

charter school. My home state of Wisconsin currently supports 95 charter schools, educating 7,210 students. There are over 550,000 students enrolled in 2,150 charter schools nationwide. Not only is education a top priority, but it is the key to a successful future. These schools are providing an excellent education for the American youth.

Many charter schools serve significant numbers of students with lower income minority students, and students with disabilities. A charter school does not and cannot discriminate against any student. The contract for the schools is required to explain how the school will achieve a racial and ethnic balance among its pupils that reflects the school district population.

Charter schools have the unique ability and freedom of setting up their own governance and administrative structures. Many of the schools create decision-making boards that include some or all of a school's teachers, while others have parent-teacher committees to address various school needs. Some schools have students playing a vital role in their governing bodies.

Over the years, charter schools have received significant bipartisan support from the Administration, the Congress, State governors and legislators, educators, and parents throughout the Nation because the schools have been effectively educating their students. A good education is invaluable to any student and we have the responsibility to provide every child with the opportunity to learn. The Nation should take a week to honor the model education system set up by the charter schools.

Mr. COSTELLO. Mr. Speaker, I rise today in strong support of H. Con. Res. 95. I am proud to acknowledge and commend the charter school movement for its contribution to improving our nation's public school system. A charter education is a special and rigorous public education for more than 500,000 children nationwide. Charter schools serve a broad range of students, many of which better meet the needs of students than conventional schools. Charter schools exercise increased autonomy in return for increased accountability. They are accountable for both academic results and fiscal practices to their sponsors, their parents, and the public.

The charter schools in my district, Syzygy Charter School, Visionary Academy Charter School, Tomorrow's Builders Charter School, and Fort Bowman Academy Charter School, increase opportunities for learning and access to quality education for all students, create choice for parents and students within the public school system, encourage innovative teaching practices, and encourage community and parent involvement in public education.

Mr. Speaker, it is important to establish a National Charter School Week. The charter schools in my district and nationwide demonstrate impressive levels of achievement and accomplishment, and I commend them for their continued dedication to serve. For these reasons, I support this legislation.

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

Mr. KELLER. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

The SPEAKER pro tempore (Mr. LIN-
DER). The question is on the motion offered by the gentleman from Florida

(Mr. KELLER) that the House suspend the rules and agree to the concurrent resolution, H. Con. Res. 95, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds of those present have voted in the affirmative.

Mr. KELLER. 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.

REMOVAL OF NAME OF MEMBER AS COSPONSOR OF H.R. 1467

Mr. OTTER. Mr. Speaker, I ask unanimous consent that my name be removed as a cosponsor of H.R. 1467.

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

There was no objection.

RECOGNIZING 100TH ANNIVERSARY OF 4-H PROGRAM

Mr. KELLER. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 112) recognizing the upcoming 100th anniversary of the 4-H Youth Development Program and commending such program for service to the youth of the world.

The Clerk read as follows:

H. RES. 112

Whereas the 4-H Youth Development Program celebrates its 100th anniversary in 2002;

Whereas the 4-H Youth Development program sponsors clubs in rural and urban areas throughout the world;

Whereas the 4-H Clubs have grown to over 5.6 million annual participants ranging from 5 to 19 years of age;

Whereas today's 4-H Clubs are very diverse, offering agricultural, career development, information technology, and general life skills programs; and

Whereas the 4-H Youth Development Program continues to make great contributions toward the development of well-rounded youth: Now, therefore, be it

Resolved, That the House of Representatives recognizes the upcoming 100th anniversary of the 4-H Youth Development Program and commends such program for service to the youth of the world.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Florida (Mr. KELLER) and the gentlewoman from Hawaii (Mrs. MINK) each will control 20 minutes.

The Chair recognizes the gentleman from Florida (Mr. KELLER).

GENERAL LEAVE

Mr. KELLER. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on H. Res. 112.

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

There was no objection.

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

Mr. Speaker, I rise today in strong support of H. Res. 112, which extends the recognition of this body to the 4-H Youth Development Program on the occasion of its 100th anniversary of its creation next year.

The 4-H is the original "learning by doing," and like all great ideas in education, it originated at the local level as the product of local educators and concerned citizens who saw a way to improve agricultural education.

4-H participants pledged their heads to clear thinking, their hearts to greater loyalty, their hands to greater service and their health to better living for their clubs, their communities, their country, and their world, not a bad code by which to live.

Even before Congress began supporting land-grant extension programs that took the agricultural advances of academia into working farms, 4-H understood the value of putting ideas into action.

□ 1545

It is at the heart of this organization.

From its roots in agricultural education, food preservation, and nature study, 4-H has spread to include training in a variety of areas, more than 110 areas, in fact. These areas include the arts, environmental education, communication, science and technology, and healthy life-style education. With new programs, 4-H has continued to help more and more young people learn skills to succeed later in life and become positive contributing leaders. Today, only 10 percent of participating youth live on farms. In fact, 30 percent are minorities. More than 6.5 million youth are members. Some of the well-known former 4-H members are Johnny Carson, Faith Hill, Reba McIntyre, and Dolly Parton.

The leadership skills 4-H members develop, the practical knowledge they accumulate in the programs they study, the friendships they build, and the experiences they have in competition and problem-solving make them better people and make our country a better place.

Earlier this year, my family and I had the happy privilege of visiting with several 4-H'ers at the Florida State Fair in Tampa and the Orange County Fair in Orlando, Florida. These young people had prepared several impressive agricultural exhibits, and they were also very knowledgeable about the cows and the pigs and other livestock they had raised. These 4-H members made quite a positive impression on my two young children.

In a changing world, I am very glad that 4-H has been there for America's young people and has continued to grow with them. 4-H helps to prepare them for the challenges they continue to face and help America to continue to be the place where the ideas and beliefs that made it great are still taught and practiced.

Congratulations 4-H on 100 years of success and service, and best wishes for 100 more.

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

Mrs. MINK of Hawaii. Mr. Speaker, I yield myself such time as I may consume.

(Mrs. MINK of Hawaii asked and was given permission to revise and extend her remarks.)

Mrs. MINK of Hawaii. Mr. Speaker, I rise in very strong support of House Resolution 112, which recognizes the upcoming 100th anniversary of the 4-H Youth Development Program. I am very proud to be an original cosponsor of this legislation; and I would like to commend my colleague, the gentleman from Florida (Mr. FOLEY), for introducing this important recognition of a voluntary youth movement that has been highly successful in our country.

Too often, I think, many of us in Congress rely upon the initiative coming from governmental sources. We look for ways in which we can stimulate young people into doing productive work and innovative programs for self-improvement. But here is an example, where nearly 100 years ago, a group of individuals got together and decided that the young people could come together and determine the ways in which they might help themselves, and this is precisely the strength and the energy that the 4-H movement leaders had.

It is very exciting to know that over the years it has grown. As my colleague, the gentleman from Florida (Mr. KELLER), said, there are almost 7 million young people, ages 5 to 19, that participated in the 4-H programs in the year 2000; 1.6 million were members of 103,000 clubs; 2.5 million were members in a variety of special interest groups; 3.6 million were members of school enrichment programs. There were individual study groups, instructional programs, child care programs, and many opportunities for groups that went out camping and other types of excursions.

As my colleague said, initially this was supposed to be a farm or agriculturally centered program, but it has gradually moved in from the farms to our small towns and our communities. Today, well over half of the program is centered around small towns and cities throughout the country. Thirty percent of the participants are from minority racially-ethnic groups. An astounding statistic that I found was that 52 percent of the participants are girls and 48 percent boys. I am very encouraged by that. We have over 610,000 volunteers, adults and others over age 19, who are participating in this program and helping the 4-H movement to grow.

Many of us feel very honored each year to have the leaders of our 4-H clubs come to visit us in Washington. They come to participate in the wide variety of national programs, some elective, some not; and it is always a pleasure to see these young people and the energy that they bring to the work that they do.

Before I end my short part in this program this afternoon, I wanted to

tell my colleagues something about the 4-H movement in my own State. The first club was organized in 1918. It had 31 members and was on my own island of Maui, where I was born. It grew from there to have clubs in all of the islands, Oahu, the big island of Kauai. It was very much centered on the agricultural basis of farming and hog raising and cattle raising, and the contests and various kinds of agricultural activities. Today, the Hawaii 4-H organization has 24,000 participants throughout the whole island, and they engage in a wide variety of activities; not just farming, but citizenship, civic education, the arts, sciences, environmental education, and all the things that go to making up the totality of the human development.

So I stand today very proud to acknowledge the importance of the 4-H clubs and to join in celebrating the upcoming 100th birthday.

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

Mr. KELLER. Mr. Speaker, I yield such time as he may consume to the gentleman from Florida (Mr. FOLEY), the sponsor of this important House resolution.

Mr. FOLEY. Mr. Speaker, I appreciate the leadership of the gentleman from Florida on the floor today on this very issue. And I want to take a moment before I begin my prepared remarks to commend my colleague, the gentlewoman from Hawaii (Mrs. MINK), for her wonderful homecoming for members of the Navy who flew back and first landed in Hawaii on their return to the United States from China. We are particularly honored by the way the gentlewoman put the presentation together, and we are delighted that they are on American soil again.

Mr. Speaker, I rise to speak on House Resolution 112, a resolution I introduced to recognize next year's 100th anniversary of the 4-H Youth Development Program, and commending the 4-H program for service to the youth of the world.

The 4-H program has grown over the years to include 6.6 million children. These 5- to 21-year-olds have benefited tremendously from 4-H's wealth of diverse programs: from agriculture, career development, information technology, to general life skills. These programs are offered in both rural and urban areas of the world.

The 4-H continues to make great contributions toward the development of well-rounded youth both in America and abroad. The program enables youth to have fun, meet new people, learn new life skills, build self-confidence, learn responsibility, and set and achieve goals. In fact, more than 45 million people worldwide are 4-H alumni, including my distinguished colleague, the gentleman from Idaho (Mr. OTTER), who told me just moments ago he will celebrate his 50th year of swearing in as a member of the 4-H Club.

The 4-H truly builds the leaders of tomorrow. In fact, their motto is "To

Make the Best Better." Our country benefits enormously from programs like 4-H. With the rising tide of teen suicide, drug use, and school violence, the 4-H gives our youth an avenue to excel and build self-esteem. One success story from a young 4-H'er in Georgia caught my eye. It is entitled, "4-H Brought Me to Life."

It goes on to say, "I was not popular at all. I had just moved and I felt like an outcast. One day a lady came. She was with 4-H. I really did not do anything with 4-H that year except camp. I then said I'm going to have fun and make this year the best of my life. It has been 3 years since. I'm now in the 8th grade. I have friends all over Georgia. 4-H brought me to life."

The gentlewoman from Hawaii mentioned several of the people who are former 4-H'ers that I think deserve notation, and I will read the list. And while I read the list, I will ask my colleagues to think with me, because I think one of the hallmarks of 4-H is that none of these people have been involved in any controversy. Seldom do we hear of a child that has been accused of a crime or another problem having 4-H on their resume. It obviously leads them on the right path, not the wrong path.

Listen to some of these famous names: Glen Campbell, Johnny Carson, Johnny Cash, John Denver, Janie Fricke, Faith Hill, Holly Hunter, Martina McBride, Reba McIntyre, Dolly Parton, Charlie Price, Charley Pride, Roy Rogers, Ricky Skaggs, Sissy Spacek, Aaron Tippin, and even my favorite, Orville Redenbacher, who brings us such great popcorn.

These are people that learned the basics of life from 4-H and why I am tremendously proud we are saluting them today on the House floor. Hopefully, it will not only give them the enthusiasm but the direction that not only do Members of Congress support them, but the Nation looks up to those in the 4-H movement, those that have brought the 4-H'ers to communities throughout our country.

I want to pay special tribute, because 100 years does not come often in anyone's life, nor the legacy of any organization. I am joined by many, many of my colleagues who have become co-sponsors of this movement and of this resolution, and they are noted in the RECORD. I would like to thank John Hildreth, my legislative specialist, who was working on this as well with us.

Again, my salute to every hamlet in America, wherever there is a 4-H. And for children that may be listening, if you feel alone and you feel desperate, look to 4-H for leadership. Look to 4-H for guidance. Become a member of this great organization, and your life can turn around much like that of the girl from Georgia. I commend them to you, I commend them to your community, and I salute them.

Mrs. MINK of Hawaii. Mr. Speaker, I am delighted to yield 4 minutes to the gentlewoman from North Carolina

(Mrs. CLAYTON), who is currently the co-chair for the Rural Caucus, and has led us in so many areas that are important to rural America.

Mrs. CLAYTON. Mr. Speaker, I thank the gentlewoman for yielding me this time.

Mr. Speaker, I rise today in commendation of the upcoming 100th anniversary of the 4-H youth program. For almost a century, 4-H has been a constant beacon reminding us that we only receive from our communities as much as we put into them. The 4-H Youth Development Program has long recognized that leadership is not an innate quality, but rather that leadership is built one step, one person, one community at a time.

Rural America needs leaders today more than ever. I know I need not remind my colleagues of the crisis in rural America today. I would like to give my heartfelt thanks to 4-H for providing rural America with strong voices of leadership for almost 100 years. I would also like to urge 4-H to continue their very fine work. The fate of rural America may well rest in the next generation of leadership.

I regret the fact that this country does not have a policy for rural America. It needs one desperately. As this Congress considers ways in which to assist rural America, I think that we would be wise to look to the national 4-H for direction. In fact, 4-H has served rural America well and has expanded its services and its opportunities to urban youth, for which we congratulate and commend them.

The four components of 4-H, the head, the heart, the hand, and health, speak to our unstated obligation to survey the needs of rural America comprehensively, not in isolation from one another. In fact, the national 4-H statistics are very impressive. We have heard them already, but they are worth mentioning again. There are more than 6 million youth, from the ages of 5 to 19, who are involved in 4-H program. Over half of them are from urban areas. Indeed, only 10 percent of them are from farm programs. So, indeed, it has moved from its original program of serving farm youth to serving the youth of America, and we commend them for that.

More importantly, they provide leadership. They provide opportunity for development. They provide enrichment programs. They provide environmental studies. But, also, they provide leadership and training both for the youth and the adults who are involved in that.

□ 1600

The needs for rural America are many: historically low commodity prices, crumbling infrastructure, limited education opportunities, out-migration of youth, limited employment opportunities, lack of access to quality health care. Every one of these is, indeed, a serious problem in its own right, but only by seeing them to-

gether, as necessary pieces of a whole, do we see the complete picture.

We must address the entire fabric of farming communities across the country, including youth development, rather than just the single threads that bind it together.

The stakes are high. The livelihood of millions of farmers and the future of our youth in America and urban area are at stake. But I am heartened as we move forward, because standing alongside us is the national 4-H program, building leaders for rural and urban America.

I commend them on their upcoming birthday.

Mr. KELLER. Mr. Speaker, I yield 3 minutes to the gentleman from Idaho (Mr. OTTER).

Mr. OTTER. Mr. Speaker, I thank the gentleman for yielding me this time.

Mr. Speaker, nearly 50 years ago I raised my right hand and I said, "I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, my health to better living, for my club, my community, my country, and my world."

Mr. Speaker, some of my colleagues may argue that not all of that took as well as it might have, but I would argue for whatever benefit I did receive in taking that pledge, my life has been richly blessed and immensely improved by the process that goes on in 4-H.

The pledge of my head stands for the clear thinking that is required to be a 4-H'er. Not only that, but the decision-making process and the collection of knowledge, knowledge that one will use throughout their life.

In pledging greater loyalty from the heart, the 4-H'er promises to have greater loyalty to his fellow man and to his country, but also to himself and for those values that they themselves stand for.

To pledge their hands to larger service, in this day and age it is certainly needed by every citizen of this country.

Finally, to pledge their health, we all know the value of what good, healthy lifestyles can stand for in this country.

Mr. Speaker, I would like to associate myself with the remarks of my colleague, the gentleman from Florida (Mr. FOLEY), who spoke before me, because he covered much of the material that I had intended to. I would like to point out, in the nearly 7 million participants, as mentioned by the gentlewoman from Hawaii (Mrs. MINK), some 597,000 are involved in citizenship civic education programs, nearly 1 million in community expressive arts programs, a half a million in consumer family science, 1.3 million in environment and science programs. In Idaho, Mr. Speaker, 32,643 members in 3,743 clubs with 4,200 adults participate in the volunteer and leadership programs for 4-H.

Mr. Speaker, I join with my colleagues as a cosponsor in recognizing, as is long overdue, the 4-H Clubs of the United States of America that have stood for a long time for those words so aptly put by Chester Bernard when he

said that "to try and fail is at least to learn, but to fail to try is to suffer that estimable cost of what might have been." Mr. Speaker, 4-H knows what it is.

Mr. KELLER. Mr. Speaker, I yield 2 minutes to the gentlewoman from Virginia (Mrs. JO ANN DAVIS).

Mrs. JO ANN DAVIS of Virginia. Mr. Speaker, I rise today in support of House Resolution 112, recognizing the upcoming 100th anniversary of the 4-H Youth Development Program in 2002.

Mr. Speaker, as you have heard, the four H's stand for head, heart, hands and health; and the program gives children and youth the opportunity to gain responsibility through hands-on involvement in challenging projects. 4-H began as an agricultural education program for youth, and clubs were formed with adult volunteers to encourage learning by doing.

Mr. Speaker, I am personally familiar with 4-H as my youngest son spent most of his teen years in a 4-H club and showed quarter horses in local competitions and the State fair. The club developed his leadership skills and made him a more responsible and purposeful young man.

As we recognize 4-H, I want to commend the dedicated volunteers and county extension agents that have given countless hours of their time to help children and youth develop their skills and learn, while having fun, and to thank them for the good times my son has enjoyed, and to wish the organization another productive century of service.

Mr. KELLER. Mr. Speaker, I yield 2½ minutes to the gentlewoman from Maryland (Mrs. MORELLA).

Mrs. MORELLA. Mr. Speaker, I thank the gentleman for yielding me this time.

I rise, as my colleagues have, to recognize the upcoming anniversary of the dynamic 4-H Youth Development Program. I congratulate the gentleman from Florida (Mr. FOLEY) for introducing H. Res. 112.

For a century the 4-H club has offered a wide range of projects and activities for the purpose of building the leaders of tomorrow. I am fortunate enough to represent the congressional district with not only local branches of the 4-H club, but also the headquarters of the 4-H Youth Development Program at the National Conference Center in Chevy Chase, Maryland.

In my district, Montgomery County, the 4-H club reaches over 8,000 youth annually with such innovative programs as Adventures in Science. During the early 1970s, Ralph R. Nash began this hands-on science education activity in his basement in Gaithersburg, Maryland, in order to provide science adventures for his daughter. Over the years, AIS has introduced the fun of science to hundreds of children. AIS now meets at five sites in Montgomery County, and additional programs have been initiated at several other sites in the country, based on the

same philosophy and a similar format. Since the early 1990s, the Montgomery County 4-H program has provided an administrative framework for AIS, using 4-H Maryland Cooperative Extension volunteers as site managers.

The Adventures in Science goal is to present science as an exciting activity and a way of thinking about the world, rather than as a compendium of facts. The topics presented reflect the interests of children and the volunteers, rather than any prescribed curriculum. The 4-H method of "learning by doing" facilitates not only the education process but also encourages teamwork and develops conflict resolution skills.

The Adventures in Science program, in addition to the various annual activities at the Montgomery County Agricultural Fairgrounds, instills a spirit of community and volunteerism into the area's youth. It is this spirit that enables the 4-H Youth Development Program to fulfill the lofty ambition of their motto, "to make the best better."

I was very impressed that Mr. OTTER earlier gave the 4-H pledge, "I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, my health to better living, for my club, my community, my country, and my world."

Mr. KELLER. Mr. Speaker, I yield 2 minutes to the gentleman from Iowa (Mr. LATHAM).

Mr. LATHAM. Mr. Speaker, I thank the gentleman from Florida for yielding me this time.

As someone who was in 4-H for 9 years and learned a great deal from my activities there, and everybody thinks about 4-H as how to have a project for raising livestock or grains, that type of project, the things that helped me the most in 4-H, we had Carl Rayder, our extension director, used to have special classes for us out in the country and teach us about etiquette: How to eat at a table, how to dress. We had fashion shows. There are a lot of different things that 4-H did in rural America that really helped us along in life.

Mr. Speaker, probably the most important thing is the leadership that was taught in 4-H and the opportunity for a young farm kid to be a leader in his 4-H club locally, county-wide, and move on to State offices, things like that were very, very important and meant a great deal to us in 4-H.

I am also extremely proud that Clarion, Iowa, which is in my district, is the home of the 4-H emblem; the four-leaf clover with the four H's, one H on each leaf of the clover, obviously, is a sign that is known by everyone as representing the 4-H itself.

Mr. Speaker, 4-H has been a very, very positive experience for young people for 100 years now. I want to congratulate them. I do not have to read the 4-H motto. "I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, my health to better living, for my club, my community, my country, and my

world." And it means a great deal to a lot of young Americans that we can still do that pledge.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I rise in support of H. Res. 112 in honor of the millions of young people who participate in the 4-H program.

Mr. Speaker, this resolution recognizes the 100th anniversary of the 4-H Youth Development Program and commends the program for its service to the youth of the world. With over 6.8 million members, the program is a stellar example of what is best and most successful in selfless community and national service.

Mr. Speaker, at a time in our history when we are so often consumed by what is wrong with our youth culture, I am delighted to take this occasion to honor many of our Nation's young people who, each and every day, work to give back to their communities in positive ways through public service, education, and leadership.

"To make the best better." That is the 4-H motto, and it rings true. The 4-H pledge states: "I pledge my head to clear thinking; my heart to greater loyalty; my hands to larger service; my health to better living; for my club, my community, my country, and my world." Mr. Speaker, these are good and inspiring words to live by.

4-H provides our Nation's youth with the kinds of support, and positive life-experience challenges that are so important in their development into responsible and active members of our community. 4-H is committed to nurturing our youth so that they may reach their fullest potential by building self-confidence, teaching responsibility, and by setting and attaining personal goals.

With focus programs ranging from Workforce Preparation; Environmental Stewardship; Health, Wellness and Safety; Community Development; and Youth Changing Their Community, 4-H operates through fairs, shows, camps, state youth gatherings, a national congress, a national conference, a collegiate program, and through an international youth exchange.

4-H is committed to bringing children and adults together through community service by creating bonds that last a lifetime. This makes 4-H a unique and truly inspiring example of what is best in our community and national service. These young people, their parents and sponsors do a great job, and they deserve our thanks and our applause.

Mr. KIND. Mr. Speaker, I am honored to have the opportunity to recognize and commend the 4-H Youth Development Program. Today marks the organization's 100th anniversary and it is important for Congress to take the time to recognize this outstanding program.

The 4-H is a dynamic group whose mission is to foster innovation and shared learning of America's youth, ages 6 to 19. Its vision is to draw upon combined power of youth and adults so that we can learn together in order to address the challenges and opportunities critical to youth in our communities. The 4-H is uniquely established to provide opportunity to young people nationwide to learn valuable life skills, work with others toward common goals, and develop into community leaders.

4-H stresses three fundamental values: First, Mr. Speaker, we must treat others with mutual trust and respect and open and honest communication. Second, we must assume

personal leadership and responsibility for our actions. And third, we must celebrate our differences as well as our similarities, and always realize that working with youth as partners is the key to our success.

Over 5.6 million young people are involved in the 4-H clubs, dedicating time and effort to the betterment of their communities and their country. In fact, volunteerism among America's youth has increased over the years, indicating that these fine young people have a sincere interest in helping fellow Americans.

On the 100th anniversary of the 4-H club, I am honored to have the opportunity to commemorate the group because I am a former 4-H member myself. Growing up in Wisconsin, I loved and appreciated the time that I spent within my 4-H club. In fact, two of my staffers here in Washington were also 4-H members in their youth. The 4-H Clubs extend their invaluable services throughout the United States and have personally touched many of our lives.

Mr. Speaker, in closing, I am delighted to speak here today to honor and commemorate the 4-H Youth Development Program and its contributions to American communities for the past century. By pledging their heads to clearer thinking, their hearts to greater loyalty, their hands to larger service, and their health to better living, our young people—along with the adult volunteers who teach and help them—are working to strengthen the clubs, their communities, and their country.

Mr. PUTNAM. Mr. Speaker, in 2002, the 4-H movement celebrates its centennial as one of America's premier youth development organizations. Reflecting its historic vision, Congress is commemorating this event that has brought together our nation's youth, youth leaders, and communities for over a century and created youth development strategies for the future.

No other youth organization spans the nation like the 4-H movement, traveling the most remote roads of rural America and the most diverse streets of our large cities. 4-H is uniquely poised to bring together youth through collaboration, engagement, and a commitment to civic responsibility to build a nation of strong communities. 4-H is in every county in every state, in every U.S. territory and the District of Columbia and 3,067 countries around the world.

The 4-H mission is to create supportive environments for diverse youth and adults to reach their fullest potential. The 100 year-old program has molded itself to meet the needs of our citizens by focusing on developing rural, suburban and urban youth and teaching youth utilizing the research and knowledge base of our state's land grant institutions. 4-H has broadened its program areas to encompass not only agriculture and animal science, but also public speaking, computers, wildlife, forestry and many other topics of interest to today's youth.

Through "learning by doing" experiences, young people in the 4-H program are educated through hands-on instruction about the world around them with the guidance of over 600,000 volunteer leaders and cooperative extension service faculty who invest time, talent, and trust in our youth.

The 4-H program enables young people to grow up and become participating citizens and defenders of democracy through outstanding and exemplary programs such as the 4-H legislatures and the citizenship project. The 4-H

program serves 6.8 million youth across America through 4-H clubs, special interest groups, camping and school enrichment educational programs. 4-H young people devote thousands of hours in service to their communities annually through programs such as "4-H'ers Helping the Hungry" and other service activities that benefit the people of our nation.

In the coming century, 4-H is posed to provide a national curriculum for youth development professionals reflecting tools and strategies that yield the most successful outcomes. By its call to excellence epitomized in its motto "to make the best better," 4-H is inspiring today's young people to strive for their dreams and not settle for anything less than their best effort. Congress recognizes these accomplishments through this resolution celebrating the centennial anniversary of 4-H programs for America's youth.

Mr. STENHOLM. Mr. Speaker, as the 4-H program prepares to celebrate its 100th anniversary as a national organization, I rise today to honor them and to congratulate the individuals who have made this program a tremendous national success. Let me also add that 4-H has also passed another significant milestone in my own home state of Texas: For the first time in its history, over one million young people are enrolled in the various Texas 4-H programs.

Young people are the future leaders of our country and the lessons they learn in 4-H programs, in any state or U.S. territory, help them to be responsible, energetic, and committed individuals who make an important contribution to our nation.

I commend 4-H for the positive impact it has on cultivating the head, heart, hands, and health of our young people. The positive educational experiences 4-H affords young people allows them to imagine unlimited possibilities and to take them in new and exciting directions.

I would also like to recognize the efforts of 4-H adult volunteers; it is their continuing efforts that allow this great organization to grow. 4-H leaders say they work to make the best better. For almost 100 years they have done just that, and our country is clearly the better for it.

Mr. UNDERWOOD. Mr. Speaker, I rise today to support H. Res. 112, recognizing the upcoming 100th anniversary of the 4-H Youth Development Program and commanding such program for service to the youth of the world. I would especially like to extend a heartfelt congratulations to the members of the Guam 4-H Club on their twenty-seven years of community activism and commitment to our youth.

The 4-H started as an idea that generated in the United States and developed according to the needs of our communities. For most of the nineteenth century, rural America set the tone for the country. However, things changed at the turn of the century and jobs in the larger cities enticed the youth of rural America and many moved in search of economic prosperity.

These rural communities were faced with the potential loss of children leaving to the larger cities. With these concerns to educate the children of rural America and the advances in agricultural technology came the 4-H idea of practical and applied educational principles in the public schools of country life. In 1862, the Morrill Act created the land grant university system. These land grant institutions were dedicated to the general education and improvement of agricultural and mechanical arts in the education of rural children. In addi-

tion, as part of the land grant system, experimental stations were established in agricultural production and technology. Although the farming community did not readily accept these new ideas and concepts, concerned citizens, school teachers, agricultural scientists scattered the seeds that started the roots of the 4-H. By 1902, the club concept was adopted and hence the forming of a club for boys and girls promoting vocational agriculture in rural schools through the land grant system. By 1914 the Cooperative Extension System was enacted with the passage of the Smith-Lever Act. This was a unique partnership created by Congress to establish national educational network designed to meet the need for research, knowledge and educational programs. Local leaders were now involved and as a part of the program base for the cooperative extension programs the concept of 4-H expanded beyond agricultural vocation.

During its first 80 years, 4-H grew from an organization primarily concerned with improving agricultural production and food preservation to one dedicated to total youth development. It has become an integral part of the Land-Grant University and the Cooperative Extension Service Systems and is one of the nation's most diverse organizations that has now come to include people from every economic, racial, social, political and geographic category. More than 6.8 million youth annually participate in 4-H programs. These programs are conducted via the Cooperative Extension System in 3,067 counties in the United States, the District of Columbia, the Commonwealth of Puerto Rico and in my home district of Guam. The 4-H has followed the needs of the nation's youth from rural America to our urban and suburban communities, and even further into our U.S. Territories. The participation of young people in developing and governing 4-H has been key to its continuing success.

In 1972 the University of Guam was awarded land grant status and by 1974 the College of Agriculture and Life Sciences (CALS) was established. With the establishment of CALS, 4-H youth development on Guam was officially sanctioned and is today 27 years old. 4-H has served its members in Guam and other Pacific Island areas. Through public and private partnerships, the 4-H club has afforded many of our island youth the opportunity to engage in activities that hold their personal interest, while being guided by adult volunteers. Youth development professionals employed by the Cooperative Extension System with the University of Guam provide direction and leadership and centers on the personal growth of the 4-H member. Through projects, activities and events sponsored by the extension program, our 4-H youth members build life skills they can use for the rest of their lives. Because of their experiences with 4-H, our youth become contributing, productive, self-directed members of a forward moving society. Experiences are built around life skills that center on positive self esteem, communication and decision making. Citizenship, leadership, learning how to learn, and the ability to cope with change are also important life building skills learned through their activities. Two of my children, Sophia and Roberto, now grown adults in their 30's, participate in 4-H activities in Guam. I can't help but think that their maturation was assisted by their experience.

I can think of no greater tribute to the 4-H program than by recognizing its 100th Anniversary of community activism, and its positive youth development through its partnerships and programs.

Mr. HOBSON. Mr. Speaker, I rise in support of H. Res. 112, and recognize the accomplishment of the 4-H Youth Development Program.

In 1902, in Clark County, Ohio, which is my home and part of Ohio's 7th Congressional District, Mr. Albert Belmont Graham held the first meeting of what eventually became known throughout the nation as 4-H. The four H's are head, heart, hands and health; all of which should be used to serve your community, country, and world. The purpose of Mr. Graham's initial meeting was to instruct the county youth on the best methods of harvesting corn, testing soil samples, planting a garden, and identifying natural wildlife.

Soon, The Ohio State University's College of Agriculture became interested in Mr. Graham's meetings, and assisted him in setting up more of these "agricultural clubs" across the State of Ohio. Since that time, 4-H has expanded to all fifty states, internationally to more than 80 countries, and 45 million people now are 4-H alumni. The original curriculum has been expanded to include health, family life, photography, and more than 200 subject areas. The 4-H community not only includes those with agricultural backgrounds, but has broadened to reach the youths of the inner-cities and suburbs.

Every summer when I tour the county fairs in my district and see young men and women showcasing their talents, I am reminded of the vision of Albert Belmont Graham and his 4-H program, which continues to provide lasting educational, cultural, and social benefits to young people across America and throughout the world.

Mrs. MINK of Hawaii. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

Mr. KELLER. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

The SPEAKER pro tempore (Mr. HASTINGS of Washington). The question is on the motion offered by the gentleman from Florida (Mr. KELLER) that the House suspend the rules and agree to the resolution, H. Res. 112.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the resolution was agreed to.

A motion to reconsider was laid on the table.

COMMUNICATION FROM HON. RICHARD A. GEPHARDT, DEMOCRATIC LEADER

The SPEAKER pro tempore laid before the House the following communication from RICHARD A. GEPHARDT, Democratic Leader.

HOUSE OF REPRESENTATIVES,
OFFICE OF THE DEMOCRATIC LEADER,
Washington, DC, May 1, 2001.
Hon. J. DENNIS HASTERT,
Speaker of the House of Representatives, Washington, DC.

DEAR MR. SPEAKER: Pursuant to section 44 U.S.C. 2702, I hereby reappoint the following individual to the Advisory Committee on the Records of Congress:

Dr. Joseph Cooper of Baltimore, MD
Yours very truly,
RICHARD A. GEPHARDT.