

But as someone who encouraged this strike and replace amendment, let me make clear my interpretation of what the amendment language says. The amendment prohibits the proposing or issuance of rules related to Kyoto. It does not prohibit the development of policies; it does not prohibit the discussions of policies in the U.S. or abroad; and it does not prohibit activities designed to carry out the Rio agreement on carbon dioxide, which was signed by President Bush and ratified by the Senate.

In other words, the United States, under this language, can send representatives to international conference to discuss carbon trading or the Clean Development Mechanisms, can help other nations develop such policies, can undertake activities to figure out how such a policy would be implemented here. All that is being prohibited is the actual implementation of such policies; anything up to the point of proposal and issuance may continue.

This amendment would not have the broad support it is receiving if Members believed in the cramped interpretation put forward by some of its proponents. The amendment means what it says on its face; it should not be interpreted in fanciful ways by those who were unsuccessful in getting more restrictive language approved.

I hope future appropriation bills with this language will include the report language from the fiscal 1999 VA-HUD conference report, which provides the clearest, more accurate interpretation—which is that this amendment blocks activities that are solely related to implementing the Kyoto Protocol.

And so, with that in mind, I urge support for the amendment.

PERSONAL EXPLANATION

HON. CASS BALLENGER

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, July 11, 2000

Mr. BALLENGER. Mr. Speaker, yesterday, I regret that I missed Rollcall votes 373, 374, 375 and 376 to the fiscal year 2001 Agriculture, Rural Development, Food and Drug Administration, and related agencies appropriations bill (H.R. 4461). My flight from Charlotte was delayed due to threatening weather.

PERSONAL EXPLANATION

HON. SUE WILKINS MYRICK

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, July 11, 2000

Mrs. MYRICK. Mr. Speaker, I was unavoidably detained during the following votes. If I had been present, I would have voted as follows:

Rollcall vote 373, on the Coburn amendment to H.R. 4461, I would have voted "yea."

Rollcall vote 374, on the Royce amendment to H.R. 4461, I would have voted "yea."

Rollcall vote 375, on the Crowley amendment to H.R. 4461, I would have voted "yea."

Rollcall vote 376, on the Royce amendment to H.R. 4461, I would have voted "yea."

Rollcall vote 377, on the Coburn amendment to H.R. 4461, I would have voted "yea."

Rollcall vote 378, on the Sanford amendment to H.R. 4461, I would have voted "yea."

PERSONAL EXPLANATION

HON. RICHARD BURR

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, July 11, 2000

Mr. BURR of North Carolina. Mr. Speaker, I regret that I was unavoidably detained last night and missed rollcall vote No. 373. Had I been present I would have voted "aye."

THE AMERICAN DREAM CHALLENGE

HON. BARNEY FRANK

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, July 11, 2000

Mr. FRANK of Massachusetts. Mr. Speaker, from time to time I have expressed here my great admiration for the American Dream Challenge, a very creative effort to help raise funds for young people to pay for college. This program was originated by Dr. Irving Fradkin of Fall River, Massachusetts, and he continues after many years of hard work to be a dedicated parent to this program. Long before it became fashionable, Dr. Fradkin understood the importance of trying to make sure that every young person had the financial means to pursue a college education, and he is justly and widely respected in the Greater Fall River community for this commitment. Dr. Fradkin understands that it is important to instill the desire for higher education early, and so his program begins with students in the fourth grade, and works at various points throughout their education in this regard.

Mr. Speaker, I submit two articles which testify to the power of Dr. Fradkin's ideas and of his work to be printed here, so that other communities may benefit from knowing of this example and, I hope, emulate it.

The first document is a letter from Susan Lanyon who teaches fourth grade at the Wiley School. The second is an excellent article from the Durfee Hilltop, by Renee Tessier. The Durfee Hilltop is the newspaper of Durfee High School, the public high school in Fall River.

AMERICAN DREAM CHALLENGE IS INSPIRING

(By Susan Lanyon, fourth-grade teacher, Wiley School, Fall River)

Twenty-seven years ago I had three reasons for entering the teaching profession: I loved learning and longed to share that joy, I had a deep love for children, and I wanted to make a difference in the lives of young people.

I still feel the same way today, but now there's a program that helps me to make that difference. It started in 1994 and it's called the American Dream Challenge.

Thanks to Dr. Irving Fradkin, I now have the pleasure of including this scholarship program in my fourth-grade agenda. I have learned that its benefits are immeasurable;

it not only affects the scholarship winners, it also has an effect on every child, as together we take a special moment to share deep thoughts about the future benefits of a sound education.

I have become deeply aware that 9 and 10-year-olds do have high hopes and dreams that are worthy and sincere. This has become one of my many regards of teaching, the joy of listening to their ideas

The American Dream Challenge begins when I take a minute to share my thoughts with my students about how special my college education is to me. They catch my enthusiasm and the dreams begin!

Then Dr. Fradkin and the Rev. Robert Lawrence, another true friend of education, often make a visit, and speak further with them, telling these precious fourth-graders exactly how special they are.

They also convince them that they can become anything their hearts desire with only two things needed—the right attitude and a proper education.

Their eyes light up, and the seeds are planted!

Next, we return to our writing class and brainstorm as a team. Now we have to decide exactly what is meant by titles such as these: "Education—Key to My Future," or "How My Education can Help Me Become a Better American Citizen." "The ideas flow!"

Let me share with you just a few of the thoughts that have developed:

"I can learn more about other cultures so I can learn to respect others better."

"I can discover cures for diseases that have taken away those that I love."

"I can learn more about how to resolve conflicts in a peaceful way."

"I can become a teacher so I can teach others to learn the importance of being educated."

As you can see, there are no losers in this essay contest. The writing alone of this essay produces thoughts never shared before. The next step is the judging—a difficult task.

My principal and I choose and submit the three best essays and the three finalists anxiously await the results. In April, the winner is declared. The culmination is an awards ceremony in May, where at least 50 delighted students and their families arrive in their Sunday best, glowing in the aura of success.

These children will never be the same after this day! They have become special young ladies and gentlemen, filled with hope and promise.

I have now had six scholarship winners and I only wish you could see what this award has done for each of them.

I have seen shyness replaced by confidence, academic potential replaced by academic success, and apathy replaced by a desire to learn.

Of course there have also been the students that were already on the right path, who now have an incentive to remain there.

An added gift is the endless support given the recipients from their schools, families, friends and community leaders. There's nothing more beneficial to a child than knowing that people are proud of them. It is so true that it "takes a village" to properly raise a child.

A Wall of Fame now exists in my classroom. It lists the names of all my American Dream Challenge Scholarship winners. These students serve as role models to my present students, thus continuing the cycle of hopes and dreams for all.

Who would have believed that children so young could dream such dreams?