

During that time, Congress began to focus attention on systemic educational barriers to women and girls.

And because of this legislation, women have come a long way.

For American colleges and universities, women now constitute majorities in college enrollment and completion, and are the majority of recipients of bachelor's and master's degrees.

The proportion of women graduating from college today is now equal to that of men.

By 2006, women are projected to earn 55% of all bachelor's degrees.

In 1994, women earned 34% of all U.S. medical degrees, compared with 9% in 1972.

In 1994, women earned 43% of law degrees, compared with 7% in 1972.

In 1994, 44% of all doctoral degrees to U.S. citizens went to women, up from 25% in 1977.

There are more female faculty members now than in 1972, with women constituting 37.9% of faculty members at two-year public colleges, and 19.5% at private four-year colleges and universities.

Mr. Speaker, one of the reasons that we are celebrating the success of Title IX is that on July 10, 1999, the Women's World Cup Soccer victory reminded us about how important it is to have the protections for women that we now have.

But this victory was about more than the game and the win. It was about female athletes, sports, and equality.

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, the athletic participation of all girls in this country was 294,015. Today, this number has climbed to over 2.2 million!

These statistics are overwhelming. We must keep on fighting this battle.

Equality. We must remember that this is what we want to achieve. We're on our way. This victory simply reminded us of that.

I want to thank Congresswomen MILLENDER-MCDONALD and CAROLYN MALONEY for bringing this important occasion to the floor of the House of Representatives.

Mr. Speaker, please join me in celebrating how far women have come in both academics and athletics, and congratulate our colleague PATSY MINK for her leadership and vision.

THE SURPLUS; WHO IS IT FOR?

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

Mr. FOSSELLA. Mr. Speaker, over the next several weeks what this great country of ours is going to hear is an important debate. And that is what to do with the money generated by millions of American taxpayers who get up to work every single morning, some of whom work two jobs, the husband and the wife work as well. So, you have a husband and wife working two or three jobs a week, sometimes working 6 or 7 days to put food on the table, to pay

the mortgage or to pay the rent, to make that car payment, to put away for your child's education, college, law school or med school.

Whatever hopes and dreams you have for your family, you are getting up every single day to fulfill your dream. And at the end of the week, when that paycheck comes, a big chunk of that comes right here to Washington. And the American people have been working so hard in the last several years sustaining economic growth that we really have not seen in recent times and generating a surplus here in Washington.

Now there are those here in Washington who think it is all their money. And there are those who want to spend every single dime on their favorite projects or programs. And then there are those who feel that, you know what our job here is to represent and do what is right for the American people, for those taxpayers who generated this surplus. And when we do things like address adequately Social Security and Medicare and education and protecting the environment and strengthening our national defense, then we can believe that those things are right. Then we decide, well, what is left?

Right now Washington is projecting a \$3 trillion surplus. Now for whatever those assumptions are worth, the bottom line here is there is money that is going to be left on the table.

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It is important for the American people and the people back home where I am from in Staten Island and Brooklyn to understand the core principles that are going to really drive this debate.

There are those of us who believe in personal freedom more for the American people, and there are those who say we need more government control. There are those who want lower taxes, because we believe in the American spirit that when we reduce taxes and allow hard-working people to keep more of what they earn, it drives economic growth, it creates more jobs, and we reinforce what we all tell and what we all believe in, and that is that in this great country, one can follow their dreams if given the chance. On the other side are those who want higher taxes.

There are those of us on this side who want limited government because we believe when government gets too large it infringes on our freedoms and liberties, and there are those on the other side who feel that government is just not big enough.

Then there are those who want economic growth as opposed to those who want bureaucratic growth, who feel that the decisions made in our communities across this great country are not good enough, but if we grow our bureaucracies here in Washington to have faceless and nameless bureaucrats

make decisions for ourselves, our families and our communities and our schools, our police departments, that somehow, that is a better approach to government.

Finally, there are those who believe in the creation of more jobs in the private sector that has driven this engine to generate this surplus, and then there are those who believe we need a little bit more redtape to stifle innovation, to hurt small businesses, to add unnecessary rules and regulations that actually reduces the number of jobs it could create.

Mr. Speaker, over the next several weeks there are going to be those who say everything imaginable to allow the American people or force the American people to take their eye off the ball. I believe in the American people, the common sense that they will prevail in the end, and not only that, but that we will place our faith in their wisdom and judgment to know that when there is too much money left here in Washington, too many people want to spend it. I say when we take care of Social Security, Medicare, strengthen our national defense and protect our environment and improve education, what is left over we send back home to the people who earned it, to strengthen freedom, to strengthen liberty, and continue our path to prosperity, not only for families that I represent so proudly and humbly in Staten Island and Brooklyn, but all across this great country. I suspect that when we have this debate, the American people will understand who is right.

TITLE IX AND ITS EFFECTS FOR OUR COUNTRY

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

Ms. WOOLSEY. Mr. Speaker, I, too, want to honor the gentlewoman from Hawaii (Mrs. MINK) for her good works on Title IX and everything else she does here for women and children and families and all Americans.

Mr. Speaker, last Monday night I had the chance to see in person the effects of Title IX firsthand. And let me tell my colleagues, I was impressed. Last Monday night, a number of my colleagues and I flew to Florida with the U.S. Women's National Soccer Team and with the First Lady to watch the space shuttle launch. While we were there, we met with female astronauts and we met with other women involved with the space program.

Of course, I do not have to describe the American women's soccer team to anyone that is listening here tonight or anybody in this Chamber. I cannot imagine that there is an American who has not heard of their skill, their power, and their success and does not hold them in awe.

These women, these young women are the products of Title IX. They are the perfect example of the importance of Title IX. They are an example for every female player on every women's sport team in the Nation. But less well known are the benefits of Title IX for women like the women astronauts that I met.

Title IX says that no person shall, on the basis of sex, be excluded or discriminated against under any educational program or activity receiving Federal aid. So it is not just sports. Before Title IX, most institutions of higher education, as the gentlewoman from Hawaii told us, refused to admit women or have strict quotas on the number of women admitted. Since Title IX, however, there have been significant increases in women's educational achievements, particularly in what were traditionally all-male fields like science, engineering, math, and technology.

So while we were gathered there the other night to celebrate the very real achievements of women on and off the playing field due to Title IX, we must also be aware of how much there is left to do. According to the National Science Foundation, the low participation of women in math, science, and engineering is a true and serious national problem. Too many girls lose interest in science and math during elementary and middle school and refuse to take, or fail to take advantage of these courses that they will need to prepare themselves for technical and science degrees, and technical and science high-paid careers. Too few women earn college degrees in science, engineering, math, and technology. Even though women make up slightly more than 50 percent of our population, they are less than 30 percent of America's scientists.

My colleagues may be asking me, so what? Is that some national problem? Well, the answer is absolutely yes, this is a big problem. A big problem for employers, a big problem for women as future wage-earners, and a huge problem for our Nation as we compete in the global marketplace. Quite clearly, there is no way for America to have a technically competent work force if the majority of students, females, do not prepare themselves and study for science, math, and technology careers.

That is why I have introduced a bill to help school districts encourage girls to pursue these technical careers. My bill is formally entitled, Getting Our Girls Ready for the 21st Century Act, but it is known as "Go, Girl." Go, Girl will encourage a bold new work force of energized young women in science, math, engineering, and technology. Go, Girl funds programs in elementary and high school to encourage girls to study and pursue careers in those fields.

Today, women are big winners on the soccer field, and that is with the help

of Title IX. Now we need to get Title IX and Go, Girl into the classroom to make more girls and their future employers winners by preparing girls for careers in science, math, engineering, and technology.

Mr. Speaker, Title IX says, no person shall, on the basis of sex, be excluded or discriminated against under any educational program or activity receiving Federal aid. Our job now is to encourage all girls and young women to take advantage of Title IX opportunities and like the American soccer women and the women astronauts, become all that they can be.

THANKS TO TITLE IX, WOMEN CONTINUE TO MAKE HISTORY

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

Mrs. CHRISTENSEN. Mr. Speaker, I would like to begin by thanking and applauding our cochair, the gentlewoman from New York (Mrs. MALONEY) and our covice-chair, the gentlewoman from California (Ms. MILLENDER-MCDONALD) for putting together this Special Order and all of my other women colleagues for joining us this evening.

I want to join also in thanking the gentlewoman from Hawaii (Mrs. MINK) and former Congresswoman Edith Green for their foresight in championing and protecting the rights of women and young girls against gender discrimination within the educational system of this country, particularly in athletics; and I want to also thank all the other Members of Congress who have continued to fight to end discrimination of all kinds in this Nation.

Title IX was important legislation, and its impact is immeasurable. Its very intent was the impetus for ensuring that today's heroes would become role models for the young girls of today and those yet to be born. Access to equal opportunities in education has made it possible for all of us to be here as representatives in Congress. Thanks to those like the gentlewoman from Hawaii (Mrs. MINK) who came before me, when I was fortunate to have been accepted into medical school, unfortunately, we were still less than 5 percent of our class. Now, women at George Washington University School of Medicine, my alma mater, make up more than 50 percent of any incoming class.

In the past few weeks we have also had outstanding examples of what Title IX has done for women in the United States since its implementation. As many have said, on Friday, Air Force Colonel Eileen Collins made NASA and U.S. history as the first woman to command a space shuttle; and of course, we are all still basking in the success as well in the recent vic-

tory of the women's soccer team this month at the World Cup, which indicates what significant progress continues to be made each and every day.

More women are enrolled in college and universities than ever and are pursuing postgraduate and professional degrees, a key factor in the swell of women-owned businesses across this country today. One of the most obvious benefits of Title IX is the impact it has had on women's participation in intercollegiate athletics, and our young women are determined to make their mark in the sport arena.

In my district, the U.S. Virgin Islands, educational and athletic equity has long been practiced, and we have produced a multitude of successful players in various sports, as well as in other fields. One of our long-standing track and field success stories in the Virgin Islands is Flora Hyacinth who is one of 24 Virgin Islanders participating in the Pan American games in Winnipeg this week, and we wish her well. Ms. Hyacinth also set a world record in 1986 for the triple jump while attending the University of Alabama, and just last year won the long jump gold in the Venezuela games. She and Ameerah Bello, another winning track and field athlete from the Virgin Islands, are both qualifying members of the Virgin Islands Olympic team.

Also making her mark in women's track and field is 16-year-old Rodneysha Pitts, who recently ranked among the top 10 U.S. high school students while attending school in Indiana briefly last year.

At the college level, Vania Blake, a volleyball player from the Virgin Islands at North Carolina A&T, was named Athlete of the Year and MVP of the Mid-Eastern Athletic Conference for her school; and, Felicia James, the MVP of the All Star basketball games at Grambling State University in Louisiana.

Mr. Speaker, I am sure that we have all had many shining examples of young women who have been able to succeed in their respective areas because of the freedom and opportunity Title IX provides. One only need attend a WNBA game here in the District or in any city to truly realize the impact that women's sports has had on up and coming female athletes nationwide; and it is here that we can also be proud of the precedence that Title IX has set, for without it, entities such as the WNBA would not have been possible.

While we still have a long way to go in ensuring equality across the board for women and all Americans, we can look onward with pride as young women like Venus and Serena Williams dominate the world of tennis and cheer on all of the women who are charting a bright future in women's sports.

I look forward to the day, Mr. Speaker, when there will be a women's soccer league, baseball league, and any other