

SB

79

HOUSE COMMITTEE REPORT

(11)

Date Referred: March 15, 1991

FURTHER REFERRALS:

Date of Committee Action: 4.24.91

The FINANCE Committee considered:

SB 79 am

SENATE BILL NO. 79 am

ENVIRONMENTAL EDUCATION CURRICULUM

"An Act relating to a curriculum for environmental education."

RECOMMENDATIONS:

be replaced with HCS SB 79 (Fin) the same title

a new title

have attached amendments(s)

do pass

do not pass

no recommendations

individual recommendations

additional referral to the _____ Committee

ADOPTS: _____ letter of Intent

ATTACHES NEW FISCAL NOTE(s): (Dept)

APPROVES PREVIOUS: (Dept/Date)

fiscal impact _____

fiscal note(s) _____

zero fiscal note _____

zero fiscal note(s) EDUCATION

SIGNING DO PASS	DP	OTHER RECOMMENDATIONS	DNP	NR	AM
Eileen P. Meehan	✓				
Mike Savare	✓	Robert Murray		X	
Ken Borawski	✓	ROBERT BELL		✓	
Joseph	✓	Ronald J. ...		X	
Frank ...	✓	...			
...					
...	X				



 CHAIRMAN'S SIGNATURE

STATE OF ALASKA
1991 LEGISLATIVE SESSION

BILL NO. HCS SB 79 (HESS)

Revision Date: _____ Department Affected: Education
 Title: Curriculum for environmental BRU: Education Program Support
education Component: Data Management
 Sponsor: House HESS
 Requestor: House HESS COMPONENT SERIAL NO.

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Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	-0-	-0-	-0-	-0-	-0-	-0-

CAPITAL						
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REVENUE						
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FUNDING: (Thousands of Dollars)

GENERAL FUND	-0-	-0-	-0-	-0-	-0-	-0-
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact: -0-

ANALYSIS: (Attach a separate page if necessary.) SB 79 does not require an increased appropriation to the Department. However, it will increase costs at the local level to the extent required by the reporting and evaluation function.

Prepared By: Mary Hakala Phone: 465-2800
 Division: Commissioner's Office Date: 3/19/91
 Approved by Commissioner: Steve Hole, Acting Commissioner
 Agency: Education Date: 3/19/91

Distribution (by preparer): Legislative Finance, Legislative Sponsor, Requestor, OMB, & Impacted Agency(ies).

HOUSE CS FOR SENATE BILL NO. 79 (FINANCE)
IN THE LEGISLATURE OF THE STATE OF ALASKA
SEVENTEENTH LEGISLATURE - FIRST SESSION

BY THE HOUSE FINANCE COMMITTEE

Offered:
Referred:

Sponsor(s): SENATORS ADAMS, Hoffman, Kerttula, Zharoff, Eliason, Uehling, Pourchot, Menard, Fischer
REPRESENTATIVES Mackie, Lincoln

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to a curriculum for environmental education."

2 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

3 * Section 1. AS 14.03.120(e) is amended to read:

4 (e) A district shall, by October 31 of each year, provide to the state board, and make
5 available to the public, a report on the performance of each public school and public school
6 students in the district. The report must be entitled "School District Report Card To The Public"
7 and must be prepared on a form prescribed by the department. The report must include

8 (1) the percent of district students in the top and bottom quarter of standardized
9 national achievement examinations; results under this paragraph shall be disclosed in a manner
10 that does not reveal the individual identities of students;

11 (2) the percent of students who are not promoted to the next grade;

12 (3) student, parent, and community member comments on the school's
13 performance;

14 (4) the annual percent change in enrollment and the percent of enrollment change

1 due to student transfers into and out of the district;

2 (5) attendance, retention, and graduation rates;

3 (6) the ways in which meaningful parent involvement in school performance was
4 achieved;

5 (7) a summary and evaluation of the environmental education curriculum
6 described in AS 14.30.380;

7 (8) other indicators of school performance required by the state board; and

8 (9) [(8)] other indicators of school performance selected by the district.

9 * Sec. 2. AS 14.30 is amended by adding a new section to read:

10 ARTICLE 4A. ENVIRONMENTAL EDUCATION

11 Sec. 14.30.380. ENVIRONMENTAL EDUCATION. The board shall encourage each
12 school board to initiate and conduct a program of environmental education for kindergarten
13 through grade 12. The program should include, but is not limited to, education regarding the
14 need to balance resource development with environmental safeguards, the dependence of the state
15 on resource development, and the opportunity for pollution prevention, waste reduction, and
16 recycling. A school board may implement environmental education as a part of regular
17 classroom studies.

Superintendent aims to link cultures in school

Patsy Aamodt was a teacher in Point Hope when the North Slope Borough School District was formed in 1973.

In those days, teaching materials were in short supply. Most school buildings were cramped and falling apart. Administrators had to worry as much about running out of fuel as raising student test scores.



Patsy Aamodt

Seventeen years later, the district is up to national standards in terms of facilities and staffing. Its focus is now on academics. And Patsy Aamodt is beginning her first full year as the district's first Inupiaq superintendent.

Patsy still remembers some of the lessons she learned as a teacher in Point Hope. One of those lessons had to do with the importance of conducting the educational process in terms that kids understand.

Qausagniq spoke with Patsy about the challenge of education and its relationship to Inupiaq culture. Here are some of her comments.

"One of my priorities is to formally acknowledge that we are here on the North Slope. In trying to teach concepts, we have to start with the knowledge and the envi-

ronment that is here. Kids learn best when they start with things that are familiar to them.

"For example, if a teacher is doing a unit on fish, he or she should start with pictures of the kinds of fish we catch around here. If they're doing a lesson on the water cycle, use photographs of our lakes and our ocean and our land to show how it works here.

"Some teachers have been doing this, and they've had great success with it.

"One teacher brought whaling captains into the classroom. She used them to teach her students about the reasons for things.

"The whaling captains told the kids why it's important to be quiet and follow directions when you're out on the ice. Otherwise you might lose a whale.

"They also explained that there needs to be a person in charge in order to be successful in the hunt.

"Afterwards the teacher appointed 'whaling captains' among her students to make sure that papers got passed out or to be line leaders.

"The children learned two things from this. They learned about the concepts of being quiet and following directions. They also learned that their parents' way of life is okay. It has to be okay, because the teacher used that way of life in her teaching.

"So we've been using this approach, but only in pockets. Now we're going to do it district-wide. We're formally telling teachers that they have lots of local resources.

"We have Inupiaq cultural learning banks at all the schools. Elsie Itta is our new Coordinator for Cultural Integration. She will work closely with teachers throughout the district to help them incorporate local materials in the curriculum. We're just taking what's around us into the classroom.

"I think my role as Superintendent is to see how it all connects. I have to make sure we're connecting to both worlds. This was not done in the past. That's why a lot of our parents have painful memories of schooling. We don't need to shut out the Inupiaq world to teach basics." △

Healing ourselves from fears

Old fears oppress us. They can hamper our growth. We learn nothing from them.

Yet many of us continue to be afraid, for reasons we have long since forgotten or never knew. Our bodies sometimes carry the weight of these old fears. A cringing of the shoulders or a knot in the gut may be part of the legacy.

Our growth as free beings may depend on shedding these old fears. They are as real as viruses, and they make us ill in similar ways.

When we discard old fear, we have a sense of liberation. Whatever wound that old fear was protecting can be healed. We are ready to face life as it comes, not as we fear it might come.

Healing myself empowers me to shed the fears that limit my growth.

- A health tip from the NSB Health Educator

THE ECOKID CORPS

School-age crusaders can be a pain in the neck, but they may be the best hope for the cause of preservation

By PHILIP ELMER-DEWITT

Kimberly Carr, 10, of Montgomery, Vt., recycles her garbage and is designing a board game in which the goal is to save the elephants. Elizabeth Bayley, 17, is active in a Seattle-based youth group that organizes tree plantings, stencils storm drains with DUMP NO WASTE notices and monitors pollution in Puget Sound. Jeremiah Johnson, 10, from Brentwood, N.Y., puts his McDonald's detritus in recycling bins, tells his mother how long it takes each shopping bag to biodegrade and intervenes whenever his younger brother is about to commit an environmental outrage, like pulling the legs off a defenseless (and ecologically valuable) spider.

These determined do-gooders are just a few of the ecokids, the new generation of conservation-conscious, environmentally active schoolchildren. The Earth Day ardor of their parents may be cooling, but these pint-size crusaders have lost none of theirs. Bombarded with ecomessages in school, in the press, on TV and in pop-music lyrics, the youngsters have become convinced that they were put on the planet for the express purpose of saving it.

The trend is a natural, especially for the sons and daughters of thirty- and forty-something parents raised during the activist 1960s. "Environmentalism is youthful now in the way that feminism was in the late '60s," writes Rosalind Coward in the British magazine *New Statesman & Society*. "It is the dominant political concern among the young, the main place where perceived discontents are articulated."

That is true in other countries as well. Swedish school kids have bought and preserved 65,000 hectares (160,000 acres) of virgin rain forest in Costa Rica with money earned collecting old newspapers and recycling aluminum cans. Japanese students have mounted a campaign to eliminate dis-

posable wooden chopsticks and replace them with reusable plastic models. Children in one Soviet town were able to persuade the sluggish local government to hasten construction of a roundabout that would allow traffic to bypass the center of town and thus reduce pollution. In Brazil the number of nongovernment environmental groups has swelled from 500 three years ago to nearly 4,000; they include many children.

But nowhere is the kiddie movement stronger than in the U.S. Youngsters are picketing supermarkets, boycotting restaurants and writing Congressmen, sometimes on recycled paper they have painstakingly mixed, pressed and dried themselves. The White House reports that it receives hundreds of environmental entreaties every

day from citizens too young to make their views known in the ballot box.

Their efforts can be surprisingly effective. Barbara Lewis' sixth-grade class at Jackson Elementary School in Salt Lake City not only pressured the Environmental Protection Agency into clearing a 50,000-bbl. hazardous waste dump but

helped push through a reluctant state legislature a bill to pay for such clean-ups. "Parents believe you can't beat city hall, and find reasons not to get involved," says Andrew Altman, a spokesman for Greenpeace. "Kids don't have that kind of cynicism. They just get things done."

The younger generation's feelings about the environment have not escaped the notice of corporate America. Many companies, including fossil fuel-burning utilities and the manufacturers of nonbiodegradable plastics, have begun looking for ways to present a better face to their future clientele. *Recycle This*, a professional theater production touring U.S. high schools and featuring rock-'n'-roll and rap songs about landfills and solid waste, is sponsored by Dow Chemical, a major producer of polystyrene.

Activists eager to mobilize children do not hesitate to use show biz, though some might call it propaganda. Turner Broadcasting is producing a half-hour syndicated cartoon show in which a superhero named Captain Planet and a youth corps called the Planetees valiantly fight villainous pollut-

ers like Dr. Blight. The back cover of one issue of *P3* (for Earth, the third planet from the sun), a glitzy new environmental magazine for kids, shows a Teenage Mutant Ninja Turtle shouting to readers. "Hey, dudes! Earth is a cowabunga planet! Let's keep it radical!"

The kids do not need much convincing. Like their parents, who remember the nuclear-blast drills of the 1950s and grew up fearing the Bomb, they have heard frightening stories of leaking waste drums, growing ozone holes and vanishing species. "I hope the earth is O.K. when I grow up," says young Kimberly Carr, speaking for many in her generation, "because I don't want to have to find another place to live."

—Reported by Janice M. Horowitz/
New York, with other bureaus



At Tecumseh Elementary School in Xenia, Ohio, children pour lunchroom scraps into the compost heap of their "land lab" behind the school



Pledging to do their part for the environment, thousands of youngsters celebrated Earth Day in New York City's Central Park last April

...passing by, waving the coin. This particular Santa has been spreading advertising words for Coca-Cola at the intersection of Sixth Avenue and

city north wind picks up to 15 mph — dropping the wind chill to 30 below by this afternoon. But the weather is expected to warm up Monday.

month asking for some variation of the word fornicator," she said with a laugh. "You know, they'll use 4NCATR or FRNKTR, or

...on her desk at once.

Ever see tags with the prefixes TOY or CAL? They belong See Plates, page A11

School reforms are making the grade

Alaska educators find new solutions to old problems

By NANCY PRICE

TIMES WRITER

There's a quiet revolution being waged in Alaska education in the state's largest cities and a tiny Eskimo village, from the North Slope to Southeast.

On the front lines are school teachers, university faculty and parents, armed with a variety of battle plans but sharing a common goal: to improve their local schools and give students a fighting chance at academic success.

Alaska has more than its share of what educators call "at-risk" students who, because of physical, mental or sexual abuse, parental neglect, drug or alcohol abuse and frequent transfers to new schools, are likelier to fail in school and drop out, thus crippling their chances for success later in life.

State officials estimate that 80 percent of Alaska's at-risk students are Natives, whose battle against low self-esteem sometimes ends in alcohol or sub-

stance abuse or suicide.

But with the help of public and private universities, local schools with high numbers of at-risk students are being restructured with programs and curriculum that address their needs.

The schools' efforts are being boosted by a small federal grant making a big difference for hundreds of Alaska school children.

The state was awarded a 3-year, \$200,000 annual grant from the U.S. Department of Education's Fund for the Improvement and Reform of Schools and Teaching.

Alaska's was one of 1,350 proposals submitted to the U.S. Education Department, of which only 15 were chosen for funding, said J. Kelly Tonsmeire, director of the Coalition for Alaskan At-Risk Youth and the Alaska Staff Development Network in Juneau and the proposal's architect.

"The focus is on school restructuring," Tonsmeire said.

See Schools, page A8



Times photo by ROB LAYMAN

Cale Witham, left, and Cody Davis, third-graders at Denali Elementary School in Fairbanks, examine the remnants of the Pedro Dome fire collected by the class on a science field trip this fall. The fifth-graders collected burned insects, leaves and charred aluminum cans. Denali is one Alaska school developing new teaching techniques to improve academic success. In today's story the Times profiles efforts at Denali, Point Hope, Sitka and two Anchorage schools to make education more relevant and help at-risk children.

Schools

Continued from page A1

"We need dramatic alternatives to meet the needs of kids. Kids today have a lot of problems, compared to when you and I were going to school."

Training seminars and workshops have taken place throughout the state, providing teachers with additional skills useful in educating at-risk students.

But the project is most visible at five schools — two in Anchorage, and one each in Fairbanks, Point Hope and Sitka, where science, extensive teacher training, visits by village elders and peer counseling are making a difference.

NEARLY 300 MILES north of Anchorage, the students at Fairbanks' Denali Elementary School are learning about the environment, Alaska's boreal forests, magnetism, snakes and acid rain.

Denali, nicknamed "The Discovery School," is the state's first science magnet elementary.

A 40-year-old, two-story cinder block building in Fairbanks' downtown, Denali is the district's oldest continuously operating school. In the past, the multicultural student body — nearly half the students are minorities — had low standardized test scores and a demoralized faculty.

But now student performance is skyrocketing, teacher vacancies are few and far between, and many of the school's 450 students are talking about becoming scientists when they grow up.

When she was younger, Angela Ernat wanted to become an artist. But about two years ago, "all of a sudden I started thinking about whales and stuff," the fifth-grader said. "Now I want to be a marine biologist. One night I started thinking up questions, like, do they sing the same songs, or different ones? Also I'd like to go to where they sell fishing (drift) nets and make them stop."

Third-grader Jaren Philleo "used to hate math," reports her mother, Barbara. "But in the car on the way to school she told me she likes to do math homework. Whether that has to do with the math-science emphasis I can't say, but she's definitely an artsy-letters type of person."

The idea of a science magnet school developed during a discussion about two years ago among a few teachers and parents, said principal David Hagstrom and Sandy Lanning, a physical education teacher.

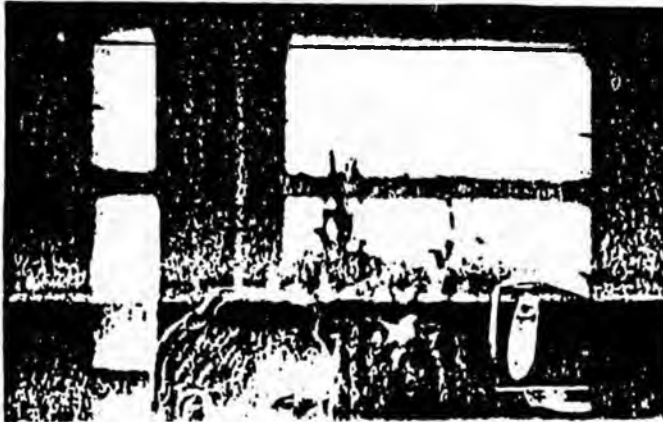
"We asked, are we really doing enough inside school to tap how kids are?" Lanning said. "We said, yeah, we ought to do more exploring inside of school. Instead of being wedded to some boring science textbook, we should let them discover things for themselves."

Denali's transformation into a magnet school occurred with little capital expense, said Hagstrom, an associate professor of education at the University of Alaska Fairbanks who was granted a 3-year leave to become Denali's principal.

"We decided at the beginning we were talking about a mind set," he said. "Other schools get themselves all equipped and then teachers are slow to use the equipment. I've seen it with computers. We decided to go at it differently."



Point Hope elder Irene Gallhorn tells tales of going to reindeer camp when she was a little girl as fourth-grader Helen Attungana listens in disbelief.



Nearby woods serve as the school's outdoor laboratory, where students can study trees, leaves and the occasional wild animal.

The school also has a garden, suggested and supervised by parent Jan Hanscom, where students learn how plants grow. Parents constructed grow carts last year so plants can get an early start on Fairbanks' short growing season.

What the school saved on equipment is going for manpower. The school hires substitutes on Fridays to fill in for regular classroom teachers when they meet with UAF professors to explore science and devise the curriculum.

Knowing that their teachers are also students has been an exciting discovery for Denali's youngsters, Luning said.

"Edith Dunehew's sixth-graders, she goes back to her class and they ask, 'Hey, what did you learn today?'" she said. "She tells them, 'Hey, I have an assignment due,' and they help her with the assignment."

Denali's teachers decided to concentrate on science in part because elementary teacher training usually focuses on language arts and social studies, said Bruce Tillitt, the school's curriculum specialist.

But the teachers knew they needed help and called on Doug Schamel, an instructor in biology and wildlife at UAF's College of Natural Sciences, and Nancy Murphy, an assistant professor of education with the Fairleigh College.

"When they're learning about a topic and how to go about teaching it, they feel a couple of things," Schamel said. "It's the same things their students feel when they're introduced to a new topic — 'Aaaaargh' — and then, 'wow, this is fun.'"

Schamel said imparting the process of science is one of his goals, because it will enable teachers to become "comfortable investigating something where they may not have much information. If they're brave enough, they can learn with their students."

The attitudes of the teachers toward their instructors has changed perceptibly over the past year and a half, Murphy said.

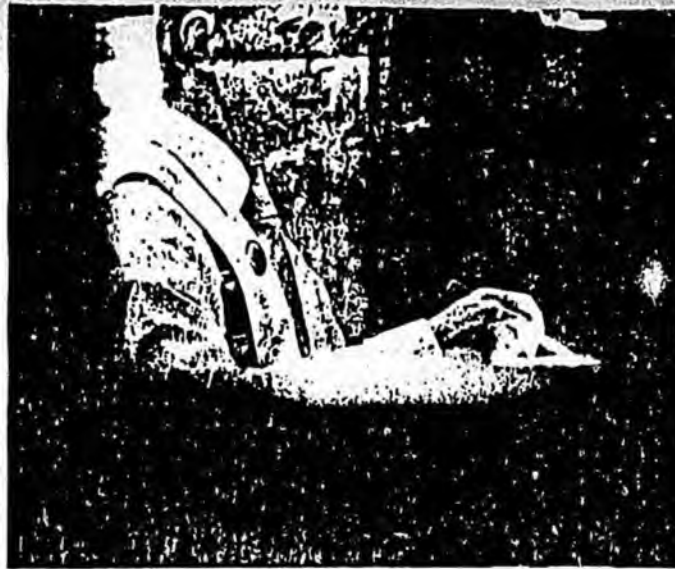
"When Doug came in, people were very honored, and acted like 'What can you do for us?'" she said. "It's evolved into, 'That's nice, but what do we really need? What can we tell the university that teachers need? And they're seeing Doug take their suggestions back.'"

The science instruction absorbed by teachers is being integrated into the entire curriculum, including reading and social studies.

"One of the reasons I was glad to come here is because science is a wonderful way to get children to start building language," said Felicia Leisalg, who is in her second year as Denali's reading specialist. "People are beginning to integrate more of their day. We've got to put it all together in an integrated way. I'm probably the biggest advocate of the garden — it's a wonderful experience."

Even the youngest students get a regular science diet. Kindergarten teacher Katie Brown explained how she used poems from a reading series to teach math concepts.

With the poem "Crackers and Crumbs," she



Bruce Tillitt, the curriculum specialist at Denali Elementary School in Fairbanks, leads his class of teachers in a new science module.



Crawford Philico, a kindergarten student at Denali Elementary in Fairbanks, listens to a read-along book during his free time in class. The 5-year-old was just awarded the school's terrific kid award.

gave the students plastic bags with crackers and had the students count and sort the crackers and then graph the results.

For "Nine Things I Like To Keep in My Pocket," students were given magnetic and nonmagnetic items and then predicted which would stick on different surfaces.

On a recent Friday, third-graders learned about the after effects on flora and fauna of last summer's Pedro Dome fire in a slide show presentation by fifth grade students Jim Adams and Mike Fink.

Afterward, they handled specimens such as tree sections and leaves that students collected on a visit to the burned forest.

"Ooh, I have a stinker bug," one student commented as he gazed into a specimen container.

"Use your magnifying glass," a nearby student urged.

Meanwhile, fifth-graders were turning their downstairs classroom into a jungle, complete with crepe paper palm trees, a waterfall of blue paper stuck to the blackboard, insects created from modeling clay, snakes constructed out of balloons and papier-mache and a purple flamingo.

Later the students wrote short essays about crash-landing on a desert planet surrounded by the sights and sounds of their "jungle."

Denali's reform is succeeding because parents, teachers, school staff and students consider themselves members of the "Denali family," all respon-

sible for the school's success, Hagstrom said.

"This is allowing change to be occurring from the inside out," he said. "I've been irritated for years because someone from Washington or Juneau or the school district tells you what you have to do. This project encompasses a lot of local initiative in terms of folks doing the kinds of things they identify as important. That's when people get excited."

The school's scores on last spring's Iowa Tests of Basic Skills bear testimony to the school's results.

Usually, Denali started below the rest of the district, but it gained substantially more than the rest of the district," said Nick Stayrook, director of program planning and evaluation for the Fairbanks North Star Borough School District.

Gains were posted in each grade level in math and science. The biggest gain came in the fourth grade science scores, which jumped from the 60th to the 71st percentile.

"When you have a standardized test like the Iowa Basic to change five to 10 points, something significant is happening," Stayrook said.

The project has reaped other bonuses, said Tillitt, the school's curriculum specialist.

"One, there's a lot more parent involvement and input," he said. "Two, it's helped the faculty to pull together and focus our energies for the good of the kids. And three, it's had a positive impact on the

students, not only in science and math but on school in general. They can see the connections between what we do in school and life outside school."

ANCHORAGE'S MOUNTAIN VIEW Elementary School, a 25-year-old school on the southern boundary of Elmendorf Air Force Base, and downtown Denali Elementary School, the city's oldest school, see transient students come and go on a too-regular basis.

Both schools faced an explosion in their student population this year, with 630 students at Mountain View and 470 at Denali.

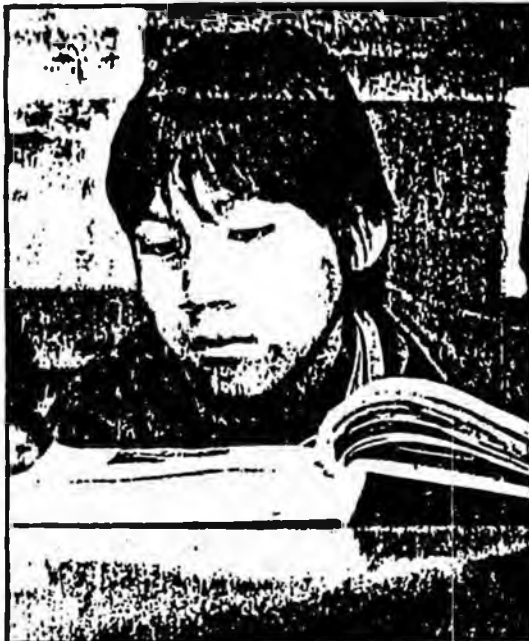
"Some schools change year to year," said Denali's principal, Susan Moore. "In this school, it changes week to week."

"There's no continuity in education," said Marsha Van Abel, a language arts specialist at Mountain View. "They're (students) not at risk because they cannot do the work. But when they're here three months and there three months, there are gaps in their education."

Transiency puts students such as Mountain View's Robert Felthouser and Rose Watson at risk of failure. Both are students in Roger McCummon's sixth grade class, a mix of special education and gifted students. Felthouser, 13, said he has attended eight different elementary schools, while Watson, 11, has lost track of how many schools she

Continued on page A8

Photos by Rob Layman Story by Nancy Price



Sixth-grade student Jason Tjepelman at Tikigaq Elementary School, left, studies hard during a history lesson. Tjepelman, like most Tikigaq students, is learning Inupiat in the new bilingual program in this small Point Hope school. Above, Roger McCommon, a sixth-grade teacher at Mountain View Elementary School in Anchorage, helps student Monica House with a graph during a science lesson.

Continued from page A8

has attended but knows she has attended "more than Robert."

They have benefited this year from the arrival of University of Alaska Anchorage and Alaska Pacific University students, all education majors, who in turn are benefiting from the opportunity to work with at-risk kids.

The presence of university students helps decrease Mountain View's and Denali's class sizes, a district-wide problem for the Anchorage School Board.

Having more teachers in the classroom "helps us keep in line," said Nick Klau, 12, one of McCommon's sixth graders. "When we're doing something, there's more to watch over us."

"Sometimes one teacher can't go all the way around the room," added his classmate, 11-year-old Aminah Abdul-Jillil.

Multiple teachers can be confusing occasionally, Watson reports, "when one teacher is talking and another starts to talk."

But students adapt pretty quickly, Felthouser said: "It's just another person in to start the work."

View's federal Chapter 1 math and home-based computer instructor, who works with disadvantaged students. "They know if they can ask questions in private, they're more apt to raise their hands."

"Some researchers say class size doesn't make much of a difference, but at work time, that's when it makes a difference," Van Abel said. "For a lot of children, it's important for them to know that someone really cares about me, to get one-on-one time, which they may not get during the rest of the day."

Because they are getting more attention, students are less apt to act up in class and more apt to learn, Williams said.

But for the university students, more teachers may not necessarily be better, said Kathy Smith, who is earning her teacher's certificate at UAA.

"I was the first, and as we get more and more practicum students it falls apart. You're just one of them," she said. "The rapport seems to diminish."

However, Smith added, she has observed her fellow students, each of whom uses a different style and methods to connect with the students, and "so maybe it's better to have more."

Kids at Mountain View face a tough existence. Murders, rape and shootings are common occurrences in the community, and kids bring the

trauma of their lives into the classroom. McCommon's self-esteem and academic performance have been improving gradually, school officials say.

Scores from this fall's Iowa Tests of Basic Skills were available only for the schools' fourth and sixth grades. A comparison with last year's scores indicates a drop in reading and math scores at both schools.

But Moore and Mountain View's principal, Linda Black, said comparisons are meaningless because of the schools' high rate of student transiency.

"Matching them from last fall to this fall has not happened yet," Black said. "We expect to have that information by January."

Student academic improvement is showing in other areas. For example, Mountain View won the math derby the last two years in a row, whereas the school used to come in last, McCommon said.

Students are benefiting as well from a slowdown in teacher transfers, which used to occur too regularly at Mountain View.

"At-risk youth are typically from homes where there's a high turnover of parents," said Cable Starlings, an assistant professor of education at UAA. "Schools used to be a safe place. But teachers were turning over as fast as parental figures."

Turnover slows when teachers are properly prepared for teaching at-risk children, and so university students and first-year teachers are getting

credit for the program, receiving a paycheck by the village elders who came to Tikigaq to unload barrels of the Inupiat culture so students "could learn how the old days are," elder Irene Gallahorn said.

Money from the federal grant is used to pay the elders \$3 for each 15-minute visit.

An elder's arrival in a classroom brings a dramatic transformation among otherwise rambunctious students.

When the 63-year-old Gallahorn entered the fourth grade classroom recently, the students became quiet and quickly pulled their chairs in a half-circle around her.

"What you guys want to hear about stories, what kind of stories?" she said.

"Old-time stories," came the response.

So Gallahorn told them about her life in a reindeer herding family, showing them a photograph of her father standing next to a reindeer.

"Every winter we have to move to our camp," she said. "We had mukluks — no boots, no tennis shoes — caribou skins, pants, parkys and mittens. We had a wood stove and made the fire — no electric. We were busy every day. We chopped wood and went hunting for rabbits and ptarmigan."

Because there were no gas lamps, "we would take caribou fat," Gallahorn said. "You have to chew it and put it in a cloth and light it. It was bright."

Credit for creating the elder visit program goes in part to Steve Grubis, who was Tikigaq's principal last year but subsequently returned to UAF's Rural College, where he is an associate professor of cross-cultural education.

But credit also goes to Connie Oomittuk, an Ohloan who met Point Hope Native Steve Oomittuk when both worked in Barrow. After they married, the Oomittuks returned to Point Hope to raise their family.

Connie Oomittuk, who is working toward her master's degree in curriculum development through UAF while serving as the elder visit coordinator at Tikigaq, taught at the school last year and was instrumental in developing projects that drew elders to school.

Under the elders' guidance, students worked on a variety of projects, including building an umiak — a bearded seal skin whaling boat — learning about butchering seals and making mahuq, or seal skin that is bleached white.

Students say they like learning about their traditions from the elders.

"Some of the elders teach us about our lands, they tell us where to go and stuff, like the Kukpuk River," said Calvin Oitollik, 15, a ninth grader.

Interest among students in school is heightened, and that may be leading to higher standardized test scores.

The sixth and seventh grade classes, that had the most involvement with elders last year, had the biggest gains on last spring's Iowa Tests of Basic Skills.

The sixth-graders' average vocabulary scores climbed by almost 20 points over a year, from the 33rd to the 52nd percentile, while math computation scores climbed from the 30th to the 61st percentile.

Likewise, the seventh-graders' average scores skyrocketed, with scores in three categories at or near the 75th percentile. Vocabulary increased from the 48th to the 57th percentile, while math computations rose from the 37th to the 64th percentile.

However, principal Terry Fenne urges caution in interpreting the test score increases.

...with the term "Teachers and Leaders," the
...teach in school and it is a positive impact on the
...report, he said... I was, it's helped the faculty to put
...Wilson, it, has lost track of how many schools and
...Continued on page A9

'We said, yeah, we ought to do more exploring inside of school. Instead of being wedded to some boring science textbook, we should let them discover things for themselves.'

— Sandy Lanning, teacher



Lucas Vuelker, 8, a third-grader at Denali Elementary School in Fairbanks, uses a magnifying glass to count the rings on a charred piece of wood from the Pedro Dome fire. Counting the rings helps determine the age of the wood.

as mentors at Mountain View and Denali.

The schools are using some of the grant to hire substitutes who fill in for mentor teachers, allowing them to observe other teachers in action and engage in team teaching.

"It has changed my attitude toward teaching," said Katherine O'Mara, a kindergarten teacher at Denali. "There's no hierarchy but a group approach, how we can group ourselves and improve our skills."

"I find myself more prepared for everything that comes up because of the support around me. That's a benefit to the students."

Mentoring can encourage new teachers, who might otherwise become discouraged, to remain in the teaching profession, Toussaint said.

"Nationally, half leave in the first four to five years because their experience is so rocky," he said. "We're trying to set up a system to encourage them to be successful."

Veteran teachers like Denali's Mary Doppelfeld and Paula Hite get a professional boost knowing their experience is valued by younger teachers and university faculty.

"It's the first time we've been consultants," said Doppelfeld, a 25-year veteran who teaches second grade. "It's a new concept for us. We like to feel, when we've been in teaching as long as we have, that we can make a difference."

"It's become a two-way exchange of information," said Paula Hite, who teaches first-graders. "At least they're listening when we say there's a need for this kind of training."

And university education officials are definitely paying attention, Starlings said.

"We in higher education haven't given them the opportunity to be leaders in their field," he said. "It's almost as if you have to go off and get a doctorate. But you don't."

"There's no professional development ladder for classroom teachers. Most don't want to be administrators — they want to work with kids. This is a way for them to feel like experts in their field. To me, they are adjunct faculty members."

TEACHER TRANSIENCY IS a problem as well at Tikigag School in Point Hope, an Eskimo village on the edge of the Chukchi Sea nearly 500 miles northwest of Anchorage.

Tikigag, a sprawling kindergarten to 12th grade school which dominates the village's center, is plagued with a high annual turnover. This fall about three-fourths of the school's 21 teachers were newcomers, mostly experienced teachers hired from outside.

The barren Arctic environment and Point Hope's remote location can be overwhelming for the teachers, but their continual arrival and departure is disruptive to students.

Continuity for students, however, is provided by the village elders who come to Tikigag to unfold

Learning

Continued from page A9

"It's a little dangerous to compare groups of kids," he said. "It's too small a sampling, and too many other factors can affect it."

But Tikigaa's scores ran contrary to those of other North Slope Borough School District schools, which declined over the past four years, Fenne said.

"To say the elders were responsible for this, no," he said. "But to believe it didn't work, no. It gave them more peace, more concrete experiences. So when it came to more theoretical learning, they were more prepared."

Studies have shown that schools achieve the most gains in literacy where students are exposed to oral stories and open-ended discussions, because "you need a good oral background before you can understand the written word," Oomittuk said.

However, the program could be more effective if teachers could better integrate the elders' lessons into the curriculum, she said.

"The thrust of this is to let teachers know they have something else to offer, not just Western education," she said. "The ideal would be to have teachers incorporate it with the curriculum. But it takes a lot of planning and time teachers don't have."

In Greg Kingsley's fourth grade class, for example, students drew pictures of a traditional story told recently by elder Kirk Oviok Sr. about how a hunter loses his arrows on the ice, and when confronted by a polar bear, grows a set of tusks and scares the bear away.

In Dana Bartman's sixth grade class, two timelines were taped to the blackboard so students could compare Chinese and Point Hope civilizations side by side.

Although the elder visits have the enthusiastic support of the community, a snag has developed. Because the elders have waited nearly two months for their pay, some are reluctant to return to Tikigaa.

"Steve Grubbs made such a big deal last year, saying 'We value what you have to teach. We'll pay you. It's as important as Western education,'" Oomittuk said. "Now they're not paying them. They feel like they're being taken advantage of again."

But the pay mafu should be cleared up in a week or two, Grubbs said last week.

"We've had a real hassle with that," he said. "One of the problems with federal money is it has to go to Juneau first, and then to the university, so you're dealing with two large bureaucracies. Last year I was on-site and able to borrow funds until the federal funds were available."

Suspicion of educators remains for many in the North Slope village of 600. And with good reason.

In the past the school was run by outsiders who tried to stamp out all signs of Inupiat culture. Ella Kowunna, who at 17 years has the longest tenure among Tikigaa's teachers, recalls that when she was a youngster growing up in Point Hope, teachers would tape students' mouths shut for speaking their Native language.

Teacher Darcus Rock remembers a time when she was in the seventh grade and gave an oral report on her summer vacation.

"The class was real quiet, and afterward the teacher, he gave me an F," she said. "I went home and wouldn't come out of the bathroom, so my uncle got mad and went to school and found out I did it all in Eskimo. I was bilingual and didn't know it — I didn't know if I was speaking in English or Eskimo."

Ironically, Rock is now the school's bilingual teacher, instructing students in Inupiaq, the same language their parents and grandparents were punished for speaking.

Overcoming the villagers' suspicion of school is difficult, but the elders' visits appear to be making a difference, Oomittuk said.

"I see this program, the whole goal, of turning the school back over to the community," she said. "For 100 years, the school was separate, a domineering force, and a lot of parents and grandparents in school had negative experiences. I'm almost hesitant to say this, but I think they're taking it out on the school now, for what the BIA (Bureau

of Indian Affairs) did before.

"I wish they could forget the past, but it's a heavy thing to do to kids."

The students are learning from elders outside the classroom as well, Oomittuk said.

"Last year we had a three-week unit on seals, and we were preparing sealskin in the classroom. The smell of rotting sealskin in your classroom is a heavy thing to do, and we started to take on the smell."

"The girls in class cried — 'How could you do this to us?' — but when they went home on the bus one of the elders noticed the

smell and just praised them, saying, 'You smell like a real Eskimo. You're going to be the ones who know how to do it. Never complain about the smell of animals, it insults the animals.'

"The next day at lunch, some students started giving them a hard time, and they turned and said, 'Don't you ever complain about the smell of an animal!'"

KEEPING STUDENTS in school and encouraging Native students to consider a teaching career are among the goals of Mt. Edgecumbe High School, the state's boarding high school in

Sitka, 450 miles southeast of Anchorage.

The federal grant is helping school officials achieve those goals, said Larrae Rocheleau, the school's superintendent.

Two Mt. Edgecumbe graduates have been hired as resident assistants "primarily as a counseling tool, but in minority settings," Rocheleau said. "They're excellent role models. And they've helped us with some substance abuse things. It seems we're on top of things quicker."

In exchange for serving as resident assistants, the graduates get free room and board and

free tuition at the University of Alaska Southeast's Sitka campus.

The number of homesick students who decide to leave Mt. Edgecumbe has been cut from 15 to 5 this year, he said. "We think it's a direct result of that program."

In addition, Mt. Edgecumbe is preparing to start a future teacher program to encourage its Native students to become teachers, "especially secondary teachers," Rocheleau said.

"Alaska has a gap of secondary teachers, especially Natives."

Currently 15 of Mt. Edge-

cumbe's 213 students are in the program.

The future teachers will be traveling to colleges and to observe teacher training programs in and out of Alaska, Rocheleau said.

The school also used part of its grant money last year to do its first survey of recent graduates, resulting in some interesting findings, he said.

"We found that 47 percent of the graduates were still enrolled in a post-secondary institution, of which 80 percent were Natives," Rocheleau said. "That's a pretty impressive statistic."

Senate Bill No. 79

The **critical** aspect of this bill lies in Article 4A which **encourages** local school boards to **infuse** environmental education into their **existing** general curriculum.

Environmental education is an **interdisciplinary** program, focused on the **environment**, which brings students on a learning path from **awareness to action**. Part of the **effectiveness** of environmental education comes from the fact that it is **not** a **separate** discipline from already **existing** disciplines. **Instead**, it **infuses** the study of the environment into **all** areas of curricula. Environmental education is used to **enhance** current disciplines by introducing within these disciplines, a study of the environment that acts as a **vehicle** for **increased** environmental **awareness, knowledge and responsibility**.

Let's take an example of a fifth grade student who is **progressively** studying a stream environment through **four** different subject areas. **First**, within the discipline of **language arts**, a student can develop a keen **awareness** of what the components of the ecosystem are by simply looking closely and expressing their initial findings in an exploratory walk. **Second**, within the discipline of **math** the student can calculate volume and velocity of the stream by conducting simple experiments that measure depth, width and speed of the water. **Third**, within the discipline of **science**, the student builds on the previous studies and, through active inquiry, gains important **knowledge**, about the plants and animals contained within the stream. At this point they can begin to ask and answer questions such as: Why do the salmon spawn up this stream? Why do they lay their eggs in this type of stream bottom? What do they eat while in the stream? What do they breath and where does it come from? **Fourth**, within the discipline of **social studies**, a student takes the **awareness and knowledge** they have gained through these studies and practices **valuable problem solving skills**, and develops **civic and social responsibility** by being posed with imaginary or actual environmental concerns **where**, if they were involved in the situation, and given what they have learned about the stream environment, they would need to **weigh alternatives**, **consider implications** of each alternative, and **make decisions** on



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

ANCHORAGE REGIONAL OFFICE

1411 W. 33RD AVENUE
ANCHORAGE, ALASKA 99503
(907) 274-0536

JUNEAU OFFICE

105 MUNICIPAL WAY, SUITE 302
JUNEAU, ALASKA 99801
(907) 586-3090

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456-4435

January 30, 1991

To: Senator Sturgulewski, Chair
Members, Senate HESS Committee

Re: SB 79: "An Act relating to a curriculum for
environmental education."

NEA-Alaska supports the basic concepts in SB 79.

Relative to sub-section 7 on page 2, line 5, it may be appropriate to provide that all curricular areas in a school district be germane to the annual "District Report Card To The Public" assessment.

We commend the sponsor and strongly encourage Committee support for Section 2 of this legislation. Heightened awareness and emphasis on environmental education is critically important to all of us.

Thank you for your consideration of our position.

Respectfully submitted,

Bob Manners
Executive Director

Don Oberg
President

cc: Senator Adams



Alaska Environmental Lobby, Inc.

P.O. Box 22151 Juneau, Alaska 99802

907-463-3366

SB 79: Environmental Education Curriculum

Testimony by Linda Franklin, Volunteer for the Alaska Environmental Lobby
February 1, 1991
Senate Health, Education and Social Services Committee

It is important to broaden the public's awareness of environmental issues, and taking a leadership role in promoting environmentally oriented education is fundamental to this process.

As students become aware of environmental issues, education can enhance their understanding of our relationship to the environment.

The future health of the environment is in the hands of today's children, and this type of interdisciplinary education is the kind that lasts a lifetime.

Once again, the Alaska Environmental Lobby strongly supports this bill, and we urge you to pass it out of committee.

CLEAN AIR COALITION • PRINCE WILLIAM SOUND CONSERVATION ALLIANCE • ALASKA CENTER FOR THE ENVIRONMENT
ALASKA CHAPTER SIERRA CLUB • JUNEAU GROUP SIERRA CLUB • KNIK GROUP SIERRA CLUB • DENALI GROUP SIERRA CLUB
ANCHORAGE AUDUBON SOCIETY • ARCTIC AUDUBON SOCIETY • DENALI CITIZENS COUNCIL • ALASKA FRIENDS OF THE EARTH
JUNEAU AUDUBON SOCIETY • KACHEMAK BAY CONSERVATION SOCIETY • KENAI PENINSULA AUDUBON SOCIETY • KODIAK AUDUBON SOCIETY
LYNN CANAL CONSERVATION • SITKA CONSERVATION SOCIETY • NORTHERN ALASKA ENVIRONMENTAL CENTER
SOUTHEAST ALASKA CONSERVATION COUNCIL • KNIK CANOERS AND KAYAKERS

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State of Arizona
House of Representatives
Thirty-ninth Legislature
Second Regular Session
1990

ISSUED BY
JIM SHUMWAY
SECRETARY OF STATE

CHAPTER 255
HOUSE BILL 2675

AN ACT

RELATING TO EDUCATION, TRANSPORTATION AND THE ENVIRONMENT; ESTABLISHING A PROGRAM OF ENVIRONMENTAL EDUCATION; ESTABLISHING AN ENVIRONMENTAL NUMBER PLATE FUND; PRESCRIBING CERTAIN FUND PURPOSES; PROVIDING FOR ENVIRONMENTAL NUMBER PLATES AND FEES; PRESCRIBING DEFINITIONS; REQUIRING PUBLIC SCHOOLS TO INTEGRATE ENVIRONMENTAL EDUCATION INTO CURRICULUM; PRESCRIBING GUIDELINES AND AN ENVIRONMENTAL EDUCATION INFORMATION RESOURCE SYSTEM; PROVIDING FOR AN ASSESSMENT OF ENVIRONMENTAL EDUCATION PROGRAMS; PRESCRIBING THAT UNIVERSITIES ESTABLISH AN ENVIRONMENTAL EDUCATION TRAINING PROGRAM; ESTABLISHING A DEPARTMENT OF EDUCATION ENVIRONMENTAL EDUCATION FUND; PRESCRIBING CERTAIN FUND ADMINISTRATION; ESTABLISHING THE INTERAGENCY COMMITTEE ON ENVIRONMENTAL EDUCATION; PRESCRIBING APPOINTMENT, MEETINGS AND DUTIES OF THE INTERAGENCY COMMITTEE ON ENVIRONMENTAL EDUCATION; ESTABLISHING THE ARIZONA ENVIRONMENTAL EDUCATION TASK FORCE; PRESCRIBING APPOINTMENT, MEETINGS AND DUTIES OF THE ARIZONA ENVIRONMENTAL EDUCATION TASK FORCE AND THE CHAIRMAN; ESTABLISHING AN ARIZONA ENVIRONMENTAL EDUCATION TASK FORCE FUND; PRESCRIBING IMPLEMENTATION OF ENVIRONMENTAL EDUCATION PROGRAMS; AMENDING TITLE 15, CHAPTER 2, ARTICLE 1, ARIZONA REVISED STATUTES, BY ADDING SECTION 15-214; AMENDING TITLE 15, CHAPTER 7, ARTICLE 1, ARIZONA REVISED STATUTES, BY ADDING SECTION 15-706; AMENDING TITLE 15, CHAPTER 10, ARIZONA REVISED STATUTES, BY ADDING ARTICLE 7.1; AMENDING TITLE 15, CHAPTER 13, ARTICLE 2, ARIZONA REVISED STATUTES, BY ADDING SECTION 15-1643; AMENDING TITLE 28, CHAPTER 3, ARTICLE 1, ARIZONA REVISED STATUTES, BY ADDING SECTION 28-308.08; AMENDING TITLE 49, CHAPTER 1, ARIZONA REVISED STATUTES, BY ADDING ARTICLE 4; AMENDING SECTION 28-301.03, ARIZONA REVISED STATUTES, AND PROVIDING FOR A CERTAIN DELAYED REPEAL DATE.

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Legislative intent

3 The legislature recognizes that the education of the people in this
4 state is critical to maintaining the delicate balance among all forms of
5 life and their environments. It is the intent of the legislature that the
6 public schools, community colleges, state universities and state agencies
7 provide a continuing awareness of the essential mission to preserve the

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recreation. For these reasons and because coastal barriers are so vulnerable to damage from erosion and flood, they are dangerous places to live, expensive places to insure, and the wrong places to build.

The Coastal Barriers Resources System was created 7 years ago to ban Federal flood insurance, housing loans, highway grants, and other support for ecologically harmful development in certain coastal barriers. According to the Department of the Interior, the system has already saved the Federal Government more than \$1 billion.

The bill before us today reflects 2 years of hearings, meetings, and site visits conducted by members and staff, using recommendations provided by the Department of the Interior as a starting point. The amendments made by the bill would add over 750,000 acres of undeveloped coastal barriers and associated wetlands to the system. Included in the system, for the first time, would be almost 30,000 acres along the shores of the Great Lakes; 65,000 acres in the Florida Keys; over 20,000 acres in Puerto Rico; and 3,700 acres in the Virgin Islands. Hundreds of thousands of acres of wetlands and secondary coastal barriers along the Atlantic and gulf coasts would be added to the system, as well.

It is important to emphasize that under the bill, citizens will not be prevented from developing currently undeveloped coastal barriers, but they will have to do so, not at the risk of the Federal taxpayer, but at their own risk and expense.

In closing, I would like to thank the chairman of the full committee, the gentleman from North Carolina [Mr. JONES]; the chairman of the Subcommittee on Oceanography and Great Lakes, the gentleman from Michigan [Mr. HERTEL]; and the ranking minority member of our committee, the gentleman from Michigan [Mr. DAVIS]; for their help in bringing this bill to the floor. I also congratulate the junior Senator from Rhode Island for his leadership in gaining approval for the bill in the other body.

Mr. Speaker, it is not often we come up with a program that protects the environment, protects people, and protects the Federal Treasury, but that's what the Coastal Barrier Resources System has been doing for the past 8 years, and that's what this bill will help us do twice as effectively in the future.

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

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

Mr. GOSS. Mr. Speaker, I rise in support of H.R. 2840 and urge its adoption.

H.R. 2840 was passed by the House earlier this year. It is the product of extensive work by House and Senate committees, including hearings, site visits, and consultations with the af-

ected public. The bill we are addressing today contains primarily the House language with the exception of small changes made by the Senate. The members of our committee have examined these changes and found them to be acceptable.

H.R. 2840 is one of those rare pieces of legislation that help protect the environment while saving the taxpayers money. I believe it should be supported by the Members of the House.

Mr. STUDDS. Mr. Speaker, I yield such time as he may consume to the gentleman from Texas [Mr. ORTIZ].

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

Mr. ORTIZ. Mr. Speaker, I do support the bill. It is a good bill. I thank the chairman of the committee, the gentleman from Massachusetts [Mr. STUDDS].

Mr. DAVIS. Mr. Speaker, I rise in support of H.R. 2840, a bill that may well affect the lives of the 2,300 Great Lakes landowners who live in my district. The reason I know this is because I contacted every one of them to explain the Coastal Barrier Resources System and to ask for their help in our deliberations. Because of this, I would like to thank Chairman HERTEL and STUDDS for their extraordinary cooperation in seeing that the extension of the Coastal Barrier Resources System to this new geographic area is done as fairly and accurately as possible. Chairman HERTEL should be especially commended for marshaling this bill through the House and seeing that our interests were protected when the Senate considered this bill.

The bill before us will include 33,000 acres of Great Lakes shoreline and habitat in the system, of which over 13,000 acres are in my district alone. In fact, my district will have more coastal barrier units—36—than any other in the country, and Michigan will have more new CBRA areas—46—than any other State in the Nation, save Virginia and New York.

The areas which were not included in the bill in many cases were misidentified by the Department of the Interior because of outdated maps, unclear aerial photography, and lack of site visits to verify their eligibility. However, the included areas represent the Great Lakes' most fragile coastal shores which are prone to erosion and flooding caused by severe winter storms and which serve as important fish and wildlife habitat.

Mr. Speaker, I urge my colleagues to support the bill as is, which may do much to protect Federal investments when the Great Lakes rise to record levels again, while preserving a delicate balance for those who live and work there. Much time and energy has been spent here, especially by Chairman HERTEL, and we should not leave this legislation unfinished.

□ 0320

Mr. STUDDS. Mr. Speaker, I have no further requests for time. Let me just assure Members that all the usual and requisite commendations of Members on both sides of the aisle are included in the Extensions of Remarks.

Mr. GOSS. Mr. Speaker, I yield back the balance of my time.

Mr. STUDDS. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. MAZZOLI). The question is on the motion offered by the gentleman from Massachusetts [Mr. STUDDS] that the House suspend the rules and concur in the Senate amendments to the bill, H.R. 2840.

The question was taken and (two-thirds having voted in favor thereof) the rules were suspended and the Senate amendments were concurred in.

A motion to reconsider was laid on the table.

NATIONAL ENVIRONMENTAL EDUCATION ACT

Mr. JONTZ. Mr. Speaker, I ask unanimous consent to take from the Speaker's table the Senate bill (S. 3176) to promote environmental education, and for other purposes, and ask for its immediate consideration.

The Clerk read the title of the Senate bill.

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

Mr. GOODLING. Reserving the right to object, Mr. Speaker, I will not object, and I take this time only to allow the gentleman to explain his motion.

Mr. JONTZ. Mr. Speaker, will the gentleman yield?

Mr. GOODLING. I yield to the gentleman from Indiana.

Mr. JONTZ. Mr. Speaker, I would be happy to explain.

This is the National Environmental Education Act, S. 3176. This is a revised version of the legislation which passed this House on Friday, September 28.

S. 3176 would establish an Office of Environmental Education within the EPA to administer and coordinate the Federal Government's environmental education contributions.

The bill establishes an environmental education and training program for teacher training in the development and delivery of environmental education programs.

The bill also establishes an environmental educational grant program to support activities of local school systems, colleges, and public broadcasting organizations.

In addition, this legislation would establish college-level environmental internships in Federal agencies and would establish a National Environmental Education and Training Foundation.

The bill authorizes \$12 million for each fiscal year 1992 and 1993, \$13 million for fiscal year 1994, and \$14 million for fiscal year 1995 and 1996 for the EPA and the Foundation for these activities.

Mr. Speaker, I want to take a moment first of all to thank my colleague on the Education and Labor

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STRATEGIC PLAN

	Strategic Plan For Establishing The EPA Environmental Education Program

DRAFT

July 1990

'In the end, environmental education boils down to a simple yet profoundly important imperative: preparing ourselves for life and all its surprises in the next century. When the 21st century rolls around, it will not be enough for a few specialists to know what is going on while the rest of us wander around in ignorance'

- William K. Reilly, Administrator
U.S. Environmental Protection Agency