

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

Dream Challenge Group awards scholarships to elementary school children who are urged to put forth their best effort and make a difference in their school, their neighborhood and eventually give to their community.

With the American Dream Challenge we can feel the necessity for our students to strive for decency, and get back to basics in their lives.

Today we need more programs like the American Dream Challenge with interested, concerned citizens volunteering with our youth and building better citizens and adults for tomorrow.

Thank you Dr. Fradkin and the American Dream Challenge Committee for including me and my students in a worthwhile endeavor.

Congratulations American Dream Challenge Committee and Dr. Irving Fradkin on a mammoth undertaking and a commendable start. The principal at C.V. Carroll School, Mr. Edward Campion, pledges his support for this program and encourages his staff to participate and pledge for future years.

BETSY COREY,
4th Grade Teacher.

WEAVING DREAMS—FOURTH-GRADERS TELL WHY TO STAY IN SCHOOL

Here's a sample of some of the essays written by Fall River fourth grade students who won American Dream Challenge scholarships in this year's program:

EDUCATION FOR ENVIRONMENT

My education can help me make a difference by helping other people. With different education, people can help in different ways: for an example, you can become a doctor, you can help people get well or become a policeman or woman to help your community be safe. These are just a few of the thousand things your education can help you do. You can help the earth by becoming a scientist and study the earth and the sea. By that you can help all the earth, which will help all the animals that will make the earth a better place to live. Or be president and make peace with other countries. The most important thing is to stay in schools. Some kids think it's cool to get out early, but it's not! There's always more to learn. Stay in school. It's cool!!—Michelle Prevost, Dominican Academy.

HELPING CHILDREN WILL MAKE A DIFFERENCE IN THEIR LIVES, OTHERS

In my life I want to help children who need somebody to talk to. I hope I can do this because I want to be known as someone who helps children. I want to prove to myself and others that I can make something of myself. I am very lucky to have a second chance in life, because I am adopted. I will use my education to help children who are not as fortunate as I am. I want to let them know there are people out there who care about them. I can do this with a good college education.

This is my dream. I want to become a children's psychologist or a counselor so I can make a difference in another child's life, and mine.—Anne Bryant, St. Jean Baptiste School.

MAKING FRIENDS WITH ONE ANOTHER

A good education will help me become a better person by making friends. In school we learn to care about one another. I can make friends easy but I have to see if they have a good attitude or bad one. I can just walk up and talk to a lonely friend, tell them a little idea about our country and they can tell a little about their country. I like to make friends. I made a lot of Cambodian friends and American ones too. Some of my friends make me mad and I just walk away, but they will come back and say sorry. Then we become friends again. I like to be

friends and have the friendship last a long time. I can share with them, that's an easy thing to do. When I grow up I want to go to college. I hope I pass college so that I can be a nurse.—Rany Say, Laurel Lake School.

WINNING SPOT IN STATE HOUSE COULD HELP FIGHT AGAINST VIOLENCE

I think that if I have a good education, that maybe I could work in the state House and help to make up non-violent laws to help a lot of people in the United States. If I do make it to the state House as a representative, I would make strict laws about guns. I would allow them to be sold only to people with the proper license for them. I would not allow pocket knives to be sold to anyone under 20 years of age and they would have an identification card with them. With the help of a really good education and a good job, I would be able to help keep many citizens of the United States safe to walk the streets and safe in their homes because only responsible people would be carrying guns and knives. I would also make more laws such as having many more police officers on the street, and they would be checking for illegal weapons and making sure no one was carrying weapons without a proper reason or identification.

I would also make very strict laws about people who injure people with guns and knives. They would be put in jail for seven years and if they did it again, they would be in jail for double the time. If they killed someone, they would be in jail for the rest of their lives. So if I can get a good education and job in the state House, I could probably make many non-violent laws so that by the time I am 57 the United States will be so peaceful and safe and we might not need prisons or jails. Hopefully I can make a violent-free home for me and my family and friends.—Shauna Williams.

RESPONSE TO GEN. DENNIS J. REIMER'S SUGGESTION THAT SEX-SEGREGATED TRAINING RETURN TO THE MILITARY

HON. EDDIE BERNICE JOHNSON

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 5, 1997

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Speaker, as we enter the 21st century, it is unacceptable for men to use human nature and sexuality as an excuse for sexual crimes and gender discrimination.

We cannot regress two decades of advancement for women based on the inability of some who cannot control their sexuality. Harsh disciplinary procedures must be enacted in order to ensure that women have a fair and equal opportunity to serve this Nation.

The separation of the sexes is not a solution to the problem. Rather, General Reimer's suggestion is a slap in the face to men because it suggests that men operate solely on animal instinct.

Additionally, General Reimer's suggestion increases the problem because if men are rarely in an environment with women, they will never know how to interact with them. It is time for women to be treated as equal peers of men, and not as sexual objects.

HONORING JOHN C. DOULIN

HON. BENJAMIN A. GILMAN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 5, 1997

Mr. GILMAN. Mr. Speaker, I am pleased to report to our colleagues that a most remarkable American is going to be honored later this week.

The Catholic War Veterans Post No. 386 in Orange County, NY, is paying tribute to John C. Doulin, their oldest living World War I veteran and one of the few remaining World War I veterans in Orange County.

Jack, who is now 97 years young, enlisted in the U.S. Army on April 8, 1918, and was soon thereafter shipped to France with Company "D", 1st Pioneer Infantry. He participated in the Aisne-Marne campaign, and the Oise-Aisne, and Meuse-Argonne offensives.

After the armistice, Jack returned to his hometown of Newburgh, NY, and joined the New York National Guard. In 1921, this unit was transformed into the 132d Ammunition Train. In April 1924, it was again ordered to reorganize into a 75mm-artillery regiment. This new unit was designated the 156th Field Artillery. John Doulin remained in service with these units until July 22, 1931.

When America entered the Second World War, Jack returned to service with the 56th Regiment of the New York Guard, with whom he served until peace in 1945.

In later years, Jack Doulin remained—as he has always been—an outstanding community leader, involved in many causes. As an active member of the Republican Committee, he continued the struggle which he fought on the bloody battlefields of France so many years earlier: the fight for democracy, for good government, and for a free, just society.

Jack had a special interest in getting young people involved in politics. During the 1960's, many of our young people became disenchanted with our system. Jack waged a one-man crusade to counter this dangerous trend. With his tales of his experiences in what he always sardonically called "the war to end all wars," he painted a vivid portrait for our young people of just how much was sacrificed by so many so that we can all be free.

In the 1960's, John Doulin was appointed adult adviser to the Teenage Republicans in his hometown, and in this role displayed compassion, understanding and respect for our young people which unfortunately is often rare, and which was greatly appreciated by our young people who came to love him.

My press secretary, who received his start in politics listening to Jack Doulin's vivid discourses on what has made our Nation great and what responsibilities we all have to keep it great, has often told me that Jack was a major influence on many of his generation who remain activists to this day.

I urge my colleagues to join in congratulating John C. Doulin on the occasion of this long-overdue tribute, and in extending our best wishes to his daughter, Jeanne Doulin Leo, his son, John, Jr., and his grandchildren. It must be gratifying for them to realize that many of us admire the remarkable patriarch of their family.