

indicated their willingness to be bound by it. The ATOMAL Agreement with respect to the New Parties meets the requirements of the Atomic Energy Act of 1954, as amended. While the ATOMAL Agreement continues in force with respect to the United States and the other current parties to it, it will not become effective as an agreement for cooperation authorizing the exchange of atomic information with respect to the New Parties until completion of procedures prescribed by sections 123 and 144 b. of the Atomic Energy Act of 1954, as amended.

For more than 40 years, the ATOMAL Agreement has served as the framework within which NATO and the other NATO members that have become parties to this agreement have received the information that is necessary to an understanding and knowledge of and participation in the political and strategic consensus upon which the collective military capacity of the Alliance depends. This agreement permits only the transfer of atomic information, not weapons, nuclear material, or equipment. Participation in the ATOMAL Agreement will give Bulgaria, Estonia, Latvia, Lithuania, Romania, Slovakia, and Slovenia the same standing within the Alliance with regard to nuclear matters as that of the other current parties to the ATOMAL Agreement. This is important for the cohesiveness of the Alliance and will enhance its effectiveness.

I have considered the views and recommendations of the Department of Defense and other interested agencies in reviewing the ATOMAL Agreement and have determined that its performance, including the proposed cooperation and the proposed communication of Restricted Data thereunder, with respect to the New Parties will promote, and will not constitute an unreasonable risk to, the common defense and security. Accordingly, I have approved the ATOMAL Agreement with respect to the New Parties and authorized the Department of Defense to cooperate with the New Parties in the context of NATO upon satisfaction of the requirements of section 123 of the Atomic Energy Act of 1954, as amended.

The 60-day continuous session period provided for in section 123 begins upon receipt of this submission.

GEORGE W. BUSH,  
THE WHITE HOUSE, January 9, 2009.

□ 1415

#### ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote is objected to under clause 6 of rule XX.

Record votes on postponed questions will be taken after 6:30 p.m. today.

#### SUPPORTING THE GOALS AND IDEALS OF NATIONAL MENTORING MONTH 2009

Mr. HINOJOSA. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 41) supporting the goals and ideals of National Mentoring Month 2009.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

#### H. RES. 41

Whereas mentoring is a longstanding concept in which a dependable, caring adult provides guidance, support, and encouragement to facilitate a young person's social, emotional, and cognitive development;

Whereas research on mentoring shows that formal, high quality mentoring focused on developing the competence and character of the mentee, promotes positive outcomes such as improved academic achievement, self-esteem, social skills, and career development;

Whereas research on mentoring also indicates strong evidence of the success in reducing substance use and abuse, academic failure, and delinquency;

Whereas mentoring, in addition to preparing young people for school, work, and life, is also extremely rewarding for those serving as mentors;

Whereas more than 4,200 mentoring programs in communities of all sizes across the United States focus on building strong, effective relationships between mentors and mentees;

Whereas 3,000,000 young Americans are currently in solid mentoring relationships due to the remarkable vigor, creativity, and resourcefulness of the thousands of mentoring programs in communities throughout the Nation;

Whereas in spite of the progress made to increase mentoring, our Nation has a serious "mentoring gap" with nearly 15,000,000 young people currently in need of mentors;

Whereas public-private mentoring partnerships bring State and local leaders together to support mentoring programs by preventing duplication of efforts, offering training in industry best practices, and helping them make the most of limited resources to benefit the Nation's youth;

Whereas the designation of January 2009 as National Mentoring Month will help call attention to the critical role mentors play in helping young people realize their potential;

Whereas the month-long celebration of mentoring will encourage more individuals and organizations, including schools, businesses, nonprofit organizations, faith institutions, and foundations, to become engaged in mentoring across our Nation;

Whereas National Mentoring Month will, most significantly, build awareness of mentoring and encourage more people to become mentors and help close the Nation's mentoring gap; and

Whereas the President issued a proclamation declaring January 2009 to be National Mentoring Month and calling on the people of the United States to recognize the importance of mentoring: Now, therefore, be it

*Resolved*, That the House of Representatives—

(1) supports the goals and ideals of a National Mentoring Month;

(2) recognizes with gratitude the contributions of millions of caring adults and students who are already volunteering as mentors and encourages more individuals to volunteer as mentors; and

(3) encourages the people of our Nation to promote the awareness of, and to volunteer involvement with, youth mentoring.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Texas (Mr. HINOJOSA) and the gentleman from Pennsylvania (Mr. PLATTS) each will control 20 minutes.

The Chair recognizes the gentleman from Texas.

#### GENERAL LEAVE

Mr. HINOJOSA. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on House Resolution 41 into the RECORD.

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

There was no objection.

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

Mr. Speaker, I rise today in support of House Resolution 41, which recognizes January as National Mentoring Month.

Today, we acknowledge and thank the millions of caring adults and students who are volunteering as mentors. I commend their generous efforts. National Mentoring Month also serves as a great opportunity to recruit additional mentor volunteers.

I would also like to recognize the tremendous leadership of the resolution's author, Congresswoman SUSAN DAVIS from California, on the issue of mentoring. She is a true champion and advocate for mentoring on the Education and Labor Committee. She reminds us that everyone can benefit from a mentoring relationship: young, old, students, teachers, and, yes, even Members of Congress and other public servants. Mentors can help us realize our full potential.

Mentors directly improve the lives of those who need a little extra guidance. Research consistently proves that mentors bolster academic achievement, self-esteem, social skills, and career development. In addition to these positive outcomes, mentoring reduces delinquency, substance abuse, and academic failure. Mentoring transcends the lives of our children. The importance of mentoring teaches young people that a better life is attainable through education.

Today, there are about 4,200 mentoring programs in communities all across this country. Some of these programs run out of national boys and girls clubs, YMCAs, Big Brother and Big Sister organizations, and hundreds of other nonprofit organizations. In my own congressional district, the VAMOS program and our local boys and girls clubs are exemplary programs which have provided thousands of youths with mentors. I am proud to celebrate their work during National Mentoring Month.

The mentoring programs throughout this Nation make a great difference in improving the lives of our youth. Through their efforts, 3 million young people report having quality mentor

relationships. This country, however, still needs nearly 15 million more positive mentors.

As a Nation, we must continue to encourage volunteers to invest their human capital in our youth. Through nonprofit, government, and private sector partnerships, we can expand mentorship. National Mentoring Month is a reminder to reinvest our energy towards mentoring relationships. By building awareness on this issue, I encourage more people to serve as mentors in our Nation.

Mr. Speaker, once again, I express my support for House Resolution 41, and I urge my colleagues to support me with this resolution.

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

Mr. PLATTS. Mr. Speaker, I rise in support of House Resolution 41, and I yield myself such time as I may consume.

Mr. Speaker, this resolution celebrates National Mentoring Month, commends mentors who are positively impacting the lives of young people, and highlights the need for additional mentors to make themselves available to America's youth.

Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support, and encouragement aimed at developing the competence and character of the mentee. A mentor is an adult who, along with parents, provides a young person with support, counsel, friendship, and positive reinforcement.

By all estimates an astounding 17.6 million young people, nearly half the population of young people between the ages of 10 and 18, live in situations that put them at risk of not living up to their full potential. Without immediate intervention by caring adults, they could make choices that not only undermine their futures but ultimately the economic and social well-being of our great Nation.

With the help and guidance of an adult mentor, every child can discover how to unlock and achieve his or her full potential. Youth development experts agree that mentoring is a critical element in any child's social, emotional, and cognitive development. It builds a sense of industry and competency, boosts academic performance, and broadens the horizons of prospective students.

By honoring mentors and mentoring programs, we recognize the importance of mentoring programs implemented in our local schools and communities. We also draw attention to the components of a quality program, including appropriate screening of potential mentors and careful matching of youth with adults who have a genuine interest in providing guidance and being exemplary role models.

Today, thanks to the commitment and dedication of mentoring advocates, 3 million young Americans are now enjoying mentoring's many benefits

through school-based, faith-based, and community organizations. That's a six-fold increase in formal mentoring relationships since the national mentoring movement galvanized the Nation in the early 1990s. It's an impressive accomplishment. However, 15 million more young people who need mentors are waiting their turn. They make up our Nation's mentoring gap.

To be a mentor, you don't need any special skills, just an ability to listen and to offer friendship, guidance, and encouragement to a young person growing up today. Today, I'm asking all Americans to give a child hope by sharing their time and knowledge along with their experiences.

I urge all Members to support this resolution.

Mr. HONDA. Mr. Speaker, I rise today in support of H. Res. 41, supporting the goals and ideals of National Mentoring Month, observed each January. It is a time to celebrate and highlight the positive impact adult and student mentors have on the youth of the Nation. Young people from all walks of life have the potential and ability to succeed and contribute to society. Unfortunately, not all students receive the support necessary to realize their full potential. As many as 15 million young students in our country lack the vital guidance they need to support the emotional, social, cognitive, and academic development that will enable them to reach their maximum potential and become prospering adults.

With limited resources and the considerably high teacher to student ratios in our schools, teachers in the classroom face the daunting task of providing students with emotional and personal support in addition to academic instruction. The work accomplished by our teachers is admirable, but teachers alone cannot prepare young students to become fruitful, mature adults. Mentors are critical to helping foster the personal growth of each individual child.

Together with parents, mentors provide youth with a wide array of guidance and support to enhance their social and character development. A good mentor is willing to sacrifice for his or her mentee and gives attention in all areas of life. Mentors provide encouragement in student endeavors, private counsel in delicate matters, leadership through difficult times, and advice. Such mentoring produces students who perform better in school academically, become more actively involved in their schools, have more self-confidence, and take responsibility for their own actions. As a mentor, I have seen and experienced the mutual benefits of mentorship both for the student and the mentor. Mentors are doing incredible work and I praise their commitment to our children and their future. However, more mentors than ever are needed, and our Nation faces a shortage of mentors.

As a Member of the House Appropriations Committee, I will continue to support funding for student-mentor programs and to greatly expand awareness of the benefits of mentoring. Together with my colleagues, I will encourage more adults to mentor young students as well as help train adults and students to support, guide, and lead young students. Students need more caring mentors and our children desperately need access to them. We cannot depend solely on our teachers to guide our

children. It is my hope that each child in America will some day have access to his or her own mentor. Although we face a faltering economy and tight budgets, the choice to cut corners on our children's future is not an option. Our children deserve the opportunity to realize their full potential and the opportunity to succeed in every endeavor they pursue.

I would like to thank Representative SUSAN DAVIS for introducing this legislation and providing this opportunity to renew the commitment of Congress to expanding and enhancing mentoring relationships for our Nation's youth. In addition, I want to thank all the mentors across America for their dedication and generosity.

Ms. JACKSON-LEE of Texas. Mr. Speaker, I rise today in strong support of H. Res. 41, "Supporting the goals and ideals of National Mentoring Month 2009." I would like to thank my colleague, Congresswoman SUSAN DAVIS, for introducing this important resolution, as well as the chairman of the Committee on Education and Labor, Congressman GEORGE MILLER, for his leadership in bringing the bill to the floor today.

Mr. Speaker, great numbers of Americans donate their time and their unique skills and gifts to our cities and communities, without any expectation of compensation or material reward.

As chair of the Congressional Children's Caucus, I understand how important mentors are for our youth. Mr. Speaker, today many youth face temptations that often lead them down destructive paths, and it is vitally important that we provide guidance that helps them make good decisions.

Mentors have been an integral part of society for many years, dating back to Ancient Greece. The Greek poet Homer wrote in the *Odyssey* that when Odysseus left to fight in the Trojan War, he charged Mentor, his wise old friend, with the task of caring for his son, Telemachus, and teaching him wisdom. Since then, the word mentor has come to mean a wise and responsible tutor or an experienced person who advises, guides, teaches, challenges, corrects, and serves as a model.

In our society today, mentors exist in many different environments. There are mentors in professional settings who guide apprentices by teaching them how to effectively perform in the workplace. There are mentors in academic settings who guide students, teaching them how to reach and maintain high scholastic achievement. There are mentors in community groups who guide their protégés through life issues, teaching them how to be productive citizens. There are even mentors in spiritual and church groups who advise others through their spiritual growth. In all cases, they are very important and essential to the success of the youth that they mentor.

Who needs mentors?

There are 35.2 million young people ages 10–18 in the U.S. today; of those young people: 1 out of 4 lives with only one parent; 1 out of 10 was born to teen parents; 1 out of 5 lives in poverty; 1 out of 10 will not finish high school.

About half of young Americans—17.6 million young people—want or need caring adult mentors to help them succeed in life. Of those 17.6 million young people, only 2.5 million are currently in formal mentoring relationships.

That leaves 15.1 million youth still in need of formal mentoring relationships. We call this our Nation's "mentoring gap." Mr. Speaker, imagine if every child had a mentor—just one person whom they could look up to and go to for advice and guidance. Imagine how many young lives could be positively impacted. We could create the avenues and encouragement to ensure that all of our children receive the proper education. Too many of our youth are not being properly advised and guided on the importance of getting an education.

Mentors can help give those youth living in poverty to strive towards a brighter future for themselves. Every child could benefit from having someone in his or her life to turn to for advice and help in the time of need.

The positive relationships and reinforcement that mentors provide are clearly effective. Young people today are confronted with many challenges in life. They can find the confidence to overcome many of these challenges through a mentor. The benefits of a mentor are immeasurable.

I am proud to cosponsor legislation that will add service before self to our leaders of tomorrow. I urge my colleagues to join me in supporting this legislation.

Ms. BORDALLO. Mr. Speaker, I rise today in support of H. Res. 41, and to recognize all those who mentor youth on Guam. Often we talk about children in this chamber and we sometimes lose sight of a fundamental truth: It is beyond the Government alone to truly improve the quality of life for a child. Our ability to appropriate funds or authorize Government programs does not equal the impact a single dedicated mentor can have for a child. We cannot buy patience nor can we legislate understanding. The hard work of mentoring, of explaining right from wrong, of serving as a role model, and helping establish personal goals to work toward, falls to the mentor. A mentor's work may be confined to a single child and known but to a few, but we cannot deny their collective accomplishments throughout our Nation.

There is no question that we need more mentors. Today, more than 15,000,000 children are in need of a mentor. These children are growing up in challenging times. We must encourage mentoring and express our gratitude to those who perform this invaluable service. It is unfortunately, beyond our capability to find every mentor and thank them individually. We can, however, pass H. Res. 41 to recognize all of our Nation's mentors this month and to support the goals and ideals of National Mentoring Month. I urge support for H. Res. 41.

Mrs. DAVIS of California. Mr. Speaker, mentoring impacts the lives of so many in our country. Three million people currently participate in a healthy, caring mentoring relationship. A quality mentoring program offers a young person the strength, confidence, and stability they need to mature and grow. Witnessing this growth is the unique reward for a mentor's invested time and energy.

I believe the best part about mentoring, what makes it so successful, is its simplicity. There is a basic human need to have another's care, support, and trust. A mentor can provide that to a young person, and that gift often inspires a cycle of helping others.

Unfortunately, there still exists a gaping deficit of mentors. Approximately 15 million new mentors are needed, which stems from the

demand for our Nation's youth to have positive role models in their lives.

I recently learned of a particularly touching mentoring relationship in my district in San Diego.

As an infant, Anthony was in a car accident, sadly leaving him without a mother. Since his father was in jail, Anthony was left to his grandmother's care. During his childhood, Anthony was diagnosed with Asperger's syndrome. His grandmother found him a mentor through Big Brothers Big Sisters of San Diego County and now, 11 years later, Anthony is one-half of a successful mentoring relationship. Before meeting his mentor, Anthony would never go outside and was frightened of loud noises. Spending time with his mentor every week has given Anthony the strength and self-confidence to experience things he might never have tried.

At the basis of a mentoring relationship like Anthony's is a firm and unwavering commitment. Successful mentoring relies on a commitment to show up, to open up, to be vulnerable, to learn, to laugh, to grow . . . So, this month and always, let us recognize these millions of important commitments made by young and old across our country and offer our own commitment to continue to promote the goals and ideals of National Mentoring Month.

Thank you very much, Mr. Speaker, and I urge my colleagues to join us in celebrating National Mentoring Month, 2009.

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

Mr. HINOJOSA. Mr. Speaker, I also do not have any further requests for time, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Texas (Mr. HINOJOSA) that the House suspend the rules and agree to the resolution, H. Res. 41.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. HINOJOSA. 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.

#### HONORING THE LIFE OF CLAIBORNE PELL

Mr. HINOJOSA. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 50) honoring the life of Claiborne Pell, distinguished former Senator from the State of Rhode Island.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

#### H. RES. 50

Whereas Claiborne deBorda Pell was born on November 22, 1918, in the State of New York;

Whereas after receiving a degree in history from Princeton University in 1940 and a Mas-

ter of the Arts degree from Columbia University in 1946, and after serving in the United States Coast Guard during World War II, Claiborne Pell continued his career in public service as part of the Foreign Service, serving in Czechoslovakia, Italy, and the District of Columbia;

Whereas Claiborne Pell was elected to the Senate in 1960 by the people of the State of Rhode Island;

Whereas in 1972, as a member of the Senate, Claiborne Pell was instrumental in creating the Basic Education Opportunity Grants;

Whereas the Federal Pell Grants, renamed in honor of Claiborne Pell in 1980, have helped over 54,000,000 low- and middle-income students attend college and achieve their educational goals;

Whereas during his time in the Senate, Claiborne Pell was a supporter of education, human rights, workers, international law and diplomacy, and the arts, sponsoring the legislation that created the National Endowment for the Arts and the National Endowment for the Humanities;

Whereas the High Speed Ground Transportation Act of 1965, sponsored by Claiborne Pell, became the origin for the Amtrak system in the Northeast corridor;

Whereas Claiborne Pell became Chairman of the Senate Foreign Relations Committee in 1987, and an important voice in United States foreign policy and against international military conflict;

Whereas after serving 6 terms in the Senate, Claiborne Pell retired in 1996;

Whereas Claiborne Pell was appointed United States Delegate to the United Nations in 1997;

Whereas on January 1, 2009, at the age of 90, Claiborne Pell passed away in Newport, Rhode Island: Now, therefore, be it

*Resolved*, That the House of Representatives—

(1) honors the life, achievements, and distinguished career of Senator Claiborne Pell;

(2) emphasizes that, among his legislative accomplishments, Senator Claiborne Pell changed the face of higher education by enabling millions of low- and middle-income students to achieve the dream of a college education; and

(3) recognizes the Federal Pell grants, the educational grants that bear his name, as a significant part of the legacy of Senator Claiborne Pell.

The SPEAKER pro tempore. Pursuant to the rule the gentleman from Texas (Mr. HINOJOSA) and the gentleman from Pennsylvania (Mr. PLATTS) each will control 20 minutes.

The Chair recognizes the gentleman from Texas.

#### GENERAL LEAVE

Mr. HINOJOSA. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on House Resolution 50 into the RECORD.

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

There was no objection.

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

I rise today to honor the life and numerous accomplishments of former Senator Claiborne Pell. As a six-term United States Senator from Rhode Island and the former chairman of the Senate Committee on Foreign Relations, he was a strong voice in educational policy, international policy,