

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