

many issues affecting veterans of the United States, such as equitable benefits and services for women veterans, appropriate resources for mental health and suicide prevention services, and benefits for all veterans exposed to toxic substances: Now, therefore, be it

Resolved, That the Senate—

(1) recognizes that, throughout 100 years of service, Disabled American Veterans has made significant contributions to veterans, both with and without disabilities, and the communities of veterans, “fulfilling our promises to the men and women who served”;

(2) honors the vital and ongoing role Disabled American Veterans plays in supporting the needs of veterans and their families in the United States; and

(3) commemorates the legacy of Disabled American Veterans in the provision of services and advocacy for veterans throughout 100 years of history of the United States.

SENATE RESOLUTION 519—HONORING THE LIFE AND ACHIEVEMENTS OF KATHERINE COLEMAN GOBLE JOHNSON

Mr. MANCHIN (for himself, Mrs. CAPITO, Mr. WARNER, and Mr. KAINE) submitted the following resolution; which was considered and agreed to:

S. RES. 519

Whereas Katherine Coleman Goble Johnson, an African-American physicist and mathematician, was born on August 26, 1918, in White Sulphur Springs, West Virginia;

Whereas, in 1937, Katherine Johnson graduated from West Virginia State College, doing so with highest honors at age 18;

Whereas Katherine Johnson and 2 other students were the first African Americans to be admitted to graduate school at West Virginia University;

Whereas, in 1953, Katherine Johnson began her career in aeronautics as a computer in the segregated West Area Computing unit at the Langley Memorial Aeronautical Laboratory of the National Advisory Committee for Aeronautics (NACA);

Whereas, as a member of the Flight Research Division at NACA, Katherine Johnson analyzed data from flight tests;

Whereas, after NACA was incorporated into the National Aeronautics and Space Administration (NASA), Katherine Johnson—

(1) calculated the trajectory for the Freedom 7 mission crewed by Alan Shepard in 1961, which was the first human spaceflight by an individual from the United States;

(2) co-authored a report that provided the equations for describing orbital spaceflight with a specified landing point, which made her the first woman to be recognized as an author of a report from the Flight Research Division;

(3) was asked to verify the calculations of the electronic computers at NASA that were used to calculate the orbit for the Friendship 7 mission crewed by John Glenn; and

(4) provided calculations for NASA throughout her career, including for the Apollo missions;

Whereas Katherine Johnson broke the barriers of race and gender by completing groundbreaking work at NASA;

Whereas, in 1986, Katherine Johnson retired from NASA;

Whereas, in 2015, Katherine Johnson received the Presidential Medal of Freedom from President Barack Obama at age 97;

Whereas, in 2017, NASA dedicated a building in honor of Katherine Johnson at Langley Research Center in Hampton, Virginia;

Whereas NASA dedicated the Katherine Johnson Independent Verification and Vali-

dation Facility in Fairmont, West Virginia, after a bipartisan bill authored by Senator Shelley Moore Capito and Senator Joe Manchin to redesignate the facility was signed into law in 2018; and

Whereas, on February 24, 2020, Katherine Johnson passed away at 101 years of age: Now, therefore, be it

Resolved, That the Senate—

(1) honors the life of Katherine Coleman Goble Johnson and her achievements as a pioneer, physicist, mathematician, and cultural icon;

(2) extends its heartfelt sympathy to the family of Katherine Coleman Goble Johnson;

(3) honors and, on behalf of the United States, expresses deep appreciation for the outstanding and important service of Katherine Coleman Goble Johnson to the United States; and

(4) respectfully requests that the Secretary of the Senate communicate this resolution to the House of Representatives and transmit an enrolled copy of this resolution to the family of Katherine Coleman Goble Johnson.

SENATE RESOLUTION 520—DESIGNATING MARCH 6, 2020, AS “NATIONAL SPEECH AND DEBATE EDUCATION DAY”

Mr. GRASSLEY (for himself, Mr. COONS, Ms. ERNST, Ms. KLOBUCHAR, Mr. CRAPO, Mr. DURBIN, Mr. BRAUN, Mr. KING, Ms. WARREN, and Mr. COTTON) submitted the following resolution; which was considered and agreed to:

S. RES. 520

Whereas it is essential for youth to learn and practice the art of communicating with and without technology;

Whereas speech and debate education offers students myriad forms of public speaking through which students may develop talent and exercise unique voice and character;

Whereas speech and debate education gives students the 21st-century skills of communication, critical thinking, creativity, and collaboration;

Whereas critical analysis and effective communication allow important ideas, texts, and philosophies the opportunity to flourish;

Whereas personal, professional, and civic interactions are enhanced by the ability of the participants in those interactions to listen, concur, question, and dissent with reason and compassion;

Whereas students who participate in speech and debate have chosen a challenging activity that requires regular practice, dedication, and hard work;

Whereas teachers and coaches of speech and debate devote in-school, afterschool, and weekend hours to equip students with life-changing skills and opportunities;

Whereas National Speech and Debate Education Day emphasizes the lifelong impact of providing people of the United States with the confidence and preparation to both discern and share views;

Whereas National Speech and Debate Education Day acknowledges that most achievements, celebrations, commemorations, and pivotal moments in modern history begin, end, or are crystallized with public address;

Whereas National Speech and Debate Education Day recognizes that learning to research, construct, and present an argument is integral to personal advocacy, social movements, and the making of public policy;

Whereas the National Speech & Debate Association, in conjunction with national and local partners, honors and celebrates the importance of speech and debate through National Speech and Debate Education Day; and

Whereas National Speech and Debate Education Day emphasizes the importance of speech and debate education and the integration of speech and debate education across grade levels and disciplines: Now, therefore, be it

Resolved, That the Senate—

(1) designates March 6, 2020, as “National Speech and Debate Education Day”;

(2) strongly affirms the purposes of National Speech and Debate Education Day; and

(3) encourages educational institutions, businesses, community and civic associations, and all people of the United States to celebrate and promote National Speech and Debate Education Day.

SENATE RESOLUTION 521—DESIGNATING THE WEEK OF FEBRUARY 24 THROUGH FEBRUARY 28, 2020, AS “PUBLIC SCHOOLS WEEK”

Ms. COLLINS (for herself, Mr. TESTER, Mrs. CAPITO, Mr. REED, Mr. BRAUN, Mr. CARPER, Mr. BOOZMAN, Mr. KING, Mr. GRASSLEY, Mr. KAINE, Ms. ERNST, Ms. BALDWIN, Mr. BROWN, Ms. WARREN, Mr. DURBIN, Mr. BOOKER, Mr. VAN HOLLEN, Ms. ROSEN, Ms. HASSAN, Mr. CARDIN, Ms. SMITH, Mrs. FEINSTEIN, Ms. CANTWELL, Mr. JONES, Mr. MURPHY, Mr. CASEY, Mr. PETERS, Ms. KLOBUCHAR, Mr. BLUMENTHAL, Mr. BENNET, Mrs. SHAHEEN, Mr. WHITEHOUSE, Ms. HIRONO, Ms. SINEMA, Mr. WYDEN, Mr. MANCHIN, Mr. COONS, Mr. MERKLEY, Mrs. MURRAY, Mr. MENENDEZ, Mr. SANDERS, Ms. DUCKWORTH, Mr. MARKEY, Mr. WARNER, Ms. HARRIS, and Mrs. FISCHER) submitted the following resolution; which was considered and agreed to:

S. RES. 521

Whereas public education is a significant institution in a 21st-century democracy;

Whereas public schools in the United States are where students come to be educated about the values and beliefs that hold the individuals of the United States together as a nation;

Whereas public schools prepare young individuals of the United States to contribute to the society, economy, and citizenry of the country;

Whereas 90 percent of children in the United States attend public schools;

Whereas Federal, State, and local lawmakers should—

(1) prioritize support for strengthening the public schools of the United States;

(2) empower superintendents, principals, and other school leaders to implement, manage, and lead school districts and schools in partnership with educators, parents, and other local education stakeholders; and

(3) support services and programs that are critical to helping students engage in learning, including counseling, extracurricular activities, and mental health supports;

Whereas public schools should foster inclusive, safe, and high-quality environments in which children can learn to think critically, problem solve, and build relationships;

Whereas public schools should provide environments in which all students have the opportunity to succeed beginning in their earliest years, regardless of who a student is or where a student lives;

Whereas Congress should support—

(1) efforts to advance equal opportunity and excellence in public education;

(2) efforts to implement evidence-based practices in public education; and