

The drinking water SRF helps fund infrastructure improvements to increase compliance with drinking water standards, protect public health, and assist the public water systems most in need. This important program has not been reauthorized since it was originally enacted in 1996. The AQUA Act would reauthorize it and increase authorization levels from \$1 billion to \$1.8 billion in 2013.

Our Nation's water systems serve over 272 million people, and, according to EPA, are facing infrastructure bills with the potential to climb to over \$330 billion over the next 17 years as our existing infrastructure ages. Currently, we are not investing enough to maintain the infrastructure we have, let alone improve and upgrade it. Reauthorizing the drinking water state revolving fund is a critically important step in addressing this priority.

This bipartisan legislation will also amend the drinking water act to improve the technical assistance programs for small systems, encourage good financial and environmental management of water systems, strengthen EPA enforcement authority, reduce lead in drinking water, study the presence of pharmaceuticals and personal care products in sources of drinking water, and strengthen the endocrine disruptor screening program.

The AQUA Act has strong support from stakeholders across the board: rural and metropolitan water systems, state drinking water administrators, civil engineers, labor unions, water technology researchers, and environmental groups. These groups have been brought together by the urgency of needed investment in our water infrastructure, and a focus on projects that make long-term sense.

I would like to thank several members of the Energy and Commerce Committee who have contributed to this legislation: the ranking member Mr. BARTON, the Subcommittee Chair Mr. MARKEY, Mr. RUSH, Ms. ESHOO, Ms. BALDWIN, and Mr. MELANCON. I would also like to thank members of the Committee staff, both majority and minority, for their hard work on this legislation: Jacqueline Cohen, Tracy Sheppard, Greg Dotson, Michal Freedhoff, Jerry Couri, and Amanda Mertens Campbell.

I urge my colleagues to support this important bipartisan measure.

Mr. MORAN of Virginia. Mr. Speaker, I'm pleased to support the Assistance, Quality, and Affordability Act of 2010 (H.R. 5320), and am a cosponsor of the provisions which were drawn from Endocrine Disruptor Screening Enhancement Act of 2010. These provisions address an issue of immense importance, endocrine disrupting chemicals and their impact on public health.

There are alarming studies that show rates of diseases unheard of generations before.

Asthma rates have nearly tripled in the past three decades.

One of every six American children has a development disorder (ADHD, dyslexia, mental retardation).

One in every 150 American children is now diagnosed with autism. For boys, one in 59.

Cancer, after accidents, is the leading cause of death among children in the United States.

Primary brain cancer increased by nearly 40 percent and leukemia increased by over 60 percent among children 14 years and younger in the last 30 years.

Childhood obesity has quadrupled in the past 10 years.

Type 2 diabetes has increased drastically.

There is an increase in sexual abnormalities, particularly in newborn boys.

Forty-one percent of Americans will be diagnosed with cancer at some point in their lives, and about 21 percent will die from cancer. It is believed that much of this is environmentally induced.

An analysis of the umbilical cords of a test group of newborns found over 200 chemicals in the blood—chemicals to which the mother had transmitted to the fetus.

We're seeing it in wildlife. In parts of the Potomac, 100 percent of the male small mouth bass are intersex—they are carrying undeveloped ovaries.

These alarming trends in public health are believed to be the result of chemicals in the environment that disrupt our endocrine system. Small amounts of these chemicals, it has been shown, can have a huge impact on our health and ultimately health care costs.

Close to 14 years ago, Congress enacted legislation requiring the U.S. Environmental Protection Agency to establish an Endocrine Disruptor Screening Program. To date that endeavor has focused on pesticides, and the agency has been hamstrung by its use of old science and interference by the chemical industry.

This bill will facilitate the study and regulation of endocrine disrupting chemicals. It will require EPA to focus on the 100 chemicals of most concern, to which people are exposed through drinking water. It empowers the agency to consider a range of scientific sources for information on toxicity, and to act quickly in regulating these substances.

I fully support this measure and the endocrine-related provisions in this bill. I look forward to continuing to work with my colleagues Chairmen ED MARKEY and HENRY WAXMAN to bolster research efforts and broaden the scope of the federal regulatory agencies to remove harmful chemicals from the environment. This bill is a good start, but more needs to be done. It would be unconscionable to allow this pervasive, severe threat to American health to continue unabated.

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

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Massachusetts (Mr. MARKEY) that the House suspend the rules and pass the bill, H.R. 5320, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

#### RECOGNIZING 50TH ANNIVERSARY OF STUDENT NONVIOLENT COORDINATING COMMITTEE AND THE NATIONAL SIT-IN MOVEMENT

Mr. COHEN. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 1566) recognizing the 50th anniversary of the Student Nonviolent Coordinating Committee (SNCC) and the pioneering of college students whose determination and non-violent resistance led to the desegrega-

tion of lunch counters and places of public accommodation over a 5-year period.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 1566

Whereas, on February 1, 1960, 4 students, Joseph McNeil, Ezell Blair, Franklin McCain, and David Richmond, attending North Carolina Agricultural and Technical College in Greensboro, North Carolina, walked into Woolworth's department store to purchase school supplies and then sat down at the store's lunch counter for coffee;

Whereas they were refused service at the lunch counter and stayed seated at the counter until the store closed;

Whereas when they were forced to leave the store, they still had not been served;

Whereas these same students recruited other students from Bennett College for Women and Dudley High School, and after a few days of sit-ins, protestors filled almost all 66 places at Greensboro's Woolworth's lunch counter, attracting the attention of local reporters;

Whereas the actions of these 4 North Carolina A&T students sparked a national sit-in movement;

Whereas by the end of February 1960, there were nonviolent sit-ins in more than 30 communities in 7 States;

Whereas sit-ins spread to Charlotte, Winston-Salem, Durham, Raleigh, Fayetteville, and other cities in North Carolina;

Whereas on February 9, students at Smith University in Charlotte, North Carolina, instituted numerous sit-ins with Friendship Junior College students in Rock Hill, South Carolina;

Whereas most Charlotte lunch counters and restaurants eventually integrated their businesses;

Whereas North and South Carolina students protested segregation in Rock Hill, South Carolina, to push integration and racial equality within local businesses;

Whereas on February 11 and 12, sit-ins spread to Hampton, Virginia, and Rock Hill, South Carolina, respectively;

Whereas on February 25, 40 students tried to sit-in at the Kress store in downtown Orangeburg, South Carolina;

Whereas Kress's lunch counter was closed and the stools were removed to prevent Blacks from promoting nonviolent resistance by sitting at a "white-only" facility;

Whereas, on March 15, 1960, almost 1,000 students from South Carolina State and Claflin College began a peaceful march downtown to protest segregation and support sit-ins, and were attacked with clubs, tear-gas, and high-pressure fire hoses;

Whereas almost 400 of the peaceful marchers were forced into a police stockade, it was the largest Freedom Movement mass arrest at that time;

Whereas, on February 13, 1960, African-American students in Nashville, Tennessee, began a desegregation sit-in campaign called the Nashville Student Movement;

Whereas racist violence escalated with harassment and beatings and many non-violent protesters were arrested, overflowing the jails;

Whereas 81 of the students were convicted of "disorderly conduct" and refused to pay the fine and chose instead to serve their time in jail;

Whereas, on April 19, 1960 the home Alexander Looby, the attorney representing most students in the Nashville Student Movement, was destroyed by a terrorist bomb;

Whereas the bomb on Looby's home led to a nonviolent march to the Nashville City

Hall where student activist Diane Nash confronted Mayor Ben West, forcing him to admit segregation was morally wrong;

Whereas the Nashville sit-in movement led to it being the first major city to begin desegregation of its public facilities on May 10, 1960;

Whereas, on February 22, 1960, the Civic Interest Group in Baltimore, Maryland, initiated sit-ins and pickets of department stores, ice cream parlors, and movie theaters;

Whereas Baltimore restaurants agreed to integrate after a short period of time;

Whereas Baltimore's Civic Interest Group continued its nonviolent resistance campaign over the next several years to initiate integration of all Baltimore businesses;

Whereas Atlanta University Center (AUC) students began sit-ins on March 15, 1960, after forming the Committee on Appeal for Human Rights that facilitated training sessions and workshops on the tactics of nonviolent resistance;

Whereas Atlanta students focused on support of Atlanta's African-American community to initiate boycott of all segregated stores;

Whereas by September of 1961, many Atlanta store owners desegregated their lunch counters based on the Atlanta students' commitment to integration;

Whereas, on March 16, 1960, students in Savannah, Georgia, demanded the integration of public facilities and the hiring of African-American clerks and managers within stores;

Whereas Savannah students won their integration demands by boycotting White-owned downtown stores;

Whereas sit-ins in Memphis were launched on March 19, 1960, by students from LeMoyné College and Owen Junior College;

Whereas Memphis students organized sit-ins at the main public library and local department stores;

Whereas protests in Memphis continued throughout the summer of 1960 and resulted in the integration of the local bus lines and the City's parks;

Whereas, on March 28, 1960, students from Baton Rouge and New Orleans Southern and Xavier University, respectively, began non-violent resistant sit-ins;

Whereas Louisiana student activists were arrested for sit-ins, expelled from school and barred from all public colleges and universities within Louisiana;

Whereas their peers called for a boycott of all classes until the expelled students were reinstated;

Whereas the Louisiana boycotts continued for years and reached its height with the Freedom March in September 1963;

Whereas the civil rights movement principle of peaceful protests spread throughout the South, and the Nation was captivated by the images of young people marching, praying, singing, demonstrating, and in many cases, being met with violence;

Whereas by July 1960, Woolworth and Kress Stores agreed to serve all "properly dressed and well behaved people" regardless of race;

Whereas on from April 15-17, 1960, with an \$800 grant, 126 delegates from 58 student sit-in centers and from 12 different States, from the North and the South gathered at Shaw University in Raleigh, North Carolina, and formed the Student Nonviolent Coordinating Committee (SNCC) which led to the national sit-in effort, and helped lead the "Freedom Rides" in 1961 and the historic March on Washington in 1963;

Whereas SNCC was advised by Ella Baker, who was a former member of the Southern Christian Leadership Conference and worked as a field secretary and director of branches for the National Association of the Advancement of Colored People (NAACP);

Whereas Ella Baker listened to the students and she encouraged their nonviolent efforts as a quiet leader of a grass-roots effort;

Whereas SNCC learned from great planners like Jim Forman and A. Philip Randolph, and were inspired by Jim Lawson and Dr. Martin Luther King, Jr., and developed an unique, agile, determined, and organized approach to nonviolent action, that ultimately forced the desegregation of the South;

Whereas by the end of April 1960, a sit-in had occurred in every southern State;

Whereas by August 1961, one and a half years after the inception of the sit-ins, the movement had attracted over 70,000 participants and generated over 3,000 arrests;

Whereas in addition to its goal of desegregating places of public accommodation, SNCC engaged in a voter registration program in some of the most segregated areas of the country;

Whereas SNCC's voter registration program culminated in 1964 with the Mississippi Summer Project, sponsored by the Council of Federated Organizations (SNCC, Congress of Racial Equality (CORE) and Southern Christian Leadership Conference (SCLC)), during which hundreds of volunteers, Black and White, from the North and South, coordinated and participated in voter registration projects and the formation of Freedom Schools;

Whereas SNCC organized Freedom Schools which endeavored to eradicate fear and to educate African-Americans about their right to vote and participate in the democratic process;

Whereas in 1964, SNCC helped organize the Mississippi Freedom Democratic Party (MFDP), which challenged the legitimacy and seating of Mississippi's officially recognized Democratic Party;

Whereas the national party decision-makers promised expansion of gender and racially based restrictions;

Whereas in 1972 racially and gender based restrictions were formalized into the McGovern Rules, which outlawed explicitly racist local party affiliates;

Whereas SNCC facilitated the organization and implementation of the nonviolent protests against segregation;

Whereas SNCC worked with the NAACP to push the passage of the Civil Rights Act of 1964; and

Whereas the enthusiasm of the students and the support they garnered for their pacifism in the face of hatred, led to the beginning of integration within the United States and the enactment of the Voting Rights Act of 1965; Now, therefore, be it

Resolved, That the House of Representatives—

(1) recognizes the 50th anniversary of the founding of the Student Nonviolent Coordinating Committee (SNCC);

(2) recognizes and commemorate the significance and importance of SNCC and its role in organizing the national sit-in movement and the role that they played in the desegregation of United States society and for creating the political climate necessary to pass legislation to expand civil rights and voting rights for all people in the United States;

(3) encourages the people of the United States to recognize and celebrate the legal victories of the national sit-in movement that sought to eradicate segregation in United States society; and

(4) aspires to work with the same courage, determination, dignity, and commitment exemplified by those pioneering students who dared to challenge a segregated society by addressing modern-day inequalities and injustice.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Tennessee (Mr. COHEN) and the gentleman from Virginia (Mr. FORBES) each will control 20 minutes.

The Chair recognizes the gentleman from Tennessee.

#### GENERAL LEAVE

Mr. COHEN. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days to revise and extend their remarks and add extraneous material on the resolution under consideration.

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

There was no objection.

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

This year marks the 50th anniversary of the Student Nonviolent Coordinating Committee, better known as SNCC, one of the organizations that served as the very foundation of the civil rights movement, the movement that brought America closer to its purpose, its established goals in the Declaration of Independence, which we had been striving to achieve and are still striving to achieve, as a place where there is equal opportunity for all people.

It was the Student Nonviolent Coordinating Committee that was responsible for conceptualizing and implementing the sit-in movement. College students came together in the name of justice and equality to desegregate lunch counters and other public places through nonviolent demonstrations.

I recently read a copy of the Smithsonian magazine in which there was an article about the sit-in movement. There was an interview with Joseph McNeil, one of the four students from North Carolina A&T who participated in the sit-ins at Woolworth's department store in 1960. While studying engineering physics at North Carolina A&T, Mr. McNeil would take the bus from New York to North Carolina and personally experience the shift in his status as he went from north to south. As an African American, he saw the differences in America traveling those distances, differences that should not have been allowed.

He is quoted in the article saying, "In Philadelphia, I could eat anywhere in the bus station. By Maryland, that had changed." And in the Greyhound depot in Richmond, Virginia, McNeil couldn't buy a hot dog at a food counter reserved for whites. He further explained, "I was still the same person, but I was treated differently. To face this kind of experience and not challenge it meant we were part of the problem."

Well, the problem was America, and America needed changing. SNCC was one of the groups that came forth to change America and see that Thomas Jefferson's words weren't just words on paper as they were established in 1776 in the Declaration of Independence, but the practice of America, and that all

men were created equal and had those inalienable rights.

In honor of those students' heroic efforts, I would like to make three observations regarding their actions and their implications.

First, these sit-ins and other forms of nonviolent protests changed the climate and character of our country forever. As a direct result of SNCC sit-ins, protests, and boycotts, cities around the country, the South in particular, began to integrate their businesses in 1960, and thereafter, paving the way for the entire country to do so.

SNCC's work was not limited to integration of places of public accommodation. SNCC worked with the NAACP to achieve the passage of the Civil Rights Act of 1964, which outlawed segregation not only at places of public accommodation, but also in schools, in hiring, and in voting registration. Shortly thereafter, in the wake of these achievements, Congress passed the Voting Rights Act of 1965.

Second, despite SNCC's plethora of victories, their work was not easy, uncontroversial, or even safe. Those dedicated students faced clubs, tear gas, and high-pressure fire hoses at peaceful marches. Many faced harassment and beatings from racial dissenters, and many were arrested and even jailed despite their nonviolence. Some lost their lives.

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These challenges posed by opposition did not stop SNCC. They continued to march, sit in, boycott, and to raise awareness for equal treatment and opportunities regardless of race—all shown on television—raising America's consciousness in seeing that morality was the future of this country.

For example, in Louisiana, student protesters were expelled from schools and were barred from the State's public colleges and universities. After the State barred these students from receiving the education they deserved, their peers boycotted classes for years.

The sit-in movement spanned across many States, including my State of Tennessee. The Nashville sit-in movement led to its being the first major city to begin the desegregation of its public facilities on May 10 of 1960. In Memphis, students from Le Moyne College and Owen Junior College also organized sit-ins at the main public library and local department stores.

Lastly, as I reflect on these important changes of the students that the Student Nonviolent Coordinating Committee brought about in our country to bring it closer to the democratic ideals on which it was founded, I cannot help but be reminded of how far our country still has to go to achieve the goals that were set out in the Declaration of Independence.

Glaring inequality still exists in education, housing, health, marriage, and other civil rights. America still has a distance to go.

It is critical that we look to the accomplishments of the SNCC as an in-

spiration to work harder for civil rights that have not yet been met and not as a pacifier to convince ourselves that we truly live up to the name "free country."

With that said, in celebration of the 50th anniversary of the Student Nonviolent Coordinating Committee and the sit-in movement that it sparked, which really sparked the justice movement in our Nation, I urge my colleagues to support this resolution.

I reserve the balance of my time.

Mr. FORBES. I yield myself such time as I may consume.

Mr. Speaker, I support House Resolution 1566. This resolution recognizes and commemorates the 50th anniversary of the Student Nonviolent Coordinating Committee, which is also known as SNCC, and the national sit-in movement in the 1960s.

The SNCC was a key contributor to the civil rights movement in the 1960s. The nonviolent aims of the SNCC helped bring about desegregation, civil rights, and voting rights for all Americans.

The SNCC formed under the leadership of Ella Baker at Shaw University in Raleigh, North Carolina, in April 1960. A conference was held for students to share experiences and to coordinate activities with regard to racial equality. As sit-ins occurred throughout the South, the SNCC grew into a large organization. By August of 1961, the movement had attracted more than 70,000 participants.

The SNCC's nonviolent sit-ins, boycotts, and protests helped bring about the desegregation of places of public accommodation. The SNCC was also one of the leaders of the Freedom Rides in 1961 and of the historic March on Washington for Jobs and Freedom in 1963. SNCC Freedom Riders put themselves at great risk by traveling in racially integrated groups throughout the South. More than 400 people took part in these Freedom Rides throughout the spring and summer of 1961.

Robert Parris Moses helped transform the SNCC from a student protest group to a community-based political organization for the rural poor. He led a voter registration project in Mississippi in 1961 that became a springboard for similar SNCC activities from 1962 to 1966.

The SNCC's voter registration efforts culminated in 1964 with the Mississippi Summer Project, which was sponsored by the SNCC, by the Congress of Racial Equality, and by the Southern Christian Leadership Conference. Hundreds of black and white volunteers from the North and South participated in voter registration projects.

The SNCC also organized Freedom Schools for the purpose of eradicating fear and educating African Americans about their right to vote and to participate in the democratic process.

Finally, the SNCC worked with the NAACP to bring about the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

It is clear that the nonviolent sit-ins of the students who began the SNCC in 1960 inspired others later to take historic steps toward the building of racial equality in America, so I urge my colleagues to join me in supporting this resolution.

Mr. Speaker, I reserve the balance of my time.

REPORT ON RESOLUTION PROVIDING FOR CONSIDERATION OF H.R. 3534, CONSOLIDATED LAND, ENERGY, AND AQUATIC RESOURCES ACT OF 2010; AND PROVIDING FOR CONSIDERATION OF H.R. 5851, OFFSHORE OIL AND GAS WORKER WHISTLEBLOWER PROTECTION ACT OF 2010

Mr. POLIS, from the Committee on Rules, submitted a privileged report (Rept. No. 111-582) on the resolution (H. Res. 1574) providing for consideration of the bill (H.R. 3534) to provide greater efficiencies, transparency, returns, and accountability in the administration of Federal mineral and energy resources by consolidating administration of various Federal energy minerals management and leasing programs into one entity to be known as the Office of Federal Energy and Minerals Leasing of the Department of the Interior, and for other purposes; and providing for consideration of the bill (H.R. 5851) to provide whistleblower protections to certain workers in the offshore oil and gas industry, which was referred to the House Calendar and ordered to be printed.

RECOGNIZING 50TH ANNIVERSARY OF STUDENT NONVIOLENT COORDINATING COMMITTEE AND THE NATIONAL SIT-IN MOVEMENT—Continued

The SPEAKER pro tempore. The Chair recognizes the gentleman from Tennessee.

Mr. COHEN. Mr. Speaker, I yield such time as he may consume to the gentleman who is the hero of the civil rights movement, a person who personally experienced the times of which we are speaking, who is, I believe, one of the founders of SNCC and a gentleman with whom we are privileged to serve and to know in America, who helped make America the country it is today and who is helping to move it forward to be the country that it needs to be, the gentleman from Georgia (Mr. LEWIS).

Mr. LEWIS of Georgia. I want to thank my colleague, my brother, and my friend, Mr. COHEN, for introducing this resolution with me. I want to thank the gentleman from Virginia, along with Chairman CONYERS and members of the Judiciary Committee, for bringing this resolution to the floor tonight.

Mr. Speaker, it is fitting and appropriate that we pause to recognize the 50th anniversary of the founding of the Student Nonviolent Coordinating Committee, better known as SNCC. It grew