

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

in the RECORD this statement by A.J. Ferriter, a high school student from Thetford, VT, who was speaking at my recent town meeting on issues facing young people.

For the last few months, I've been investigating lobbying in Vermont, and found, much to my surprise, and delight, a healthy lobbying system. The Disclosure Act purged many of the ills affecting lobbying within Vermont, by virtually stopping all underhand deals, while, at the same time, not infringing upon our rights as Vermonters and U.S. citizens.

Yet we should not be content; problems still plague our lobbying system. Fortunately, my investigations have brought me in contact with district Representatives and state Senators throughout Vermont, and without leading them on, each district Representative and state Senator I spoke with expressed one common concern: lobbying groups using tax dollars to support themselves. This is not a problem with profit-making organizations (which is businesses), because they support themselves. It is a problem among non-profit organizations . . . whose promoters are given the title, "advocate," instead of "lobbyist."

I am concerned with two issues in the way advocates use tax dollars. The first is the use of financial support. Although many groups use their funds properly, many do not. Instead of using tax dollars to support their cause, the money is used to support themselves. In other words, this money is given to these organizations to support more administrative positions, and more lobbyists. This money was given to aid a public cause, not to support lobbyists.

Tax dollars paying for lobbyists' salaries is an alarming issue. Even if the tax dollars are being used properly, "is it right," in the words of one state Senator, "to use our tax dollars against us?" I do not believe it is. Take for instance, community mental health, a group whose objectives I support. Hypothetically, though, let's say I don't. If I don't, then I am not going to want my money supporting their programs; and if I speak out against them, they will just use the money I pay the state in taxes to further support lobbyists to speak out against me. So the more I speak out, the more money I am eventually giving to lobbyists I'm speaking out against. This is not encouraging.

Now, I'm not saying I am completely adverse to advocates, and forcing them to have the same nominal status as lobbyists. If they did, they might not receive the necessary funds they need to stay alive and support the crucial issues that they promote. Yet, if these human service, non-profit groups were forced to have the same status as lobbyists who represent profit-making organizations, then our tax dollars would no longer be used to support their lobbyists.

I say, use our money to support their policies, but find donations or something else to support your lobbyists. I cannot stop the government from spending my money on programs I'm not in favor of, but I should be able to stop the practice of giving my money to support lobbyists, whether I agree with their views or not. I believe a line must be drawn somewhere. Thank you.

Congressman Sanders: Thank you very much, A.J. That's an interesting presentation, and it's an issue that's being dealt with in Congress, and in Montpelier as well. Let me ask you a question: if I represent the tobacco industry—we heard a presentation earlier about the problems of young people smoking—and I represent the large cigarette companies that have billions of dollars in resources, and I hire some of the most sophisticated lobbyists in the country to knock on the doors of members of Congress, or in the

statehouses throughout this country. I have plenty of money to do that, okay?

Answer. All right.

Congressman Sanders: And I don't get any taxpayer dollars to do that—I do that privately, all with the company's own money. Then on the other hand, we have a group of young people, say, who are concerned about the problems of smoking; they also want to lobby. One has billions of dollars in resources, the other side has very little money. How would you deal with that issue, so that both sides have a shot at having their voices heard?

Answer. Would it be all right if you . . . rephrase your question? I kind of got lost in there.

Congressman Sanders: Okay. Here's the problem that I want to throw at you: He represents (he doesn't really) but let's say hypothetically he's the head of a large tobacco company—Philip Morris—and he has billions of dollars in resources. He wants the U.S. Congress to not do anything to limit the ability of the tobacco companies to make a lot of money. We have another group of young people, who are concerned about the impact of smoking on the health of their friends. They also want to get involved in the political process. They certainly don't have the resources—how do you deal with that issue?

Answer. I mean, that's obviously a concern, that I feel is valid. But I feel like if the young students are going up [against] a tobacco giant here, they have to have some way of being able to gain support throughout their communities. I don't know if it would be sending letters out; I don't know if it's public speaking. I'm not sure what it would be, but it has to be something—obviously, they can't do it through money, and . . . you bring up a good argument to my case. But the thing is, the tobacco industries do have the money, and it's a basic right to be able to lobby for what you want; and so we cannot restrict that.

For these students, though, like I said . . . one of the problems, I think, with lobbying is that a lot of it is not made public. With some of the public hearings we've got happening in Montpelier, there will be, let's say, an issue on tobacco. And what will happen is that there will be a lobbyist within the room so that he can tell his friends to garner support for the lobbyists, and show up at the public meeting. And the meeting is only 24 or 48 hours later, so that way people don't advocate tobacco don't have the time to just pick up their stuff and find an argument to oppose the tobacco arguments.

Congressman Sanders: You make a good, an interesting point. A lot of members of Congress and the legislature feel resentful when publicly supported institutions then come and lobby them, and that's the point that you're making. The other side of the story is, that groups that do not need public support—like the tobacco industry, or the chemical companies—they have huge amounts of resources to lobby, and in many ways therefore have an unfair advantage in terms of people from the other point of view. So those are the two sides of that argument.

Answer. Yeah, like I said . . . in the speech, we have to support their cause, but I don't feel like—if I don't agree with what these youngsters are saying, I don't want to have my money going to support their lobbyists. Fine, the cause—I can't control that, but control the lobbyists.

## RECOGNIZING THE HONORING IMMIGRANT AMERICANS DAY AWARD RECIPIENTS

HON. JAMES P. MORAN

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 29, 1996

Mr. MORAN. Mr. Speaker, today I have the distinct pleasure of recognizing the 1996 Honor Immigrant Americans Day Award recipients from the Eight Congressional District in Virginia. These citizens were honored last month in northern Virginia.

The first annual Honor Immigrant Americans Day Awards banquet was hosted by the Organization of Chinese Americans. Founded in 1973, the Organization of Chinese Americans is a national nonprofit, nonpartisan advocacy organization that promotes equal opportunity for all Asian Americans. This group works tirelessly to end prejudice toward Asian Americans and ignorance of their unique culture.

The purpose of this celebration was to recognize the outstanding contributions that immigrant Americans have made to northern Virginia. The following citizens were awarded the Corporate Award for their outstanding achievements in both the workplace and in the community at large: Ms. Nettie B. Garcia of Inova Health System, for her innovative approach to Inova Health Systems and active volunteerism in the Hispanic community over the past 18 years; Chong Ja Park, registered nurse, for her outstanding achievement in passing the Virginia State nursing boards within 1 year of immigrating to the United States and for her interpreting skills; Madeline Li, BTG software developer, for her success in achieving senior level developer status; Margaret Turek, BTG software engineer, for her rapid advancement to the level of senior director of technical resources.

The following citizens received at-large awards for outstanding lifelong achievement in the community: Andres Burgoa, for his work in the American Embassy in Bolivia and the Defense Contract Audit Agency; Toa Quang Do, for his distinguished career as an entrepreneur, consultant, and community volunteer; Alam Hammad, Ph.D., business administration, GWU, for his efforts as a political activist, work on numerous political campaigns, and participation in the community.

Mr. Speaker, it is my great pleasure to recognize these very distinguished immigrant American citizens. Their many accomplishments and contributions serve as an example of excellence to all Americans to strive to do better both in the workplace and in our communities. I extend my warmest congratulations and best wishes for the future to all of the 1996 Immigrant Americans Day Award recipients.

## LAND CONVEYANCE

HON. J.D. HAYWORTH

OF ARIZONA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 29, 1996

Mr. HAYWORTH. Mr. Speaker, today I am introducing legislation to convey 40 acres of U.S. Forest Service controlled land in Apache County, AZ, to the Alpine Elementary School District.