

This event was more than just a one-time affair. It was the culmination of the school's thematic enrichment program—an 80-minute weekly class for the fifth and sixth grades that uses hands-on techniques to make history and culture exciting and students eager to learn.

"The goal of our political enrichment theme this year is to not only provide a strong education in government and politics but to inspire the students to develop an interest and appreciation in our country," school officials said in the invitation to the inaugural ball. "We are developing the educated voters of the future."

The class is run by fifth-grade teacher Sue Hocking and sixth-grade teacher Patricia Meyers under the supervision of Chief School Administrator Eugene Cioffi. About two dozen parents were actively involved in this year's event, organized by volunteer parent coordinator Rene Jensen, mother of a sixth-grader.

The class began 3 years ago with World War II as its theme, prompted by the 50th anniversary of the end of the war. Students worked with the World War II Commemorative Society of the Department of Defense to put on a Flag Day celebration with local veterans and elected officials. They planted a victory garden, learned dances and music of the era, and ended the class with a USO dance.

Last year, medieval history was the theme as students studied knights and castles. A medieval fair complete with jousting and a banquet marked the end of the class. Students played human chess with children as chess pieces on the school gym floor, redone with huge black and white square to make a chess board. Mr. Cioffi was dubbed "King Eugene III" and his freedom ransomed when kidnaped by an opposing kingdom.

In preparation for this year's inaugural ball, students staged a mock election between President Clinton and former Senator Bob Dole. (Dole won 79-73.) In other preparation and research, local Lincoln expert Joseph Garrera organized a display to help students understand the Civil War President.

For the remainder of this year, the class will study archeology. The school's victory garden has been seeded with objects and will be the site of an archaeological dig in the spring.

The thematic enrichment class is not the only innovative program at Frelinghuysen Elementary.

In the Families Read Every Day program run by first-grade teacher Linda Banta, students take home a book each night to read with their parents, then receive scrip-like awards in class the next day that can be saved up to buy prizes from a classroom store.

At a Valentine's Day tea, fifth- and sixth-graders will be visited by senior citizens who will discuss their favorite Presidents in an interactive, intergenerational learning process.

The school has begun a Native American Cultural Center by building an authentic teepee in the schoolyard and teaching classes about native American culture inside. A second teepee and a bark lodge are planned for the future.

Frelinghuysen Elementary was one of several schools in Warren County that recently joined together to purchase "Star Lab," an inflatable, portable planetarium that allows students to learn about astronomy at their own school from their own teachers.

A buddy program pairs kindergartners with fifth-graders as mentors and lunch partners.

All of this is even more impressive when you consider that Frelinghuysen is one of the smallest school systems in our State. With 171 students in kindergarten through sixth grade, it is a single-school school district. Beyond sixth grade, students go to North Warren Regional Middle School and North Warren Regional High School. Chief School Administrator Cioffi wears the dual hats of principal and superintendent, guiding a staff of 13 full-time and three part-time students, plus a nurse and librarian.

These accomplishments clearly show that adults who care—teachers and parents alike—count far more than money in delivering a quality education. These teachers and parents are the heroes, mentors, and role models who hold up the historic value of public education in America. They are an excellent example of a community working together to develop and educate our citizens of tomorrow. Citizen involvement has made America the leader in democracy around the world and their work will keep us in the forefront.

DALLAS AREA STUDENTS RECEIVE AWARDS

HON. EDDIE BERNICE JOHNSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 5, 1997

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, I rise today to congratulate students from my district for their outstanding accomplishments.

Ten students were awarded 4-year scholarships which range from \$4,000 to \$25,000 by Texas A&M University as part of its incoming class. The scholarship winners are Richard D. Weaver, Jr., of Carter High School; Julie A. Contreras of Irving High School; Tatiana Alexander of Kimball High School; Edward N. Brown, Jr., and Crystal D. Caldwell of South Oak Cliff High School; Paul L. Andres, John P. Broadnax, and Elizabeth A. Flotte of Talented and Gifted Magnet High School; Kaushawn P. Hicks of Townview Magnet Center; and Martha R. Wilson of Booker T. Washington High School for the Performing and Visual Arts.

In addition, Leaksha Dunn, a senior at James Madison High School in Dallas, took top honors in the Dallas County Historical Commission's Heritage Education Essay Contest for her treatise on "James Thibodeaux, a Living Legend in South Dallas." Leaksha won \$50 from the commission and \$500 from the high school's history department.

The hard work and dedication of these students is admirable. Congratulations students, and good luck in all your pursuits.

PROVIDING PORTABILITY FOR MEDIGAP ENROLLEES

HON. NANCY L. JOHNSON

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 5, 1997

Mrs. JOHNSON of Connecticut. Mr. Speaker, in the last session of Congress, we passed important legislation giving Americans access to portable insurance coverage regardless of their health status. We did it by enacting the

Health Insurance Portability and Accountability Act.

This new law, however, did not extend these same protections to our senior and disabled constituents who are on Medicare. No senior should be forced to live in fear that unexpected medical bills will deprive them of financial independence.

That is why I am introducing, along with 30 of my colleagues, a portability bill for the millions of senior citizens who supplement their Medicare coverage with private insurance. An estimated 10 million senior citizens, one-third of the total number of seniors on Medicare, rely on medigap coverage to meet important health needs. Medigap insurance typically pays for prescription drugs, skilled nursing care, and out-of-pocket deductibles. Without medigap, seniors can face tough choices between paying their medical bills and meeting daily critical needs. And that is a choice they should not be asked to make.

My legislation provides four important protections for seniors and the disabled. First, it will protect seniors with medigap insurance who move out of their plan's service area or whose plan goes out of business. This bill guarantees that those seniors will be able to purchase another plan with comparable coverage even if they have a history of severe illness. This means that seniors who relocate to other States can do so without the fear that they will not be able to secure comparable insurance coverage.

In addition, my bill provides Medicare beneficiaries who choose to enroll in a Medicare HMO the security that they will be able to return to their medigap plan if they are not satisfied. They can utilize this option anytime within the first year of their enrollment.

Third, my bill will help provide security for seniors who lose their employer-provided retiree health benefits. In this era of high bankruptcies and more and more companies withdrawing or reducing health coverage for retirees, this legislation will guarantee that retirees will always have access to insurance coverage beyond Medicare, even if they have had serious health problems.

Finally, this bill will extend to disabled Medicare beneficiaries equal access to all medigap plans. This is an important assurance considering the high medical bills that people with disabilities face.

We took significant steps last Congress with the Health Insurance Portability and Accountability Act. Let us not forget those who did not benefit from those vital safeguards. Let us protect the millions of senior citizens who rely on medigap policies.

INTRODUCTION OF LEGISLATION TO RELINK BLIND TO EARNINGS TEST

HON. BARBARA B. KENNELLY

OF CONNECTICUT

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 5, 1997

Mrs. KENNELLY of Connecticut. Mr. Speaker, I rise today to introduce legislation to restore fairness to the Social Security earnings test for blind individuals. Since 1977, the linking of the blind to senior citizens for the purposes of the earnings test has assisted in helping many blind individuals become self-

sufficient, and more productive members of society. This is no longer the case. That important link was broken in 1996. While senior citizens will be afforded greater opportunity to increase their earnings without losing their Social Security benefits, the blind, however, will not have that same chance.

Blindness is often associated with adverse social and economic consequences. It is often difficult for blind individuals to find sustained employment or for that matter employment at all. The blind want to work and take pride in doing so. Our action in 1977 provided a great deal of hope and incentive for the blind population in this country. Now is not the time to roll back two decades of success. I urge my colleagues to support this important legislation to restore fairness to the Social Security earnings test.

TRIBUTE TO MAX LYON AND KARL MUEGGLER

HON. JANE HARMAN

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 5, 1997

Ms. HARMAN. Mr. Speaker, I rise today to mourn the loss of Max Lyon and Karl Mueggler, two constituents of mine who were both tragically killed in an avalanche during a skiing trip to Utah earlier this month.

Max and Karl will be missed by many, especially by their students at the Chadwick School in Palos Verdes. Max served as the school's outdoor education program director since 1990 and was nationally known for his work in teaching youngsters about nature. Karl was an outdoor education instructor since 1991 and worked with Max to keep Chadwick students in touch with our environment.

Max and Karl touched the life of every Chadwick student. Whether it was on one of their kayak trips to Baja California or on one of their rock-climbing adventures in Joshua Tree, Max and Karl taught Chadwick youngsters how important it is to preserve and protect our environment. Max and Karl understood that unless today's children take an active role in environmental protection, future generations will never be able to enjoy our country's outdoor heritage.

In the words of Nathan Reynolds, Chadwick's headmaster, "Max and Karl taught so many of us to better love and appreciate the world. They affected us all. We are the better because they touched our lives."

Mr. Speaker, I ask my colleagues in the House of Representatives to join me in extending heartfelt condolences to the Lyon and Mueggler families.

EXPRESSING SORROW OF THE HOUSE AT THE DEATH OF HON. FRANK TEJEDA, REPRESENTATIVE FROM THE STATE OF TEXAS

SPEECH OF

HON. LORETTA SANCHEZ

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 4, 1997

Ms. SANCHEZ. Mr. Chairman, I rise today to extend my deepest condolences to the fam-

ily and loved ones of my colleague, Representative FRANK TEJEDA who passed away on January 30, 1997. Although I did not have the privilege of meeting Representative TEJEDA, I would like to join my colleagues in honoring this American hero.

Congressman TEJEDA leaves a legacy of dedication, hard work, and devotion to his community. He will remain a role model for the youth and Hispanics for many years to come. And as a freshman Member of Congress, I will miss his leadership, and his advice on how to better serve my constituency and the Nation.

He was a dedicated citizen, serving in the Marine Corps and defending our Nation during the Vietnam war. He was a dedicated educator, receiving degrees from St. Mary's University, Berkeley, Harvard, and Yale.

Congressman TEJEDA was also a dedicated public servant, serving 10 years in the Texas State Legislature and 4 years in Congress. I am very proud of his achievements and contributions to our country. His passing is a great loss for our community.

AN AMERICAN DREAM COME TRUE

HON. BARNEY FRANK

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 5, 1997

Mr. FRANK of Massachusetts. Mr. Speaker. One of the most important organizations I have had the privilege to work with is the American Dream Challenge, a committee of the Citizens Scholarship Foundation of Fall River, MA headed by Dr. Irving Fradkin, which has spread across the Nation and which helps young people go to college. I have been privileged to introduce Dr. Fradkin's work to various officials of the Federal Government, and I have been pleased—although not surprised—when they have responded very favorably when they learned about it. Dr. Fradkin has spent considerable time recently working with elementary schools and the results have been as I expected, extremely gratifying. I ask here that I be allowed to share with my colleagues examples of the response the American Dream Challenge has received from faculty and students in the elementary schools. I think it is useful for people to read the pledge of the American Dream Challenge which children are asked to take, and the responses to this program from two 4th grade teachers from Fall River, and from students in the Fall River schools.

THE PLEDGE OF THE AMERICAN DREAM CHALLENGE

I am very pleased to accept this award, honor, and scholarship.

In accepting this award, I pledge to continue to do the best that I can in school and make the most of this valuable tool offered to me—my education.

I promise to respect my teachers and classmates, giving an effort to learn about and appreciate their religious and ethnic backgrounds.

I further pledge, in accepting this award, that I will not be involved in any way with the use of illegal drugs.

I will not resort to the use of weapons of any kind to resolve differences with others.

I will volunteer to perform service for my community whenever possible.

I will continue to do everything within my power to be a caring and responsible citizen

of my school, my community, and my country—proud to be an American.

WM. J. WILEY SCHOOL,

Fall River, MA, January 13, 1997.

Dr. IRVING A. FRADKIN,

American Dream Challenge Awards Committee, Fall River, MA.

DEAR DR. FRADKIN AND MEMBERS: As we enter the new year, I'm extremely anxious to begin the fourth year of your scholarship program. I am most delighted that your American Dream Challenge has met with so much success. It was an excellent idea to initiate this program at such an early age; I believe that it makes a tremendous impact on the future successes of so many fourth grade students of the Fall River. Let me share with you just how your scholarships have affected the lives of three of my students.

Sharon was my first recipient; one could not find a brighter student. However, she was often consumed by a timidity that limited her abilities. When she learned that she was chosen as the winner, she acquired such pride and confidence that it is still with her today.

In 1995, Natalie was chosen as a finalist and she could not wait to hear the results of your essay contest. She, too, was a bright student and a most imaginative writer. However, she lacked a feeling of belonging because she had only come to America from Ireland one year earlier. When she discovered that she had been chosen as the '95 recipient, she beamed with pride! She was now truly an American with a future that could not be brighter. Her entire family attended the ceremony.

Finally, let me tell you about Meghan. She, too, was a bright girl. However, unlike Shannon and Natalie, she was not a good student. She lacked consistency, focus, and confidence, but I could see a light in her that many could not see. She loved to read and was full of imagination. I stressed with her the importance of this essay, and how it might affect her entire life. She wrote her essay with an intensity that I had not previously seen. When I read her composition, I could tell that she would be my next recipient. She changed that day, and actually started to reach her potential. She was eventually declared the winner, and her attitude changed toward learning.

In summary, I'd have to say that your program does definitely make a difference, and I'm proud to be part of it. One can only dream of the changes this can create in a child. It just might help that child rise above the pressures of drug abuse, sexual promiscuity, or even teenage pregnancy. Thank you for your interest in the youth of Fall River. You are making a positive impact on their lives with a difference that should surely affect the future of Fall River.

Very truly yours,

SUSAN LANYON,
4th Grade Teacher.

THE AMERICAN DREAM CHALLENGE: A BLUEPRINT

The American Dream Challenge Program Committee is a dynamic, dedicated group of individuals who are working for a common good and unified goals. Their exceptional talents, dedication, and commitment are certainly felt within our educational system and our community.

What a Herculean task this is! The American Dream Challenge Group Volunteers countless hours so that positive attitudes, ethics, and enthusiasm can regenerate in this depressed area and can begin with our youngest elementary students.

The concept of encouraging our students to do their very best, take charge of their lives, and stay in school is emphasized so magnificently by the Committee. The American