

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

Mr. GILCHREST. Mr. Speaker, I yield myself such time as I may consume to highly compliment the gentleman from Arizona (Mr. PASTOR) and the gentleman from Arizona (Mr. KOLBE) for their dedication to this legislation and for an informed statement about the history of this area.

I know it must be beautiful to both gentlemen, and I am sure that they are very happy it is going to be protected.

Mr. RAHALL. Mr. Speaker, I would like to take this opportunity to commend our colleague, Representative PASTOR, for his work on this important legislation.

Given that we are still a comparatively young nation, the list of sites in the United States dating from the 17th century is a short one. We must be certain to provide those few we have with the protection they deserve. This legislation achieves this important goal.

Furthermore, few sites in America speak to the history of such a broad array of peoples. This area is rich in Native American, Spanish, Mexican and European culture. Such rich and diverse history must be preserved and H.R. 2234 will do just that.

Representative PASTOR has described to me the annual fiesta held at the old mission attended by hundreds of people representing each of the cultures which value this site. I am very pleased that, thanks to Representative PASTOR's diligence, this year's fiesta may take place on an expanded site that more accurately represents the way this historic area once looked.

We thank our Republican colleagues for their assistance in moving this legislation, commend Representative PASTOR for his hard work and urge our colleagues to support H.R. 2234.

Mr. GILCHREST. Mr. Speaker, I have no further requests for time, and I yield back the balance of my time and urge an "aye" vote on the legislation.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Maryland (Mr. GILCHREST) that the House suspend the rules and pass the bill, H.R. 2234, 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.

Mrs. CHRISTENSEN. 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.

#### GENERAL LEAVE

Mr. GILCHREST. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and include extraneous material in the RECORD on the two bills just considered, H.R. 700 and H.R. 2234.

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

There was no objection.

#### EXPRESSING SENSE OF HOUSE OF REPRESENTATIVES REGARDING BENEFITS OF MENTORING

Mr. CASTLE. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 330) expressing the sense of the House of Representatives regarding the benefits of mentoring.

The Clerk read as follows:

#### H. RES. 330

Whereas the future course of the United States depends on its children and youth;

Whereas educated, confident, and nurtured children will make our Nation stronger;

Whereas research has shown that mentoring measurably affects young people by increasing school attendance, improving rates of secondary school graduation and college attendance, decreasing involvement with drugs and alcohol, and decreasing violent behavior;

Whereas considerable numbers of our Nation's children face difficult circumstances: 1 out of 4 children lives with only 1 parent; 1 out of 10 children is born to teenaged parents; 1 out of 5 children lives in poverty; and 1 out of 10 children will not finish secondary school;

Whereas mentoring is a proven, effective strategy to combat such circumstances by matching a caring, responsible adult with a child to provide guidance, stability, and direction to the child and to build the child's confidence;

Whereas it is estimated that more than 16,000,000 children in the United States need or want a mentor but mentoring programs nationwide serve at most 750,000 of such children;

Whereas a coalition of mentoring organizations have designated January as National Mentoring Month;

Whereas the establishment of a National Mentoring Month would emphasize the importance of mentoring and recognize with praise and gratitude the many individuals in the United States who are involved with mentoring; and

Whereas the establishment of a National Mentoring Month would encourage more individuals to volunteer as mentors, to the benefit of our Nation's children: Now, therefore, be it

*Resolved*, That it is the sense of the House of Representatives that mentoring relationships can benefit America's youth and result in improved school attendance and academic achievement.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Delaware (Mr. CASTLE) and the gentleman from California (Mrs. DAVIS) each will control 20 minutes.

The Chair recognizes the gentleman from Delaware (Mr. CASTLE).

#### GENERAL LEAVE

Mr. CASTLE. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks on H. Res. 330.

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

There was no objection.

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

Mr. Speaker, I rise in strong support of H. Res. 330, the legislation recog-

nizing the importance of mentoring. The resolution, introduced by the gentleman from Nebraska (Mr. OSBORNE), reminds us all of the important role that caring adults play in the lives of our Nation's youth; and I thank the gentleman for his work in Congress as well as his work with his own mentoring organization, TeamMates of Nebraska, on this important issue.

Today's teens cope with major physical changes, emotional ups and downs, peer pressures, and a changing identity; but they are also confronted by a more complex and impersonal society where drugs and alcohol are easily available and tragedies such as AIDS and violence strike too close to home. In this time of growth and uncertainty, our children need positive role models or mentors in their lives.

Simply, a mentor is an adult who, along with parents, provide young people with support, counsel, and friendship. Most importantly, mentors are people who care. And for many people, that makes all the difference.

According to recent research, children with mentors are 46 percent less likely to begin using illegal drugs, 52 percent less likely to skip school, and 33 percent less likely to get into fights. In addition, children of mentors reported greater confidence in their performance at school and better relationships with their families.

□ 1315

Despite these positive outcomes, too many children who need a mentor do not have one. In my State of Delaware alone, an estimated 10,000 young people could benefit from a positive, supportive relationship with an adult; but only 7,000 are currently served.

Nationally, more than 16 million children need a mentor, but current programs reach only 750,000. It is, therefore, appropriate that this January, the inaugural National Mentoring Month, we encourage caring adults to reach out to the children and youth in their communities. In Delaware, everyone from the Governor and the Delaware Mentoring Council to local businesses will be working hard to recruit 1,000 new mentors. It is my hope that other States will rise to the challenge to connect each of our Nation's children with caring adults.

As part of that effort, I want to recognize the many businesses, churches, and community groups that partner with our schools to provide mentors to children in need as well as the informal mentoring relationships that exist between teachers, coaches, and neighbors. I also want to recognize those who lend their expertise or contribute financially to mentoring organizations. Their support is as important as volunteering to become a mentor.

The events of September 11, as tragic as they were, taught us about charity, heroism, and our own capacity to care about others. As we pause to recall the teacher, neighbor, or coach who made a positive impression on our lives, I hope

we will return the favor by becoming a mentor to a child in need. Together we can guide our Nation's youth into adulthood, helping them reach their fullest potential. I cannot imagine a greater gift.

Mr. Speaker, I thank the gentleman for his resolution, and I urge an "aye" vote.

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

Mrs. DAVIS of California. Mr. Speaker, I yield myself such time as I may consume.

(Mrs. DAVIS of California asked and was given permission to revise and extend her remarks.)

Mrs. DAVIS of California. Mr. Speaker, I thank the gentleman from Delaware (Mr. CASTLE) for this opportunity to join him in support of National Mentoring Month. Hundreds of thousands of children each year have an opportunity to grow into stronger young people and adults because of the caring attention of an older person. This relationship can move a child's life in important directions; but we need not just hundreds of thousands, but millions, of volunteers to address the lives of those young people who would benefit from this personal attention.

The gentleman from Delaware (Mr. CASTLE) expressed the dimensions of the need. It is our hope that National Mentoring Month will focus many more people on this opportunity. I would like to take a few minutes to share my own experiences with a variety of mentoring programs. As a school board member in San Diego, we approved programs which encouraged older students to act as mentors to younger ones. For example, a fifth grade student might meet regularly with a first grader to read with her. Eighth grade students might write stories in their creative writing class and present them to third graders. These can be quality learning experiences for each pair of young people.

There are programs like Rolling Readers that coordinate regular pairing of children and volunteer adults to coach reading skills. These volunteers may be retired or working, but can be flexible in their hours; and I am proud that one of my staff members, Carla Meyers, has been a lunchtime volunteer, meeting once a week, to read with a student in a Capitol Hill elementary school.

In San Diego we have an award winning school, the Monarch School, which brings homeless children who often have not been in school into an educational setting. The Downtown Rotary Club recruits its members on one-on-one mentors to spend regular time with these needy young people, often in after-school hours.

Coming from San Diego with its large military population, I took the opportunity to sponsor an amendment to the Juvenile Justice Bill to encourage one-on-one mentoring programs for at-risk juveniles with the Department of Defense personnel. There are several

military mentoring programs which are making a real difference. For example, the Department of Military Affairs and the Florida National Guard, in conjunction with the State of Florida, has designed a program called About Face, which brings low-income, at-risk kids into National Guard armory facilities to increase their functional life skills, to improve their basic skills, teach computer literacy, and help them with their homework. More importantly, they teach kids that someone cares about them and their future.

Personally, I had the wonderful opportunity to be the first executive director of the Aaron Price Fellows program. I developed an educational enrichment program focused on civic responsibility with a group of 40 young people of diverse ethnic and economic backgrounds drawn from several local high schools each year. Each student was involved in the program for 3 years, and what they learned from one another and the people with whom they met throughout the city gave them lifelong learning skills. One of the favorite trips for each class was coming to Washington, D.C., where the students saw for themselves this political process.

Did it make a difference in students lives? As they continued to keep in touch with me, I see young people, many of whom came from lower-economic circumstances, whose aspirations and educational achievement have led them to become teachers and bankers, social workers, international relief workers and even a town mayor.

I am honored to have two former fellows working on my staff. Jennette Lawrence is a valued legislative assistant here. Todd Gloria, a field representative in the district, earned a Truman Fellowship to go to graduate school, but wanted first to be part of our political process. After being an intern in my office and then graduating from UCSD, Arzo Mansury chose to work resettling new Afghan refugees, people from her birth country, and now hopes to be part of the rehabilitation process of that country.

The stories are legion, but I would like to close with the memory of a very special young man, Willie Jones. Living in a low-income area punctuated by gangs and drugs, Willie became a model citizen, a fine student, and a neighborhood leader in urging others to leave gangs. Unfortunately, as he prepared to leave for a 4-year scholarship at Cornell, where he would study to be a doctor, Willie was gunned down in a drive-by shooting.

Rather than focus on his death, I like to think that my mentoring helped Willie become the outstanding young man that he was; and in his own short years, his mentoring had led other young people to stronger adult lives.

When I meet successful adults from challenging backgrounds and ask them what made the difference in their lives, it is always an adult, usually not a

family member, who saw something special in them and mentored them. Everyone can be that life-changing influence in a young person's future.

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

Mr. CASTLE. Mr. Speaker, I yield such time as he may consume to the gentleman from Ohio (Mr. BOEHNER).

Mr. BOEHNER. Mr. Speaker, I thank my colleagues for bringing this resolution to the floor today.

We all know that far too many children in our society do not have strong role models at home. Parents are too busy; or in many neighborhoods, parents may not even exist. What we have found around the country is that mentoring really does work. It provides a role model for many of these children that they do not see on a day-to-day basis in their own lives. I congratulate the gentleman from Nebraska (Mr. OSBORNE), the coach, as we call him, for bringing this resolution to the floor and keeping our attention focused on mentoring. As the chairman of the Committee on Education and the Workforce, the gentleman from Nebraska (Mr. OSBORNE) has not let a week go in the last year when he did not talk to me about the need to promote mentoring.

Mr. Speaker, H.R. 1, which we passed last December and the President signed into law several weeks ago, contains a significant amount of funding for a new mentoring program to provide seed money to generate more mentors around the country. During the signing of the bill, the President himself talked about the need for mentoring, and suggested to people if they really wanted to do something and help young people in need, go to a school and become a mentor.

I think that action and the action we are taking today will help bring this to more people's attention. It will help children. But as important as it is for us to help children, I also think that mentors themselves get an awful lot out of mentoring. I think the gentleman from San Diego just demonstrated to us what it meant her to be a mentor to this young man.

I have people in my district who are mentors. And I remember one specifically, Mr. Richard Scott from Sidney, Ohio, a retired construction company executive. He and his wife are mentors in an elementary school in Sidney, and the richness they get out of helping young people is something that enriches their lives by reaching out to help others.

Mr. Speaker, let me congratulate all those today who are mentoring around the country, and let us encourage more of our fellow citizens to take an hour a week or two hours a week and go to a local school and help one young person in America get a better life.

Mrs. DAVIS of California. Mr. Speaker, I yield 5 minutes to the gentleman from California (Mr. SCHIFF).

Mr. SCHIFF. Mr. Speaker, I rise in support of the resolution and urge my

fellow citizens to join the mentoring program near where they live. Several years ago when I was a State senator in Sacramento, we had a hearing at which Father Greg Boyle testified. Father Boyle works with at-risk youth in Los Angeles, and he was asked if he could point to any one thing that distinguished those young people from at-risk backgrounds that led to their success, that was a cause for their high achievement; and he said that they all had two common characteristics: they got a job, and they had a mentor. They had the dignity, the discipline, the hope that comes from work; and they had a mentor, someone who cared whether they succeeded or failed. It might have been a member of the clergy, a parent, a grandparent, a probation officer or a teacher, but someone who cared about what happened to that child's life. Those words had such an air of truth about them, I have kept them with me to this day.

Mr. Speaker, 15 years ago I became a mentor. I walked into the Big Brothers of Greater Los Angeles; and I was matched with a young man, then 7 years old, David McMillan. It was one of the best days of my life when I became a Big Brother. We started out going to the beach, the movies, roller skating and going to the park, or reading or talking with each other. He would give me criticism of my music taste, and I would accept it. We would spend time just catching up on each other's lives; and we have become in a very short space of time, family to each other, and we have shared in each other's successes and failures and trials and tribulations. It has been one of the best additions to my life.

So while I cannot speak from the point of view of a mentee, I can speak from the point of view of a mentor about how it enriches the life of the mentor.

David is doing phenomenally well. He graduated from Yale University and is now a graduate student at USC where he is an aspiring film maker. I am frequently asked whether, but for my influence in David's life, do I think he would have gone on to Yale University. And after much reflection, I have to say no. I think he would have gone on to Harvard University, which is, of course, the cruelest thing one can say to a Yalie. So if David is watching, I got him again. But this has more than a grain of truth in it. David is an exceptional young man, and he comes from an exceptional family.

David would have done well under any circumstance; but there are many, many young people who really need the benefit of a mentor, need the benefit of someone in their lives to help them gain direction, gain a sense of self-worth, a sense of purpose, and most important of all, a sense of being loved by someone else.

I hope this resolution today will encourage more Americans to become mentors to make a contribution. Much of what we do, whether in Congress or

in our private jobs or in teaching or in any profession, we hope makes a positive difference in lives; but the result is often intangible and unknown. I encourage my colleagues to become a mentor because the results are very tangible, seen every day in the face of the young person mentored.

Mr. Speaker, I thank the gentleman from Nebraska (Mr. OSBORNE) and the gentlewoman from California (Mrs. DAVIS) for being our Democratic floor manager.

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Mrs. DAVIS of California. Mr. Speaker, I yield such time as he may consume to the gentleman from Georgia (Mr. LEWIS).

Mr. LEWIS of Georgia. Mr. Speaker, I want to thank the gentlewoman from California for yielding me this time.

Mr. Speaker, I rise in strong support of this resolution. I want to take the time to salute the many youth organizations and groups, and not just youth organizations and groups but adult organizations and groups; and salute all of the mentors, people who are making a difference in the lives of our children, our young people.

This is a time to salute groups such as the Boys & Girls Clubs, Big Brothers and Big Sisters and groups and organizations like the 100 Black Men of America for their commitment and dedication to mentoring by ensuring that all children and young people have valuable skills. This sense of caring, this sense of sharing, this sense of giving of ourselves to help others, sometimes as a mentor, as some have stated much earlier, you learn more and you probably receive more than you actually give. It is part of the American tradition that we participate in a sense of caring and sharing, for our young people, for our children to have a relationship with adults, to have safe places to go after school hours.

There are so many organizations and so many groups all across America that are doing tremendous, unbelievable things to help mold and shape our young people, which is so necessary during this time in our history.

Mentoring not only gives children a head start but also meets the serious public responsibility of protecting our young people, showing our young people a different way, a better way, a more excellent way. So many children and so many young people in so many troubled communities need someone to hold their hand, to show them the way, to show them the light. These mentoring relationships benefit American children, and in so many instances it improves the larger community and creates a greater sense of community, a greater sense of family, a greater sense of what I like to call one house, that we all are in the same house, that we all are in this thing together.

I think in a city like Atlanta, my city, and in other places where you have mentors working, it improves school attendance, academic achieve-

ment, encourages young people not just to watch television but to read a book, to go out and help someone, to provide some service.

I urge all of my colleagues to support this very important resolution. It means so much. It will send a strong message that will urge other Americans to give a little time, to share a little time, to give of yourself. That is what life is all about, helping others, especially those that have been sort of left out and do not have the benefits of maybe a wonderful, loving family, maybe do not have the benefit of a good head start. I think mentoring helps people to catch up, helps those that have been left out and left behind.

I urge my colleagues to support this very important resolution. I thank my friends on both sides of the aisle for bringing this resolution before us.

Mr. CASTLE. Mr. Speaker, I yield such time as he may consume to the distinguished gentleman from Maryland (Mr. GILCREST).

Mr. GILCREST. Mr. Speaker, I thank the gentleman from Delaware for yielding me this time, and I want to thank the gentleman from Nebraska (Mr. OSBORNE) for offering this legislation, this resolution, to us this afternoon and to all those people who this afternoon have participated in this discussion and expressed their feelings on the concept of mentoring and the benefit that is the result.

A number of us in here, I am sure, have done some type of mentoring throughout our adult years and have found that specific relationships between adults and children are generally, especially in the context of mentoring, long lasting, they provide friendship between the mentor and the child that is being mentored, they provide an avenue, an opportunity for the child to understand what is beyond the next curve, what are the opportunities that are out there, what are the fears that I have for the future or my present circumstance. Mentoring is an extraordinary opportunity to do a number of very positive things.

A number of years ago, shortly after I got out of the service and I was in my early twenties, and I thought I was quite old when I was in my early twenties, myself, some of my brothers and some friends who had recently come back from Vietnam or were starting college got together with a lawyer and a minister to create a Boy Scout troop for designated legally, judicially designated juvenile delinquents. We had 20 young teenagers in that troop. Ten were white and 10 were black. None of us had a college education, but we understood the relationship between young people and responsible adults to open an avenue of opportunity. We stayed with those teenagers for about a year; then we all went off to college or we got married or we went someplace else.

Mr. Speaker, those teenagers are now in their forties. They are not young adults. They are middle-aged adults.

Whenever we run into them periodically, they still talk about the first time that they caught a fish, the first time they built a campfire, the first time they went on a long hike, the first time they actually sat with an adult and read a book. The idea of mentoring is a long-term idea; and the positive benefits to the child, the teenager, the young adult and the adult that is involved is rather enormous.

Mr. Speaker, I will close with this statement: there are many Americans that have extraordinary talents. Those talents are in music, they are in art, they are in math, they are in the sciences, they are just in being a human; and each one of those adults that has a specific talent is unique. That unique person can give that young child a perspective on the wonders of our country and the world, opportunities that can be unmatched.

Mr. CASTLE. Mr. Speaker, I yield 3 minutes to the gentleman from Florida (Mr. KELLER).

Mr. KELLER. Mr. Speaker, I thank the gentleman for yielding me this time. I rise today as a supporter and original cosponsor of Coach OSBORNE's mentoring resolution, which honors National Mentoring Month and recognizes the benefits of mentoring.

I would like to tell my colleagues a little bit about my background and why mentoring is important for education. Before getting elected to Congress, I had the happy privilege of serving as the volunteer chairman of the Orlando/Orange County Compact Program, which is the largest mentoring program for public schools in the State of Florida. I also had the opportunity to serve as a mentor myself to two students at Boone High School in Orlando. I learned firsthand how important that is to education, particularly as it relates to preventing children from dropping out of high school.

In the State of Florida, we had a big problem. Only 53 percent of our children were graduating from high school, worst in the country. In Orlando, my hometown, we decided to do something about it in 1988 by creating the Orlando/Orange County Compact Program, which is a mentoring program that matches up students at risk of dropping out of high school with business people from the local community, sort of like a Big Brothers/Big Sisters, program where they meet 1 hour a week. The results of mentoring proved to be dramatic. Over the past 10 years, 98 percent of the students in the Compact program graduated from high school, the number-one graduation rate in the United States. From worst to first.

Let me just give one example why this was successful. There is a young man named Lennard who is an African American student at Jones High School, an inner city school in downtown Orlando. He was struggling in school, making Ds and Fs, skipping school, had been arrested for selling drugs. He was going to drop out. He

agreed to have a mentor on one condition. He said, "Just don't give me a white guy." Naturally we matched him up with a white mentor, an AT&T executive named Paul Hurling. He worked with him every week. They became friends. To make a long story short, by the end of his high school career, Lennard went on to become Orange County Student of the Year. He won two tickets to an Orlando Magic basketball game through a school raffle. He called up his mentor and said, "I'm so excited, I won two front row tickets." His mentor replied, "That's great. Why don't you invite your best friend." Lennard replied, "That's why I called you." Mentoring literally makes a difference in people's lives.

I commend Coach OSBORNE for bringing forth this resolution. I urge all my colleagues to support it. I know in Florida, Governor Jeb Bush has just announced this week a mentoring initiative throughout the entire State that is going to result in 115,000 people having mentors. I think Congress is appropriately recognizing the importance of National Mentoring Month. I urge my colleagues to vote "yes" on this important resolution.

Mr. CASTLE. Mr. Speaker, I yield 1 minute to the distinguished gentleman from Georgia (Mr. ISAKSON), a member of the Committee on Education and the Workforce, who had so much to do with H.R. 1 last year.

Mr. ISAKSON. Mr. Speaker, I thank the gentleman from Delaware for yielding me this time.

I rise really to praise the gentleman from Nebraska (Mr. OSBORNE). This is a man who has written a resolution that is a reflection of the life that he has lived, by being a mentor to hundreds of young athletes, being a father figure for those that did not have them, being a person who demonstrated the difference in right and wrong. This House is fortunate to have the gentleman from Nebraska (Mr. OSBORNE), and we will be fortunate today to unanimously pass this resolution.

In John Kennedy's inauguration, there was a poem by Robert Frost read which ended, "Two roads diverged in a yellow wood and I took the one less traveled by and that made all the difference."

For many of America's youngsters, what makes all the difference in the road less traveled by is a positive mentor to show them the light, show them the way, and show them the direction. I praise the author, the gentleman from Nebraska (Mr. OSBORNE). I am pleased to give my support to this important resolution.

Mr. CASTLE. Mr. Speaker, I yield the balance of my time to the gentleman from Nebraska (Mr. OSBORNE), the distinguished sponsor of the resolution. I think the gentleman from Georgia (Mr. ISAKSON) said it wonderfully well. The gentleman from Nebraska (Mr. OSBORNE) came obviously to Congress with a very distinguished background, recognized by most people in

this country for what he had done in his own form of mentoring, which was coaching; but he had a strong bent for mentoring which we heard about early and often since he has been here. He has become the conscience of the House of Representatives with respect to the subject of mentoring. He is clearly one of, if not the national leader on the whole subject of mentoring in this country. We are delighted that he was able to get here. He did have some transportation problems and has just made it.

The SPEAKER pro tempore (Mr. SIMPSON). The gentleman from Nebraska (Mr. OSBORNE) is recognized for 7 minutes.

Mr. OSBORNE. Mr. Speaker, I appreciate the kind comments of the gentleman and rise in strong support of this resolution.

Over the last 36 years of my life, I was involved in coaching and dealt with young people on a daily basis. I guess some of the observations I had were not all positive. We saw some tremendous changes in our culture, in our young people, over those 36 years. Some of those changes had to do with family. I think many people can intuitively understand those things that I am talking about. In the early 1960s, we saw very few people that we were recruiting dealing with living without both of their biological parents. Today, that number is almost 50 percent, so there is a huge number have had some dysfunction in their families.

We went from a 5 percent out-of-wedlock birthrate in 1960 to 33 percent today. Currently, we have 18 million fatherless children in our country. I guess I saw firsthand that when your father is not around and many times does not even care to stay around long enough to see what you look like, it leaves a hole in your life. Usually, you are spending the rest of your life somehow trying to fill that gap, and sometimes it is with all the wrong things. There has been a tremendous amount of change in our family structure.

We have also seen some significant changes in the culture. We currently are the most violent country in the world for children in regard to homicide and suicide. Second place is not even very close. We have also seen some significant increases in drugs and alcohol. And, of course, all of these things have been very harmful to our children.

I guess from my standpoint, the greatest threat to our country today is not terrorism, it is not the economy, it is not Social Security, it is not Medicare. Rather, it is what is happening to our young people, because if our young people are not in good shape, do not have the character, do not have the background to hold this country together, we will go the way of many other civilizations.

□ 1345

So, we cannot pass a law that is going to solve these problems, unfortunately, but we can provide a mentor. A

mentor is an adult who cares, who affirms, who supports and provides a vision for young people. So many young people really do not have an idea of what they could be or what they could accomplish, and that is where a mentor oftentimes comes in.

Mentoring works. Studies, many studies, have shown these particular data: A mentoring program will reduce absenteeism from school by more than 50 percent, produces significantly better grades, higher graduation rates. In addition, mentoring reduces drug abuse by nearly 50 percent and also significant reductions in alcohol abuse and also reduces smoking. It also results in a significant reduction in teen pregnancy and promiscuous behavior. It results in improved self-esteem, personal hygiene and interpersonal relationships. Finally, a good mentoring program reduces fighting, antisocial behavior and criminal behavior by significant degrees.

Currently in the United States we are mentoring roughly 500,000 young people, and it is estimated by school authorities and people who work with young people we have approximately 20 million young people who are desperately in need of a mentor. So we feel that this initiative is a step in the right direction.

It is only a start. It can provide some significant data as to what works, what is the best way to mentor, and we plan to have at least some mentoring programs in every State in the Union that will give us the data that we need to follow this valuable exercise.

Mr. Speaker, I want to thank my colleagues on the Committee on Education and the Workforce for their support, and urge adoption of this measure.

Mr. Speaker, I rise in strong support of this resolution, which recognizes the benefits of mentoring and the thoughtful investments in mentoring programs that have been made across the country. I have spoken of the benefits of mentoring many times on this floor and I am pleased that the House is now considering this resolution.

On Monday of this week, I was in Omaha, NE, with Governor Mike Johanns who signed a proclamation naming January as Mentoring Month in Nebraska. Other States have held big kickoff events in January to commemorate National Mentoring Month:

Minnesota held a kick-off event at the State Capitol building on January 3 that included sports figures, political leaders, youth, and media.

Delaware held an event announcing their commitment to recruit 1,000 new mentors for Delaware children.

Ohio had a televised Outstanding Mentor Awards event that included State representatives, television personalities, and representatives from the schools and volunteer commission as presenters and judges.

Boston had a roundtable on "Who mentored you" followed by a "Mentoring Evening with the Boston Celtics."

There are dozens of other events, including mentor recruitment fairs, training events, fun events for mentors and the children they men-

tor going on all around the country. In addition, last week, President Bush signed a proclamation naming January National Mentoring Month. In addition, a postage stamp promoting mentoring is now available through the United States Postal Service.

So far, 29 States have officially created formal State mentoring partnerships, which are bipartisan collaborative efforts of public and private sector leaders to increase the number of young people with mentors, increase resources dedicated to mentoring, ensure quality standards, and expand mentor programming. Altogether, in the year 2000, state mentoring partnerships:

- Recruited over 66,000 mentors;
- Trained nearly 25,000 mentors;
- Provided technical assistance to over 3,300 organizations;
- Responded to nearly 15,000 inquiries;
- Leveraged over \$11 million in new resources for mentoring; and
- Partnered with over 2,800 program providers.

Two really excellent examples of States with a strong commitment to mentoring are California and Florida.

In California, an executive order of Governor Pete Wilson launched the Governor's Mentoring Partnership in 1995. The initial \$10 million investment made by the State has grown to \$23.4 million per year, to invest in grants to quality local mentoring programs. Further, the initial goal of 250,000 young people in quality mentoring relationships has grown to 1 million. In addition, California's initiative allows release-time policy for State employees of 40 hours per year. Twenty-nine local mentoring partnerships have been created throughout the State and \$800,000 is available per year for technical assistance. Finally, to survive into the future, a private sector foundation developed to secure private dollars for the initiative.

In Florida, Governor Jeb Bush launched the Governor's Mentoring Initiative in 1999. It has a statewide goal to recruit 200,000 mentors. Governor Bush signed an executive order allowing all executive officer staff 1 paid hour of administrative leave, and the Florida Cabinet passed an administrative order allowing State employees 1 paid hour of administrative leave (as a result 1,800 mentored in May). The State of Florida has committed over \$12 million in direct support of mentoring initiative through the legislature and a 13 percent increase to public schools of tutoring and mentoring. Florida has also created a Corporate Honor Role with over 60 businesses that support mentoring programs.

I am pleased that Congress has made the commitment to support mentoring through authorization and appropriations for the Mentoring for Success Program, which is authorized at \$17.5 million for fiscal year 2002. This tiny investment can reap huge dividends. Mentoring can make such a difference in the lives of young people who need the support of a strong role model in their lives. I hope that thousands of children can benefit from mentors thanks to the strong support offered for mentoring programs at the Federal, State, and local levels. Every child deserves a chance to succeed, and, for many, mentoring can make the difference. Please support this resolution to commend the hard work of so many making a difference in the lives of our Nation's young people.

Mrs. DAVIS of California. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, it has been a pleasure to be here today and to speak in support of the National Mentoring Month. I want to thank my colleague the gentleman from Nebraska (Mr. OSBORNE) for his distinguished career in working with young people. We really appreciate that. The gentleman has been a great role model.

In closing, as we remember Martin Luther King, Jr. this week, I recall that he said, "Everyone can be a drum major for peace." Paraphrasing him, everyone can be a drum major for mentoring.

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

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

Mr. Speaker, in final closing, I would like to thank the gentlewoman from California (Mrs. DAVIS) and also thank obviously the gentleman from Nebraska (Mr. OSBORNE), but also all the other speakers who spoke here today.

All these individuals spoke of incidents from their own lives or incidents in their lives and incidents they knew about in which young people were helped by mentoring. I think any reasoning person who has seen mentoring in action knows what a valuable substitute it can be sometimes for what is missing in somebody's life to help them. For that reason, I would hope we would all unanimously embrace this legislation before us.

Mr. BEREUTER. Mr. Speaker, as a cosponsor of the resolution, this Member wishes to add his strong support for H. Res. 330, which expresses the sense of the House of Representatives that a National Mentoring Month should be established. In addition to raising awareness, a key goal of the effort is to encourage more individuals to become mentors.

This Member would like to commend the distinguished gentleman from Ohio (Mr. BOEHNER), the chairman of the House Committee on Education and the Workforce, and the distinguished gentleman from California (Mr. MILLER), the ranking member of the House Committee on Education and the Workforce for bringing this important resolution to the House floor today. This Member would also like to commend the distinguished gentleman from Nebraska (Mr. OSBORNE) for sponsoring H. Res. 330 and for his personal interest in establishing mentoring relationships nationwide.

Many children throughout the United States face difficult situations—and when matched with a caring and responsible adult, positive results ensue. Research has shown that mentoring benefits young people in a positive manner by increasing school attendance, improving rates of secondary school graduation and college attendance, decreasing involvement with drugs and alcohol, and reducing violent behavior.

Mr. Speaker, in closing, this Member urges his colleagues to support H. Res. 330.

Mr. DAVIS of Illinois. Mr. Speaker, I rise to comment on the positive attributes of mentoring. In the days of yesteryear, it was believed one needed a toga to be mentor,

whereas the protégés would sit at the feet of the wise one and learned the mysteries of life. In our modern world, we have a more accurate definition of contemporary trends in mentoring. Mentoring is known as the most frequent and effective method of transmitting knowledge and wisdom in society; virtually everyone has experienced it.

In an educational setting, mentoring has proven to be beneficial to all parties, be it, new teachers learning from veteran professors or students developing their perception of the world at large. Considerable studies have indicated a lesser attrition rate among new teachers whose induction program included mentoring. In 1998, a National Association of State Boards of Education survey found that among new special education teachers who continued to teach for a second year, 20 percent noted that they stayed because of the mentoring support they had received.

It is worth mentioning that both mentors and protégés responded favorably to the mentoring process. The experienced teachers were enthusiastic because they believed that mentoring allowed them to help others improve themselves, receive respect and obtain fresh ideas and energy from the new teachers. The protégés, on the other hand, demonstrated more complete planning, more effective classroom instruction, and more target goal setting.

Other studies on the same subject demonstrated the influence mentoring can have on younger students. It gives them a head start to a successful life. In a 1995 Impact Study by Big Brothers/Big Sisters of America, we now know that 53 percent of these students were less likely to skip school; 46 percent were less likely to begin using illegal drugs; and 37 percent less likely to skip a class.

The Quantum Opportunity Program funded by the Ford Foundation showed that high school students from families receiving public assistance who had a mentor were more likely than others to graduate from high school and enroll in college. They also had fewer arrests.

Mr. Speaker, mentoring is truly a valuable tool at the disposal of anyone who is willing to assist those in need. Many successful people started this way. I hope this tool will be used more readily across the Nation.

Ms. MILLENDER-MCDONALD. Mr. Speaker, I rise today to address the importance of mentoring. In today's society, our children face many challenges and they need every bit of help that we can provide for them. Mentors can provide that extra help for our children. Matching a caring, responsible individual with a young person is a proven strategy that improves the life of that person. A mentor's guidance helps to build up their confidence, enthusiasm, and trust. Studies have shown the positive impacts of mentoring, including increasing attendance at school, improving rates of high-school graduation and college attendance, and decreasing involvement with drugs and violent behaviors. Research has shown that the positive impacts go both ways, and that many mentors report having learned from their experience.

But mentors are in short supply; 16 million young people are estimated to need mentors, and there simply are not enough to go around. January has been designated as "National Mentoring Month". We need to use this time to raise awareness of mentoring on a national level and to empower and energize the programs that provide mentoring programs in our

local communities. The youth of America need positive direction and mentoring is a great way to do this.

Mr. GEORGE MILLER of California. Mr. Speaker, I want to first and foremost thank my colleague from Nebraska, TOM OSBORNE, for bringing this resolution to the floor. He is the author of the mentoring program recently signed into law by the President as part of the No Child Left Behind Act and he is also a cosponsor of my bill, the Younger Americans Act, which would make youth development programs such as mentoring, a national priority.

Mr. Speaker, consider the following:

Twenty-Two percent of violent crime victims in the United States are juveniles and children under age 12 make up approximately one fourth of all juvenile victims known to police. My State of California ranks 48th among the 50 States and the District of Columbia for the percentage of youth detained in the California Youth Authority (CYA), county camps, juvenile halls, and private institutions.

Nationally, we know that alcohol and drug use among youth remains a serious public health concern. In California, we are finding that while self-reported teen drug use declined in the mid-eighties through the early nineties, we are now experiencing a strong rebound. And, children are using more dangerous drugs such as heroin and methamphetamines.

We also know that the need for adult-supervised environments in the after school hours is significant. About half of all California children ages 5 to 14 have both parents or a single parent working at least 30 hours per week.

These numbers describe just some of the problems our children face. For too long however, we have focused on providing remedies to these problems that only address the negative behaviors instead of looking at ways that promote the positive and healthy development of our youth.

This resolution takes us in this new direction where the focus is placed squarely on what children need to grow into healthy, safe, and well-educated adults. Making sure that all children have access to a caring and responsible adult relationship through quality mentoring programs is critical to this effort.

There is an overwhelming body of research to demonstrate the benefits of programs that guide youth development in a positive manner. According to a report released by Public/Private Ventures, a child's involvement in a mentoring relationship with a caring and responsible adult can reduce their participation in alcohol and drugs and increase attendance in school. We also know that students with adult supervision during after-school hours have better work habits, better relationships with their peers and better emotional adjustment.

California has long recognized the need for mentoring programs and since 1995 over 340,000 children have benefited from programs that match youth with caring and responsible adult mentors through the California Mentoring Initiative.

Volunteers in Probation and Families First Inc., represent just two examples of outstanding programs in the Initiative that offer quality mentoring relationships to youth in my district.

I want to applaud Mr. OSBORNE for bringing this resolution to the floor and I look forward to working with him to expand the number of mentoring programs across the country. I also

invite him and the 72 cosponsors of the Younger Americans Act to work with me on getting that bill passed. Only then will we have a national youth development policy that assures all children and youth have access to the educational, health, and economic resources they need to realize their full potential.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I rise this afternoon in support of H. Res. 330, which expresses the sense of this body regarding the benefits of mentoring.

Mentoring is a proven strategy that dramatically improves the lives of young people by matching a caring, responsible individual with them.

A mentor's guidance helps a young person build confidence, enthusiasm, and trust. Studies have shown that mentoring has a definitive impact on young people by increasing attendance at school, improving rates of high-school graduation and college attendance, and decreasing involvement with drugs and violent behaviors. Mentoring opens young people's eyes to a brighter future.

Research further indicates that mentors also benefit: One study found that 75 percent of the mentors surveyed reported that their mentoring experience had a "very positive" effect on their lives. And 83 percent indicated that they learned or gained personally from their mentoring experience.

The biggest challenge facing mentoring, however, is that mentors are in short supply. It is estimated that only 5 percent of the 16 million young people who need or want mentors have them. There are simply not enough mentors to go around.

Mentoring can occur in various forms. An adult can regularly contribute one lunch hour a week to help a student strengthen reading skills. A young person and her mentor can hang around once a week and play basketball, go to a museum, or visit a historical site. Any amount of consistent, quality time together will make a difference in the lives of young people.

On January 18, President Bush proclaimed January 2002 as National Mentoring Month and encouraged Americans to serve as role models for our country's youth and to volunteer as mentors. Governors, Mayors, and other government officials around the country have also passed similar proclamations for their own communities.

As a concerned citizen and Chair of the Congressional Children's Caucus, I urge my colleagues to support this legislation and to continue our hard work to ensure that children have hope for a bright future.

Mrs. MEEK of Florida. Mr. Speaker, I rise in strong support of this important resolution recognizing the benefits of mentoring, and I also want to commend Congressman OSBORNE for his hard work and initiative on this issue.

Mr. Speaker, Webster's dictionary defines "mentor" as "a trusted friend or advisor." A mentor offers a child, or youth, support, encouragement, and academic assistance.

Young people in America currently face overwhelming obstacles. Nearly one-half of all children grow up without one biological parent or in difficult home environments.

Others struggle socially, academically, or emotionally. Often, the lack of a strong role model in a child's life creates a vacuum that the child seeks to fill with drugs, alcohol, violence, or sex.

There is solid evidence that well-run mentoring programs can change a young person's



life, reduce drug and alcohol use and improve academic achievement.

Research has shown that mentoring reduces absenteeism from school and drug and alcohol abuse by nearly 50 percent, and also substantially reduces teen pregnancy violence.

Through mentoring, young people gain increased self-esteem and motivation to succeed.

Mentors do not parent. A mentor provides stable, responsible guidance to enable a child or youth to make good, positive decisions.

We should recognize all mentors including younger mentors involved in peer mentoring. It is important to encourage not only adults to become mentors, but also older youth.

When the mentor is an older student not too far in age from the mentee, this transforming relationship affects both young people.

All of us have heard the expression that "it is better to give than to receive;" the mentoring relationship offers the opportunity to two people to enter into this life-changing experience of giving and receiving.

Mr. Speaker, we have both the ability and the responsibility to give all of our children a chance to succeed. Mentoring provides this chance. I urge my colleagues to vote in favor of this resolution.

Mr. GILMAN. Mr. Speaker, I rise today in support of the resolution introduced by the gentleman from Nebraska, Mr. OSBORNE. This resolution coincides with the President designating January, National Mentoring month and I am pleased to lend my support to this important issue.

The future course of the United States depends on its children and youth. Educated, confident, and nurtured children will make our Nation stronger. Research has shown that mentoring measurably affects young people by increasing school attendance, improving rates of secondary school graduation and college attendance, decreasing involvement with drugs and alcohol, and decreasing violent behavior. Considerable numbers of our Nation's children face difficult circumstances: 1 out of 4 children lives with only 1 parent; 1 out of 10 children is born to teenaged parents; 1 out of 5 children lives in poverty; and 1 out of 10 children will not finish secondary school.

Mentoring is a proven, effective strategy to combat such circumstances by matching a caring, responsible adult with a child to provide guidance, stability, and direction to the child and to build the child's confidence. It is estimated that more than 16,000,000 children in the United States need or want a mentor but mentoring programs nationwide serve at most 750,000 of such children.

Many children throughout the United States face difficult circumstances in their lives and when matched with a caring and responsible adult, positive results ensue. The effects of mentoring include the improvement of school attendance and academic achievement, decreased substance abuse, and reduced violent behavior.

Accordingly, I urge my colleagues to support this resolution to help create more awareness for the positive benefits of mentoring programs in our Nation.

Mr. BILIRAKIS. Mr. Speaker, I rise in strong support of H. Res. 330.

I have always believed that mentors and volunteers play an important role in encouraging our nation's youth to excel in academics and in life. Caring relationships with adults can

nurture and empower a child to succeed in areas which otherwise may threaten a child's ability to overcome obstacles.

Mentors and volunteers bridge an important gap between a child's home life and school. We all agree that parental involvement in a child's education is critical to ensuring that student's academic achievement and confidence, but unfortunately, not every child has a parent that is actively involved in his or her life.

Having adult mentors and volunteers present in the schools signals their concern and love for our nation's youth. I am proud to salute the thousands of mentors and volunteers in my congressional district.

The numbers of adults committed to serving our children are astounding—26,005 mentors and volunteers contributed 1,092,957 hours in Pinellas County Schools in 2001. An additional 31,653 mentors and volunteers spent 1,280,898 hours in Hillsborough County Schools, and 13,000 adults contributed over 300,000 hours in Pasco County Schools.

Mr. Speaker, we should do all that we can to encourage mentoring relationships between adults and our nation's youth. The benefits of mentoring relationships are numerous—mentors provide positive role models for children in a world that desperately needs them. This resolution recognizes the importance of mentoring, and I am glad that my colleague has brought our attention to this issue today.

Mr. FORBES. Mr. Speaker, as an original cosponsor of H. Res. 330, I rise in strong support of this resolution to honor the community service we know as mentoring.

This time-tested method of helping children—particularly at-risk children—to grow and learn benefits all. As the parents of our, my wife and I have been fully engaged as role models and mentors for our own children. There is nothing more fulfilling for us than to work with them to shape their futures and open their minds and hearts to all the possibilities that lay before them. But far too many children do not have this opportunity. One in four children has only one parent, who may not have the time to spend with her son or daughter. One in ten children is born to teenaged parents, who themselves need guidance. These children need a helping hand to come from outside the home.

As we celebrate National Mentoring Month, we should honor the commitment of the men and women who spend time with these kids and help to give them hope for tomorrow. Working one child at a time, they make a real difference in their communities. They keep children off of the streets and out of trouble. They keep drug dealers from finding buyers. They keep gang recruiters from finding new members.

We should also give thanks to those organizations that connect these men and women to the children who need them. Some of these groups are big names we all know and respect, like America's Promise and Big Brothers, Big Sisters and Partnership for a Drug-Free America. Others spring up in communities all across America. They may be a church group or a women's club. Whether the group is large or small, the outcome is the same—children who can smile at their futures again.

I urge all my colleagues to support the mentors in their communities and to support this resolution.

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

The SPEAKER pro tempore (Mr. SIMPSON). The question is on the motion offered by the gentleman from Delaware (Mr. CASTLE) that the House suspend the rules and agree to the resolution, H. Res. 330.

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.

#### ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Debate has concluded on all motions to suspend the rules.

Pursuant to the provisions of clause 8, rule XX, the Chair will now put the question on motions to suspend the rules on which further proceedings were postponed earlier today.

Votes will be taken in the following order:

Concurring in the Senate amendment to H.R. 700, by the yeas and nays; and H.R. 2234, by the yeas and nays.

The Chair will reduce to 5 minutes the time for any electronic vote after the first vote in this series.

#### ASIAN ELEPHANT CONSERVATION REAUTHORIZATION ACT OF 2001

The SPEAKER pro tempore. The pending business is the question of suspending the rules and concurring in the Senate Amendment to H.R. 700.

The Clerk read the title of the bill.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Maryland (Mr. GILCHREST) that the House suspend the rules and concur in the Senate amendment to the bill, H.R. 700, on which the yeas and nays are ordered.

The vote was taken by electronic device, and there were—yeas 349, nays 23, not voting 63, as follows:

[Roll No. 2]

YEAS—349

Abercrombie	Boyd	Coyne
Ackerman	Brady (PA)	Cramer
Aderholt	Brady (TX)	Crane
Allen	Brown (FL)	Crenshaw
Andrews	Brown (OH)	Crowley
Armey	Brown (SC)	Cubin
Baca	Bryant	Cummings
Bachus	Burr	Cunningham
Baird	Buyer	Davis (CA)
Baker	Calvert	Davis (FL)
Baldacci	Camp	Davis (IL)
Baldwin	Cannon	Deal
Barcia	Capito	DeFazio
Barrett	Capps	Delahunt
Bartlett	Capuano	DeLauro
Bass	Cardin	DeLay
Bentsen	Carson (IN)	DeMint
Bereuter	Castle	Deutsch
Berkley	Chabot	Diaz-Balart
Berry	Chambliss	Dingell
Biggert	Clay	Doggett
Billirakis	Clayton	Dooley
Bishop	Clement	Doollittle
Blunt	Clyburn	Dreier
Boehlert	Combest	Duncan
Boehner	Condit	Dunn
Boozman	Conyers	Edwards
Borski	Cooksey	Ehlers
Boswell	Costello	Ehrlich
Boucher	Cox	Emerson