

the "have-nots," would be a federal progressive income tax system. People would be taxed based on a percentage of their income, then the money raised would be distributed fairly among the districts by the federal government.

In the search for a fair alternative, the first step that needs to be taken is to change America's attitude towards education. Education needs to be valued by this society in order to demonstrate its value to its youth. When money is spent on education, its value shines through, and creates a positive outcome in the future. We need to be able to put the funding issue behind us, so that the issue can become how to deliver best education possible. Instead of working to help the people, government is working against us, at a time when America is trying to create an educational system which responds to the future needs of America's youth. The government passed cuts in education, while at the same time approving bigger budgets for construction of prisons. Government needs to take a look at the long term effect of what it cuts and what it supports. If would support our youth, keep them in school and educate them, we may not have such growing need for prisons.

Equal opportunity is the basis of this country's ideals, but by looking at our schools, you wouldn't know it. This unfair educational system is based on the unequal distribution of money in our schools caused by the property tax funding system. The U.S. has created a caste system of public education that is increasingly separate and unequal. We must work to make this a country of equal opportunity.

TRIBUTE TO RABBI LANE STEINGER

HON. SANDER M. LEVIN

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 29, 1996

Mr. LEVIN. Mr. Speaker, I rise today to honor Rabbi Lane Steinger who is retiring after 20 years of dedicated service as Rabbi of Temple Emanu-El in Oak Park, MI.

For the past 20 years, Rabbi Steinger has not only served as a spiritual leader and teacher to his congregation, but he has distinguished himself as a community activist. He has volunteered as a chaplain at William Beaumont Hospital and has served on a myriad of boards including the Christian-Muslim-Jewish Leadership Forum of the Greater Detroit Interfaith Round Table, Interns for Peace Rabbinical Board, the Cranbrook Peace Foundation, Michigan Religious Coalition for Abortion Rights, Jewish Resettlement Service, Jewish Federation Apartments, JARC, Jewish Vocational Service, and the Michigan League for Human Services.

But most importantly, Rabbi Steinger will be remembered for his warmth, compassion, and caring. He will be sorely missed.

Mr. Speaker, I ask my colleagues to join me in recognizing Rabbi Steinger's accomplishments and years of service to the congregation of Temple Emanu-El and the greater metropolitan Detroit area. I send Rabbi Steinger and his wife, Linda, and children, Shira, Daina, and Rafi, my very best wishes as they return home to St. Louis, MO, where Rabbi Steinger will assume the position of Director of the Midwest Council of the Union of American Hebrew Congregations.

TRIBUTE TO AARON PICKERING

HON. JOHN J. DUNCAN, JR.

OF TENNESSEE

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 29, 1996

Mr. DUNCAN. Mr. Speaker, I want to congratulate Mr. Aaron Pickering for being named as the first place winner in the 1996 Voice of Democracy program and recipient of the Selman Memorial Scholarship Award. This indeed is a great honor and one which Aaron should be very proud to receive.

The Veterans of Foreign Wars of the United States and its Ladies Auxiliary sponsor the Voice of Democracy audio-essay scholarship competition. The program is now in its 49th year and requires high school student entrants to write and record a 3- to 5-minute essay on an announced patriotic theme. "Answering America's Call" is this year's theme, and over 116,000 student participated in the program nationwide.

It is an honor for the second district and the entire State of Tennessee to be the home of the first-place winner, Aaron Pickering. Aaron is a senior at Halls High School. He is the son of Mr. and Mrs. Charles Pickering.

Aaron is an exceptional young man. In addition to receiving the Selman Scholarship Award, he has received numerous awards and honors for his endeavors. America needs more young men like Aaron to strengthen our Nation and secure its future. He is a well-rounded young man who has a bright future ahead of him.

I request that a copy of Aaron's winning essay "Answering America's Call" be placed in the RECORD at this point so that I can call it to the attention of my colleagues and other readers of the RECORD.

ANSWERING AMERICA'S CALL

(By Aaron Pickering)

It's not often that a simple story changes your view of democracy, but I would like to relate one to you that did just that for me. One day in a social studies class a few years ago we were discussing the upcoming student government elections. Some of the students who had been elected to office the previous year began to complain about how the student body treats SGA members. The general consensus seemed to be that students who did not vote in SGA elections did not have the right to complain when things went wrong. That concept seemed fair to me, after all, I always voted in the elections and never openly complained about anything SGA was doing.

Amidst all this commotion, my teacher stood up. We all expected him to join in on the attack. We were all in for a shock.

He immediately started into a story. Once he had a class in which a girl named Jennifer, the SGA president, was invited into as a special speaker. Jennifer was an outstanding student. She had won the election by a landslide. When the class began she gave an impressive speech about her many ambitions and hopes for student government that year. The class gave her a powerful round of applause. Jennifer basked in the glory for a few moments and then she headed for the door. My teacher stopped her and turned to the class, "Does anyone have a question for their new president?" The class just sat there with blank stares. My teacher asked again, "Doesn't anyone have a question for their new president?" A hand slowly rose in the back of the room. It belonged to a young man named Ralph. Everyone stared in

amazement; Ralph never said anything in class, he just sat back there, asleep all the time. Ralph stood up and asked Jennifer what SGA was going to do about the horrible lines in the lunchroom. Ralph explained how he had only 30 minutes at lunch and he had to spend 20 of those waiting in line to get his food. Jennifer responded with a simple "we're working on it." Ralph wasn't satisfied. He went on to propose a system where different classes would go to lunch on a staggered schedule to prevent congestion in the lines. At this point Jennifer was furious. She yelled at Ralph, "What right do you have to complain about anything, Ralph? You never do anything, you just sit back there and sleep. You didn't vote in the election, so you don't have any say in what we do!"

My teacher rang in, "Oh yes he does. Jennifer, I'm disappointed in you. You are the president of the entire student body; you represent them—all of them—in the student government. It doesn't matter if Ralph voted in the election or not, you are his president and he has every right to complain about problems and offer you his opinion on how they can be fixed." Jennifer stormed out of the room in anger.

A few months later Ralph's plan for an improved lunch schedule was implemented and the next year Ralph was elected president of the student body.

My entire class sat in silence. I had never thought of it that way; all of this time I had been content to simply vote. But now I realized that voting is only a small part of our duty as citizens. This situation took place in a simple high school government but as I have grown older and can now vote in real local, state and federal elections, the message of the story has never been more important. We elect officials who represent us and they need to know what we are thinking. It is their duty to listen to us and use our opinions to guide their actions. It's a basic concept of representative democracy; we can't have a government of, by, and for the people unless we, the people actively participate in the process.

Ralph answered America's call. He stood up and made his opinion known. He shaped the policy of his school. More of us need to take a lesson from Ralph. We can't simply vote and then sit back until the next election. We have to be in contact with our representatives and let them know what we think. Our elected officials are public servants and their job is just that—to serve the public. But they can't serve us unless they know what we want them to do. We must speak up. That is America's call—a call that it makes on each and every citizen, a call that if left unanswered would cause our nation to cease to exist. It will be a glorious day when every American can say that he or she plays an active role in government; it is only then that the American system will reach its full potential—it is only then that America's call will be answered.

STATEMENT BY PEOPLES ACADEMY STUDENTS ON ENVIRONMENTAL EDUCATION

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 29, 1996

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed in the RECORD this statement by Kara von Behren, Sara Reeve, Anna Laszewski, and Alison Gingras, students from Peoples Academy in Vermont. They were speaking at my

recent town meeting on issues facing young people.

The environment needs a place in the modern high school curriculum. Without knowledge of the problems that face us, we cannot reverse their ill effect.

We're going to start off with a demonstration. Could you all stand up, please? Thanks. All right, we're going to start off with a couple of questions, and if your answer is "no," could you please sit back down.

Okay, our first question is: do you recycle at home?

Our second question is: do you compost at home?

Do you turn off the water when you brush your teeth?

Do you reuse your lunch bags or bring a cloth one?

Does your family buy recycled products?

All right, congratulations to any of you who are still standing (one or two)—you actually have some part in preserving our environment, and helping us to make this world a better place.

As an American Literature class, we compiled a survey, trying to find out how educated our high school was about the environment. We surveyed students in grades 9 through 12, as well as the faculty members. The questions ranged from, "what does EPA stand for?" to "how long are your showers?" to "how do you feel about the future of our world?" We discovered that many students didn't know much about environmental action programs—they didn't know the budget cuts would completely eliminate them. Students and teachers both felt that more time should be spent in the classroom discussing environmental issues, and that a definite part of the curriculum should be dedicated to it. It's not an issue only for science classes; it can be brought into every major course of study.

For example, we took a normal letter-writing assignment and transformed it into an environmental letter-writing campaign. We wrote letters to our Congressional delegation in Washington about budget cuts and other environmental issues. This is only one of the ways in which we've incorporated environmental education into our classroom, without completely altering the basic curriculum. And we have these letters, and later on we'd like to give them to you, Congressman.

Congressman SANDER. That was a very creative and interesting testimony. I think the essence of what you're saying is that if people think in an environmentally conscious way, we can have a profound impact on the environment. In a broader sense, what would you describe as the major environmental crisis our planet faces?

Answer. We've concentrated mostly on the budget cuts planned in the environmental action programs such as the EPA. The drastic cuts would completely eliminate clean water acts, safe drinking water, the state revolving funds that allow cities and counties to create protective water systems, such as sewer treatment plants. . . . Our second presentation will cover more of that.

TRIBUTE TO OFFICER HORST WOODS

HON. STEVEN SCHIFF

OF NEW MEXICO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 29, 1996

Mr. SCHIFF. Mr. Speaker, I rise today to pay tribute to officer Horst Woods, who was killed in the line of duty at the Veterans Administration Hospital in Albuquerque, this past January.

Officer Woods spent his entire adult life serving his country. He retired from the Navy in 1993, after 25 years of service, as a master chief. He served 5 tours of duty in Vietnam, and served also in the Libyan crisis and the Persian Gulf war.

Officer Woods was 46 years old, and is survived by his wife Linda, and his two children Matthew and Summer. Recently, he was memorialized at New Mexico's State Law Enforcement Academy.

Our community, State, and Nation owe officer Woods, and all those who have died in the line of duty, our eternal gratitude and the vow that their sacrifice will not be forgotten.

"WE THE PEOPLE" COMPETITION

HON. MIKE WARD

OF KENTUCKY

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 29, 1996

Mr. WARD. Mr. Speaker, last month more than 1,300 students from all 50 States and the District of Columbia came to Washington to compete in the national finals of the We the People * * * The Citizen and the Constitution program. I am proud to announce that 23 senior government students from Louisville Male High School represented the Commonwealth of Kentucky. These young scholars worked diligently to reach the national finals by winning local competitions in their home State and then competed against 49 other classes throughout the Nation wherein they demonstrated a remarkable understanding of the fundamental ideals and values of American constitutional democracy.

The distinguished members of the team from Louisville Male High School, who represented my home State of Kentucky, were Abby Alster, Jil Beyerle, Lori Buchter, Adam Burns, Melissa Chandler, Sienna Greenwell, Patrick Hallahan, Nicole Hardin, Tony Heun, Michelle Hill, Patricia Holloway, Cammie Kramer, Kevin Laugherty, Anne-Marie Lucchese, Astrud Masterson, Kimberly Merritt, Tiffany Miller, Matthew Parish, Angela Rankin, Dana Smith, Danielle Vereen, Maleka Williams, and Jamie Zeller.

I would also like to recognize their teacher, Sandra Hoover, who deserves much of the credit for the success of the team. The district coordinator, Diane Meredith, and the State coordinator, Deborah Williamson, also contributed a significant amount of the time and effort to help the team reach the national finals.

The We the People * * * The Citizen and the Constitution program is the most extensive educational program in the country developed specifically to educate young people about the Constitution and the Bill of Rights. The 3-day national competition simulates a congressional hearing in which students' oral presentations are judged on the basis of their knowledge of constitutional principles and their ability to apply them to historical and contemporary issues.

Administered by the Center of Civic Education, the We the People * * * program now in the 9th academic year, has reached more than 70,400 teachers and 22,600,000 students nationwide at the upper elementary, middle, and high school levels. Members of Congress and their staff enhance the program by discussing current constitutional issues with students and teachers.

The We the People * * * program provides an excellent opportunity for students to gain an informed perspective on the significance of the U.S. Constitution and its place in your history and our lives. I wish these students the best of luck in their continuing studies and want them to know how proud we as a community are of their achievements.

RABBI BEN GORRELICK'S 90TH BIRTHDAY

HON. JOE KNOLLENBERG

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 29, 1996

Mr. KNOLLENBERG. Mr. Speaker, I rise today to honor a special person—Rabbi Benjamin Gorrellick, of Southfield.

This week Rabbi Gorrellick will be honored on his 90th birthday for his service and commitment to our community.

As Rabbi Gorrellick has said, one may retire from the pulpit, but one can never retire from their calling. His dedication, his loyalty, and his leadership are a tribute to his ability to bring people together.

Born in Russian-dominated Poland, Rabbi Gorrellick came to America at age 15. Upon his arrival in New York, he enrolled in elementary school without knowing a word of English. After completing eight grades in just 18 months, he whizzed through high school and enrolled in City College of New York.

After graduating from CCNY, he moved on to Harvard where he received a master's degree in sociology. More importantly, at Cambridge he met his wife, Sarah, to whom he was married for 36 years until her death in 1975.

Ordained as a rabbi from the Jewish Theological Seminary in 1933, Gorrellick graduated top of his class and went to pulpits in Brooklyn, Cambridge, and Albany.

During World War II, the rabbi was a U.S. Army Chaplain in Europe for 13 months. While in Belgium, he helped support 10 Jewish orphanages caring for young people and children who survived Hitler. Hundreds of Jewish orphans were aided by his efforts.

He came to Detroit in 1949 where he became spiritual leader of Congregation Beth Aron. Later, he would help build Beth Achin, serving the human and spiritual needs of the community.

His leadership with national and local Jewish and civic organizations is evident in his long list of activities.

Good luck and thank you for your strong moral and spiritual leadership, Rabbi Gorrellick. You are an inspiration to all of us. I am delighted to wish you well in all your endeavors.

STATEMENT BY A.J. FERRITER REGARDING THE INFLUENCE OF LOBBYISTS

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 29, 1996

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed