

The students took the initiative to plan and run the entire program, in which stories, poems and songs were shared, honoring those who so unexpectedly and tragically lost their lives. They also created a chain of 6,000 circles, which was looped around the auditorium, to provide a dramatic reminder of the number of people who were thought to have died on that terrible day. The chain captured both the enormity of the tragedy and the value of each individual life. But ever optimistic, the chain, as one student eloquently said, was a reminder that after the attacks, "the great chain of America—the chain that links every single citizen of our country—strengthened ten thousand fold."

That vital and heartfelt presentation captured the spirit of America's journey as we watched the unfolding events in horror and disbelief and then as we grieved with great sorrow at the lives and dreams shattered by evil. Despite the anger and hatred that has touched all our hearts, these students demonstrated the power of love for others. It is that power that will make our free and caring country able to defeat the hatred of those whose poverty made them easy prey for the preachers of death and destruction.

I commend the students of Canton Junior/Senior High for expressing in words and actions the thoughts and feelings of Americans everywhere.

MEMORIAL SERVICE

(Patriotic Paper by Lauren Schwartzman)

September 11th. Do you feel what I feel when you hear that date? Can you feel the death in that date? The tears cried by three hundred million eyes for six thousand people. People whose lives were so brutally, so cruelly cut short that day. We are crying for those dreams shattered and lost, dreams of life that will never be fulfilled.

Can you feel the hatred in that date? The awful, black hate these terrorists must feel toward us to have done such unbelievable things.

Can you feel the shock in that date? The shock of a fact we have ignored for so long. That fact that maybe we are taking the safety of America for granted. That maybe taking it for granted has left it not so safe anymore. The shock that made every American's heart skip several beats, the shock that branded a look of sadness on our faces. Traces of that helpless look still linger, and it will be a long, long time before they completely fade away.

Can you feel the anger in that date? The acid fire that was lit in our hearts the moment we knew the names of those inhuman people who attacked our country. The same fire that kindles our attacks on these terrorists now. This fire will also take a long time to turn to cold ashes. But can you also feel that other little bit I feel in that date? Can you feel in that date the great chain of America, the chain that links every single citizen of our country, strengthen ten thousand fold? Can you feel that? Through all of the death and tears and hate and shock, can you feel that bit of unity and hope shining through? That light that embodies America better than any two buildings ever could. An untouchable flame that cannot be doused by hate or death or any mere person! For I look at America as a candle. Some people call it the fabric, or the foundation, but I call it the candle. A candle built by the courage of Americans, expanded by the courage of Americans, protected by the courage of Americans, made free by the courage of Americans, and now we must do whatever it takes to protect that freedom. We must keep

the flame that was lit so long ago burning bright and true. For if we keep on pouring our heart and soul into our songs, prayers, and actions, then there is nothing and no one that can ever douse the flame.

AS ONE WHOLE

(By Robin Engelke, Grade 8, Canton Junior High School)

As one whole,
we share one soul.

We all pray and hope,
As a nation we cope.

Tragedies don't always bring bad,
Look back to the one's we've already had.

"Always for the best." I say
All I can think about is that day.

The one where the towers fell,
That day felt as if we went to hell.

As one whole,
the tragedy was a form of defeat,
but not for America we hadn't been beat.

As everyone fumbled to find a loved one
In New York City there was no sun.

No sun to shine or gleam or burn,
Those fires did burn, but who did this to us
will take their turn.

As one whole,
we share one soul

REFLECTION

(By Louise Eich)

September 11th, 2001 was a day when the clock stood still. Loved ones ran to each other, crying, embracing as the ground shook from the buildings crumbling. Firefighters and police officers showed braveness needed in a war, to fight and die for other's happiness. The black scorched their helmets, made their throats dry and itchy, but they marched on.

Everything stopped at that moment again, as they watched the second tower fall. Silence struck the air, and the first scream and siren pierced through the stillness.

The country went through a breakdown, a cry for help as everything turned to chaos. Planes were brought down, schools canceled, as the city of New York shut down.

But America stayed strong. We stepped right back up. New York has been opened up again, our flags wave high, and we promised to fight the evil that possessed the planes to crash on us.

We will stand strong, America. We will rebuild a nation of togetherness, and we will come out victorious. They can destroy our towers, but they can never destroy the foundations of our hearts.

IN TRIBUTE TO CLARENE LINCOLN ROBERTSON

HON. NANCY PELOSI

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, December 19, 2001

Ms. PELOSI. Mr. Speaker, many of us in the U.S. House of Representatives have had our lives enriched and our spirits strengthened through the work of Rev. Doug Tanner, President of the Faith & Politics Institute. His teacher and mentor, Clarene Lincoln Robertson taught American History to Doug at Rutherfordton-Spindale Central High School in North Carolina in 1962–1963. Doug Tanner was one of the students whose life and vocation she profoundly influenced. I rise today to pay tribute to Clarene Lincoln Robertson who will be 100 years old on January 11, 2002.

Clarene Lincoln and her twin brother were born in the Shenandoah Valley of Virginia, near the town of Tenth Legion on January 11, 1902. Clarene rode horseback to elementary school and went by sleigh in the winter. When she entered high school, she went to live during the week in Harrisonburg, Virginia, and came home on the weekends. She graduated from Elon College in North Carolina in 1925.

After teaching at Huntington Girls' College in Montgomery, Alabama, she went to Duke University for a Master's Degree and met W.B. Robertson. Their summer romance has lasted 65 years. They married in 1936 and moved to Rutherfordton, North Carolina, where Clarene began her 30-year teaching career at Central High School. She initially taught both English and American History, but she moved to history only when one of her students said, "Oh, Mrs. Robertson, you learned me all the English I ever knewed."

Mrs. Robertson gave birth to her only natural child, daughter Mary Ella in January 1938. Arthur, her stepson from Mr. Robertson's previous marriage, died at age 65. Clarene and "Robby" have five grandchildren and eight great grandchildren. Only a year or so ago, they moved from Rutherfordton to Blanco, Texas, where they live with Mary Ella and her husband David.

Clarene Robertson taught high school American History like a college course. Some students opted to take the required course in summer school to avoid the rigor of her class. Others—some willingly, some reluctantly—submitted to her demanding academic standards. Those students often completed the course with both a deeper knowledge of and appreciation for our Nation's history and an eagerness to follow current events and engage in civic and political life.

Doug Tanner graduated from high school in 1964, having taken her history class in 1962–1963. Both he and Mrs. Robertson recall that Doug entered the class reflecting and embracing the strong racial prejudice typical of white Southerners at the time. Clarene Robertson was not about to let him continue to carry that attitude without her having challenged it as thoroughly and effectively as she possibly could.

The civil rights movement was nearing its height in the spring of 1963, and current events were a regular part of the curriculum. In addition, Mrs. Robertson required Doug to read John Howard Griffin's "Black Like Me" and, in spite of resistance, assigned him to a select group of students to make a presentation on African-American history to the rest of the class. Although several other students readily volunteered for the project, Mrs. Robertson assigned some of them to other topics. She insisted that Doug be among those who would learn and wrestle with all the issues of race in America. Mrs. Robertson also served as advisor to the student government, and worked closely with Doug in his capacity as junior class president.

The following summer, when the civil rights movement touched Doug's heart more directly through experiences in his southeastern Methodist Youth Fellowship, his mind was prepared to embrace the monumental change that racial desegregation was bringing throughout the South. It was in that notable historical context that Doug received his calling into a ministry combining faith, racial justice, and politics.

Today, Clarene Robertson's influence on Doug has helped him to lead the Institute's

Congressional Conversations on Race program and its Congressional Civil Rights Pilgrimages to Alabama. We are indebted to Mrs. Robertson for being such an exceptional teacher and mentor. It is with great pleasure and appreciation that we wish her a very happy 100th birthday on January 11, 2002.

TRIBUTE TO ROBERT LAWRENCE
COUGHLIN, JR.

HON. F. JAMES SENSENBRENNER, JR.

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, December 19, 2001

Mr. SENSENBRENNER. Mr. Speaker, it is with sadness that I note the death of a former colleague and a great Pennsylvanian, Mr. Robert Lawrence Coughlin, Jr., who passed away last month.

Larry grew up on his father's farm near Scranton, Pennsylvania. But he was no farmhand. Making the most of his opportunities, Larry graduated from the Hotchkiss School in Connecticut in 1946, he received an Economics degree from Yale in 1950, a Masters degree in Business Administration from Harvard, and a law degree from Temple University's law school in 1958. While at Temple, Larry attended classes at night, and was a foreman on a steel assembly line during the day.

This "steely" resolve served him well throughout his career. As a Marine, Larry fought in the Korean War, and was aide-de-camp to Lt. General Lewis B. "Chesty" Puller. When he was elected to Congress, he was Chairman of the Capitol Hill Marines, which represented Members who had been in the Marine Corps.

Larry was first elected to the U.S. House of Representatives in 1968. He came from a family that had some experience in the field of public service as his uncle, Clarence Coughlin, was a former Republican Representative. Representing a wealthy suburb of Philadelphia from 1969 to 1993, Larry was so popular personally and politically, that he was almost always easily elected. It wasn't until after he retired that Democrats were able to field significant competitors for that seat.

A tall and authoritative man, Larry always had a way with people. With his military background and penchant for bow ties, Larry came across—rightfully so—as a gentleman and a scholar. While he briefly served on the House Judiciary Committee, he spent most of his career on the Appropriations Committee. Although I never had the opportunity to directly work with him on the Judiciary Committee, I did work with him on several issues. The nation last a good legislator when Larry resigned, and on November 30, the world lost a good man.

It is with a heavy heart that I say good-bye to Larry. My wife Cheryl and I would like to express our condolences to his wife Susan, and the entire family, in this time of sorrow and sadness. They will be in our prayers.

HONORING R. LAWRENCE
COUGHLIN, JR.

HON. WILLIAM J. COYNE

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, December 19, 2001

Mr. COYNE. Mr. Speaker, I rise today to join in this special order honoring our former colleague, R. Lawrence Coughlin. I want to thank Mr. GEKAS for organizing this special order.

Larry Coughlin represented a suburban Philadelphia district in the House of Representatives for 24 years. He was a gracious gentleman who represented his constituents with integrity and wisdom.

Mr. Coughlin had a remarkable background. Raised on a farm in Pennsylvania, he earned a degree in economics from Yale and an MBA from Harvard. He subsequently attended night school at Temple University to get his law degree while working during the day as a foreman in a steel plant. His academic accomplishments speak to his energy and ability.

Mr. Coughlin was also a dedicated public servant. He served in the Marines in Korea during the Korean War as a aide-de-camp to legendary Marine Lt. General Lewis B. "Chesty" Puller. He served ably in the Pennsylvania House of Representatives and Senate before running for—and winning—a seat in Congress in 1968.

During his 12 terms in Congress, Representative Coughlin served on the House Judiciary Committee, the House Appropriations Committee, and the House Select Committee on Narcotics Abuse and Control. He was particularly active in working to increase federal housing and transportation assistance to our nation's cities. Mr. Coughlin understood that even affluent suburbs like the ones he represented depend upon central cities for their continued economic well-being. Our nation is healthier and more prosperous as a result of his service in Congress.

Larry Coughlin was always a quiet, upbeat, courteous man. It was an honor and a pleasure to serve in the House of Representatives with him. I join my colleagues in mourning his passing.

HONORING RACHEL WALSH FOR
RECEIVING A RHODES SCHOLARSHIP

HON. JAMES R. LANGEVIN

OF RHODE ISLAND

IN THE HOUSE OF REPRESENTATIVES

Wednesday, December 19, 2001

Mr. LANGEVIN. Mr. Speaker, I rise to pay tribute to Rachel Walshe, who hails from my hometown of Warwick, Rhode Island, and is the first woman from a New England public university to receive a Rhodes Scholarship.

Rachel was selected for the prestigious Rhodes Scholarship from among 925 applicants from across the nation for her leadership potential, academic achievement, and personal integrity. Throughout her 23 years, Rachel has consistently demonstrated all of these characteristics. Graduating last year from the University of Rhode Island with highest honors, she focused on the philosophy of religions, a major she crafted to explore her

interest in understanding human motivation. While a student at the University of Rhode Island, she fought to affect public policy, founding the URI Chapter of the Campaign to End the Death Penalty, volunteering with America Reads and mentoring children in Head Start. In her spare time she mastered equestrian arts and Tai Kwan Do kickboxing.

At Oxford, Rachel will study English and theater history, and when she returns she hopes to direct theatrical performances. Already, Rachel has shared her talent with Perishable Theater in Providence where she works full-time.

I know my colleagues understand the high honor that the Rhodes Scholarship bestows. It signals tremendous achievement and even greater promise. On behalf of the entire Second Congressional District of Rhode Island, I want to express our pride in Rachel's success. Her example is inspiring and her future is overflowing with possibility. I just hope she comes home once in awhile to remind all Rhode Islanders that the smallest of states can produce the biggest of successes.

BEST PHARMACEUTICALS FOR
CHILDREN ACT

SPEECH OF

HON. SHEILA JACKSON-LEE

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, December 18, 2001

Ms. JACKSON-LEE of Texas. Mr. Speaker, I rise in support of S. 1789, the Best Pharmaceuticals for Children Act. As Chair of the Congressional Children's Caucus, the welfare of children has always been a top priority for me. The bill before us today is reauthorizing legislation designed to ensure that more medicines are tested for children and that useful prescribing and dosing information appears on labels.

Under a 1997 law, pharmaceutical companies that test drugs on children at the request of the FDA are given an extra six months of exclusive marketing rights. This law was aimed at encouraging drug companies to test their products on children so that a pediatrician would be able to prescribe appropriate doses for children. As a result of this law, we have seen more drugs for children on the market that have a label telling how they can be used, and even more basic information for pediatricians.

The difficulty of prescribing medicine for children results from various factors: a child's weight and metabolism, the quick metamorphosis of a child's body, and a child's inaccurate information about how medicines are affecting them.

A recent six-week study done in Boston found that over that time, 616 prescriptions written for children contained errors. Of those, 26 actually harmed children. Of the errors that were caught before the medication was administered, 18 could have been fatal. Medication errors in hospitals occur three times more often with children than with adults. This bill can help prevent such mistakes by prescribing adequate testing and proper labeling.

Mr. Speaker, S. 1789 also requires that the General Accounting Office (GAO) study the inclusion of children of ethnic and racial minorities in drug studies. Ethnic and racial minorities make up a substantial percentage of our