

Ms. CHU. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

#### SUPPORTING THE NATIONAL LEARN AND SERVE CHALLENGE

Ms. CHU. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 769) recognizing the benefits of service-learning as a teaching strategy to effectively engage youth in the community and classroom, and expressing support for the goals of the National Learn and Serve Challenge.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

#### H. RES. 769

Whereas service-learning is a teaching method that enhances academic learning by integrating classroom content with relevant activities aimed at addressing identified community or school needs;

Whereas service-learning has been used both in school and community-based settings as a teaching strategy to enhance learning by building on youth experiences, granting youth a voice in learning, and making instructional goals and objectives more relevant to youth;

Whereas service-learning has been identified as an effective tool in addressing the Nation's dropout epidemic by making education more hands-on and relevant, and has been especially effective in addressing the epidemic with respect to disadvantaged youth;

Whereas service-learning is proven to provide the greatest benefits to disadvantaged and at-risk youth by building self-confidence, which often translates into overall academic and personal success;

Whereas service-learning provides not only meaningful experiences, but a greater quantity and quality of interactions between youth and potential mentors in the community;

Whereas service-learning simultaneously empowers youth as actively engaged learners, citizens, and contributors to the community;

Whereas youth engaged in service-learning provide critical service to the community by addressing a variety of needs in towns, cities, and States, including needs such as tutoring young children, elderly care, community nutrition, disaster relief, environmental stewardship, financial education, public safety, and a host of other needs;

Whereas far reaching and diverse research base shows that service-learning enhances the academic, career, cognitive, and civic development of kindergarten through 12th-grade students, and of higher education students;

Whereas service-learning strengthens and increases the number of partnerships among institutions of higher education, local schools, and communities, which strengthens communities and improves academic learning;

Whereas service-learning programs unleash a multitude of skilled and enthusiastic college students to serve in the communities surrounding their colleges;

Whereas service-learning programs engage students in actively addressing and solving

pressing community issues and are strengthening the ability of nonprofit organizations to meet community needs;

Whereas Learn and Serve America, a program established under subtitle B of title I of the National and Community Service Act of 1990 (42 U.S.C. 12521 et seq.), is the only federally funded program dedicated to service-learning and engages over 1,100,000 youth in service-learning annually;

Whereas Learn and Serve America is a highly cost-effective program, averaging approximately \$25 per participant and leveraging \$1 for every Federal dollar invested; and

Whereas the National Learn and Serve Challenge is an annual event that is taking place this year from October 5 through October 11, 2009, that spotlights the value of service-learning to young people as well as schools, college campuses, and communities, encourages others to launch service-learning activities, and increases recognition of Learn and Serve America: Now, therefore, be it:

*Resolved*, That the House of Representatives—

(1) recognizes the benefits of service-learning in—

(A) enriching and enhancing academic outcomes for youth;

(B) engaging youth in positive experiences in the community; and

(C) encouraging youth to make more constructive choices with regards to their lives;

(2) encourages schools, school districts, college campuses, community-based organizations, nonprofits, and faith-based organizations to work towards providing youth with more service-learning opportunities; and

(3) expresses support for the goals of the National Learn and Serve Challenge.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Ms. CHU) and the gentleman from Tennessee (Mr. ROE) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

#### GENERAL LEAVE

Ms. CHU. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on H. Res. 769 into the RECORD.

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

There was no objection.

Ms. CHU. I yield myself as much time as I may consume.

Mr. Speaker, I rise today to recognize the benefits of service-learning as a teaching strategy to effectively engage youth in the community and classroom, and to support the goals of the National Learn and Serve Challenge. I want to thank my colleagues from the National Service Caucus, Mr. PLATTS, Ms. MATSUI, Mr. EHLERS, Mr. PRICE, and Mr. KENNEDY, for introducing this important resolution.

Service-learning is an educational model that can be used from kindergarten to the university level across all subjects and disciplines. By integrating learning in the classroom with real world challenges in the community, service-learning can make school assignments come alive for typically disconnected students. By affording students the opportunity to apply their

lessons to solving real problems in their surrounding communities, we are not only engaging our students, but we are also helping to improve our local neighborhoods.

Research has shown long-term positive impacts associated with service-learning, including increased academic achievement, enhanced school engagement, positive civic attitudes, and improved social and personal skills. Students who complete a service project that has a direct tie to their curriculum are able to develop better problem-solving skills and have a better understanding of cognitive complexities. Studies have also shown a connection between service-learning and higher grades and test scores.

Service-learning is also a successful strategy for keeping students engaged in school and makes students less likely to drop out. More than just community service, service-learning applies classroom skills by asking students to investigate a challenge in their community, plan solutions, take action through service, and then reflect on the experience and the results. Students who are engaged in this process become more involved in their studies and in their neighborhoods. In fact, studies have shown that service-learners have better school attendance and more acceptable school behaviors than their peers.

Service-learning also promotes positive civic attitudes and fosters involvement in our democracy. Research suggests that students involved in service-learning opportunities build self-confidence, leadership skills, and increase their tolerance of others. Further studies have also shown that high school students that participated in service-learning are more likely to vote 15 years after their experience than those that did not participate.

Finally, students who are exposed to service-learning build important social and personal skills. Service-learning serves as an on-ramp to civic engagement for a lifetime. Students who are involved with service develop strong ethics and a sense of social responsibility. Participation in those programs has also been shown to reduce negative behaviors such as those that lead to arrest or pregnancy.

In order to call attention to the many benefits of service-learning, the National Learn and Serve Challenge will take place October 5-11. This week-long nationwide celebration of service will raise awareness of service-learning and foster collaborative partnerships between local schools, institutions of higher education, and their surrounding communities. The organization has set an ambitious goal of having 5 million college students and 50 percent of K-12 schools engaged in meaningful service by 2010.

Mr. Speaker, once again, I express my support for the National Learn and Serve Challenge, and I encourage more schools to take advantage of the many benefits service-learning can have on

our students and our communities. I urge my colleagues to pass this resolution.

I reserve the balance of my time.

Mr. ROE of Tennessee. Mr. Speaker, I yield myself as much time as I may consume.

Mr. Speaker, I rise in support of House Resolution 769, a resolution recognizing the benefits of service-learning as a strategy to effectively engage youth in the classroom and community and expressing support for the goals of the Learn and Serve Challenge.

The National Learn and Serve Challenge is an annual event that takes place from October 5 to 11 and highlights the importance of engaging young people in community service. Through service-learning, students conduct community service projects which teachers then use to teach academic lessons in the classroom.

The challenge encourages young people to participate in special events and community outreach projects. It also encourages young people to develop and launch their own service-learning activities. These projects also help students see the real-life relevance of what they are learning in the classroom and apply their new knowledge in a practical manner.

I recognize the value of engaging youth in service in the community, and I honor the goals of the National Learn and Serve Challenge. I urge my colleagues to support this resolution, and also, Mr. Speaker, I think that young people learn to give back to their community and leave their community a little bit better than they found it through this project.

I yield the balance of my time.

Ms. CHU. Mr. Speaker, I yield back the remainder of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from California (Ms. CHU) that the House suspend the rules and agree to the resolution, H. Res. 769.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the resolution was agreed to.

A motion to reconsider was laid on the table.

#### RECOGNIZING THE 100TH ANNIVERSARY OF THE STATE NEWS AT MICHIGAN STATE UNIVERSITY

Ms. CHU. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 487) recognizing the 100th anniversary of the State News at Michigan State University.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

#### H. RES. 487

Whereas, on March 10, 1909, the first edition of the Holcad was printed at Michigan Agricultural College;

Whereas the Holcad was founded to defend the student body of Michigan Agricultural College against criticism;

Whereas the Holcad eventually changed its name to the State News, and Michigan Agricultural College became Michigan State University;

Whereas in 1971, the State News became a 501(c)3 organization, independent from Michigan State University;

Whereas the State News employs hundreds of students and trains them in reporting, photography, design, web programming, and advertising;

Whereas for 100 years, the State News has connected students to each other and other members of the East Lansing community;

Whereas the State News provides an avenue for students and members of the East Lansing community to voice their opinions and report news; and

Whereas the State News has upheld a commitment to journalism and has created a more informed and unified citizen body: Now, therefore, be it

*Resolved*, That the House of Representatives recognizes the 100th anniversary of the State News.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Ms. CHU) and the gentleman from Tennessee (Mr. ROE) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

#### GENERAL LEAVE

Ms. CHU. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on H. Res. 487 into the RECORD.

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

There was no objection.

Ms. CHU. I yield myself as much time as I may consume.

Mr. Speaker, I rise today in support of H. Res. 487, which recognizes the 100th anniversary of the campus newspaper at Michigan State University, The State News.

The State News started in 1909 with the creation of the college's first newspaper, the Holcad News, named after an ancient Greek ship. In 1925, the Holcad changed its name to The State News, educating students, faculty, and alumni about local and national news.

Originally, The State News was created to defend Michigan State University students from the harsh criticism they were receiving from the local newspapers. Although it began with weekly editions, State News eventually progressed into a daily newspaper. With a circulation of 28,500 to approximately 280 locations on and off campus, The State News is now one of the Nation's largest student daily newspapers.

Today, continuing a tradition of serving the Michigan State University community, The State News collects distinguished honors, including several designations as the best college newspaper in the country, and sends their student employees to top national news organizations, such as The New York Times, the Associated Press and The Washington Post.

The accolades received by The State News are also a reflection of MSU's

academic accomplishments. Michigan State University possesses a pre-eminent educational record. Today, MSU enrolls over 46,000 students and offers a wide range of courses. With over 100 undergraduate majors, 17 different colleges, and 29 online degree programs, MSU boasts a strong academic profile. In fact, MSU has produced more Rhodes Scholars than any other Big Ten school over the past 25 years. Both The State News and the MSU community have brought national acclaim to East Lansing, Michigan.

Mr. Speaker, I want to thank Mr. ROGERS for bringing this resolution forward. I urge my colleagues to support this measure.

I reserve the balance of my time.

Mr. ROE of Tennessee. Mr. Speaker, I yield myself as much time as I may consume.

Mr. Speaker, I rise in support of House Resolution 487, a resolution to recognize the 100th anniversary of The State News, the campus newspaper at Michigan State University.

The State News was actually founded as the Holcad in 1909 when Michigan State University was still Michigan Agricultural College. It became the Michigan State News in 1925 when the college was renamed Michigan State University. In 1971, the paper separated from the university to become an independent, nonprofit organization.

Since that time, the paper has received many awards. It has won the Associated Collegiate Press Pacemaker award, an award that is considered the Pulitzer Prize of college journalism, 16 times. It has been ranked as one of the Nation's best daily college newspapers by the Society of Professional Journalists and the Associated College Press. And it was ranked number 11 on a list of the best college newspapers in the country by the Princeton Review in 2008.

The paper has a number of noted alumni, including Pulitzer Prize winning journalist Jim Mitzelfeld and Jerry ter Horst, President Gerald Ford's press secretary.

I would like to commend The State News on the occasion of its 100th anniversary and congratulate all of the students and former students that have dedicated their time to making this paper great.

I urge my colleagues to support this resolution.

I yield back the balance of my time.

Ms. CHU. Mr. Speaker, I yield back the remainder of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from California (Ms. CHU) that the House suspend the rules and agree to the resolution, H. Res. 487.

The question was taken.

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

Ms. CHU. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.