

rapidly growing phenomenon in America. Over 25 million American children have their personal data on these sites. These sites are now the number one sites on the Internet, and we are applying a tried and true principle of our jurisprudence, now 800 years old, that when you make money off of children, as these sites do, we have always recognized a higher duty of care in the protection of children, and that is the principle that this legislation stands for.

Mr. UPTON. Mr. Speaker, I would say, too, I believe it was over the Fourth of July week break that "Dateline" had the big expose; and I know our office was flooded with calls and letters, as I was home in Michigan. There were a good number of parents and others that expressed their concern about some of these different online services that were there; and if we can close the loophole on schools and libraries, I think that it is a good thing.

I think that, because of that, I would hope that most Members, when we vote on this later this afternoon, in all likelihood would vote "yes" on the bill. Again, it is bipartisan, and that is why it is here before us this afternoon.

Mrs. BIGGERT. Mr. Speaker, I rise today as a cosponsor of H.R. 5319, the Deleting Online Predators Act.

As a mother of four and a grandmother of six, the safety of our children is a priority of mine. When most of us were children, our parents told us to never talk to strangers. Now as parents and grandparents, our message must change with technology to include strangers on the Internet.

We all were horrified by the story of the teenage girl from Michigan who traveled across the world to the West Bank town of Jericho to meet a man she had been communicating with on the networking Web site, MySpace.com. Even worse are stories that involve internet pedophiles preying on children from all over the Nation, including my district.

Naperville, a city that has twice been voted by Money Magazine as the Top City in the Nation to Raise Children, has witnessed two high profile cases in the last three months involving young teenagers and men they have met on MySpace.com.

It is easy to see why networking Web sites are popular among teens. A recent poll by the Pew Internet & American Life Project shows that 87 percent of those aged 12 to 17 use the Internet on a regular basis. Of this 87 percent, approximately 61 percent report having personal profiles on networking Web sites like MySpace, Facebook or Xanga. These profiles contain photographs, e-mail addresses, hobbies as well as other personal information that would be easy for a child predator to manipulate.

With more than 90 million users, MySpace.com and other networking Web sites have become new hunting grounds for child predators. Something clearly has to be done. This bill is a good start. At least let's give parents some comfort that their children won't fall prey while using the Internet at schools and libraries that receive Federal funding for Internet services. That is why I urge all Members to support H.R. 5319, the Deleting Online Predators Act.

Mr. SHAYS. Mr. Speaker, I rise in strong support of H.R. 5319, the Deleting Online Predators Act.

I am a cosponsor of this legislation, which requires schools and libraries to monitor the internet activities and implement technology to protect children from accessing commercial social networking sites like MySpace.com and chat rooms that provide an avenue for dangerous individuals to make personal contact with unsuspecting underage children.

The popularity of social network sites have soared, especially among our children, in recent years. These sites allow users to post photos, chat and interact with other users online.

However, the popularity of these sites have also become a haven for child predators. A recent Department of Justice study found that one in five children received an unwanted solicitation online.

This legislation takes an important step towards protecting our children from these online predators. The bill will still allow teens to access social networking sites under their parent's supervision, and yet protects them when they are online alone. The rise in online solicitations by child predators must be countered by a strong response, and H.R. 5319 takes such action.

Mr. Speaker, I urge my colleagues to support this legislation.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I rise today in support of H.R. 5319, a bill that would amend the Communications Act of 1934 to require schools and libraries that receive universal service support to prohibit and block access to social networking websites and chat rooms. In doing so, H.R. 5319 will protect adolescents from communicating with potentially harmful strangers. The bill will prevent adolescents from accessing obscene or indecent material and also from illegal, online sexual advances from strangers. Thus, the bill will help to safeguard our children, and put simply, will prevent them from accessing any material that is potentially harmful.

As many of you may know from watching "Dateline" NBC's "To Catch a Predator," the United States has a countless number of sexual predators. It is very hard to profile a sexual predator, and it is also very hard to cure one. This is why H.R. 5319 is a necessity; it will tackle this mammoth issue by preventing any kind of potentially harmful communication with strangers in school networking sites and chat rooms. I believe that it is hard to keep sexual predators away from our children, but with this bill, it will be easy to keep our children away from sexual predators.

I strongly support H.R. 5319, and I urge my colleagues to join me in supporting it.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Michigan (Mr. UPTON) that the House suspend the rules and pass the bill, H.R. 5319, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds of those present have voted in the affirmative.

Mr. FITZPATRICK of Pennsylvania. 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 and the Chair's prior announcement, further proceedings on this question will be postponed.

EXPRESSING THE SENSE OF THE HOUSE OF REPRESENTATIVES THAT A NATIONAL HISTORICALLY BLACK COLLEGES AND UNIVERSITIES WEEK SHOULD BE ESTABLISHED

Mr. BOUSTANY. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 928) expressing the sense of the House of Representatives that a National Historically Black Colleges and Universities Week should be established, as amended.

The Clerk read as follows:

H. RES. 928

Whereas there are 103 historically Black colleges and universities in the United States;

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

Whereas historically Black colleges and universities have a rich heritage and have played a prominent role in the history of the United States;

Whereas historically 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 the Senate, in S. Res. 528 passed on July 13, 2006, designated the week beginning September 10, 2006, as "National Historically Black Colleges and Universities Week": Now, therefore, be it

Resolved, That the House of Representatives—

(1) recognizes the achievements and goals of historically Black colleges and universities in the United States;

(2) supports the designation of an appropriate week as "National Historically Black Colleges and Universities Week"; and

(3) requests the President to issue a proclamation designating such a week, and calling on the people of the United States and interested groups to observe such week with appropriate ceremonies, activities, and programs to demonstrate support for historically Black colleges and universities.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Louisiana (Mr. BOUSTANY) and the gentleman from New York (Mr. OWENS) each will control 20 minutes.

The Chair recognizes the gentleman from Louisiana.

GENERAL LEAVE

Mr. BOUSTANY. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks on H. Res. 928.

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

There was no objection.

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

Mr. Speaker, I rise in support of H. Res. 928, recognizing the contributions

of Historically Black Colleges and Universities; and I want to thank the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON), my colleague, for introducing this resolution. Ms. JOHNSON certainly recognizes the important role that Historically Black Colleges and Universities play in the postsecondary education environment.

The HBCU community is extremely diverse. The community of Historically Black Colleges and Universities includes 2- and 4-year institutions, public and private institutions, as well as single sex and co-ed institutions. Even with this diversity of student body, geographical location and population served, the principal mission of all these institutions is unified, and that is to provide a quality education for African Americans. It is also important to remember that these institutions, in many instances, serve some of our most disadvantaged students.

The contributions made by Historically Black Colleges and Universities deserve recognition. While comprising less than 3 percent of the Nation's 2- and 4-year institutions, Historically Black Colleges and Universities are responsible for producing a significant number of all bachelor's, master's and professional degrees earned by African Americans. In many instances, Historically Black Colleges and Universities do not have access to the resources or endowment income that other institutions can draw upon. Yet they are still able to provide quality education to an underserved population.

Since 1995, we have worked to improve the Nation's support for Historically Black Colleges and Universities. The Higher Education Amendments of 1998 made improvements to the programs designed to aid Historically Black Colleges and Universities in strengthening their institutions and graduate and professional programs. These changes included allowing institutions to use Federal money to build their endowments and to provide scholarships and fellowships for needy graduate and professional students.

Between 1995 and 2006, congressional funding for the strengthening Historically Black Colleges and Universities program rose from \$109 million to \$238 million, a 118 percent increase. And what is more, funding for Historically Black Colleges and Universities graduate programs increased from \$19.6 million to \$57.9 million, an increase of 195 percent.

It is important that we pause to recognize the contributions of Historically Black Colleges and Universities and their graduates by celebrating Historically Black Colleges and Universities Week. My State of Louisiana is home to five of such institutions: Grambling State University, Southern University A&M College, Southern University at New Orleans, Dillard University, and Xavier University. These institutions have dramatically improved the quality of life and economic opportunities on the gulf coast. These institutions

provide valuable leadership and excellence in education, and they certainly should be commended.

I was pleased to see that the White House Initiative on Historically Black Colleges and Universities is coordinating a 3-day national conference in September where they will continue to discuss the progress of gulf coast recovery efforts.

I urge my colleagues to recognize the important contributions made by Historically Black Colleges and Universities and their graduates and to vote "yes" on this worthy resolution.

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

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

(Mr. OWENS asked and was given permission to revise and extend his remarks.)

Mr. OWENS. Mr. Speaker, I want to congratulate the distinguished Member from Texas, EDDIE BERNICE JOHNSON, and all the cosponsors of this important legislation.

I am quite pleased to be able to state, at this point, after my 23 years in Congress, I will be retiring at the end of this year, that my association with Historically Black Colleges and Universities is one of the most uplifting experiences of my career.

I came in 1986, early, and I am proud of the fact that it was as a result of bipartisan support that the Historically Black Colleges and Universities were funded for the first time by the Federal Government. So this designation today is not empty ceremonial action.

I am pleased to support the congressional acknowledgement of the importance of Historically Black Colleges and Universities, but Congress has already done something to help these institutions. There is great substance behind this designation.

Historically, Black Colleges and Universities will have the benefit of, have the designation of September 10, 2006, as National Historically Black Colleges and Universities Week as a result of this legislation. But I just want to highlight some of the things that Congress has already done before I yield to the sponsor of the bill.

HBCUs continue to serve, as you said before, a critical role in our Nation; and HBCUs have had the support of Congress over the last 20 years, since 1986.

□ 1530

In 1986, Black Colleges and Universities faced a time of significant, almost desperate, financial turmoil. Several old schools had been shut down by 1986. Of the approximately 4,000 such institutions of higher learning in America, all the institutions of higher learning, only 135 both historic and predominantly black are black founded and administered, and at that time, only about 107 Historically Black Colleges existed.

After conducting a hearing at Atlanta University, where 13 of these col-

lege presidents testified, the Owens title IIIB amendment received both authorization and appropriation in 1986. Since 1986, with the support of both parties, the Congress has provided \$3.9 billion. I want to repeat: 3.9 billion has flowed as direct aid to black colleges. This is a wise investment for a small but vital sector of our much-needed accelerated mobilization for education.

Later on, I will indicate some of the kinds of money that has been received by these colleges, one or two which would not still be in existence had they not had the Federal funding.

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

Mr. BOUSTANY. Mr. Speaker, I thank the gentleman for the passion he brings to this debate and for the hard work he has done to help Historically Black Colleges and Universities.

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

Mr. OWENS. Mr. Speaker, I yield such time as she may consume to the gentlewoman from Texas, the sponsor of the bill (Ms. EDDIE BERNICE JOHNSON).

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I am pleased to be able to offer this resolution recognizing National Historically Black Colleges and Universities Week, and I want to thank Mr. OWENS for all of his efforts over the years and thanks to all the cosponsors.

For over 170 years, our Historically Black Colleges and Universities have been on the forefront of preparing our Nation's youth for a bright path and successful future. Many struggling, almost closing, and some did close, but determined to finish their mission.

Originally founded for the purpose of providing educational opportunities for African Americans, HBCUs have profoundly changed the American economic and social climate. The fact is that until 1964, HBCUs represented one of the only opportunities African American students had to obtain a degree in higher education. HBCUs have changed the face of this Nation and have opened the doors for many generations of African American students.

Today America's HBCUs continue to provide excellent educational opportunities for all Americans. Over 200,000 diverse students across the United States attend HBCUs today.

I am proud to represent Paul Quinn College, the oldest historical black college west of the Mississippi River. For over 130 years, Paul Quinn has provided their student with the tools to become successful leaders. Because of their unique resources, HBCUs continue to be extremely effective in graduating African American students and preparing them to compete in the global economy. While they may start behind going into the college, they have always been able to compete equally and competitively on the graduate level. HBCU graduates over half of all African American professionals, and 50 percent of all African American school teachers graduate from HBCUs. Additionally, the

Historically Black Colleges and Universities remain extremely successful in graduating African American Ph.D.s and scientists.

The fact is that we cannot move forward as a country until all of our children have the opportunity to succeed academically. Each day, HBCUs help us bridge that achievement gap. Celebrated the week of September 10, National Historically Black Colleges and Universities Week allows us to reflect upon the impact these institutions have had on our history and to celebrate their continued commitment for outstanding education.

I would like to thank the House leadership and the Education and the Workforce Committee for allowing me to bring this important resolution to the floor, and I request the support of all my colleagues of Resolution 928.

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

I commend the gentlewoman again for bringing this resolution to the floor.

Let me just say that as we recover on the gulf coast, and I mentioned the Historically Black Colleges and Universities in my home State of Louisiana, they played a vital role in the leadership in helping us recover.

So, again, I thank the gentlewoman from Texas for bringing this valuable resolution to the floor.

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

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

I want to just note the fact that as Congresswoman JOHNSON mentioned, the Paul Quinn College is one of the oldest HBCUs in the country. Since 1996, they have received \$15.753 million from title IIIB of the Higher Education Assistance Act, title IIIB, which funds HBCUs.

Texas, in general, has received money for several colleges: Huston-Tillotson, which is relatively small; Prairie View A&M University received \$38 million since 1986; St. Phillip's College has received \$42 million since 1986. The largest of all rewards, I think, has been to the big Texas Southern University, which has received \$47 million since 1986.

This is not an empty resolution, as I said before. Congress can be proud of the fact that it has been involved in maintaining these colleges, which were financially strapped in 1986 and still struggle financially.

I think Alabama receives the most aid of the colleges. They have a long list. Alabama State University, \$37 million; Alabama A&M University, \$35 million. Miles College, I would like to note, is one of the colleges that was almost about to go under. Because my office in 1986 and 1987 had many conversations with the administration of Miles College, and if there had not been a title IIIB funding, Miles College may not be here. They have received \$21 million over the last 20 years. In Alabama, also, we have the smallest uni-

versity that has received aid. I do not think they exist anymore. That is Selma University. They had received \$3 million over the course of the funding period.

Also, I think significant, in Florida the largest amount of money has been received by Florida A&M University; \$59.268 million has been received. Georgia does very well with Albany State College, \$31 million; Clark Atlanta University, \$33 million. These are relatively small colleges that are known throughout the whole country. Morehouse College, \$25 million; and Spelman College, \$26 million.

In Louisiana, as mentioned before, most of these colleges receiving aid from title IIIB were colleges affected by Katrina and the subsequent flood: Dillard University, over the years, has received \$25.846 million; Grambling State University, \$47.179 million; Southern University, \$24 million; Southern University A&M College, \$57 million; Southern University at New Orleans, \$34 million; and Xavier University, \$31 million.

So I think we have certainly supported those colleges up to date, and they need extra help, as everybody knows, now.

We also have Virginia, which has done very well: Hampton University, which had one of the largest private endowments, has still received \$33 million; Norfolk State University, \$44 million; and Virginia State University, \$30 million.

So we have an impressive record over the 20-year period of title IIIB funding for Historically Black Colleges and Universities. And I will submit this list for the RECORD.

Mr. Speaker, I yield such time as he may consume to the gentleman from Illinois (Mr. DAVIS).

Mr. DAVIS of Illinois. Mr. Speaker, let me just, first of all, thank the gentleman from New York for yielding. And I also want to thank and commend the gentlewoman from Texas for her introduction of this resolution. I want to commend the gentleman from New York because for as long as I have been a Member of Congress, he has been the chief spokesperson for the Congressional Black Caucus on issues of higher education.

Mr. OWENS, you have represented us well and done an outstanding job, and I commend you.

This is one of the most delightful moments that I have had since I have been a Member of Congress because had it not been for a Historically Black College, I would not be here. There is no doubt in my mind. I left home on my 16th birthday to attend what was then Arkansas A&M College at Pine Bluff, which is now the University of Arkansas at Pine Bluff. Following me were six of my brothers and sisters who also attended the University of Arkansas at Pine Bluff. Three nephews, one niece, and a half dozen first cousins.

We lived in the southeast corner of the State, which was a rural area in

Arkansas. The money that Representative OWENS talked about is so important because when I got there, I had \$20 in my pocket and a \$50 scholarship. The scholarship, of course, was good as long as you maintained a B average, and if you ever fell below, then you no longer had the \$50 scholarship.

It was not uncommon for friends of mine and myself to actually skip classes on light days and go out and pick cotton so that we would have money to purchase our books.

So the Historically Black Colleges and Universities, as all black colleges and universities, have played a significant role. They provide a rich heritage and lay the foundation for men and women of color. W.E.B. Du Bois, who is considered the father of sociology due to his thesis called the "Study of the Philadelphia Negro," is a product of Fisk University in Nashville, Tennessee, a Historically Black College. Dr. Martin Luther King, Jr., all of his eloquence and analysis of social problems came from his experiences not only in the black church, but also came from the education that he received at Morehouse, located in Atlanta, Georgia, a Historically Black College.

Thurgood Marshall, the first black Chief Justice of the United States Supreme Court, is the product of Lincoln University in Chester, Pennsylvania, which is historically known as the first Historically Black College founded in 1854.

These institutions are not only necessary for individuals who come from certain economic backgrounds, but they contain a great deal of the history and culture. So when Representative OWENS talks about how important the money is that we have been able to provide for them, many of them provide the kind of nurturing environment that students often cannot get from a big university. So they get the special help.

This, Mr. OWENS, and the work that you have done and the introduction of this resolution by Representative EDDIE BERNICE JOHNSON make all of the work that we do to try to keep these institutions alive and vibrant.

And I also want to thank my CBCF intern, who is currently attending Fisk University, Dante Pope, and is a singer with the renowned Fisk Jubilee Singers, who traveled all over the world to raise money so that Fisk could continue to exist.

I thank all of those who will support this resolution.

□ 1545

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

Mr. OWENS. Mr. Speaker, I yield myself 3 minutes.

Mr. Speaker, I will comment on Mr. DAVIS' comments about going to the University of Arkansas at Pine Bluff. Since 1986, the University of Arkansas at Pine Bluff has received \$31 million from the title IIIB congressional funding, and I think that his story is a story of many of my generation.

I was a child in a family of eight. Our father worked in a furniture factory as a laborer. He never made more than minimum wage, and I think the minimum wage at that time was less than \$3. He was often laid off. We were very poor, and I had determined that I would never go to college.

I was a lucky one. The Ford Foundation had an experiment at that time going where they would allow youngsters who had talent to take a test, and they could come out of college even from the 10th or 11th grade and get 2 years of college before they were eligible for the Korean War draft. The Korean War draft was under way at that time, and they were going to give bright youngsters a chance to get at least 2 years of college.

I took the test, and I had all of my expenses paid to Morehouse College in Atlanta, Georgia. For the first 2 years, all of my expenses were paid, and I was on a partial scholarship for the second 2 years.

But that was a pattern which was not experienced by most of my colleagues at college. They had to struggle much harder to maintain themselves. Tuition was kept very low. The entire regimen of the college understood the students were poor and was geared to many of the problems that we had financially at home and the problems we had coming from schools that often had not prepared us for college work. So it is just personal experience that is certainly very relevant here.

I would like to note that at the time of the funding for the Historically Black Colleges title IIIB, I said that these few jewels in the crown all deserve to be preserved. The fact that there are only 135 Historically Black Colleges of 170 total black colleges in the United States right now, in a constellation of 4,000, they deserve to be preserved, and they serve a great purpose.

Such schools before 1986 were welcome to apply for competitive higher education grants, but they had to compete with Harvard, Yale and 4,000 other institutions. There was no direct channel for Federal funding to this special category. The historic and unique struggle for the creation and maintenance of such schools was accorded no official recognition.

Fortunately, we went to Atlanta and had a hearing. As a result of that hearing, 13 college presidents testified; and we won the support of the Education and Labor Committee members and later on the support of members of the Appropriations Committee. In that very same year, 1986, we authorized and had an appropriation which started the process of funding the Historically Black Colleges.

I will submit for the RECORD a statement prepared for the National Association of Equal Opportunity in Higher Education along with my list of actual funding for each college.

[Statement from National Association for Equal Opportunity in Higher Education]

OUR CHAMPION: CONGRESSMAN MAJOR OWENS

Congressman Major Owens has been a tremendous champion for blacks in higher education and has served a distinguished 24-year congressional tenure. Elected to the United States House of Representatives in 1982 from New York's 11th Congressional District. Representative Owens is a member of the vitally necessary Education and the Workforce Committee, which guides all Federal involvement in education, job training, labor law, employee safety and pensions, programs for the aging and people with disabilities, and equal employment opportunities. As Chairman of the Subcommittee on Select Education and Civil Rights for six years, Representative Owens' record for passing legislation was second only in New York to Adam Clayton Powell.

In 1986, Historically Black Colleges and Universities (HBCUs) faced a time of significant financial turmoil. Several old schools had been forced to shut down. Of the approximately 4 thousand U.S. institutions of higher learning only 107 had been established specifically to educate Blacks and most were located in the South.

"These few jewels in the crown all deserve to be preserved," counseled Congressman Major Owens, the only graduate of an HBCU (Morehouse College, '56) on the Education and Labor Committee. While such schools were welcomed to apply for competitive higher education grants along with Harvard, Yale and the four thousand other institutions, there was no direct channel for Federal funding to this special category. The historic and unique struggle for the creation and maintenance of such schools was accorded no official recognition. When Congressman Owens offered Title IIIB as a modest but vital possible funding stream, the first obstacle encountered was a gross lack of familiarity in Washington.

Fortunately, then Chairman of the Education and Labor Committee, Augustus Hawkins, was curious and supportive and agreed to allow Owens to hold a hearing in Atlanta, Georgia, at Atlanta University's Robert W. Woodruff Library. The first witness was then mayor of Atlanta, Andy Young. The presidents of thirteen other Southern Black colleges followed Mr. Young in testifying. Chairman Hawkins and other Education and Labor Committee members became enthusiastic converts following that historic session. Beyond the expectations of Congressman Owens there was a smooth passage of the authorizing legislation with five graduate schools added to the original list. As a major force on the Appropriations Committee, Congressman Lou Stokes obtained an immediate appropriation. Funds are disbursed on the basis of a formula and every HBCU is guaranteed an annual allocation.

Since the passage of the legislation in 1986, HBCUs went from zero dollars in Federal funding to receiving a total of \$3,988,099,314.00 billion dollars. In his year of retirement, Congressman Owens has worked diligently to introduce legislation that would afford Predominately Black Institutions similar support to other Title IIIA schools.

Congressman Owens has been a stalwart guardian and advocate of predominately and historically black colleges and universities throughout his congressional tenure. He is the leader of the CBC's Braintrust on Education and in this regard has been and continues to be the opinion shaper on higher education issues impacting Black America. The entire Nation owes him a great deal of gratitude for keeping important issues regarding black colleges and blacks in higher

education at the center of the national education policy debate. As Congressman Owens completes his final term, we commend and honor him for his tremendous contributions to the black higher education community. Thank you, Mr. Owens!

HBCU GRANT AWARDS—ALL YEARS
(PROVIDED BY THE U.S. DEPARTMENT OF EDUCATION)

Name and total award:

AL

Alabama A&M University, \$35,025,655.
Alabama State University, \$37,542,317.
Bishop State Community College—Carver, \$8,735,616.
Bishop State Community College—Main, \$26,169,993.
Concordia College, \$11,346,530.
Drake State Technical College, \$10,042,970.
Gadsden State Community College, \$4,000,000.
Lawson State Community College, \$21,071,295.
Miles College, \$21,329,445.
Oakwood College, \$22,003,819.
Selma University, \$3,812,613.
Shelton State Community College—Fredd, \$10,796,218.
Stillman College, \$21,147,196.
Talladega College, \$22,110,197.
Trenholm State Technical College, \$15,591,117.
Tuskegee Institute, \$27,846,409.
Tuskegee Institute/School of Veterinary Medicine, \$27,846,409.

AR

Arkansas Baptist College, \$12,014,978.
Philander Smith College, \$20,686,358.
Shorter College, \$4,600,000.
University of Arkansas—Pine Bluff, \$31,215,415.

CA

Charles R. Drew Postgraduate Medical School, \$31,215,415.

DC

University of the District of Columbia, \$14,154,703.

DE

Delaware State College, \$22,548,466.

FL

Bethune-Cookman College, \$28,805,940.
Edward Waters College, \$17,018,109.
Florida A & M University, \$59,268,976.
Florida Memorial College, \$27,232,176.

GA

Albany State College, \$31,594,007.
Clark Atlanta University, \$33,405,088.
Clark College, \$1,910,402.
Fort Valley State College, \$27,642,764.
Morehouse College, \$25,258,383.
Morehouse School of Medicine, \$25,258,383.
Morris Brown College, \$18,302,808.
Paine College, \$17,802,444.
Savannah State College, \$30,008,363.
Spelman College, \$26,518,676.

KY

Kentucky State University, \$24,646,607

LA

Dillard University, \$25,846,205.
Grambling State University, \$47,179,192.
Southern University—Shreveport, \$24,513,595.
Southern University A&M College, \$57,825,446.
Southern University at New Orleans, \$34,052,351.
Xavier University (LA), \$31,083,299.

MD

Bowie State College, \$27,868,586.
Coppin State College, \$26,592,478.
Morgan State University, \$39,864,381.
U. of Maryland at Eastern Shore, \$24,913,973.

MI

Lewis College of Business, \$8,600,000.

MO

Harris Stowe State University, \$16,561,308.
Lincoln University (MO), \$22,686,379.

MS

Alcorn State University, \$31,713,845.
Coahoma Junior College, \$20,371,062.
Hinds Community College—Utica,
\$17,332,613.
Jackson State University, \$49,271,302.
Mary Holmes College, \$7,373,526.
Mississippi Valley State University,
\$29,887,936.
Rust College, \$18,899,685.
Tougaloo College, \$27,068,054.

NC

Barber-Scotia College, \$10,257,592.
Bennett College, \$21,724,937.
Elizabeth City State University,
\$23,121,455.
Payetteville State University, \$30,642,331.
Johnson C. Smith University, \$21,726,429.
Livingstone College, \$17,552,027.
North Carolina A&T State University,
\$41,453,835.
North Carolina Central University,
\$33,105,047.
Saint Augustine's College, \$20,257,510.
Shaw University, \$25,273,249.
Winston-Salem State University,
\$30,923,188.

OH

Central State University, \$23,180,576.
Wilberforce University, \$17,022,616.

OK

Langston University, \$33,625,920.

PA

Cheyney University of Pennsylvania,
\$18,145,471.
Lincoln University (PA), \$20,185,526.

SC

Allen University, \$11,285,912.
Benedict College, \$26,898,694.
Clafin College, \$21,109,208.
Clinton Junior College, \$2,500,000.
Denmark Technical College, \$18,814,336.
Morris College, \$19,589,202.
South Carolina State College, \$34,425,031.
Voorhees College, \$18,607,148.

TN

Fisk University, \$21,687,270.
Knoxville College, \$6,060,849.
Knoxville College/Morristown Campus,
\$2,200,000.
Lane College, \$19,874,712.
Lemoyne Owens College, \$17,950,926.
Meharry Medical School, \$17,950,926.
Tennessee State University, \$44,357,510.

TX

Huston-Tillotson College, \$20,628,663.
Jarvis Christian College, \$12,074,442.
Paul Quinn College, \$15,753,746.
Prairie View A&M University, \$38,062,884.
Southwestern Christian College, \$8,600,000.
St. Phillip's College, \$42,621,299.
Texas College, \$12,617,407.
Texas Southern University, \$47,668,765.
Wiley College, \$12,716,011.

VA

Hampton University, \$33,604,102.
Norfolk State University, \$44,940,874.
St. Paul's College, \$12,022,412.
Virginia State University, \$30,584,815.
Virginia Union University, \$21,436,802.
Virginia University of Lynchburg,
\$1,000,000.

VI

University of Virgin Islands, \$18,468,085.

WV

Bluefield State College, \$25,888,689.

West Virginia State College, \$27,965,546.

Mr. Speaker, I yield such time as she may consume to the gentlewoman from Florida (Ms. CORRINE BROWN).

Ms. CORRINE BROWN of Florida. Mr. Speaker, I rise in strong support of Ms. JOHNSON's bill, House Resolution 928. This bill, which expresses the sense of the House of Representatives that our Nation adopt a week each year to honor our Nation's Historically Black Colleges and Universities, is a measure that would serve as an outstanding tribute to Historically Black Colleges and Universities.

There are four HBCUs in the State of Florida: Florida Memorial in Miami; Florida Agriculture and Mechanical University in Tallahassee, of which I am a graduate; Edward College, which is in the heart of my district; and Bethune Cookman College, a great institution in Daytona Beach, a school I work very closely with.

The importance and the outstanding work HBCUs do around the country is most noteworthy. In addition to educating African American students nationwide, they provide resources for our communities, such as mentoring and tutoring programs for our youth.

Nationwide, HBCUs enroll 14 percent of all African American students in higher education, even though they make up just 3 percent of our Nation's 4,000 institutions of higher education. HBCUs have awarded master's degrees and first professional degrees to about one in every six African American men and women, and awarded 24 percent of all baccalaureate degrees earned by African Americans nationwide.

I commend Ms. JOHNSON in her efforts on behalf of the Historically Black Colleges and Universities, and I strongly support House passage of this bill.

I also want to commend you, Mr. Ranking Member and Mr. Education, for all the work that you have done to help black colleges throughout the years. I do know that we have representatives on the Hill today, and they have been so important working with black colleges. I want to welcome them to their Capitol.

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

Mr. OWENS. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, I just wanted to comment that I have a statement here called "Black Colleges: Tiny But Still Jewels in the Crown," which I would like to submit also for the RECORD, which talks about the role that black colleges play in the larger need for an overall national mobilization for education.

I again want to thank the gentlewoman from Texas, Ms. EDDIE BERNICE JOHNSON, and the other sponsors and cosponsors of this important bill, which in recognizing Historically Black Colleges and Universities will recognize the contribution that black colleges can make in general to higher education throughout America.

[From the Congressional Black Caucus Foundation Newsletter]

BLACK COLLEGES: TINY BUT STILL JEWELS IN THE CROWN

(By Major R. Owens)

In 1986 Black colleges and universities faced a time of significant, almost desperate, financial turmoil. Several old schools had been shut down. Of the approximately four thousand such U.S. institutions of higher learning only about 135 are Black founded and administered. After conducting a hearing in Atlanta University, where thirteen college presidents testified, the Owens' title IIIB amendment received support for both authorization and appropriation. Since 1986, with the support of both parties, the Congress has provided 3.9 billion dollars in direct aid to Black colleges. This is a wise investment for a small but vital sector in our much needed accelerated mobilization for education.

Our nation must more fervently embrace its duty to the mission of indispensable leadership for our earth civilization. Education must be at the core of the comprehensive plan, strategy, mobilization which accomplishes this vital goal. Economic competitiveness, cultural creativity, governance genius, freedom of outlook, the determination to pursue happiness, stubbornness in philosophy and ideology, and the continuing commitment to the spiritual and moral belief that we are born to serve a purpose beyond day-to-day individual survival; these are objectives which cannot be achieved without a massive and ongoing dynamic emphasizing education.

Military shock and awe can defend us from fanatics and guarantee that we never lose a violent war. Winning, prevailing in the effort to keep humankind moving more rapidly away from our savage animal roots toward a paradise on earth can be achieved only if we accept education as the heart and blood of our political and social body. Aspiring toward such a healthy national physique must make use of every organ and resource we possess. The brainpower in our inner cities and poor rural areas we can no longer allow to be wasted. Like the small veins in the heart or the tiny hormone producing glands in the throat, Black colleges have an unseen but critical role to play.

The brainpower deposited among the uneducated poor and minorities is the great untapped human resource of America. To better recognize the need for this resource consider the following: A generally accepted barometer of degrees of global competitiveness is the size of a nation's "middle class." Beyond mere income, "middle class" should be defined as the segment of society able to earn a decent living for themselves and also capable of contributing something of value to society. Those who are not in this class would be persons lacking the capacity to support themselves and even in extreme cases becoming dysfunctional threats to society. Of its 1.2 billion populace China is predicted to have one fourth or 300 million people in its middle class by the end of this decade. India will have the same number or more—and they speak English. Add the very potent middle classes of Russia, Japan and Europe and you will see an overwhelming imbalance against the potential middle class of the United States. These are the workers who will be our well-prepared competitors in the global market-place. These "middle class" citizens will challenge our present lead in hi-tech products and services.

Consider the following:

Our total population is only 300 million. To maintain a position of global competitiveness our entire populace must become "middle class." Japan and Ireland have achieved

this level. It is not an impossibility but a massive education mobilization must be mounted for the U.S. to catch up. And one great untapped brainpower resource is in the Black community. Black colleges and universities can be the catalysts for saving and developing this diamond mine.

Republican and Democratic bi-partisan support for Black colleges over the last twenty years has paid off and this investment could yield far more profitable results if we expand it.

Mr. BOUSTANY. Mr. Speaker, I yield 1 minute to my friend, the gentleman from Florida (Mr. HASTINGS).

Mr. HASTINGS of Florida. Mr. Speaker, I thank my friend from Louisiana. I appreciate it very much.

I just rise to thank MAJOR OWENS for his steadfastness, not only in this particular area but in the area of education generally. The time is coming when MAJOR will not shepherd any longer any of these measures, but certainly all of us are grateful to him.

Also, I am grateful to my classmate and colleague for bringing this legislation to the floor. Quite frankly, Mr. Speaker, I can join the list. I heard DANNY DAVIS, my good friend from Illinois, speak of his experiences.

In 1953, I left Sanford, Florida, on a train for Nashville to attend Fisk University, one of the Historically Black Colleges that has been recognized. I left there and came here to Howard University and left there and went to Florida A&M University, where I achieved my JD degree.

Ms. BROWN, my colleague and classmate, spoke momentarily about Florida's schools. I have taught at Florida Memorial, been a Board of Trustee member at Bethune, and I am a graduate of Florida A&M University.

If it were not for those Historically Black Colleges, I would not be here. That may be something that a lot of people wish didn't happen, but it happened, and I am proud of it, and I thank my colleagues.

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

Mr. Speaker, I want to thank all my colleagues on the other side of the aisle for the hard work that they are doing to ensure that all Americans have access to education. I urge my colleagues to recognize the important contributions made by Historically Black Colleges and Universities and their graduates and to vote "yes" on this worthy resolution.

Mr. JEFFERSON. Mr. Speaker, I am here today to speak in support of establishing a National Historically Black Colleges and Universities Week. I am not only the product of an HBCU—Southern A&M College in Baton Rouge—but I represent three of these colleges in my district, Xavier, Dillard and Southern University in New Orleans.

These universities are the leaders in Louisiana in graduating African-Americans. Xavier graduates more black pharmacists than any university in the country and has a near 100 percent bar passage rate. The university also sends more African-Americans than any other university to medical school. Dillard University is nationally known for its nursing program and

Southern University educates nearly 100 percent New Orleans residents who may not have received a college degree if SUNO was not open. These universities, as well as the other schools in the Southern University system and Grambling State University, have been vital in producing the best and brightest African-Americans in the American workforce. For their work in educating African-American students for over 100 years and their continued need for those who may not have the opportunity to go to college otherwise, they certainly should be recognized.

The Historically black institutions in my district were the hardest hit of our university system in New Orleans after Hurricane Katrina. SUNO is operating out of a trailer campus and Dillard will reopen this spring in the Hilton Hotel again. And all of the universities are struggling to recruit and retain students. We need the continued support of Congress to recognize the importance of these institutions in our community. Graduates of these universities often stay in New Orleans to work as teachers, doctors, or nurses in underserved communities because they want to give back to the community in which they have fostered an education. We need this to continue. Furthermore, these universities are critical to the recovery of our professional workforce in New Orleans. We could not rebuild our community without the support of the students who come to learn in our city or the professors who commit to stay in our city.

This resolution is important to me personally because without Southern A&M College, I might not be here today. But beyond that, the continued need for the opportunity that HBCU's provide and the local need for these universities to be involved in the recovery of the Gulf Coast region makes this resolution even more timely and necessary and I encourage all of my colleagues to support it.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Louisiana (Mr. BOUSTANY) that the House suspend the rules and agree to the resolution, H. Res. 928, as amended.

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

A motion to reconsider was laid on the table.

PROVIDING FOR CONSIDERATION OF H.R. 5682, UNITED STATES AND INDIA NUCLEAR COOPERATION PROMOTION ACT OF 2006

Mr. BISHOP of Utah. Mr. Speaker, by direction of the Committee on Rules, I call up House Resolution 947 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

H. RES. 947

Resolved, That at any time after the adoption of this resolution the Speaker may, pursuant to clause 2(b) of rule XVIII, declare the House resolved into the Committee of the Whole House on the state of the Union for consideration of the bill (H.R. 5682) to exempt from certain requirements of the Atomic Energy Act of 1954 a proposed nu-

clear agreement for cooperation with India. The first reading of the bill shall be dispensed with. All points of order against consideration of the bill are waived. General debate shall be confined to the bill and shall not exceed one hour equally divided and controlled by the chairman and ranking minority member of the Committee on International Relations. After general debate the bill shall be considered for amendment under the five-minute rule. The amendment in the nature of a substitute recommended by the Committee on International Relations now printed in the bill, modified by the amendment printed in part A of the report of the Committee on Rules accompanying this resolution, shall be considered as adopted in the House and in the Committee of the Whole. The bill, as amended, shall be considered as the original bill for the purpose of further amendment and shall be considered as read. Notwithstanding clause 11 of rule XVIII, no further amendment to the bill, as amended, shall be in order except those printed in part B of the report of the Committee on Rules. Each such amendment may be offered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, shall not be subject to amendment, and shall not be subject to a demand for division of the question in the House or in the Committee of the Whole. All points of order against such amendments are waived. At the conclusion of consideration of the bill for amendment the Committee shall rise and report the bill, as amended, to the House with such further amendments as may have been adopted. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit with or without instructions.

The SPEAKER pro tempore. The gentleman from Utah (Mr. BISHOP) is recognized for 1 hour.

Mr. BISHOP of Utah. Mr. Speaker, for the purpose of debate only, I yield the customary 30 minutes to the gentleman from Florida (Mr. HASTINGS), pending which I yield myself such time as I may consume. During consideration of this resolution, all time yielded is for the purpose of debate only.

Mr. Speaker, House Resolution 947 provides for a structured rule, with 1 hour of general debate equally divided and controlled between the chairman and ranking minority member of the Committee on International Relations, and waives all points of order against consideration of this bill, and provides for a motion to recommit with or without instructions.

This rule also makes in order several amendments brought forward to the Rules Committee, two of which are Democrat amendments, two are Republican, and two are bipartisan amendments, so the rule is fair in allowing a wide range of debate on issues that will be affecting nuclear technology, U.S. foreign policy and our strategic partnership between the world's two largest democracies, India and the United States.

Mr. Speaker, there was a time when I acted in a great many plays, one of which was the children's theater "Willy Wonka and the Chocolate Factory." And Willy Wonka has a song