

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-Hers 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 commending 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 addition,

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 become 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.