. Mr. Speaker, reserving the right to object, under my reservation, I yield to the gentleman from California (Mr. OSE) to explain the bill.

Mr. OSE. Mr. Speaker, I thank the gentleman for yielding.

The purpose of this bill is to recognize the 105 historically black colleges across this country that have served not only the interests of the black community, but this country, in providing a sound and fruitful education for people of color over the past many years in this country. We want to make sure that we recognize those institutions during this particular week known as National Historically Black Colleges and Universities Week, and the purpose of this resolution is to memorialize that.

Mr. CUMMINGS. Mr. Speaker, further reserving the right to object, as ranking member of the Subcommittee on Civil Service, I have come to this House to support many resolutions. However, as a graduate of an historically black college; as a member of the Board of Regents of Morgan State University, as a father of a freshman at Howard University, and with five such universities and colleges in my home State of Maryland, I am especially pleased to endorse and support historically black colleges and universities.

Historically, black colleges and universities should be commended in their success in educating not only the privileged among us, but the disadvantaged among us also. HBCUs have performed a remarkable task. They have educated almost 40 percent of this country's black college graduates, they have graduated 75 percent of black Ph.D.s, 46 percent of all black business executives, 50 percent of black engineers, 80 percent of our Federal judges, and 85 percent of all black doctors.

In addition, they have educated an estimated 50 percent of the Nation's black attorneys and 75 percent of the black military officers. The historically black health professional schools have trained an estimated 40 percent of the Nation's black dentists, 50 percent of black pharmacists, and 75 percent of the Nation's black veterinarians. HBCUs can claim these significant success rates because they maintain a philosophy of high scholastic achievement and career goals as well as an enriching social and cultural environment.

Further, HBCU faculty are among the most scholars in our Nation's university system; and as role models provide quality educational and practical experience to HBCU students. HBCUs can also be credited with making the higher education financially attainable for those who otherwise would not be able to afford a higher education. This is extremely important because education is the key to the door of economic prosperity. That is why I commend Bill Gates, chairman of Microsoft, for pledging to spend \$1 billion over the next 20 years to give college scholarships to thousands of academically talented, but financially needy minority students across the country. William Gray, III, President of the United Negro College Fund, will help administer the scholarship program.

The students in this program and in the HBCU system as a whole not only receive instruction that propels them into blossoming careers but also receive a mandate to serve as leaders in our country and in the world. In essence, these schools have an enduring commitment to educating youth, African-Americans and other people of color, and the disenfranchised, for leadership and service not only to our Nation, but to our global community.

As I have said, HBCUs open the door to opportunities and promote leadership and service. It should be noted, however, that these items do not become a reality if students are denied positions, promotions, or the chance to serve in certain capacities because of their race or ethnicity. HBCUs have produced congressional representatives, State legislators, writers, musicians, actors, activists, business leaders, lawyers and doctors, and this resolution recognizes not only historically black colleges and universities, but all of the people of color that they have educated.

It also recognizes all of those educators and administrators who have touched children and young people over and over again, and indeed, touched the future. Today, I am honored to pay tribute to these historic and great institutions that have fortified our Nation's heritage and our future in education.

Now it gives me great pleasure to yield to the distinguished gentleman from South Carolina (Mr. CLYBURN), who has had a history of consistently uplifting historically black colleges and universities not only in his home State of South Carolina, but throughout the country.

Mr. CLYBURN. Mr. Speaker, let me thank my friend from Maryland for yielding me this time. I want to also thank the leadership of this body for scheduling this resolution for debate, and the chairman and ranking member of this subcommittee for bringing this to the floor with their support.

Mr. Speaker, the 105 HBCUs located in our Nation are monuments and testimony to the farsightedness and creative genius of those who have great faith and confidence in the promise of this great Nation. I shudder to think of where I would be today had it not been for Morris College in Sumter, my hometown. My mother and father both attended that school. I and one of my brothers attended South Carolina State in Orangeburg. Another brother and sister-in-law are products of Claflin College in Orangeburg. One of my daughters attended Benedict in Columbia and many other relatives and friends are alumni of Allen in Columbia and Voorhees in Denmark.

□ 1945

All six of these historically black colleges and universities are located in the congressional district that I am proud to represent here in this body. I believe in these institutions, and consider them to be national treasures.

In fact, Mr. Speaker, last year these institutions were collectively placed on the list of our Nation's most endangered historic sites by the National Trust of Historic Preservation. That action was a great testimony, as great a testimony as can be given, to what we ought to be doing in this body to preserve and protect these schools and their campuses.

Mr. Speaker, I hope this resolution is the beginning of renewed interest in and support for these great institutions.

Mr. CUMMINGS. Reclaiming my time, Mr. Speaker, I yield to my distinguished colleague, the gentlewoman from Texas (Ms. JACKSON-LEE), who has also been at the forefront of uplifting historically black colleges and universities throughout our country, and certainly doing a great job in her own State of Texas.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I thank the gentleman from Maryland (Mr. CUMMINGS) for his leadership, and I thank the chairman for joining us today and being supportive. This is a compliment to all of us in this House, Republicans and Democrats, for it is a bipartisan salute.

I thank the gentleman from South Carolina (Mr. CLYBURN), who offered this legislation to acknowledge historically black colleges.

Mr. Speaker, it is important to note that there are 105 historically black colleges and universities in the United States. It is equally important to note that we stated there are colleges and universities. It means there are institutions who have undergraduate degrees and graduate degrees.

As noted by my colleague, the gentleman from Maryland, many of our lawyers, doctors, Ph.D.s, and scientists in the African-American community have come from historically black colleges.

I am particularly proud to come from a State with a number of historically black colleges, and if I might share the history of one, Texas Southern University, located in my district, it was founded, unfortunately, in the ashes of segregation. Heman Sweatt wanted to attend the University of Texas School of Law, but my State unfortunately in the late 1940s would not allow a black man to attend the State system. Yet, the law required that he be educated, so our school or our system in Texas devised, if you will, what some thought a second-class approach.

In the basement of the law school or some of the buildings on the University of Texas, Heman Sweatt was offered a law school education. But out of his persistence and determination, Texas Southern University, originally called Texas State College, was founded.

Many of the individuals who taught at that school are heroes themselves. I would like to note my father-in-law, Doctor, or Mr. Phillip Lee, I promoted him to doctor, but he is a hero to me because he was a Tuskegee airman. He brought that kind of quality and excellence to Texas Southern University.

Mr. Biggers, John Biggers, one of the most outstanding African-American artists in this Nation, was a teacher at Texas Southern University. Both my father-in-law and John Biggers were graduates of Hampton University.

These universities are think tanks for our communities. They were the origins of some of the civil rights activism, where they promoted and encouraged young people to have self-esteem. They promoted learning and intellect and theory and thought.

Many of us know Dr. Benjamin Mays of Morehouse. We are still reading his works. So many young men who graduated from Morehouse College can attribute their own self-dignity and humanity and intellect, such as Dr. Martin Luther King, from Dr. Benjamin Mays.

These are wonderful schools, and I am delighted that those of us who are members of the Black Caucus, as well as those who are Members of this House, Republicans and Democrats, have not forgotten them.

Might I also cite Oakwood College, of which I am a member of the board, in Huntsville, Alabama. It is a religious college but it is a historically black college, organized in the Seventh Day Adventist Church. It is a college that has educated religious leaders around this Nation. It has its own great history of civil rights activism, and it is a proud citizen or a proud asset of the great State of Alabama.

Might I say that in the course of my work here in the United States Congress as a member of the Committee on Science, I have been very gratified to offer amendments to enhance our historically black colleges, along with other colleges. We have promoted the sharing of laboratory equipment, used laboratory equipment from NASA and our laboratories around the country, our research laboratories. We have provided technical assistance to the laboratories or to the schools, as well. We have encouraged the Department of Energy to look for its research partners in historically black colleges.

We must remember that they are there, and that they are American treasures. As we remember that they are there, let me join my colleagues in promoting and asking and calling on the President to issue a proclamation calling on the people of the United States and interested groups to conduct appropriate ceremonies, activities, and programs to demonstrate support for historically black colleges and universities in the United States.

Just as I consider myself a preservationist on history in the United States of America, let us never forget the rich and rewarding part these historically black colleges all bring to the American history story, because in fact they started when times were bad. They are now here in times that are good. We should never forget from whence we have all come.

Mr. CUMMINGS. Mr. Speaker, it is my pleasure to yield to my colleague,

the gentleman from Illinois (Mr. DAVIS), as he again is another person who has made historically black colleges and universities a major priority of his. He has synchronized his conscience with his conduct.

Mr. DAVIS of Illinois. Mr. Speaker, I thank the gentleman for yielding to me.

I, too, rise in support of this resolution to recognize this week as National Black College Week.

I also want to take the opportunity to commend and congratulate my good friend, the gentleman from Maryland, for the outstanding work that he has done, not only on behalf of black colleges and universities, but on behalf of people throughout these United States of America.

For more than 150 years, the historically black colleges and universities have played a vital role in providing students with an exceptional education. These institutions have significantly increased educational access for thousands of economically and socially disadvantaged Americans, particularly young African Americans. HBCU students have gone on to be recognized as a strong influence for the common good, both on campus and in the communities where they are located.

I know firsthand the value of historical black colleges and universities, for I, along with three of my brothers, four of my sisters, four nephews, four nieces, and I guess a host of cousins all attended a historically black college, which is now the University of Arkansas at Pine Bluff.

In fact, three members of my staff across the street all graduated from historically black colleges and universities, Morehouse, Central State, and Fiske.

Mr. Speaker, this week is definitely a good week to recognize HBCUs and their contributions to society, but it is also a good time to recognize and pinpoint some of their needs. For many years, historically black colleges and universities as a whole have made ways when there were no ways, have had to make do, wondering how they were going to make it.

As a matter of fact, I recall the President of my university from time to time calling meetings of students to talk about whether or not we were going to be able to make it through the year. He was not only an educational genius, but a most compassionate man, President Lawrence Arnett Davis. We called him Prexie.

So many of us had very little money. I never will forget going to college with \$20 in my pocket on my 16th birthday, wondering how I was going to make it. How would I do it? But because of the compassion of the individuals who were there, because of their recognition of me, because of their understanding, I was obviously able to attend, to graduate, and then to move on and become a Member of the most august body perhaps on the face of this Earth, the United States Congress.

So I will always have gratitude for the important role that these institutions have played, but I will also always pledge to do everything in my power to make sure that other young people who are uncertain about their future will have the opportunity to experience the offerings of these tremendous institutions.

Mr. CUMMINGS. Reclaiming my time, Mr. Speaker, I yield to the gentleman from Illinois (Mr. RUSH), who has also been a leader with regard to issues confronting our educational system throughout our country, but particularly in Illinois.

Mr. RUSH. Mr. Speaker, I want to commend the gentleman from Maryland for his efforts on behalf of the historically black colleges. I want to commend the chairman for his untiring efforts on this particular resolution.

I also want to commend the gentleman from South Carolina, Mr. CLYBURN, for his work, for his authorship of this particular resolution.

Mr. Speaker, I rise in strong support of House Resolution 293, a resolution which expresses the sense of this House of Representatives in support of National Historically Black Colleges and Universities Week, which began on September 19, 1999.

Historically black colleges and universities, HBCUs, are post-secondary academic institutions founded before 1964 whose educational missions have historically been the education of African Americans. Located in various regions of the United States, there are now about 105 HBCUs in existence.

HBCUs consist of a mixture of community and junior colleges, 4-year colleges and universities, and both public and private institutions. HBCUs enroll less than 20 percent of African-American undergrads, but HBCUs award one-third of all bachelor degrees and a significant number of the advanced degrees earned by African Americans throughout this Nation.

Since inception, HBCUs have stood poised as a catalyst for educational opportunity for generations of African Americans. These institutions were born of the belief that post-Civil War black freedmen should become immediately educated. These 105 institutions which were created for this purpose today continue to provide quality higher education and professional nurturing to a broad mixture of diverse individuals, including people of other ethnic backgrounds and racial origins.

Today I rise to commend these institutions and their faculties, their students and their administrators, those individuals who have created this initial goal of providing quality higher education to African Americans and others.

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Mr. Speaker, I just want to relate that I am a product of Albany, Georgia. When I was in the kindergarten going to my first school in Albany, Georgia, as a 5-year-old, I always approached

school with a certain awe, because located directly across the street from the grade school where I entered into kindergarten was Albany State College.

I believe that Albany State College and my experience of watching and being involved in that environment have created a foundation that have helped shape my life and have made me the person that I am today. It created in me a yearning for education. It created in me a struggle and a strive for excellence.

I know that historically black colleges throughout this Nation have provided doctors and lawyers and engineers and professionals of all types. I want to commend these institutions because I know that the reason the 1st Congressional District of Illinois is an outstanding district, the reason that it is a productive district is because, in the 1st Congressional District, we have a number of HBCU graduates from all walks of life.

Mr. CUMMINGS. Mr. Speaker, reclaiming my time, it gives me great pleasure at this juncture to yield to the distinguished gentlewoman from North Carolina (Mrs. CLAYTON), a lady who also has put on her priority list and made a major priority the lifting up of our historically black colleges and universities.

Mrs. CLAYTON. Mr. Speaker, I want to just commend the gentleman from Maryland (Mr. CUMMINGS) in his leadership and the gentleman from South Carolina (Mr. CLYBURN) for joining him and bringing this resolution and what it means to, not only the African-American community, but what it means to America itself to be able to be institutions that give young people an opportunity that would not have had an opportunity.

A mind is a terrible thing to waste is what the college fund now says. But, indeed, just think of the minds that have been turned on and the contributions that have been made.

I am also a graduate of a small historically black university, which is a small Presbyterian school in North Carolina. But I want to speak also, not only to the uniqueness in terms of speaking to people who may not have had the resources, but also the unique opportunity that they have to bridge between the educational institution that they have to offer and the community, our land grant colleges throughout the Nation, particularly 1890 land grant colleges that make the transition between community and education, again, the valuable services they do for agriculture and for land grant and development of communities.

So the community development, economic development, providing that kind of transitional university that makes a difference in the vitality and the survivability of our communities.

So not only do they educate us as individuals, as an adult, but they reach out in the community and provide that continuous transition.

Again, I want to thank the gentleman from Maryland (Mr. CUMMINGS) for his leadership and the vision and having the country to recognize the value that these institutions played for the United States, not only for African-Americans.

Mr. CUMMINGS. Mr. Speaker, reclaiming my time, as I conclude, I first want to thank the other side and the gentleman from California (Mr. OSE) and certainly the gentleman from Florida (Mr. SCARBOROUGH), the chairman of our Subcommittee on Civil Service, and our chairman and our ranking member of the committee.

It does make me feel good to know that this is a bipartisan effort that we have all joined together to recognize these historically black colleges and universities.

The gentlewoman from North Carolina (Mrs. CLAYTON) said something that really I think hit home, and that is that a lot of times I think when we look at these historically black colleges and universities, we look at them for the benefit that they have brought to the African-American community. But the fact is that what these institutions have done, they have produced people who have gone out to become leaders and to make our entire society a better society and to make our world a better world. So it is the epitome of what can be done when people are given opportunity.

I have often said that one does have all the genetic ability one wants to have. One can have all the will one wants to have. But if one is not given the opportunity, one is not going to go anywhere fast.

So with that, I just want to just leave one note with us as I close. Mary McLeod Bethune founded that Bethune-Cookman College in Daytona Beach, Florida. She tells about how that college was started. I will be very brief, but I think this is very significant in her own words.

She says, "I went to Daytona Beach, a beautiful little village, shaded by great oaks and giant pines. I found a shabby four-room cottage, for which the owner wanted a rental of \$11 a month. My total capital was a dollar and a half, but I talked him into trusting me until the end of the month for the rest. This was in September. A friend let me stay at her home, and I plunged into the job of creating something from nothing." Something from nothing. "I spoke at churches, and the ministers let me take up collections. I buttonholed every woman who would listen to me.

"On October 3, 1904," almost 100 years ago, "I opened the doors of my school, with an enrollment of five . . . girls . . . whose parents paid me fifty cents' weekly tuition. My own child was the only boy in the school. Though I hadn't a penny left, I considered cash money as the smallest part of my resources. I had faith in a living God, faith in myself, and a desire to serve.

"We burned logs and used charred splinters as pencils, and mashed

elderberries for ink. I begged strangers for a broom and a lamp." I haunted the city dump and the trash piles behind hotels, retrieving discarded kitchenware, cracked dishes, broken chairs, pieces of old lumber. Everything scoured and mended. This was part of the training to salvage, to reconstruct, to make bricks," listen to what she said, "to make bricks without straw. As parents began to gradually leave their children overnight, I had to provide sleeping accommodations. I took corn sacks for mattresses. Then I picked Spanish moss trees, dried and cured it, and used it as a substitute for mattress hair.

"The school expanded fast. In less than 2 years I had 250 pupils." She goes on to tell how she built this school almost 100 years ago.

The fact is that, since that time, many, many people have graduated from that school and gone on. Their children and their children's children have done well and have graduated. So that is the history, and that is why I guess we see so much excitement from the members of the Congressional Black Caucus and others because these schools have, indeed, played a very significant role.

I want to thank again the gentleman from California (Mr. OSE) and the other side for joining.

Mr. OSE. Mr. Speaker, will the gentleman yield?

Mr. CUMMINGS. I yield to the gentleman from California.

Mr. OSE. Mr. Speaker, I rise in support of the resolution strongly. I want to commend the gentleman from South Carolina (Mr. CLYBURN) and the gentleman from Maryland (Mr. CUMMINGS) for this resolution in support of national historically black colleges and universities.

I do not believe I can match the eloquence of Ms. Bethune in her recitation of her early days, but three things have struck me this evening of particular importance, and I wanted to reinforce them.

Ms. Bethune said "something from nothing." What more telling comment about the story of America than something from nothing. How apt to this evening to have that shared with us, the story of the founding of Bethune-Cookman.

The gentleman from South Carolina (Mr. CLYBURN) talked earlier about the promise of this great Nation and that the promise of this great Nation is available for all, needs to be available for all.

In the initial comments tonight of the gentleman from Maryland (Mr. CUMMINGS), he hit on what that promise is. I think the first words out of his mouth were "education is the key." It remains the key. It is the key in my family. It is the key in his. It is the key in every family across this country. Get the education. Use one's mind. Use one's talents, whatever they may be, to make something from nothing.

I am sitting here getting fired up over this, frankly. Before we wrap up,

one of the speakers spoke of the contributions of these 105 historically black colleges. I went and I checked, I did a little research as to how it affects this particular body. I went through the list of sponsors of the resolution, my curiosity being: I wonder how many of them went to these black colleges.

I just want to put that in the RECORD how this forum, how this body benefits from the past efforts and future efforts of these colleges and universities. The gentlewoman from California (Ms. WATERS) has an honorary degree from a number of these universities: Bishop State, Central State, Howard, Morgan State, Spelman College. There are others here.

The gentleman from Florida (Mr. HASTINGS) graduated from Fisk University. The gentleman from Georgia (Mr. LEWIS) graduated from Fisk University. The gentlewoman from Florida (Ms. BROWN), the gentleman from Florida (Mr. HASTINGS), the gentlewoman from Florida (Mrs. MEEK) have degrees from Florida A&M University. The gentleman from Maryland (Mr. CUMMINGS) has a degree from Howard.

The gentleman from Alabama (Mr. HILLIARD), the gentleman from Florida (Mr. HASTINGS), the gentlewoman from Florida (Mrs. MEEK), the gentleman from Maryland (Mr. WYNN) and again the gentlewoman from California (Ms. WATERS) have degrees from Howard.

The gentleman from Mississippi (Mr. THOMPSON) has a degree from Jackson State University. The gentlewoman from South Carolina (Mrs. CLAYTON), she has a degree from Johnson C. Smith University. The gentleman from Georgia (Mr. BISHOP), the gentleman from Alabama (Mr. HILLIARD), and the gentleman from New York (Mr. OWENS) have degrees from Morehouse College.

The gentleman from Illinois (Mr. JACKSON), the gentleman from New York (Mr. TOWNS), and the gentlewoman from California (Ms. WATERS) have degrees from North Carolina A&T State University.

The gentlewoman from California (Ms. LEE) serves on the board of trustees for Oakwood College. The gentleman from South Carolina (Mr. CLYBURN) has a degree from South Carolina State University. The gentleman from Louisiana (Mr. JEFFERSON) has a degree from Southern University A&M College. The gentlewoman from California (Ms. WATERS), as I said, has a degree from Spelman. The father-in-law of the gentlewoman from California (Ms. LEE) has a degree from Texas Southern University.

This is what America is all about, people taking their education and giving back. We have to go no further than the walls of this forum to find the positive benefit.

I thank the gentleman and his colleague for bringing this resolution forward. Something from nothing, we ought to put that on the face of this building, because it is so apt.

Mr. CUMMINGS. Mr. Speaker, reclaiming my time, I want to thank the

gentleman from California (Mr. OSE) for what he just said, because I think that it sends the word out from this place that historically black colleges and universities have, indeed, made a tremendous contribution.

As the gentleman was talking, I could not help but think about my own history with a mother and father who never got out of elementary school because they were denied the very opportunities that I was given. But I will never forget going to Howard University and being embraced by the faculty there.

We have not talked a lot about the faculty and the administrators at these schools, but I can tell my colleagues, they are some very, very special people who look at each one of these children, not as a statistic, but as someone that is like their own child. They want to make sure that their children, that their children, and they see them as their children, are raised up to be the very best that they can be. That is not to say that that does not happen at other schools. But I can speak for Howard, and I ask speak for some other historically black colleges and universities.

The fact is that the gentleman from California is right. If we look just within the four walls of this chamber and look at all of those people who have been touched over and over again by historically black colleges and universities, it says a lot.

When I dropped my daughter off at Howard University a few weeks ago as she began her freshman year as a second-generation college-attending person, I said to her one thing. I said, Jennifer, I am excited about your possibilities. I think that, when we look at historically black colleges and universities, it is exciting, and we become excited about young people's possibilities because we know that they will be embraced. We know that they will be planted in soil that is firm and fertile so that they can grow and be the best that they can be. All of it boils down to opportunity.

Mr. Speaker, I withdraw my reservation of objection.

The SPEAKER pro tempore (Mr. COOKSEY). Is there objection to the request of the gentleman from California?

There was no objection.

The Clerk read the resolution, as follows:

H. RES. 293

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

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

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

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

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

Whereas Senate Resolution 178 would designate the week beginning September 19, 1999, as "National Historically Black Colleges and Universities Week": Now, therefore, be it

Resolved,

That the House of Representatives—

(1) supports the goals and ideas of "National Historically Black Colleges and Universities Week"; and

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

The resolution was agreed to.

A motion to reconsider was laid on the table.

SPECIAL ORDERS

The SPEAKER pro tempore (Mr. COOKSEY). Under the Speaker's announced policy of January 6, 1999, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

EPA MUST ENSURE THAT ALL STATES LIVE BY THE SAME EMISSION STANDARDS

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Maine (Mr. BALDACCIO) is recognized for 5 minutes.

Mr. BALDACCIO. Mr. Speaker, I rise to talk about clean air, grandfathered smokestacks in the Midwest, air transport of emissions, and smog in the Northeast.

It is an especially good day to raise this issue. The summer has come to an end and the ozone levels in Maine exceeded Federal standards a dozen days this summer. This did not happen at measuring stations and traffic clogged cities.

I am talking about Port Clyde. It is a fishing village at the tip of a peninsula that juts out from the Gulf of Maine and a good 2 hours from the interstate.

I am talking about the top of Cadillac Mountain. It is the crest of Acadia National Park, and there is not a smokestack in sight. Acadia National Park has had a pollution level this year on par with Philadelphia.

This is all being created by ozone. Ozone is created in a complex chemical reaction due to smokestack emissions in the Midwest of exempted and grandfathered coal-fired generating plants. And as it travels through the weather patterns into the Northeast, along with the sun and the heat, the combination creates ozone. So as my colleagues may know, Maine is in the downwind of every State, and therein lies the problem. States upwind of the Northeast, which may be in attainment, contribute to the ozone pollution in our region.

With the clean air amendments that were passed in 1990, Congress acknowledged the phenomenon of pollution