back for their overpayment in government. I am so sick and tired of people in Washington talking about how much the tax reduction is going to cost us. Guess what? It does not cost us anything because it is not our money, Mr. Speaker. It belongs to the American people.

If you go in Wal-Mart and you buy a pair of flip-flops for $2.50 and you give the cashier $5, they do not keep your money. It is your money. But if you have a Washington bureaucrat cashier, you will never see your change. They will give you more shoes, more flip-flops, they will even charge you. Before you know it the $2.50 purchase becomes a $6 and $7 purchase. That is how ridiculous things are in this town, Mr. Speaker. It is the American people's money and we need to give it back to them.

This comes in the form of a 10 percent tax reduction across the board, capital gains tax reduction, estate tax relief, relief for small businesses and farmers. The President of the United States, stickler for truth as he always has been, will come in and say, ''Oh, you're taking money away from seniors, from children, from the environment, from education.'' Well, if you are a Republican and you cross the street, the American President right now is going to accuse you of hurting seniors and children and the environment and education. It does not matter. He is a broken record. It is a formula that works for him, class warfare and scaremongering. But we are sick and tired of it.

It is interesting that liberal Senator BOB KERREY said that when you are talking about a $3 trillion surplus, an $800 billion tax reduction program is not reckless or irresponsible. That is from a well thought of, but liberal, Democratic Senator. He is saying, ''What's the big deal?''

What is the big deal, Mr. Speaker? We are talking about the size of a tax cut. We are not talking about whether to have one or not. The President has already agreed to one. Most of the liberals in Congress have agreed to one. We are only talking about the size of it.

Mr. Speaker, this tax package that was voted on the other day, again three-pronged, protects and preserves Social Security to the tune of $1.9 trillion through a lockbox, and protects 100 percent of it; number two, pays down the debt $2 trillion; and, number three, and finally and only after the others have been protected, it gives tax relief. Therefore, it is a good, responsible bill. I urge my colleagues to support it.

ON TITLE IX

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from California (Ms. MILLENDER-MCDONALD) is recognized for 5 minutes.

Ms. MILLENDER-MCDONALD. Mr. Speaker, tonight we celebrate 27 years of title IX, a piece of legislation that was cosponsored by our dear friend the gentlewoman from Hawaii (Mrs. MINK) whom we come tonight to congratulate, along with Congresswoman Edith Green.

I have worked, Mr. Speaker, tonight with the cochair of the Women's Caucus, the gentlewoman from New York (Mrs. MALONEY), together women and men of the House, to recognize these two remarkable women and their achievements and their bringing about title IX, which began some 27 years ago.

These congresswomen planted a seed of opportunity for women that has blossomed into one of the greatest triumphs of our time. The successes of basketball superstar Nikki McCray; swimming sensation Penny Heyns; golf maestro Sherri Stein; the Williams sisters tennis phenomenon; ice hockey superstar Cammi Granat; the unstoppable softball shortstop Dot Richardson; World Cup soccer champions Mia Hamm, Brianna Scurry and Michelle Ackers; and Air Force Colonel Eileen Collins, the first woman to command a NASA shuttle mission which just took off on Friday. We are proud of all of them, Mr. Speaker, and we attribute their successes to title IX.

The impressive accomplishments of these women, and many more who have excelled both on and off the playing field, are not solely because of title IX. We know it takes drive, aggression, determination, competitiveness, sacrifice, true grit and a lifetime's dedication to hard work. These women are tough and they deserve to soar in their areas of expertise as they have done. But the passage of title IX, Mr. Speaker, opened a door that had been locked shut for countless decades and for countless generations of women who wanted to be challenged and pushed to new limits through athletic competition. Title IX allowed young women and girls to follow in the footsteps of tennis wonder Billie Jean King, track superstar Wilma Rudolph, and other pioneering female athletes.

It was the arduous and innovative work of the gentlewoman from Hawaii (Mrs. MINK) and Edith Green 27 years ago, which we celebrated last Friday, July 23, that brought the Educational Amendments Act, which included title IX, to the desk of President Nixon. The gentlewoman from Hawaii, who is here tonight to help us celebrate her and to commend her, was both shrewd and precise in making sure that the inclusion of a few simple words would provide such a tremendous opportunity for women to develop latent athletic talents.

Specifically, the statute states, ''No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.''

The progress we have made over the past 27 years is awesome, Mr. Speaker. When President Nixon signed this bill, about 31,000 women were involved in college sports. Today, that number has more than tripled. Spending on athletic scholarships for women has also grown from less than $100,000 to almost $200 million. In 1971, there was an average of 2.1 women's teams at colleges, and now that number is at a record 7.7 per school. The participation level in high school was dismal, as well. In 1971, the athletic participation of all girls in the United States was just under 300,000. Today, that number has climbed to over 2.2 million. Finally, 40 percent of athletes at Division I schools in 1997–1998 were women, a 5 percent increase from 1996–1997. Women also received 40 percent of athletic scholarship budgets, a 14 percent rise from the previous year.

Since the enactment of title IX, we have also witnessed a significant surge in women's educational achievements. In 1994, women received 38 percent of medical degrees and 43 percent of law degrees, compared with 9 and 7 percent respectively in 1972. In 1994, women also earned 44 percent of all doctoral degrees, which is a noticeable increase from the 25 percent in 1977.

Mr. Speaker, perhaps most exciting of all, title IX has benefited millions of women, men and families who enjoy watching and playing sports. Over 40 million viewers tuned in to the final match of the Women's World Cup. That number was not only greater than any televised game for U.S. men's soccer but it also eclipsed the three-game viewing total for this year's NHL Stanley Cup. What the women's U.S. soccer team illustrated with their victory is just how far we have come as a Nation in providing opportunities for women to test their limits, excel in sports and fulfill their dreams in many more areas than women of our generation could ever fathom.

Tonight, I salute our dear friend the Honorable PATSY MINK and the Honorable Edith Green for paving the way for women to succeed in our educational institutions. And I give my most heartfelt congratulations to all of our athletic and academic achievers, who are the women of title IX.

BACKGROUND LEADING TO PASSAGE OF HISTORIC TITLE IX

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Hawaii (Mrs. MINK) is recognized for 5 minutes.

Mrs. MINK of Hawaii. Mr. Speaker, I thank my colleagues for this honor that they are bestowing on me this evening and I want to especially thank the gentlewoman from California (Ms. MILLENDER-MCDONALD) for taking the initiative in convening this series of comments that will be made on title IX tonight.

Today, we are witnessing the results of the formation of a concept which was incorporated in the education amendments of 1972 in a small title referred to as title IX. It is important, I

think, for this generation of young women in particular that are coming forward and experiencing opportunities which were not available two generations ago to understand what prompted the inclusion of this language in the education amendments.

In my own experience, I went to college, I fully expected to be accepted in medical school, but upon applying to at least a dozen or more institutions in those days, in the 1950s, the reply that I received was, ''I'm sorry, but we do not take women into our medical school.'' And that was that. It was a blatant refusal to accept the notion that women could be equal in this society.

Prior to that, I had ventured into the Midwest. I enrolled at the University of Nebraska, thinking that some of my friends, male friends, were in medical school there and perhaps by being there I could have a better opportunity to be accepted. And so I enrolled for a brief period at the University of Nebraska.

Upon arriving there on campus, I found that I had been placed in a segregated rooming house with other minority women members of that college community. I was appalled at this practice, which I thought had been rescinded by laws previously. But I found myself in the midst of a tremendous turmoil on campus, which I must say I created, and within a short period of time the Board of Regents of that university eliminated that segregation and henceforth all people were treated equally and could be housed in the dormitories.

□ 2015

It was a series of these sorts of discrimination, even going back to Hawaii after I finished law school, which I went to as a second choice. I found that there were all sorts of vestiges of discrimination. I could not get a job. I always taught my colleagues currently in various places that if they had but given me a job, I would not be here on the floor of this Congress tormenting them with liberal legislation. So that is the penalty they pay today for ignoring my request for a simple job.

But coming to the Congress, I must tell you that the one person who really inspired me to get active in this field was my daughter who applied to go to Stanford University after finishing high school and was rejected because the percentage of women that had been accepted in the freshman class had been exceeded. So even in her generation, she was enduring this type of discrimination merely because she was female.

So coming to the Congress, being on the Education and Labor Committee chaired by Adam Clayton Powell, from the moment I sat in my chair as a freshman member down in the lower tier, he began hearings on discrimination and textbooks, and we hauled in all the textbooks to show that women were really being discarded. We hauled in the Department of Education because they were issuing films on vocational education which showed women as nurses, teachers, social workers, but not of the engaging occupations like scientists or a doctor or an engineer or anything of that kind.

So as we moved into the field of education finally with the enactment of Public Law 8910 which was the first Federal aid to education to elementary and secondary schools, we wanted to make sure that with the Federal Government getting into funding educational programs that women, girls, would have an equal opportunity, and that was all we were trying to say. We were in the poverty program. And Job Corps centers were being opened all over the country, but none for the girls, so we fought to open up women's Job Corps centers, and I went down to West Virginia to dedicate the first center.

So there were many, many people that were involved in this. Edith Green was the chairperson of the Higher Education Committee. She convened hearings in June of 1970. We celebrate the year 1972 because that was the enactment, but all of this was occurring from the moment I arrived here in 1965. I have had two generations of service in this Congress. I came here in 1965, and I left in 1976 to try to get to the other body, but they did not want or were not ready for me quite at that point.

But we had a number of hearings, and Edith was always up front chairing that committee. She called this hearing in June of 1970, wanted to amend the Civil Rights Act to add the protections for women in that legislation which was not yet established.

This was all going on at the same time that all the women in the country were getting excited about the ERA. Remember the Equal Rights Amendment? So you have to put this in the context of where this Nation was at this time and all of the foment that was going on in terms of our communities and here in the Congress. And so we tried to get a civil rights bill, but the Justice Department intervened and said, no, we cannot support an amendment of the Civil Rights Act; why do you not put this measure in the education bill? And really that is the genesis of title IX. It was not a surrender, but it was a concession to the Department of Justice at that time that insisted we do this.

So finally, when the education amendments came up in November of 1971, we were able to argue all of this.

In the final comment, I must say that the tribute really and the sustenance of this legislation has to go to my daughter because on the floor when there was an attempt made to water down this legislation, I was on the floor helping to get it through. But at the moment, the critical moment of just a minute or so before the vote, I was called off the floor because my daughter had gotten into a accident, and so I rushed off to Ithaca to see how she was. And in leaving the floor, the amendment which was a devastating amendment passed by one vote, 212 to 211, and so the next week the Speaker of the House, Carl Albert, took the floor, asked for a revote, and we captured the situation.

So she called me the other night and said, ''If you're going to talk about title IX, you must mention my role in it and how your commitment to me almost caused a catastrophe.'' But the House of Representatives reacted and restored common sense and dignity to the debate, and so title IX lived on forever with no one ever being able to challenge it ever again.

So that is the story of title IX.

Ms. SCHAKOWSKY. Mr. Speaker, I rise today in honor of Congresswomen PATSY MINK and Edith Green who authored Title IX. Because of their vision, we all witnessed the extraordinary accomplishments of many remarkable women over the years, including the Women's World Cup Champions and Air Force Colonel Eileen Collins.

All of America and much of the world was captivated by the grace and athleticism of the U.S. Women's Soccer team. All of us—men and women alike—were thrilled by their performances and marveled at what they were able to accomplish. America was on the edge of its seat during the final game.

And, just last week, Air Force Colonel Eileen Collins became the first woman to command a NASA space shuttle. Once again, we had evidence of what women can achieve if they are given the tools and opportunities.

It was a thrill for me to join the First Lady, members of Congress including Congresswoman MINK and the World Champion Women's Soccer Team aboard Air Force Two last Monday night to witness the Space Shuttle ''near'' launch commanded by Colonel Collins. It was quite a celebration of the successes of women. I wish the entire crew a successful mission and a safe return home.

Tonight, we pay tribute not just to Congresswomen MINK and Green, but to all the other women in this country who have excelled at sports or the arts, at science and in business.

Congresswomen PATSY MINK and Edith Green made a real difference in the lives of girls and women, and in the communities in which they live. Without their efforts, there would likely be no World Cup championship women's soccer team today or female NASA shuttle commanders. Those two extraordinary women, through their vision and courage, gave American women the tools to succeed.

Representatives MINK and Green were the guiding spirits behind Title IX of the Educational Amendments of 1972—the landmark legislation that bans sex discrimination in schools in both academics and athletics. Title IX states, ''No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid.''

Before Title IX, many schools saw no problem in refusing to admit women or having strict limits. But since Title IX, we have seen significant increases in women's educational achievements: In 1994, women received 38 percent of medical degrees, compared with 9 percent in 1972; In 1994, women earned 43

percent of law degrees, compared with 7 percent in 1972; In 1994, 44 percent of all doctoral degrees to U.S. citizens went to women, up from 25 percent in 1977.

Title IX governs the overall equity of treatment and opportunity in athletics while giving schools the flexibility to choose sports based on student body interest, geographic influence, a given school's budget restraints, and gender ratio. The focus is on the necessity for women to have opportunities equal to men on the whole, not on an individual basis.

Here are just a few statistics that illustrate the impact this groundbreaking legislation has had: In 1971, about 31,000 women were involved in college sports and today that number has more than tripled; From 1971 to 1998, spending on athletic scholarships for women has grown from less than $100,000 to almost $200 million; In 1971, there was an average of 2.1 women's teams at colleges and now that number is at a record 7.7 per school; In 1971, the athletic participation of all girls in this country was 294,015. Today, this number has climbed to over 2.2 million; Forty percent of athletes at Division I schools in 1997–98 were women—a 5 percent increase from 1996–97; During the same year, women received 40 percent of athletic scholarship budgets—a 14 percent rise from the previous year.

In closing, let me thank, on behalf of all Americans, Congresswomen PATSY MINK and Edith Green and all the girls and women who inspire and lead us each and every day.

Ms. ROYBAL-ALLARD. Mr. Speaker, I am delighted to join my women colleagues to commemorate Title IX's successes and achievements. First, I would like to commend my colleague and friend, Congresswoman PATSY MINK, as well as former Oregon Congresswoman Edith Green who authored and initiated Title IX over 20 years ago. Their contributions in support of equal opportunity for women have been invaluable.

Signed into law in 1972, Title IX is the landmark civil rights law that banned sex discrimination in schools in both academics and athletics. While the law applied to all education programs in schools receiving federal aid, it has become best known for expanding athletic opportunities for women.

Since Title IX's passage, women's participation in intercollegiate sports has skyrocketed: When Title IX was first passed, there were 31,000 women participating in intercollegiate athletics. Today, that number is over 120,000—a four-fold increase.

A recent survey showed that the number of women's collegiate teams have risen from 5.6 teams per school in 1977 to 7.5 in 1996.

Simply put, Title IX has been a smashing success for women's collegiate sports, which were virtually non-existent in the early 1970's.

But critics still like to lambaste Title IX, alleging that it's decimated men's sports or gone too far.

Let's put these tired old myths about Title IX to rest:

Myth #1: Title IX enforces quotas against men.

Nothing could be further from the truth. Title IX forbids quotas. It simply prohibits sex discrimination in federally funded education programs. That means female students must have equal opportunities to participate in education programs, including athletics. Utilizing a three-prong test, schools can show they comply with Title IX by fulfilling one of three requirements, offering schools flexibility and ample room for Title IX compliance.

Myth #2: Title IX will cause the elimination of men's collegiate sports.

Title IX does not require schools to cut men's sports. Nor has Title IX ever forced a school to eliminate a men's sports program to meet compliance. Many schools have decided to cut teams in men's minor sports, such as gymnastics and wrestling, for a combination of reasons, including budget constraints, changes in student interest, alumni support, liability or risk of injury. Let's not forget that football and basketball budgets consume a whopping 69% of the average Division I–A school's men's athletic operating budget. Perhaps Title IX critics should point their finger at poor fiscal management or excessive support for one sport—not at Title IX—for the decline in men's sports.

Myth #3: Title IX has gone too far.

Despite Title IX's successes, we still have a long way to go. The fact is that women's athletics continue to lag behind men's programs. Compared to men, female athletes have only 38% of scholarships. From 1992–1997, men's athletic budgets, in Division 1–A alone, increased by 139%. In contrast, women's budget increased during this time period by 89%. From fewer scholarships, to inferior athletic equipment and facilities, the playing field for female athletes is far from level. We need Title IX now more than ever.

Finally, the latest myth about Title IX is this: Title IX cannot be credited for the country's stunning success in women's soccer, because we produced the finest soccer players through independent youth leagues, outside the scope of Title IX. Let me quote a recent article in the latest edition of the conservative magazine The Weekly Standard: ''Title IX could not possibly have had anything to do with the team's success . . . seven of this year's eleven starters . . . all joined the U.S. national squad as teenagers in the 1980s—Title IX's 'dark ages' ''.

Where do Title IX critics think these women played while they were college-age? They played at universities with top-notch college soccer teams. It is the heralded successes of the University of North Carolina's women's soccer team, the University of Tennessee's women's basketball team, and other Division I–A teams and their recruitment of top female high school athletes that has been a driving force in promoting athletic programs at the high school level, both public and private. In fact, in high school, the number of female athletes has jumped from 294,000 in 1971 to 2.4 million in 1995. Indeed, Title IX has sent the message to our young women that they have far more opportunities to compete at the college level and to qualify for college scholarships than any prior generation.

In closing, Title IX has helped put women's sports on the map, including swimming, gymnastics, softball, lacrosse, field hockey, track and field, basketball and soccer. But perhaps Title IX's most important triumph is that it tells our girls that they can be and do whatever they want—and that includes excelling in sports and academics.

TITLE IX

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Ohio (Mrs. JONES) is recognized for 5 minutes.

Mrs. JONES of Ohio. Mr. Speaker, I rise this evening, and I had other comments prepared, but I do not want to be repetitious. I am kind of going to go from the cuff and say I have been blessed to be able to stand on the floor this evening with my colleague who put into practice title IX. And I say, Put into practice, because she was the one along with her colleague, Edith Green, that moved to have this legislation come to the floor, and I just want to take a moment to say: Congresswoman PATSY MINK, thank you so very much.

I have been blessed on another occasion to have worked in the campaign of Congressman Lewis Stokes back in 1968, and to stand here as his successor is another great opportunity.

So it is nice to see history in movement.

I stand here, and I would have gone through some of the statistics that my colleague, the gentlewoman from California (Ms. MILLENDER-MCDONALD) went through in her presentation, but I am going to skip that. But I want to congratulate you, Congresswoman MILLENDER-MCDONALD, for this evening's activity. I will move on to say in the last Olympics held in Atlanta, female athletes gave an outstanding and noteworthy performance. The last Olympics featured the first appearance of the women's softball team. The women's basketball Olympic dream team took the gold medal. The introduction of the WNBA was just 2 years ago, and I am proud to say that women in the city of Cleveland are always out in support of the Rockers. Of the 44 gold medals won by the U.S., 19 were given to women, including 5 team efforts.

In 1997, which marked the 25th anniversary of title IX, the women's addition of the National Directory of College Athletics asked people to give the most significant people or events which have effected women's inter-collegiate athletics since 1972. Of all the things presented, title IX was the one event in history that affected intercollegiate athletics.

I was proud to be able to be here in these United States when, in 1999, not only did the Duke men go to the final four, the Duke women went to the final four. That was significant for us to be able to say that.

I am almost out of time, only to say it is wonderful to turn on my television and see women athletes marketing sports products and setting the example for younger women. It is important for young women to build esteem and self-confidence, and I am pleased to say that my son, an athlete, is even proud of the women athletes that go to his school, and that is significant.

I yield to the gentlewoman from North Carolina.

Mrs. CLAYTON. Mr. Speaker, I want to thank the gentlewoman for yielding to me.

I want to deviate just a little bit too from what I had prepared to say. I am