Johnson (IL)
Johnson, Sam
Jones (NC)
Jordan
Keller
King (IA)
Kingston
Kirk
Kline (MN)
Knollenberg
Kuhl (NY)
LaHood
Lamborn
Latham
LaTourette
Latta
Lewis (CA)
Lewis (KY)
Linder
LoBiondo
Lucas
Lungren, Daniel E.
Mack
Manzullo
Marchant
McCarthy (CA)
McCaul (TX)
McCotter
McHenry
McHugh
McKeon
McMorris Rodgers
Mica
Miller (FL)
Miller (MI)
Miller, Gary
Moran (KS)
Murphy, Tim
Musgrave
Myrick
Neugebauer
Nunes
Paul
Pearce
Petri
Pickering
Platts
Porter
Price (GA)
Pryce (OH)
Putnam
Radanovich
Regula
Rehberg
Reichert
Renzi
Reynolds
Rogers (AL)
Rogers (KY)
Rogers (MI)
Rohrabacher
Ros-Lehtinen
Roskam
Royce
Ryan (WI)
Sali
Saxton
Scalise
Schmidt
Sensenbrenner
Sessions
Shadegg
Shays
Shimkus
Shuster
Simpson
Smith (NE)
Smith (NJ)
Smith (TX)
Souder
Stearns
Sullivan
Tancredo
Terry
Thornberry
Tiahrt
Tiberi
Turner
Upton
Walberg
Walden (OR)
Walsh (NY)
Wamp
Weldon (FL)
Weller
Westmoreland
Whitfield (KY)
Wilson (NM)
Wilson (SC)
Wittman (VA)
Wolf
Young (FL)

NOT VOTING—30

Bachus
Berkley
Berman
Biggert
Brady (TX)
Burgess
Buyer
Conyers
Cubin
Dreier
Ellison
Green, Gene
Grijalva
Hastings (FL)
Hulshof
Issa
Jackson-Lee (TX)
Kennedy
King (NY)
Lampson
McCrery
Melancon
Neal (MA)
Pence
Peterson (PA)
Pitts
Poe
Sestak
Waters
Young (AK)

□ 1454

So the resolution was agreed to.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

PERSONAL EXPLANATION

Mr. CONYERS. Mr. Speaker, today, I was called away on personal business. I regret that I was not present for the following votes:

Ordering the previous question on H. Res. 1449. Had I been present, I would have voted "aye."

On agreeing to H. Res. 1449. Had I been present, I would have voted "aye."

On the motion to recommit with instructions H.R. 6604. Had I been present I would have voted "nay."

On passage of H.R. 6604. Had I been present I would have voted "aye."

On the motion to table H. Res. 1460. Had I been present I would have voted "yea."

On ordering the previous question on H. Res. 1441. Had I been present I would have voted "yea."

On agreeing to H. Res. 1441. Had I been present I would have voted "yea."

AUTHORIZING THE CLERK TO MAKE CORRECTIONS IN ENGROSSMENT OF H.R. 6604, COMMODITY MARKETS TRANSPARENCY AND ACCOUNTABILITY ACT OF 2008

Mr. PETERSON of Minnesota. Mr. Speaker, I ask unanimous consent that the Clerk be authorized to make technical corrections in the engrossment of H.R. 6604, including corrections in spelling, punctuation, section and title numbering, cross-referencing, conforming amendments to the table of contents and short titles, and the insertion of appropriate headings.

The SPEAKER pro tempore (Mr. WEINER). Is there objection to the request of the gentleman from Minnesota?

There was no objection.

FURTHER MESSAGE FROM THE SENATE

A further message from the Senate by Ms. Curtis, one of its clerks, announced that the Senate has passed bills of the following titles in which the concurrence of the House is requested:

S. 3001. An act to authorize appropriations for fiscal year 2009 for military activities of the Department of Defense, for military construction, and for defense activities of the Department of Energy, to prescribe military personnel strengths for such fiscal year, and for other purposes.

S. 3002. An act to authorize appropriations for fiscal year 2009 for military activities of the Department of Defense, to prescribe military personnel strengths for such fiscal year, and for other purposes.

S. 3003. An act to authorize appropriations for fiscal year 2009 for military construction, and for other purposes.

S. 3004. An act to authorize appropriations for fiscal year 2009 for defense activities of the Department of Energy, and for other purposes.

GENERAL LEAVE

Mr. SARBANES. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and to insert extraneous material into the RECORD on H.R. 3036.

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

There was no objection.

NO CHILD LEFT INSIDE ACT OF 2008

The SPEAKER pro tempore. Pursuant to House Resolution 1441 and rule XVIII, the Chair declares the House in the Committee of the Whole House on the state of the Union for the consideration of the bill, H.R. 3036.

□ 1455

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the State of the Union for the consideration of the bill (H.R. 3036) to amend the Elementary and Secondary Education Act of 1965 regarding environmental education, and for other purposes, with Mr. ROSS in the chair.

The Clerk read the title of the bill.

The CHAIRMAN. Pursuant to the rule, the bill is considered read the first time.

The gentleman from Maryland (Mr. SARBANES) and the gentleman from California (Mr. MCKEON) each will control 30 minutes.

The Chair recognizes the gentleman from Maryland.

Mr. SARBANES. Mr. Chairman, it is my pleasure to rise today to speak in support of the No Child Left Inside Act of 2008 which I was privileged to sponsor and which really, I think, sets a new foundation for focus on environmental education in this country as we move forward at a critical time in our Nation's history.

Before I speak to the merits, I want to make sure that I thank Chairman GEORGE MILLER, chairman of the Education and Labor Committee, for his strong support of the No Child Left Inside Act and for being a champion throughout his career for environmental education. His involvement in this bill and his strong support signals that we are setting a foundation today to make sure that when it comes time to reauthorize the Elementary and Secondary Education Act next year that environmental education will be a critical and important component of that reauthorization.

I also want to thank Chairman DALE KILDEE, chairman of the subcommittee that had jurisdiction over the No Child Left Inside Act, as well as Chairwoman MCCARTHY whose committee has jurisdiction with respect to the National Environmental Education Act which this extends.

We persuaded Chairman KILDEE to conduct a field hearing in Maryland at the Patuxent Wildlife Refuge, and we did it outdoors. I am not sure that he had done that before, but it went off beautifully. We got very, very powerful testimony from children and parents, teachers and environmentalists and other advocates for this legislation.

I want to salute the coalition, the No Child Left Inside Act Coalition, which consists at last count of more than 700 organizations across the country, national organizations, regional organizations, and local organizations who came together to support this important piece of legislation representing over 40 million members in these organizations. That coalition, and this gives you a sense of what this legislation means, that coalition included public health advocates, environmentalists, educators, sportsmen, zoos, parks and other outdoor education centers, faith-based organizations, as well as businesses.

I want to give some special recognition to my home State of Maryland and their role in leading and helping organize this coalition and to the Governor of Maryland, Governor O'Malley, and the Secretary of Education, Nancy Grasmick, for also stepping up and doing at the State level what we are trying to effect across the country.

Finally, I have to salute the children and parents who came to the rallies and to the hearings that we have conducted on No Child Left Inside Act over

the last year because it was in the eyes of those children, in their whole body language and the enthusiasm and excitement they had when they were outdoors participating in these environmental activities. That was reason enough for us to be steadfast in supporting this legislation and moving it forward.

□ 1500

And of course, the many parents who I think look at the fact that their children are spending so much time indoors on television, the Internet, video games, and remember a time when they used to play outside and want to get their kids back out and into nature.

Let me just briefly address the contents of No Child Left Inside, what it seeks to do. It is an extension of the National Environmental Education Act, and it has a number of key components.

The first is to enhance the teacher training programs and teacher development programs that have existed and been overseen by the Environmental Protection Agency. We've enhanced them in this bill so that there's more of a focus on training teachers on how to deliver environmental education at the school level. We've enhanced it by putting in new provisions to recruit teachers, particularly in underserved areas to enter the field of environmental education.

In addition, this bill establishes, or asks, rather, that States across the country develop environmental literacy plans, in other words, a framework on how that State is going to make sure that when children graduate from high school, they have a fundamental awareness of the environment and the need to preserve our environment.

Lastly, and I think in some ways most importantly, this creates a new grant program, a National Capacity Environmental Education grant program which will allow local and State education associations, institutions of higher education and nonprofits, to apply competitively for grants that would fund a variety of environmental education initiatives, including developing new policy approaches to environmental education, developing curriculum framework, academic content standards and achievement standards focused on environmental education, and replicating and distributing information about tested and model programs that get children into nature and really have them experiencing the environment.

I'm so very pleased because I think this legislation reflects the commitment in this body, in this House of Representatives, in the people's House, but it also reflects the commitment that exists across our Nation today to environmental education and to the importance of focusing on the environment and getting our children out and into nature.

There's many, many benefits of this legislation and the programs that it will fund. I will turn to those shortly, Mr. Chairman.

For the moment, I will reserve the balance of my time.

Mr. MCKEON. Mr. Chairman, I yield myself such time as I may consume.

Since 1990, the Federal Government's environmental education programs have been coordinated by the Environmental Protection Agency and have been well supported, receiving approximately $9 million in 2008.

The bill before us aims to strengthen that investment. It would incorporate scientifically-based and technology-driven teaching methods into environmental education, align programs with challenging State and local content standards, and support integrated and interdisciplinary studies. It would also create opportunities for professional development and encourage participation among underrepresented populations. These are all positive steps that I support.

This bill also creates a new National Capacity Environmental Education Program, under the Department of Education, to develop elementary and secondary environmental education programs. Unfortunately, this program is duplicative of the existing environmental education program already being run by the EPA, which has provided more than 3,200 grants to States, local schools and nonprofit organizations to increase environmental education. By creating a new program administered by the Secretary of Education, I'm concerned that the bill could create a more fragmented system of promoting environmental education on the Federal level.

Still, on the whole, I think this is a modest bill with good intentions, and I do not intend to oppose its passage. I appreciate Chairman MILLER's willingness to work in a bipartisan fashion, and plan to vote ''yes'' because of that cooperation.

But let me say one thing to the education reform opponents who blame No Child Left Behind for all the world's ills. Our schools are free to teach environmental education or music or history or the Constitution or any number of other important subjects today under the No Child Left Behind act. We don't need a new bill with a clever name to make that happen.

So while I will be voting ''yes'' on this bill, I must confess that I'm not entirely sure why we're here today devoting several hours to debating it under a rule.

Only a handful of bills are brought up under the rules process each week. Generally, those are the bills that are of greatest concern to the American people. This week, for example, this rather minor environmental education bill is one of just four bills that will be brought up under a rule. Dozens of other minor bills are easily considered under a suspension of the rule each week, giving us more time for those issues that are complex or consequential.

The only reason I can think of to bring a bill like this to the floor under a rule is because the majority is trying to fill the time and avoid a debate on other issues.

On the schedule that we've been given by this Democratic leadership that pledged to work harder in this new Congress, in the last 5 months of this year, 15 days were scheduled to work. Last week one of those days was eliminated, bringing it down to 14. We just heard that another day has been eliminated tomorrow, bringing it down to 13; 13 working days in the last 5 months of the year.

One of the issues that we could be debating, or should be debating, I think it is very important to the American people given the price of gasoline at the pump and the tremendous problems that we have facing us, this issue is energy, and it's an issue that we won't allow the majority to ignore. In fact, I believe this bill to improve environmental education is the perfect place to talk about energy.

That's why we've proposed amendments to advance the understanding of the environmental and economic benefits of clean coal and oil shale production, energy production in ANWR, and energy production on the Outer Continental Shelf.

We've proposed amendments to advance the understanding of the environmental and economic benefits of nuclear power, and of American-made energy, and of an all-of-the-above strategy, an energy production strategy that would increase production, promote conservation and expand innovation.

Feeling the pressure to acknowledge these important issues, the majority hastily revised their manager's amendment on Tuesday for this bill, more than a week after the amendment deadline for the bill. And they added a half-hearted mention of issues of American energy production.

While it's a small step in the right direction, I can't help but wonder if this last-minute change was made not because they agree that we need to explore these issues, but because they simply didn't want to vote on our other stronger amendments. Time and again, this majority has skirted the issue and avoided a real debate about real energy problems.

The bill we passed on Tuesday was a sham. It was about offering political cover, not about making America energy independent.

Mr. Chairman, I would urge the American people to watch the progress of this bill. I've heard many speeches during the last couple of days about how we've expanded areas where we can explore and we can bring more production on-line and we can move towards energy independence, and this is what we have done to help the American people.

I would encourage the American people, Mr. Chairman, to watch the

progress of this bill to see how it moves forward the rest of this afternoon; tomorrow we won't be in session so they won't be able to work on it, and then all of next week. We'll be here, maybe all week, and then this Congress will end. And let's see if the American people see that the things that were promised in these speeches the last couple of days come to bear, or if it was just more political rhetoric to try to win the upcoming election.

I'm not surprised that they incorporated a fig leaf reference to energy production in this bill at all. It becomes par for the course. But I'm here to tell you that we're not buying it and the American people aren't buying it, either.

Our schools are suffering because of high energy prices, and any time we debate a bill to help our schools, we ought to be talking about how to ease their pain at the pump as well.

Earlier today I joined Republican Leader BOEHNER to release the results of our Back to School Energy Survey. The results were eye opening. We heard from nearly 1,000 Americans, principals, teachers, school board members from across country, and they overwhelmingly agreed that Congress needs to be doing more to bring down energy prices.

Ninety percent of those surveyed said high energy costs were impacting their schools. Nearly half reported that high fuel costs have forced schools in their community to cut field trips and after-school activities. One-third told us that high costs forced schools to limit bus routes. And nearly a quarter reported that rising energy costs have led to higher school lunch prices.

Mr. Chairman, the American people deserve better and our schools deserve better.

I reserve the balance of my time.

Mr. SARBANES. Mr. Chairman, I just want to point out that one of the things that is so exciting about this bill and the advancing of environmental education that it represents, and we heard this in some of the hearings we conducted, is you're going to get young people very interested in the environment from the standpoint of what business opportunities, economic opportunities exist. And some of these folks are going to go out and come up with cutting-edge ideas in terms of energy, new energy technologies and so forth.

In fact, we heard from one young man who testified that when his interest in environmental education developed, he took that and he channeled it into his own start-up business which is looking at biofuels. And so I expect to come from this sort of legislation which gets our kids focused more on environmental education all sorts of new economic opportunities and things that advance us when it comes to energy.

Before I yield, I just want to make one other point. This legislation, in my view, is really responding to initiative and creativity that is coming forth from the citizenry all across this country. Many communities and schools have, on their own, sort of stepped forward and started to pilot things in the environmental education arena. But they need some help. They need some resources to jump that up to the next level. I view as a very appropriate role of government to step forward and offer some leverage and help facilitate good ideas when they emerge from the public.

It's been 27 years since the U.S. Department of Education had a meaningful role with respect to environmental education. This bill will make sure that that happens, and that's one of the reasons we're so excited about it.

At this time I would like to yield, Mr. Chairman, 2 minutes to the gentlewoman from California (Ms. WOOLSEY), a member of the Education and Labor Committee.

Ms. WOOLSEY. Thank you, Mr. SARBANES, for yielding time.

I rise in support of H.R. 3036, the No Child Left Inside Act. My district is just across the Golden Gate Bridge from San Francisco, Marin and Sonoma Counties. We've been leaders in bringing environmental education into schools for quite some time now. These wonderful educators have done this through programs like the School Garden Projects and the Students and Teachers Restoring a Watershed, the STRAW project. These programs have given children hands-on opportunities to learn about the environment, and it's given teachers an opportunity to integrate other subjects; they integrate math and science and writing so students see real world applications in what they are learning.

This bill will help States. It will help them expand efforts to promote environmental education in our Nation's schools, and to promote efforts to teach our children to be good stewards of the Earth, and, in turn, they teach their parents, quite often.

Environmental education is a great way to tie together all the important subjects and lessons for growing up, while also teaching students about the environment, how to play a key role in preserving it for our future, for their future and for their children's future.

As we look for the best ways to prepare our children for the future, we cannot forget that the best education teaches the whole child.

□ 1515

Children must continue to have access to all subjects, including environmental education. I urge my colleagues to support H.R. 3036, the No Child Left Inside Act.

Mr. MCKEON. Mr. Chairman, I am happy to yield at this time to the gentleman from Delaware, the subcommittee ranking member on the Elementary and Secondary Education Committee, Mr. CASTLE, 4 minutes.

Mr. CASTLE. I thank the distinguished gentleman from California for yielding to me, and I do rise in support of H.R. 3036, the No Child Left Inside Act.

This legislation builds upon a strong foundation of the National Environmental Education Act, NEEA, a law originally passed in 1990 to coordinate the Federal Government's environmental education programs through the Environmental Protection Agency, which we know as the EPA.

I believe strongly in the need for environmental education—our dependence on fossil fuels, growing global warming pollution, and skyrocketing energy costs are all major concerns that require multi-pronged approaches. I believe environmental education is the tool of choice in tackling many of these issues. Never before has it been more imperative that we educate not only the next generation of scientists, but also the next generation of environmental stewards.

Environmental education fosters greater appreciation among Americans, beginning in the classroom and extending throughout their adult lives, for the role we all play, collectively and as individuals, in shaping a greener world. Through the NEEA, the Federal Government is playing a strong role in environmental education, promoting science to meet the challenges of the 21st century, and helping to foster a green economy.

I believe this legislation takes a number of steps which work to bolster environmental education and ultimately benefit our Nation's students, such as extending for one year the NEEA, strengthening the existing environmental education and training programs so that it focuses on creating opportunities for enhanced and ongoing professional development, and developing a National Capacity Environmental Education Grant Program under NEEA to develop elementary and secondary environmental programs.

I am also pleased that this bill includes language that I offered before the Committee on Education and Labor to ensure that the programs and activities funded under the NEEA are, in fact, quality programs and activities by requiring participants to report on and subsequently making public the progress they make on a number of quality indicators. Important indicators which foster the understanding and appreciation of the environment, such as enhancing the understanding of the natural and built environment, fostering an appreciation of environmental issues, increasing academic achievement in environmental issues and in related areas of national interest such as mathematics and science, increasing the understanding of the benefits of natural environmental exposure, increasing the understanding of how human and natural systems interact with one another, and broadening the awareness of environmental issues for funded programs and activities.

As I stated earlier, I believe strongly in improving educational achievement

and believe environmental education is an important component. Resulting from the No Child Left Behind Act, which I coauthored, all 50 States have implemented accountability measures in response to increasing concerns about the quality of our Nation's students' elementary and secondary education. I believe this amendment follows this trend by ensuring that environmental education, too, is of a high standard in this country.

While I believe the underlying legislation will help strengthen environmental education in our country, I also believe it is necessary for Congress to move forward with a broader reauthorization of the National Environmental Education Act.

I look forward to working with my colleagues on this vital piece of legislation as we head into next year.

I would just point out with all the discussion we've had on the floor in the last 2 or 3 months about energy and the environment, that education such as this could be very helpful in terms of future Congresses as well.

I urge my colleagues to support H.R. 3036.

Mr. SARBANES. Mr. Chairman, I do want to thank Ranking Member MCKEON and Congressman CASTLE for their support here today for the bill, as well as in committee, and thank Representative CASTLE for his very helpful amendment during the markup.

Ms. WOOLSEY just a moment before mentioned just how this brings children alive, and I want to make one point before I yield to Representative ANDREWS. That is, we had testimony in our hearings for all those who are concerned about this, you know, whether introducing in a meaningful way back into our curriculum things like environmental education and other subjects are somehow going to detract from this important focus on math and reading proficiency, for example.

The testimony that we had from one teacher was that her fourth graders are writing grant applications to local foundations for funding that can help support local projects that they're involved in with their local watershed right there in their own backyard, backyard streams and so forth. And nothing is enhancing their reading and verbal proficiency more than engaging in that exercise. But it's all motivated by their love of the environment.

It is my pleasure now to yield 2 minutes to the gentleman from New Jersey (Mr. ANDREWS).

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

Mr. ANDREWS. Mr. Chairman, I rise in support of this very well-thought-out piece of legislation. School districts across our country are struggling economically to pay their bills for their basics, to do the basic things that we've established schools to do. And sometimes some things that they would like to do that are somewhat extra fall by the wayside. Very often they do.

This program builds a competitive grant program where school districts around the country can compete for the most innovative and effective environmental education programs.

This is the field trip that the students might not otherwise have; this is the summer course for the teacher that he or she might not otherwise have; this is investment in the learning materials for the technology that the students might not otherwise have; this is the science fair competition that is centered upon environmental issues that the students might not otherwise have. The beneficiaries of this well-thought-out bill are not simply the students and the teachers and the schools who will benefit from the program, it's the U.S. economy and all of us who depend on it.

The jobs of the future will be jobs that generate new ideas, particularly in the area of alternative energy production. So much of that is intricately tied to environmental education. And it's today's students, today's young people, for whom these ideas will be enlightened and from whom new products will come.

So this is not simply an assistance to America's schools today. I believe it's also an investment in the jobs of the future that the country so badly needs.

I congratulate Mr. SARBANES for his excellent work on this bill. I would hope both Democrats and Republicans support it, and I would urge a ''yes'' vote.

The CHAIRMAN. The Committee will rise informally.

The Speaker pro tempore (Ms. CLARKE) assumed the Chair.

MESSAGE FROM THE PRESIDENT

A message in writing from the President of the United States was communicated to the House by Ms. Wanda Evans, one of his secretaries.

The SPEAKER pro tempore. The Committee will resume its sitting.

NO CHILD LEFT INSIDE ACT OF 2008

The Committee resumed its sitting.

Mr. MCKEON. Mr. Chairman, I am happy to at this time yield to the gentlelady from North Carolina (Ms. FOXX) such time as she may consume.

Ms. FOXX. Mr. Chairman, I want to thank my colleague from California for yielding me time.

He made a couple of comments earlier, I won't try to repeat everything that he said, but he asked a question; he doesn't know why we're here dealing with this bill that normally would be under suspension and certainly wouldn't be a rule bill, but I agree that we know why we're here: it's to fill time because the majority has so little of consequence for us to deal with when we should be dealing with consequential things such as the American Energy Act.

However, I want to also point out the fact that this bill is not going to solve all of the problems of the world. It's not going to create the alternative energies that we need. I read the Constitution. I read it fairly frequently. Yesterday we celebrated Constitution Day. And I have searched in vain for the word ''education'' there. Nowhere did our Founding Fathers just think that the Congress of the United States should be involved in education. That was an issue that they thought best left to the States, and I think it is best left to the States and is not something that we should be dealing with here in the Congress.

Almost every day someone from the majority party comes to the floor and decries the deficit that we're facing. Well, one of the reasons that we're facing a terrible deficit is because the majority party is involved in everything and many things it should not be involved in, especially in education. That is something we should leave to the States. If we did that and left the hard-working people's money at the State level, we would be able to do a lot more than we're currently doing.

But I want to point out the fact that we should be dealing with the American Energy Act. We had a chance this week to do that, and we refused. Bipartisan passage of the American Energy Act would demonstrate to the world that America will no longer keep its rich energy resources under lock and key as the Democrats want to do. Not only will it help bring down the price of gasoline now, but it will make needed investments in the alternative fuels that will power our lives and our economy in the future.

Now as my colleague also mentioned earlier, there's been a very fine survey done. Mr. Chairman, I would like to submit the entire survey for the RECORD today. I want to just point out some of the things that came out in the survey that my colleague had not pointed out.

This survey was launched in July by the Republicans on the Education Committee. It was provided via the Caucus Web site and was sent to education stakeholders all across the country. We asked those people to give us their reactions and the impact on the high cost of energy to the schools. Ninety percent of the people who responded indicated that high gas prices are having an impact on schools in their community. Ninety-six percent of these respondents demanded that Congress do more to address the energy crisis.

''Nearly half of the respondents reported that high fuel costs have forced schools in their community to cut field trips and after-school activities; one-third of respondents reported that high costs forced schools to limit bus routes, and nearly a quarter of respondents reported that rising energy costs have led to higher school lunch prices.''

We don't need to create more programs to encourage students to go on field trips. They're not going to be able to go on field trips because there's no