

that would encourage charitable giving, expanding charitable choice to include faith-based organizations just like Youth Need Prime Time; and saying to these organizations that they would be allowed to compete for Federal grants in the areas of housing, job training, child welfare, child care services, crime prevention programs and the like.

As I looked this morning into the eyes of Shorika, a 14-year-old girl who had made a decision, Mr. Speaker, to say yes to life, bringing a small child into the world even at that tender age, I thought of the frustration of a system that discriminates against ministries like Youth Need Prime Time simply because on occasion they mention God, on occasion they have a Bible study or have a cross on the wall.

So I simply rise today to speak of an extraordinary experience with J.C. Watts, a man of extraordinary voice in our party. But I also think, Mr. Speaker, of the critical need for this Congress and this government to amend the laws of this Nation, to come alongside organizations like Youth Need Prime Time, to courageous men like Thomas Jackson and his family and the volunteers that are there every day of the week, day in and day out, coming alongside some of the most troubled and disadvantaged young people in the district that I serve and saying that not only is the American dream alive, but it is alive for them if they will but have the faith and the self-sacrifice and the determination to reach it. Let us in this Congress extend the faith-based initiative and come alongside the least of these.

MUSHARRAF EASING UP ON TERRORISTS

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New Jersey (Mr. PALLONE) is recognized for 5 minutes.

Mr. PALLONE. Mr. Speaker, since September 11 the United States and the rest of the world have been curiously watching President Musharraf of Pakistan and the role he has been playing on the war on terrorism. Fortunately, Mr. Speaker, he has been cooperative with the United States in our anti-terrorist activities. But unfortunately, Musharraf has shown no dedication to quelling terrorist activities in his own backyard, Pakistan and Kashmir.

Musharraf has created a double standard where he fights against terrorism globally, but winks at terrorist activity locally.

Mr. Speaker, following the October 1 attack on the Jammu and Kashmir State Assembly and the December 13 attack on the Indian Parliament last year, it was clear that action against Islamic militants needed to take place. At that time, it was reported that President Musharraf outlawed two organizations responsible for terrorism in Kashmir, Jaish e-Muhammad and Lashkar-e-Taiba, in addition to arrest-

ing nearly 2,000 men supposedly linked to terrorists. This was done in an effort to crack down on terrorists. The impression was also given by Musharraf that the madrassahs, those schools with training in fundamental Islamic principles which were directly linked to terrorism, would be closed throughout Pakistan. But, Mr. Speaker, this is in fact not the case at all.

To begin with, the 2,000 supposed militants rounded up were for the most part arrested for minor crimes. From my understanding, there were two exceptions to this: the arrest of Masood Azar, head of Jaish-e-Muhammad and the arrest of Hafiz Saeed, leader of Lashkar-e-Taiba.

At this point, however, Mr. Azar has been demoted to house arrest, Mr. Saeed has been freed, and most of the 2,000 others that have been arrested have been released under the condition that they maintain good behavior.

There is no accountability, Mr. Speaker, for terrorist activity in Pakistan or Kashmir.

Musharraf is reversing his crackdown on terrorists, and terrorist groups that formerly existed are now rejoining other groups under new names.

Mr. Speaker, President Musharraf is cozying up to the United States and its allies under the pretense that he is leading Pakistan in a war against terrorism, while at the same time he is condoning terrorism at home, in Pakistan, as well as in Kashmir. This is not only exemplified by the release of those arrested, but also by the continued operation of the religious schools with curricula that encourage violence. This double standard is unacceptable and should no longer be tolerated by the United States.

Mr. Speaker, it is no coincidence that Musharraf has released many of these arrested, including the leaders of terrorist organizations at the same time as the referendum which would continue his dictatorship for 5 more years.

Musharraf relies on the militant fundamentalists to maintain his illegal seizure of power as president. He does not have the legitimacy that comes from being elected president by the people of Pakistan. He is required to link his military rule to a fundamentalist religious theocracy in order to justify staying in office.

Mr. Speaker, I also believe that peace between India and Pakistan and the negotiated settlement of the Kashmir issue is inevitably linked to a democratic government in Pakistan. Democracies rarely war with each other and are more likely to settle their differences through peaceful means.

General Musharraf's actions are moving in the opposite direction. An extension of his military regime will mean more encouragement to terrorism in Kashmir and ultimately I unfortunately think the greater likelihood of war with India.

The SPEAKER pro tempore. Under a previous order of the House, the gen-

tleman from Illinois (Mr. LIPINSKI) is recognized for 5 minutes.

(Mr. LIPINSKI addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Ohio (Ms. KAPTUR) is recognized for 5 minutes.

(Ms. KAPTUR addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from the District of Columbia (Ms. NORTON) is recognized for 5 minutes.

(Ms. NORTON addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Oregon (Mr. BLUMENAUER) is recognized for 5 minutes.

(Mr. BLUMENAUER addressed the House. His remarks will appear hereafter in the Extension of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Nevada (Ms. BERKLEY) is recognized for 5 minutes.

(Ms. BERKLEY addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

EXPRESSING SUPPORT FOR ABSTINENCE EDUCATION PROGRAMS

The SPEAKER pro tempore. Under the Speaker's announced policy of January 3, 2001, the gentleman from Michigan (Mr. UPTON) is recognized for 60 minutes as the designee of the majority leader.

Mr. UPTON. Mr. Speaker, I know that there are a number of Members wishing to come over tonight to talk on this Special Order, and I also know that there is a markup going on in the Committee on Armed Services, so a number of Members may put their remarks in as an extension of remarks.

We are holding this Special Order tonight to provide our colleagues and the public with information about a key component of the 1996 welfare reform law, title V, Abstinence Education Block Grant program. When we passed welfare reform in 1996, we emphasized a number of points, two specifically: work and responsibility. And we have made great strides in promoting work, but too many young people's dreams have been cut short by poor decisions that dramatically affect the course of their lives.

Teen birth rates have been falling for the last 9 years and that is good news. But nearly half a million teens are giving birth each year, a rate higher than those of most industrialized nations. And 8,519 births last year are to girls

under the age of 15. We know that out-of-wedlock births and teen births take a high toll on the teen mom, the child and our society as a whole; and we know that that life is rough for them as well. And while the teen birth rate may be falling, sexually transmitted diseases, STDs, have reached epidemic proportions in this country, placing the health and the very lives of sexually-active teens in peril.

Today, one in four sexually-active teens is infected with an STD. Numerous studies show that if you give abstinence education a chance to work, it does. I know in my State of Michigan we have been at the forefront of this effort, and we have made significant progress in reducing teen births and the number of abortions through education and mentoring programs, and that has got to be our national goal.

Mr. Speaker, President Bush got it right when he said that abstinence is not just about saying no to sex, it is about saying yes to a happy, healthier future. Anyone who thinks abstinence education does not work has only to examine the Michigan record, my State. Begun back in 1993, Michigan's Abstinence Partnership, MAP, the MAP program, is an innovative approach implemented through the community empowerment model.

Community coalitions plan, implement, evaluate, revise and monitor the program. Parent education is provided to encourage effective communication with youth about the importance and the benefits of choosing abstinence. For the last 3 years in a row, Michigan has received a bonus award from the Department of Health and Human Services given each year to up to five States which experience the largest decrease in their ratio of out-of-wedlock to total births while also experiencing a reduction in their abortion rate.

□ 2000

Michigan is far from alone in embracing abstinence education as an effective means of reducing teen pregnancies in out-of-wedlock births and of protecting our young people from the scourge of sexually transmitted diseases.

State participation in the title V abstinence program is voluntary, and for every \$4 in Federal funding States receive, they must put \$3 into non-Federal funding. So it is a 4-to-3 match, and yet interest in this program is very high.

Today 49 out of the 50 States are participating in the program. Over one-third of all school districts in the Nation now choose to teach abstinence education in their classrooms, and as part of their abstinence education programs, States and local grantees have launched media campaigns to influence attitudes and behavior, develop abstinence curriculum, revamp sexual education classes, start mentoring programs and implement other creative and effective approaches to encourage abstinence.

It is important to note that reauthorization of title V abstinence education program, which we did in the Committee on Energy and Commerce last week, will in no way affect Federal support for other teenage pregnancy prevention sexual programs. Let me say that again. The reauthorization of this program last week in no way affects other Federal support for other teen pregnancy prevention programs. There are at least 25 Federal programs providing funding for contraceptive and sex education while there are only three abstinence-focused programs.

Contrary to claims that my colleagues may have heard about restrictions about what may be discussed in abstinence education programs, nothing in the Federal law or the guidelines to the States prohibits the discussion of any subject.

Contrary to the claim that there is no scientific evidence that abstinence programs work, there are, in fact, 10 scientific evaluations available now showing that abstinence education is effective in reducing sexual activity.

Since 1996, the enactment of the Welfare Reform bill included abstinence education, teen pregnancy and birth-rates have been falling. That is great news, but we need to continue and build on that success. Out-of-wedlock births are often disastrous for mothers, children, society as a whole, and children born out-of-wedlock are far more likely to be poor, suffer ill health, drop out of school. In the case of boys, they are twice as likely to commit a crime, lead to incarceration by the time they reach their early 30s.

STDs have reached epidemic proportions in our country, placing the health and lives of sexually active young people in serious peril. In fact, in the 1960s, one in 47 sexually active teenagers were infected with an STD. Today it is not one out of 47, it is one out of 4. Young people need to know that having sexual relations puts them at risk not only for HIV/AIDS but also herpes, which is obviously incurable, and may affect babies during birth, resulting in severe damage or death.

Teens need to know they are at risk for human papillomavirus, HPV, which is the leading viral STD and which causes nearly all cases of cervical cancer, and they need to know that scientific research shows that condom use offers relatively little protection from herpes and no protection from HPV. Abstinence education programs provide the right information.

Too many of our kids' dreams have been cut short by poor decisions that dramatically alter the course of their lives. Abstinence education programs give our young both the inspiration and education that they need to make good, healthful decisions. Our young people look to us for clear messages and for help in setting high standards for themselves. Abstinence education programs will, in fact, give them that help.

I would yield to my friend and colleague, the gentleman from Oklahoma (Mr. SULLIVAN).

Mr. SULLIVAN. Mr. Speaker, I thank the gentleman from Michigan (Mr. UPTON) for yielding me the time.

Mr. Speaker, I am here tonight to raise some very important issues and shed light on the importance of abstinence education. Some would say we are sending a mixed message with both abstinence education and sex education. To say kids are hearing two messages which are confusing and that one should go away is absurd. Do we tell them if they are going to drink and drive to make sure they wear a seat belt? Do we tell them if they are going to use potentially deadly inhalers that they should sniff slowly?

No. We know that drinking and driving is wrong, period. We know that inhaling potentially deadly substances is wrong, period. In my opinion, sex ed or the just-in-case message is the cause of confusion for kids. Just as we expect kids not to drink and drive, because of the dangers they pose to themselves and others, we should teach them to be safe, truly safe, and have self-confidence in themselves without looking for their self-worth in physical activity that may put themselves and others at risk. Just as we expect them to excel at their studies, we should expect them to excel in making wise choices for themselves.

I believe this is truly compassionate conservatism. I know that certain behaviors will affect children adversely, and to work towards helping them understand how to act and why it is important in their own lives. What are the risks of not staying abstinent? STD, out-of-wedlock births, abortion, and physical and emotional injury. Here are some facts to consider.

In the 1960s, the dominant diseases related to sexual activity were syphilis and gonorrhea. Today they are incurable viral diseases. Approximately 6 percent of adolescent females tested at family planning clinics are infected with Chlamydia, which leads to the scarring of the fallopian tubes and is the fastest growing cause of infertility, and the National Institutes on Health Workshop on the Scientific Evidence of Condom Effectiveness for STD Prevention reported that there is no evidence that condoms reduce the sexual transmission of HPV, and no evidence that condom use reduces the risk for transmission of herpes.

In 1995, the year before we enacted welfare reform, 66 percent of families with children headed by a single parent were living in poverty. Living in a single-parent family approximately doubles the likelihood that a child will become a high school dropout. Is this the legacy we should be teaching kids to pass to their children?

No. I think we should teach children to act responsibly. I want to tell my colleagues about a great program in my district, KEEP. KEEP teaches kids outside the school setting how to build

solid relationships and avoid peer pressure that might lead them down the road of sexual promiscuity. They help kids understand rules and boundaries necessary in relationships so that unplanned pregnancies can be avoided, and they do it in such a way as to make kids think, to answer questions and understand consequences, not just preach to them.

I commend them for their work and I firmly believe this approach is the correct one. Kids need to think through things before they take actions that may affect them adversely later in life.

One of the greatest tragedies of our days is not just that our babies are having babies, but that our young daughters are often taking the lives of their unborn children through abortion. Studies are beginning to show a link between breast cancer and abortion. Our young girls must be taught this, must know what the possibilities are when they choose to have sex outside of marriage and choose to have an abortion.

The psychological consequences of abortion are well known, even to women who have abortions, and the physical consequences range from the inability to conceive later to serious medical emergencies which threaten the life of the woman. Abstinence teaches self-respect and gives a path for kids to follow that does not lead them down a path like this.

There are consequences of early sexual activity, emotional, psychological injury. Sexually active youth live with anxiety about the possibilities of unwanted pregnancy or contracting a devastating sexually transmitted disease.

As the quotes we read from young people participating in abstinence programs unfortunately indicate, becoming sexually active makes young people vulnerable to emotional and psychological injury. Many young girls report experiencing regret or guilt after their initial sexual experience. So let us review.

Abstinence education teaches kids to avoid STDs, to avoid unplanned pregnancies, to avoid going down the path that leads towards abortion, to avoid the possibility of physical or emotional scars, towards self-confidence, and it gives the States the flexibility to decide which programs to fund.

It is a win-win situation all around, and I hope my colleagues in the House will support a strong abstinence education definition and continued funding for strong abstinence education programs.

Mr. UPTON. Mr. Speaker, I thank the gentleman from Oklahoma for his great statement, and I would yield to the gentleman from Florida (Mr. BILLIRAKIS), my friend and colleague, and the Chairman of the Subcommittee on Health, who helped carry the abstinence reauthorization through the committee last week.

Mr. BILLIRAKIS. Mr. Speaker, I thank the gentleman from Michigan

(Mr. UPTON) for scheduling today's special order.

I, too rise, this evening to talk about an issue that the Committee on Energy and Commerce, Subcommittee on Health, which I chair, examined last week. I am referring, of course, to the Abstinence Only Education Funds, which are provided through title V of the Social Security Act.

The Committee on Energy and Commerce favorably reported legislation last week that would reauthorize this important program through fiscal year 2007. These Abstinence Only Education Funds were first included as part of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, which reformed our Nation's welfare laws to put an emphasis on work and end the seemingly endless cycle of dependency that was present under the old Aid to Families With Dependent Children Program.

Title V allocated \$50 million for fiscal years 1998 to 2002 for block grants to States for the development of Abstinence Only Education programs. To date, 49 of the 50 States have elected to participate in this program. I am very pleased, of course, that my own State of Florida has elected to participate in this program.

In fact, during my subcommittee's hearing last week, we heard from Ms. Jacqueline Del Rosario, who runs a project in Miami titled ReCapturing the Vision. Ms. Del Rosario started the program in a middle school in an impoverished area of Miami, Dade County. In its 8 years of operation, participants in ReCapturing the Vision have only a 1.1 percent pregnancy rate, and I repeat that. In its 8 years of operation, participants in ReCapturing the Vision have only a 1.1 percent pregnancy rate.

Ms. Del Rosario testified that one reason why she believes her program has been so successful is because, "ReCapturing the Vision does not just teach teens to say no to sex, but we also build their values and cause them to embrace the future."

Ms. Del Rosario went on to add that "Contraceptives cannot protect a 15 year old from the erosion of her dignity and self-worth. There must be another value that causes teens to raise their standards and protect their emotional and physical health."

She further argued that diluting the Abstinence Only message was harmful. She went on to say, "I had heard it said that abstinence with contraceptives was a 'mixed message' but I never believed it to be true." However, she learned that, "Kids need a concise and clear message. To hear it from the students caused me to believe that we must be the voice that tells them that we expect them to abstain and we believe they can do it."

By continuing title V funding for another 5 years, we can encourage the development of more successful programs like ReCapturing the Vision. This is so critically important because the con-

sequences of ill-advised sexual activity by young people is severe, and I asked her specifically during the hearing if the other title V programs in the rest of the country are somewhat similar to hers or at least follow basically the same concept, and her answer is, yes, they are.

Again, I want to emphasize, these are not "just say no" programs. They go into the broad work and the character of the individual. This is so critically important because the consequences of ill-advised sexual activity by young people is severe.

Another one of our witnesses, Dr. Joe McIlhaney, told us that, "Sexually transmitted infection is highly prevalent among adolescents. 3 to 4 million sexually transmitted diseases are contracted yearly by 15 to 19 year olds, and another 5 to 6 million sexually transmitted diseases are contracted annually by 20 to 24 year olds." As we all agree, and everybody agreed, abstinence is the only sure way to prevent the spread of sexually transmitted diseases, as well as out-of-wedlock pregnancies.

□ 2015

I would like to point out one important fact that I highlighted during my subcommittee's hearing and the subsequent full committee markup. Abstinence-only programs do not prohibit educators from discussing the facts about the effectiveness of contraceptives, the spread of sexually-transmitted diseases, or any other topic that might be raised. The only requirement is that the use of contraceptives cannot be advocated; only abstinence can.

In a recently-release interim report on the effectiveness of abstinence-only programs, the highly-respected research firm Mathematica noted that, and I quote, "Obtaining clear and definitive evidence on the success of abstinence evidence programs is a difficult task that requires time." Until this comprehensive assessment is complete, in spite of the fact we hear about the success rates by Ms. Del Rosario and others, until the assessment is complete, and given the anecdotal success we have learned about from programs like ReCapturing the Visions and others, we should continue to fund these programs so we can have an accurate picture of their effectiveness and to gain the value of the good that they do. The proven good they do.

I thank the gentleman for yielding.

Mr. UPTON. Mr. Speaker, I thank the gentleman from Florida for participating again tonight and for his leadership, which was certainly appreciated last week in committee.

Next I would like to yield to my friend, a member of the subcommittee that I chair, the Subcommittee on Telecommunications and the Internet, the gentleman from Nebraska (Mr. TERRY).

Mr. TERRY. Mr. Speaker, I thank my chairman. I appreciate that he is doing

this special order tonight to bring the message out to the people of America what this good Congress is doing for our youth.

The gentleman was here in 1996 when this Congress passed the Welfare Reform Act with this important provision.

Mr. UPTON. Actually passed it four times.

Mr. TERRY. Four times. Well, the gentleman had a little trouble convincing some other people of the importance of not only helping people up out of poverty by teaching them special skills so they could become employed, but also on such important issues as teaching abstinence to our children.

It confuses me. I was simply a city councilman in 1996 when the gentleman were wrestling with this issue and facing several vetoes by the White House then. But I appreciate that the gentleman continued to persevere through those and eventually triumph, because I really feel it has been an important message to our youth that we adopt this Title V program where we have a specific, and let me stress that, a specific program to teach abstinence to our youth. It is the first time, as I understand, that Congress did this, in 1996.

I would assume that the Congress did it for the good-hearted and compassionate reason that when we want to lift people out of poverty, it is hard when we are trying to help a teenage mother out of poverty. If anything locks someone into their current status of poverty, it is having a child when one is 13, 14, 15, 16, and 17 years old. So it was certainly the compassionate thing to do, and I appreciate that.

It is just unbelievable to me now, entering my fourth year of Congress, and, again, I was not here in 1996, but that we are having these same battles again. It is just unbelievable when we look at the importance of such a program.

Let us talk a little bit about one of the reasons why I would assume it was such an important tenet in the Welfare Reform Act of 1996, and that is to try to help teenagers learn and understand the importance of not becoming a mother or a father when you are 14, 15, 16 years of age. So we are hoping to reduce the teenage pregnancy rate. In 1994, 46.6 out of every 1,000 teenagers became pregnant out-of-wedlock. Now, what is important, since the passage of this Act and this program, as of January 2000, this teenage pregnancy rate has fallen to 39.6 per 1,000 teenagers. That is incredible improvement over a short period of time.

The abstinence education programs that Congress began funding in 1996, I believe, has significantly contributed to this decrease. Here is a chart I brought for the American public tonight, and what we see here is at the zero level. This goes back to the 1940s when teenage pregnancy was really

pretty rare all the way up to, and I am going to have to get away from the microphone here, but the spot I am pointing to is 1994, the critical year of the passage of the Title V abstinence program funding. That was the peak. That was the peak of teenage pregnancy.

I do not think it is coincidental that the time that we as a Nation agreed that abstinence was an important message for our teenagers that we have seen a dramatic drop in teenage pregnancy since then. When we had our hearing last week, some of the naysayers kept telling us, there is no evidence. There is no evidence. There is no evidence. But, my God, this is pretty dramatic. Does my colleague agree?

Mr. UPTON. Absolutely. I look at my State and that is exactly when teen pregnancies began to drop. And the nice thing about this program is it is not just Federal dollars, it encourages the States to establish their programs and it becomes a match. For every \$4 of Federal dollars, the States have to come up with \$3. And then there are incentives and awards if they actually do work.

Michigan has had a great program under the leadership of our governor, and we have seen that work and we have seen those rates continue to decline year after year.

Mr. TERRY. We in Nebraska have shared the same statistics because we have embraced the abstinence programs. We have several school districts, our public schools, that have adopted these programs and apply for reimbursement.

Mr. UPTON. One of the things I said last week during the markup in a discussion on the bill is that I visit a school, just like the gentleman does, just about every week, because I also serve on the Committee on Education and the Workforce. I go to all different sizes. I was on the Western Michigan University campus earlier this morning. But whether it be an elementary school, a high school, a private school, a charter school, and we passed a great charter school bill earlier this evening, but one of the toughest times that I have had sitting down with students is when I have met with kids that have kids, 13, 14, 15-year-old girls. They thought it was fun until they had the child. They see now what the work is and they have a tough life ahead of them. They really do. It is all we can do to encourage them to stay in school because their lives are changed dramatically if they do not continue to get that high school diploma or GED afterwards.

And as I have sat down with those girls, kids really is what it is, they know how tough it is. And it is that message, and I am now 49 years old and they do not always want to hear from a 49-year-old guy, so it is better for them to hear from their own peers. And they do not have a very good story to tell. We really got that discussion, as I said, at a number of different schools.

We just sat around the table and they outlined for me the hardships that they now face and the realization that they probably should not have done what they did. And, frankly, it was before a lot of these programs came into play.

Abstinence does work. Those programs and that funding is important, and it keeps them on a much better path. Project Reality, a group from Illinois, came out with six good reasons to fund abstinence education: One, teens want to learn about abstinence. Nearly all teens, 93 percent, said they should be given a strong message about abstinence.

Mr. TERRY. Ninety-three percent felt they needed a strong message.

Mr. UPTON. Second, abstinence is the only 100 percent effective method of prevention. We know that. Three, most teens are not sexually active and most of those who are do not want to be.

The Center for Disease Control reports that about 36 percent of high school students are considered sexually active.

Four, abstinence education teaches the benefits of marriage and family. Surveys show that three out of four teens hope to have a good marriage and family life.

But here are two things that really stand out. Abstinence education offers significant economic and sociological benefits. Teens who choose abstinence are less likely to engage in other risk-related behaviors, such as underage drinking, smoking, and the use of illegal drugs. Pretty incredible.

Mr. TERRY. So a positive message goes across the board in their life.

Mr. UPTON. That is right. It is character and all the things we want. This program builds on that.

Mr. TERRY. Building character, self-esteem, the power to say no, to make those tough choices that our teenagers have to make on a daily basis.

Mr. UPTON. That is right.

Mr. TERRY. That is what this program teaches. It is not just the sex part, but it is teaching them the internal strength to say no; to recognize the situations where they can be manipulated by their peers; to identify that situation and remove themselves, but also to teach them the internal strength, the self-esteem to be able to say no once they have recognized that situation. That is important.

Mr. UPTON. Absolutely it is. That is why we had a very strong bipartisan vote last week to get this plan adopted. I think it was 35 to 17 in the committee. We look forward to having it on the floor for debate and a vote as early as next week as part of the welfare reform reauthorization bill.

Mr. TERRY. I look forward to that. And I really believe the abstinence program the Congress passed in 1996 and we get to authorize is one of the major causes of the drop in teenage pregnancy.

But we still have a long way to go. We have to recognize that while the

hard empirical evidence may not be there for us yet, because of the fact that we are in the early stages of such an important program, that is not a reason to throw it out, as the 17 in our committee wanted to do.

Mr. UPTON. Well, imagine, as we look at the great progress that has happened on welfare reform. And it is on both sides of the aisle. The governors have done a terrific job. I have met with our Department of Social Services, now called our FIA offices back in Michigan. But as we look at the tremendous progress that we have had; more money for job training, assistance to help with health benefits, particularly Medicaid for families that before had an incentive to stay on welfare rather than go on to work, take a look at this program, the abstinence program, it is such a small amount of money really relative to the whole scheme of things. Fifty million dollars.

Mr. TERRY. Fifty million dollars.

Mr. UPTON. But look at the importance. Look at that drop, that fall off of the cliff of the birth rates for unmarried teens. Imagine if we went back to this program, to reauthorize it, as the governors have asked, and I think we have a strong bipartisan majority, certainly both in our Committee on Education and the Workforce and the Committee on Energy and Commerce, the committee we both serve on, but in this Congress as well, and imagine if we saw this program come to the brink of whether it gets reauthorized or not, something that all of us want, and somehow this program for abstinence was not included, despite the numbers showing the very positive effects of having this program included. Imagine if we just said no, we are not going to do that and then watched those numbers then rise.

Now, the jury is still out. We will see what the Congress does, this side as well as the other side of the Capitol, but imagine if all of a sudden we do not do it and the numbers go back up. Think of the impact on those kids that the gentleman and I see every day and of those families in virtually every single community across the country. I do not know that I could vote for a bill without this program.

Mr. TERRY. Not only on the sure ways that it affects teenagers' lives, but just think of the message that Congress sends, the message we would send the American public and the teenagers, which is that we do not care whether they abstain. Our only message is to teach them how to put a condom on right. That is a terrible message to send to our teenagers today that are looking, as the gentleman said earlier, for the right message.

Now, in this chart, and the gentleman and I have just talked about the importance of teaching a message to our teenagers to abstain from sex to prevent an unwanted pregnancy and, in essence, putting themselves into a position of perhaps perpetual poverty, but it is also health reasons, as we dis-

cussed in great detail in our committee last week. It is sexually-transmitted diseases.

As we have learned from the testimony, and the chairman of our Subcommittee on Health was up here and gave some great testimony from his witnesses that testified before his subcommittee, but the testimony that was presented to the rest of us in our committee was that when we really look at the true science of other ways of preventing STDs, sexually transmitted diseases, and how infective they can truly be, there is only one 100 percent sure way to avoid a sexually transmitted disease.

□ 2030

Mr. Speaker, from the testimony in our committee, I was very, very disheartened. It was depressing to learn that 3 million teenagers per year get a sexually transmitted disease, some of which they can never get rid of. It is not just go to the doctor and get a shot; some are deadly, or stay with them for the rest of their lives.

Mr. UPTON. Mr. Speaker, we learned that some of those diseases are not prevented with the use of a condom.

Mr. TERRY. That is right. The Journal of the American Medical Association published the results of a study on the effectiveness of condoms, which are the focus of most of the safe sex programs out there. It is 1,251 women whose partners consistently used condoms participated in the study. By its end, 34 percent of them had either contracted a sexually transmitted disease or became pregnant.

How do we teach our children safe sex, how to use contraceptives, how to use a condom, and look them straight in the eye and say they are safe?

Mr. UPTON. They are not. That is what the answer was, they are not. That is why this is the program that works best of all.

Mr. TERRY. Mr. Speaker, I was frustrated with the attempts for amendments in our committee by that small minority, and I am pleased that it has been pointed out this is a bipartisan effort. The vast majority agree that the abstinence message is the correct one for our teenagers. It is disheartening that there is a small minority out there.

Throwing away scientific studies, how do we look a teenager in the eye and say this is the proper way to put on a condom, and send them a message of abstinence at the same time? To a 16-year-old, that is tacit to approval, when an adult says the best thing is to abstain, but we know that you are not going to, so I am going to teach you to have safe sex using condoms correctly.

Now the testimony that the gentleman received in the Subcommittee on Health, and I truly believe to be plain common sense, that is tacit to approval. While safe sex education may be a proper place for parents and even in some discussions in more formal settings outside of the house, the fact of

the matter is I do not know how we teach abstinence and safe sex at the same time. That is one of the issues that we are going to face when this bill is brought to the House floor. We are going to have to beat back several amendments to try and change an abstinence program into a safe sex program.

As I understand the way it works in Nebraska, and perhaps the gentleman can expand on how it works in Michigan, an entity, we have all the way from the Girls and Boys Town U.S.A., to Norfolk and Omaha public schools, to scouting that will adopt an abstinence-only program and teach that. Then they apply for reimbursement from the Federal Government out of that \$50 million that we will allot with the reauthorization of this program. So it is not that we mandate on the public schools or other entities that this is the only thing that they can do. We say this is the most effective message or at least that is what I say is the most effective measure how to teach our children how to avoid sexually transmitted diseases and unwanted pregnancy, but we are not mandating. We are saying we will help you with the cost of this. I am proud in Nebraska we have several successful abstinence programs in place today.

Mr. UPTON. Mr. Speaker, we have been able to talk to participants that have participated in the program across the country. Whether it is Nebraska or Michigan or South Carolina, just about every State, and California is the one that does not participate, but the other 49 States do. In almost every single State we have testimonials from students that have participated that have said thank you. For those that did involve themselves with sex before, they are sorry. They talk about it in a number of testimonials that we have. It is important, and it is that type of peer pressure that works that we build upon as we see this program work in State after State after State.

Mr. TERRY. Mr. Speaker, according to our Nebraska Health and Human Services, since the program was implemented in 1996, we in Nebraska have brought this program to 15,000 students. It takes time to get a program like this up and running, the curriculum set, the standard set so they can move forward. 15,000 students is only in the last couple of years. But to exemplify the message that the gentleman just gave, let me read a letter from Girls and Boys Town. It used to be Boys Town, but they changed name to Girls and Boys Town.

In this letter it says, "Risk reduction sexuality education has been funded for many years. We are asking only for an equal opportunity to promote risk elimination. Changing the definition of abstinence to include birth control information and promotion will make it nearly impossible to tell which approach is the most effective in keeping our youth safe from disease and out-of-wedlock programs."

The counselors and the people that have developed the program at Girls and Boys Town are national leaders in this, and that is what they say: It confuses the message. They simply want the opportunity, when we have had years of funding sex education and reduction, let us go to prevention and teach that message. One more quote, if the gentleman will allow me to close with this, and I thank the gentleman for having this conversation with me.

This is from Lancaster County, that is Lincoln, Nebraska, and those in Michigan know where Lincoln, Nebraska is, the home of the University of Nebraska. In the city of Norfolk, they have probably the most established abstinence programs in Nebraska.

Mike Huckabee, one of the counselors that helped develop this one in Lincoln, wrote to us, and forgive me for being a little wordy, but he has a paragraph that I think nails it for us. "Is abstinence effective? I firmly believe it is. Can I provide you with the evidence? The faces of those young people and parents tell me this is the message they are seeking to hear. They tell me they do not want the risk of STDs and pregnancies, that sex is not worth that. They tell me they can wait, they just need someone to support them in that decision. The evidence is around the corner, but for now I can only point you to the families who continue to tell us in droves to keep sending the message of abstinence until marriage, nothing else works. Abstinence works."

Let me go back to one sentence in my conclusion here. They just need someone to support them in that decision. Our teenagers, as the gentleman pointed out, are looking for their parents and the adults in society to support them in their decision for abstinence, and it is incumbent upon us in this Congress to support our teenagers when they decide to abstain from sex.

Mr. UPTON. Mr. Speaker, I thank the gentleman for his remarks tonight. As we look at a host of issues over this last year, a number of the votes that we have cast on other things, we have asked for science and the right equations be used as we cast these yes and no votes. The science is here. We know that this program works, and it would be wrong to deny this as a part of welfare reform as we look to have it reauthorized and continue to work and do what all of us want to have happen, and that is to move people that are currently able-bodied and have the tools to in fact lead productive lives and lead their families out of welfare and into a productive sector of our economy. This is a program that works.

The science shows that it does, and we have to make sure that we not only continue it, but we build upon it, allowing the governors to have the flexibility to match with their dollars to save more lives. That is what it is all about.

Mr. Speaker, I yield to the gentleman from Virginia (Mr. FORBES).

Mr. FORBES. Mr. Speaker, I thank the gentleman for his efforts in this regard.

I have listened to this debate tonight and I hear when people are talking about abstinence and all of the statistics, but let me give one actual fact. In one city that I represent, I had some of the leadership in that city that came to me and they said this, which just startled me. They said that 81 percent of the live births in that city were to unwed mothers, mostly teenagers. If we just stop and think about that, 81 percent, the economic and social consequences from that are enormous. The programs that they have been using, you can list all of them, but the one that is not there is abstinence education. We say this is a child problem. This is not a child problem, this is an adult problem.

I was amazed in Virginia when I had legislation there that would have allowed us to have abstinence education as a part of their curriculum, and in doing the debate and going through all of the issues that were there, there was one real culminating statement that was made by the opposition, and this was just to whether or not we should allow abstinence education to be taught. Somebody on the other side said we should not even teach abstinence education because it would confuse our children. If you do not think that our children are confused, all you have to do is spend 24 hours with them, and they are pulled in every direction imaginable, and they are looking to us not to confuse them more, but to set standards.

We do that every day. In government classes, we put them in at a high standard because we want them to be the best they can be in government. In English courses, we set a high English standard, and we say this is where you ought to reach and aspire to attain to. In our mathematics courses, we also do that.

The real question for us today is not whether abstinence works, it is whether or not we want it to work. The real question is not whether this standard is too high, it is whether we want a standard at all.

I have a great example of a student that I know back in one of the cities that I represent. He is now the most popular government teacher in that entire city; and yet he was at a point in his career when he was in high school, he did not know what he was going to do. One day a principal walking down the hall looked at that student, called him by name. He turned around and said, you would be a good teacher, you ought to be a teacher. Then he turned around and kept walking down the hall. It changed his life because that principal cared enough to set a standard and say you can do this. He became the best government teacher in that particular city.

Mr. Speaker, imagine if that teacher would stop our students and say when it comes to all of the problems that

you have with sex today, if you would have abstinence, look at what would happen. One thing that we know is not every child would reach that goal, any more than they would in government or mathematics or English when we set high standards. But we know the ones that reach that goal, here are the things that would not happen to them: That student would not develop a sexually transmitted disease because of their abstinence; that student would not get an unwanted pregnancy because of their abstinence; that student would not keep from developing the career that they had always dreamed of because of that decision regarding abstinence; that student would not keep from going to college because of their decision to have abstinence. It certainly would not cause them to suffer from the guilt of making a bad decision that could negatively impact them for the rest of their lives.

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But I would say to our chairman, despite all of your good works and all of the discussions we have heard here tonight and will continue to hear, I do not think we are ever going to reach the goal of having abstinence education in this country until parents really are demanding of us as leaders and educators, when they stand up and say our children deserve to have a program that works, and abstinence works.

I just thank the gentleman for his efforts on this. We will continue to work to make sure that all of our children get an opportunity to hear this standard and can strive to reach it.

Mr. UPTON. Mr. Speaker, I have a question of the gentleman. I know he is a great leader on this when he was in the legislature before he ran for Congress. Have his numbers been like Michigan's and other States across the country? Has the gentleman seen a real decline in pregnancy rates among teen moms?

Mr. FORBES. Ours is still at a point where it is too early probably for us to statistically be able to answer that. We believe that is what the numbers are indicating.

But let me tell you an even more compelling fact: I spend a lot of time going around to schools. I do not think one can just read about what students are thinking in a magazine or in a document or have some lobbyist tell you and that be the fact. I think the way you find out is to go in the schools and talk to the students.

There is not a school in my district that I am not in every year, once a year at least, talking to those students. When you do, and you sit down and you look at them and you talk to them, they are the ones that tell you this program works. They are looking for standards.

They are looking to us. We have been there. They do put more credibility in us sometimes than we give them credit for. When we tell them you can do well

in college if you just try, a lot of them do that. When we tell them that abstinence works, it does work and they see the proof in the pudding. But if we tell them nothing, then they have no standards, no goals to reach.

So I suggest it is working not just because of statistics I see on paper, but looking into eyes of students I get to talk to, and they tell me it is working.

Mr. UPTON. I appreciate the gentleman's leadership. In the days past, and, obviously, in the days ahead, we have some big votes next week if we take this welfare reform bill up. This is an important component of that. I am delighted we passed it out of my committee, the Committee on Energy and Commerce, on a strong vote of 35 to 17, and we have to make sure we carry the day when we take this issue to the House floor for debate next week.

Mr. WILSON of South Carolina. Mr. Speaker, Heritage Community Services was formed as a coalition of community-based abstinence educators from across South Carolina with combined experience in the field totaling nearly 75 years. It was awarded a Title V abstinence education grant for implementing a state-wide program in 1998. Schools and communities have responded enthusiastically.

The Heritage programs are community-wide, serving more than 29,000 adolescents. The program's founder and CEO, Mrs. Anne Badgley, has been invited to address a number of Title V training programs across the country, as well as brief Pentagon undersecretaries of defense, the Army and Navy, and has testified before Congress.

GENERAL LEAVE

Mr. UPTON. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on the subject of my special order just given.

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

There was no objection.

THE ABCs OF SECURING THE FUTURE OF OUR CHILDREN

The SPEAKER pro tempore. Under the Speaker's announced policy of January 3, 2001, the gentleman from Florida (Mr. BOYD) is recognized for 60 minutes as the designee of the minority leader.

Mr. BOYD. Mr. Speaker, I appreciate the opportunity to address the House and Nation tonight for a few minutes. The Blue Dog Coalition is going to use this hour to talk a little bit about ABCs.

Mr. Speaker, some may wonder, well, that is unusual for the Blue Dogs to be talking about the ABCs, but let me tell you a little bit about the Blue Dogs. We are a group of 33 Members of Congress, men and women, from all around the Nation that spends a great deal of our focus and efforts and time and resources here in Congress asking the Congress to act responsibly in its fiscal and budgeting matters.

We believe that this Congress and this Nation in the last year-plus has moved away from fiscal responsibility, and, as a result, we are endangering our children's future. So what we want to do tonight, Mr. Speaker, is talk about the ABCs of securing our children's future.

When Congress considered the budget last year, Mr. Speaker, the Blue Dogs warned about the danger of making long-term commitments for tax cuts or new spending programs based on projected surpluses. In less than a year's time, we have seen a dramatic reversal of the once promising budgetary outlook. We now face projections of deficits and increasing debt for the rest of the decade that go far beyond the temporary impact of the economic downturn or cost of the war on terrorism.

Congress and the President need to sit down, we need to roll up our sleeves, and we need to have an honest and open discussion about what we need to do as a Nation, as a Congress, to put the budget back in order, starting with the ABCs of fiscal discipline.

The Blue Dogs have outlined four solutions to avoid leaving our children and our grandchildren with the consequences of today's irresponsible budgeting decisions. The members of the Blue Dogs who are here tonight to address this House are going to talk about those four solutions. I want to outline them very briefly.

Number one is assuring honesty and accountability. We believe that the Budget Act of 1990, which expires later this year, should be reinstituted by this Congress. Unless we renew our budget discipline, Congress will continue to find ways to break its own rules and pass more legislation that puts more red ink on the national ledger.

The Budget Enforcement Act, of course, has two major provisions. One, it sets in place discretionary spending limits for 5 years; secondly, it extends and expands pay-go rules. The pay-go rule is simply legislation that says that mandatory spending or revenues that increase the deficit must be offset.

Secondly, the "B" of the ABCs is balancing the budget without raiding Social Security. We believe that this Congress should pass a balanced budget amendment to the Constitution which makes it a violation of the Constitution to deficit spend, unless there is an extraordinary vote of the Congress or an extraordinary reason to do so.

Thirdly, we believe that the third point that we would advance is what we call climbing out of the deficit ditch. That is, there should be a plan to restore balance to our Federal books, and that, of course, is going to be an issue that we get to talk about a lot in the near future because of the need to raise the Federal debt ceiling.

Fourthly, the fourth part of our ABCs is Defending Our Children From Paying Our Bills Act. This would require a supermajority to borrow money by the U.S. Congress. Many in this

Chamber have, over the years, proposed that we would require a three-fifths vote to consider legislation that would raise taxes or some other sort of supermajority. Many of the Members of Congress support this notion, and we think that there ought to be also legislation which would require a three-fifths vote to borrow money.

I would like at this time to call on Members of the Blue Dogs, Mr. Speaker, that are in the Chamber. I would like to yield first to the gentleman from Illinois (Mr. PHELPS).

Mr. PHELPS. Mr. Speaker, I want to thank my friend and colleague, the gentleman from Florida (Mr. BOYD) for yielding. Let me first express my sincere appreciation for his leadership. He has been a consistent Member of Congress, not only of our Blue Dog Coalition, that has been steady at the helm in trying to bring attention to a problem with deficit spending and the need for balancing the budget and staying within our means. I appreciate coming on after his leadership being here before I entered Congress and helping us steer this direction. So I thank all my fellow Blue Dogs for giving me the opportunity to speak about a very important issue.

This is not our first and only time of trying to make this issue more paramount and put emphasis on what really needs to be done as we get through this session in terms of the money that is available and what we have hanging over our heads as debt in this country and the priority of our spending needs and how we should look at balancing the budget.

So tonight I just want to focus my time on discussing the Blue Dog plan for putting the budget back in order, starting with fiscal discipline. The Blue Dogs have consistently focused on fiscal discipline, having advocated honesty and responsibility in the budgeting process.

When Congress considered the budget last year, the Blue Dogs warned then about the danger of making long-term commitments for tax cuts or new spending programs based on projected surpluses. The projected surpluses were based on the very best of the situation that we were realizing through the high peaks of the economy in the last several years. That is not good, sound fiscal policy, to base anything on the very best. I believe we should look at the more reasonable moderate projections.

We did not. So, in less than a year's time, we have seen a dramatic reversal of the once promising budgetary outlook. We now face projections of deficits and increasing debt for the rest of the decade that go far beyond the temporary impact of the economic downturn or cost of the war on terrorism.

Congress and the President need to sit down, roll up our sleeves and have an honest discussion about what we need to put the budget back in order, starting with the ABCs of the fiscal situation we bring to your attention tonight.