

home; and I have been at Taos Pueblo when they have offered in their ceremonial way the buffalo meat and the cooking around the fire. It is indeed delicious. I completely agree with the dean of the House. But we also need to recognize that managing a buffalo herd is not simple. We need to make sure that there are no diseases that are passed between cattle or elk and buffalo. They need to make sure that there is the right genetics so that we don't interbreed so much.

So it does require a lot of work, and this bill provides the Tribes with the assistance so that they can both protect and manage these herds of these magnificent animals.

Madam Speaker, I reserve the balance of my time.

Mr. WESTERMAN. Madam Speaker, in closing, I encourage passage of this bill, and I yield back the balance of my time.

Ms. LEGER FERNANDEZ. Madam Speaker, for all of the reasons that has been stated on the floor of this glorious House today, I urge my colleagues to support the legislation, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from New Mexico (Ms. LEGER FERNANDEZ) that the House suspend the rules and pass the bill, H.R. 2074, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. PERRY. Madam Speaker, on that I demand the yeas and nays.

The SPEAKER pro tempore. Pursuant to section 3(s) of House Resolution 8, the yeas and nays are ordered.

Pursuant to clause 8 of rule XX, further proceedings on this motion are postponed.

WOMEN WHO WORKED ON THE HOME FRONT WORLD WAR II MEMORIAL ACT

Ms. LEGER FERNANDEZ. Madam Speaker, I move to suspend the rules and pass the bill (H.R. 3531) to authorize the Women Who Worked on the Home Front Foundation to establish a commemorative work in the District of Columbia and its environs, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 3531

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Women Who Worked on the Home Front World War II Memorial Act".

SEC. 2. AUTHORIZATION TO ESTABLISH COMMEMORATIVE WORK.

(a) IN GENERAL.—The Women Who Worked on the Home Front Foundation may establish a commemorative work on Federal land in the District of Columbia and its environs to commemorate the commitment and service represented by women who worked on the home front during World War II.

(b) COMPLIANCE WITH STANDARDS FOR COMMEMORATIVE WORKS.—The establishment of the commemorative work under this section shall be in accordance with chapter 89 of title 40, United States Code (commonly known as the "Commemorative Works Act").

(c) PROHIBITION ON THE USE OF FEDERAL FUNDS.—

(1) IN GENERAL.—Federal funds may not be used to pay any expense of the establishment of the commemorative work under this section.

(2) RESPONSIBILITY OF WOMEN WHO WORKED ON THE HOME FRONT FOUNDATION.—The Women Who Worked on the Home Front Foundation shall be solely responsible for acceptance of contributions for, and payment of the expenses of, the establishment of the commemorative work under this section.

(d) DEPOSIT OF EXCESS FUNDS.—

(1) IN GENERAL.—If upon payment of all expenses for the establishment of the memorial (including the maintenance and preservation amount required by section 8906(b)(1) of title 40, United States Code), there remains a balance of funds received for the establishment of the commemorative work, the Women Who Worked on the Home Front Foundation shall transmit the amount of the balance to the Secretary of the Interior for deposit in the account provided for in section 8906(b)(3) of title 40, United States Code.

(2) ON EXPIRATION OF AUTHORITY.—If upon expiration of the authority for the commemorative work under section 8903(e) of title 40, United States Code, there remains a balance of funds received for the establishment of the commemorative work, the Women Who Worked on the Home Front Foundation shall transmit the amount of the balance to a separate account with the National Park Foundation for memorials, to be available to the Secretary of the Interior or Administrator (as appropriate) following the process provided in section 8906(b)(4) of title 40, United States Code, for accounts established under section 8906(b)(2) or (3) of title 40, United States Code.

SEC. 3. DETERMINATION OF BUDGETARY EFFECTS.

The budgetary effects of this Act, for the purpose of complying with the Statutory Pay-As-You-Go Act of 2010, shall be determined by reference to the latest statement titled "Budgetary Effects of PAYGO Legislation" for this Act, submitted for printing in the Congressional Record by the Chairman of the House Budget Committee, provided that such statement has been submitted prior to the vote on passage.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from New Mexico (Ms. LEGER FERNANDEZ) and the gentleman from Arkansas (Mr. WESTERMAN) each will control 20 minutes.

The Chair recognizes the gentlewoman from New Mexico.

GENERAL LEAVE

Ms. LEGER FERNANDEZ. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on the measure under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from New Mexico?

There was no objection.

Ms. LEGER FERNANDEZ. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I rise in strong support of H.R. 3531, the Women Who Worked on the Home Front World War II Memorial Act, introduced by Representative ELEANOR HOLMES NORTON. And I thank Representative ELEANOR HOLMES NORTON for the work that she has done to make sure that all women are recognized and that we have a way of focusing that recognition through this memorial.

This bill would authorize the establishment of a memorial to commemorate the nearly 19 million women who worked on the home front during World War II. With mass male enlistment leaving significant vacancies in the industrial and defense agencies, women across the country filled thousands of jobs that were historically held by men to support the war effort and to keep America running.

As the men fought abroad, these women worked in defense plants, flew military aircraft, delivered mail, and performed countless other duties necessary to keep the home front running.

□ 1330

In addition to the women working on the home front, nearly 350,000 women served in uniform, both at home and abroad—directly supporting the war effort as codebreakers, Airforce Service Pilots, and as volunteers for organizations such as the Army Nurse Corps.

The work carried out by women on the home front during World War II opened the door for women to hold more types of jobs than ever before, and it is long past time that Congress recognizes the contributions to our Nation.

Madam Speaker, I would like to thank my colleague for introducing this important legislation. I would also like to extend my gratitude to Ms. Raya Kenney, who developed the idea for this memorial when she was in fifth grade, and for her tireless efforts to ensure that the millions of women who worked on the home front during World War II are recognized and celebrated.

Madam Speaker, I urge my colleagues to vote "yes" on H.R. 3531, and I reserve the balance of my time.

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

Mr. Speaker, H.R. 3531 offered by Delegate ELEANOR HOLMES NORTON, authorizes the Women Who Worked on the Home Front Foundation to establish a commemorative work in Washington, D.C., to commemorate the commitment and service of millions of women during World War II.

During World War II, roughly 12 million women worked in defense industries and support services across the Nation. Women served in critical professional roles in shipyards, steel mills, foundries, warehouses, offices, and hospitals.

Women worked as codebreakers, aircraft testing pilots, trainers, welders, riveters, telegraph operators, radio and electrical engineers, crane operators,

surveyors, assembly line workers, and many other jobs that kept America running.

In recent years, Congress established the Rosie the Riveter National Historical Park in California to highlight the incredible contributions of women to the war effort. Authorizing this commemorative work in our Nation's capital is another fitting tribute to the brave, strong, and intelligent women that helped us win the war.

Madam Speaker, I urge adoption of the measure, and I reserve the balance of my time.

Ms. LEGER FERNANDEZ. Madam Speaker, I yield such time as she may consume to the gentlewoman from the District of Columbia (Ms. NORTON), the sponsor of the bill.

Ms. NORTON. Madam Speaker, I thank both of my friends for their kind remarks on my bill, the Women Who Worked on the Home Front World War II Memorial Act. As my friend has just said, this is really an unusual bill because it came to me from a fifth grader. I am particularly pleased and proud to speak in favor of her bill, the Women Who Worked on the Home Front World War II Memorial Act. This is all her idea, including getting the funds for the memorial.

This bill would authorize the establishment of a memorial on Federal land in the District of Columbia commemorating the efforts of the 18 million American women who kept the home front running during World War II.

Madam Speaker, I thank Senators TAMMY DUCKWORTH, MARSHA BLACKBURN, and MIKE BRAUN for introducing the companion bill in the Senate. Last Congress, the House passed this non-controversial bill by a voice vote, and I am hoping for that result again in this House and in the Senate.

As a teenager, Raya Kenney, the founder—and I emphasize “founder” for this very young woman—of the non-profit Women Who Worked on the Home Front Foundation—her own foundation—and my constituent, as she is, came up with the idea of a memorial to honor the women on the home front who supported World War II in its effort.

She rightfully questioned why the women on the home front, whose efforts were so instrumental in maintaining the stability of our country during World War II, have not received as much recognition for their contributions as the men who fought bravely in World War II.

This bill would authorize the Women Who Worked on the Home Front Foundation to establish a memorial to honor these women. The memorial is designed to be interactive and to educate visitors on the important role women played during World War II.

Between 1940 and 1945, the percentage of women in the workforce increased from 27 percent to nearly 37 percent. By 1945, one in four married women worked outside the home. The work

done by women on the home front opened the doors for women in the workplace widely and has had a profound and lasting effect on the job market ever since.

As a result of their efforts, millions of American women on the home front redefined so-called women's work and paved the way for future generations.

Many women also played critical roles in support of the war effort. More than 10,000 women served behind the scenes of World War II as codebreakers. Due to the classified nature of their work, they did not receive recognition for their tireless efforts until recently.

Women were also trained to fly military aircraft so male pilots could leave for combat duty overseas. More than 1,100 female civilian volunteers flew nearly every type of military aircraft as part of the Women Airforce Service Pilots, the WASP program.

The WASPs flew planes from factories to bases, transported cargo, and participated in simulated strafing and target missions. These women were not given full military status until 1977, and it was not until 2010 that they were recognized with the Congressional Gold Medal.

Women have been historically under-represented in our memorials, particularly the memorials on Federal land in our Nation's capital. It is fitting to authorize a memorial that would allow millions of visitors to the Nation's capital to understand and honor the heroic efforts of these women and their lasting impact on the fabric of our society.

Madam Speaker, I urge my colleagues to support this bill.

Mr. WESTERMAN. Madam Speaker, I have no further speakers on my side, and I reserve the balance of my time.

Ms. LEGER FERNANDEZ. Madam Speaker, I reserve the balance of my time.

Mr. WESTERMAN. Madam Speaker, as I listened to the testimony about the bill today, I thought about all of the women that I was around growing up who were part of that war effort at home during World War II and the jobs that they did that were critical to the war effort.

I think about Representative BURCHETT's mother from Tennessee who flew planes in World War II. My counsel's grandmother, Mimi Hart, was a codebreaker in World War II, and I think it is fitting that we recognize all these women as they are getting up in years and we are losing a lot of them.

Madam Speaker, I appreciate the gentlewoman for bringing this bill forward. I urge adoption, and I yield back the balance of my time.

Ms. LEGER FERNANDEZ. Madam Speaker, I am so grateful to Representative ELEANOR HOLMES NORTON because she knows how to listen to brilliant women no matter the age. We really need to thank Ms. Raya Kenney for coming up with the idea. Precisely, as we have heard on the floor of the House today, it was not just Rosie the riveter, it was a complex participation of women in the workforce.

In New Mexico, they were participating by running the ranches, they were participating in our national labs on defense issues and some of the most complex scientific discoveries that helped us win the war.

Madam Speaker, I urge my colleagues to support the legislation, and I yield back the balance of my time.

Ms. JACKSON LEE. Madam Speaker, I rise in support of H.R. 3531, the “Women Who Worked on the Home Front World War II Memorial Act.”

I would first like to thank my colleague, Delegate ELEANOR HOLMES NORTON, for introducing this important legislation to honor these women.

This bill authorizes the Women Who Worked on the Home Front Foundation to establish a commemorative work on federal land in the District of Columbia in commemoration of the commitment and service represented by women who worked on the home front during World War II.

This important legislation would authorize a memorial in honor of these women and their service to our nation, right here in the Nation's capital.

During World War II, over 18 million American women kept the home front running in support of the country's overall war effort.

Not only did they give their sons, husbands, fathers, and brothers to the war effort, they gave their time, energy, labor, and some even gave their lives.

Beyond providing support for their children at home and men at war, the committed women on the home front stepped forward to assume the work and duties needed to keep the country running, most of these jobs were not available to women before the war.

Between 1940 and 1945, the age of “Rosie the Riveter,” the percentage of women in the U.S. workforce increased from 27 percent to nearly 37 percent, and by 1945, nearly one out of every four married women worked outside the home.

World War II opened the door for women to work in more types of jobs than ever before.

These women were not only instrumental to the war effort, but they showed the country and the world what women were capable of, fundamentally changing the path for future generations of women.

Eisenhower himself said, “The contribution of the women of America, whether on the farm or in the factory or in uniform, to D-Day was a sine qua non [or necessary for] . . . the invasion effort.”

These women were fundamental to our defeat of the Axis Powers, and I fully support this legislation's passage to honor their valiant efforts.

The SPEAKER pro tempore (Ms. MCCOLLUM). The question is on the motion offered by the gentlewoman from New Mexico (Ms. LEGER FERNANDEZ) that the House suspend the rules and pass the bill, H.R. 3531, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. PERRY. Madam Speaker, on that I demand the yeas and nays.

The SPEAKER pro tempore. Pursuant to section 3(s) of House Resolution 8, the yeas and nays are ordered.

Pursuant to clause 8 of rule XX, further proceedings on this motion are postponed.

BLACKWELL SCHOOL NATIONAL HISTORIC SITE ACT

Ms. LEGER FERNANDEZ. Madam Speaker, I move to suspend the rules and pass the bill (H.R. 4706) to establish the Blackwell School National Historic Site in Marfa, Texas, and for other purposes.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 4706

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Blackwell School National Historic Site Act".

SEC. 2. DEFINITIONS.

In this Act:

(1) NATIONAL HISTORIC SITE.—The term "national historic site" means the Blackwell School, in Marfa, Texas.

(2) SECRETARY.—The term "Secretary" means the Secretary of the Interior.

SEC. 3. FINDINGS.

Congress finds as follows:

(1) The Blackwell School, located at 501 South Abbott Street, in Marfa, Presidio County, Texas, is associated with the period of racial segregation in Marfa public schools and is the sole extant property directly associated with Hispanic education in the community, the remaining buildings having been torn down after the school closed in 1965.

(2) The Blackwell School is a tangible reminder of a time when the practice of "separate but equal" dominated education and social systems. Despite being categorized as "white" by Texas law, Mexican Americans were regularly excluded from commingling with Anglos at barbershops, restaurants, funeral homes, theaters, churches, and schools.

(3) The spectrum of experiences of students and teachers at the Blackwell School constitute an important record of life in a segregated school in the context of the history of Texas and America.

(4) Mexican and Mexican American culture and history in Marfa is tied to the Blackwell School, which for more than 50 years served as a leading feature of the Hispanic community, illustrating the challenge of maintaining cultural identity in a dominant Anglo society. Yet today, Hispanic influences are seen in Marfa's social and religious organizations, business and government institutions, and shared experiences of language, food, and music.

(5) The historic Blackwell School building is a physical record of the longevity and beauty of the distinctive design and craftsmanship informed by both traditional techniques and materials, and the transition from purely the vernacular to the period of materials, design, and workmanship made available after the arrival of the railroad. The original historic school building and grounds on which it stands provide an authentic setting to commemorate and interpret the history of the Blackwell School.

(6) The Blackwell School is closely associated with the broad patterns of local, State, and national history in the area of school segregation. Mexicans and other members of the Latin American diaspora have placed a high value upon education as a means of economic, social, and political advancement.

(7) Mexican Americans and other members of the Latin American diaspora have placed

a high value upon education as a means of economic, social, and political advancement. However, Hispanics and Latinos have not always had equitable opportunities and access to quality educational facilities in the United States.

SEC. 4. ESTABLISHMENT OF THE BLACKWELL SCHOOL NATIONAL HISTORIC SITE.

(a) ESTABLISHMENT.—

(1) IN GENERAL.—Subject to paragraph (2), there is established the Blackwell School National Historic Site in the State of Texas as a unit of the National Park System to preserve, protect and interpret for the benefit of present and future generations the Blackwell School, its role as both an academic and cultural cornerstone in the community in Marfa, Texas, and its function within a segregated system of education in Texas and the United States from 1885 through 1965.

(2) CONDITIONS.—The national historic site shall not be established until the date on which the Secretary has—

(A) entered into a written agreement with the Marfa Unified School District providing that the Blackwell School shall be donated to or placed by agreement into co-management with the United States for inclusion in a national historic site to be managed consistently with the purposes of a national historic site; and

(B) acquired sufficient land or interests in land within the boundaries of the national historic site to constitute a manageable unit.

(b) BOUNDARIES.—The boundaries of the national historic site shall be the boundaries generally depicted on the map.

(c) AVAILABILITY OF MAP.—The map shall be on file and available for public inspection in the appropriate offices of the National Park Service.

(d) ACQUISITION OF AUTHORITY.—The Secretary may only acquire any land or interest in land located within the boundary of the national historic site by—

- (1) donation;
- (2) purchase with donated funds; or
- (3) exchange.

(e) ADMINISTRATION.—

(1) IN GENERAL.—The Secretary shall administer this national historic site in accordance with—

(A) this Act; and

(B) the laws generally applicable to units of the National Park System.

(2) MANAGEMENT PLAN.—

(A) Not later than 3 years after the date on which funds are first made available to the Secretary for this purpose, the Secretary shall prepare a general management plan for the national historic site in accordance with section 100502 of title 54, United States Code.

(B) Upon completion, the Secretary shall submit the general management plan prepared pursuant to subparagraph (A) to the Committee on Natural Resources of the House of Representatives and the Committee on Energy and Natural Resources of the Senate.

(f) COOPERATIVE AGREEMENTS.—The Secretary shall enter into cooperative agreements with the Blackwell School Alliance (and other local, regional, State, academic and nonprofit partners) for interpretive and educational programming, technical assistance, and rehabilitation related to the national historic site.

(g) WRITTEN CONSENT OF OWNER.—No private property or non-Federal public property shall be included within the boundaries of the national historic site or managed as part of the national historic site without the written consent of the owner of such property.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from

New Mexico (Ms. LEGER FERNANDEZ) and the gentleman from Arkansas (Mr. WESTERMAN) each will control 20 minutes.

The Chair recognizes the gentlewoman from New Mexico.

GENERAL LEAVE

Ms. LEGER FERNANDEZ. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on the measure under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from New Mexico?

There was no objection.

Ms. LEGER FERNANDEZ. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I rise in support of H.R. 4706, the Blackwell School National Historic Site Act, introduced by my colleague, Representative TONY GONZALES of Texas.

This bill would direct the Secretary of the Interior to establish the Blackwell School National Historic Site to preserve, protect, and interpret the role of the Blackwell School as an academic and cultural cornerstone in Marfa, Texas.

The Blackwell School was the sole public education institution for Mexican-American children in Marfa from 1909 until 1965, when Marfa schools were integrated.

The building is a tangible reminder of a time in American history when separate but equal remained so prevalent in our culture. It is a powerful reminder of the work that still remains before us today.

Approximately 4,000 students attended the Blackwell School over the course of more than 50 years. Despite the inherent unfairness of segregation, the Blackwell School became a meeting place and source of pride for the local Hispanic community.

Today, all that remains of the once sprawling campus is a three-room adobe schoolhouse—one of the last such schools remaining in Texas. Designating the Blackwell School as a national historic site ensures that the story of this school is maintained so that future Americans can learn from and understand its rich and complex history.

Madam Speaker, I attended a school that was likewise, in its history, segregated. Hispanos attended school on one side of the town and all others on the other side.

I congratulate Representative GONZALES for championing this bill to bring awareness that this is simply part of our history and we must recognize it and understand it.

Madam Speaker, I urge everyone to support this bill today, and I reserve the balance of my time.

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

Madam Speaker, I rise in support of H.R. 4706, offered by Representative