

and the United States encompassed in a bilateral pact that cannot be altered except by mutual agreement.

"(B) the Commonwealth guarantees—  
 "(i) irrevocable United States citizenship;  
 "(ii) common market;  
 "(iii) common currency;  
 "(iv) common defense with the United States;

"(v) fiscal autonomy for Puerto Rico;  
 "(vi) Puerto Rico Olympic Committee and our own international sports representation; and

"(viii) full development of our cultural identity, under Commonwealth we are Puerto Ricans first;

"(C) we will develop Commonwealth through specific proposals to be brought before the United States Congress; and

"(D) we will immediately propose—  
 "(I) reformulate section 936, ensuring creation of more and better jobs;

"(ii) extend the Supplementary Security Insurance to Puerto Rico;

"(iii) obtain Nutritional Assistance Program allocations equal to those received by the States; and

"(iv) protect other products of our agriculture, in addition to coffee."

#### SPECIAL TRIBUTE TO MRS. MARY VEREEN ON HER RETIREMENT

HON. CARRIE P. MEEK

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, June 4, 1996*

Mrs. MEEK of Florida. Mr. Speaker, I rise to pay tribute to a remarkable educator whose exemplary life of commitment represents a genuine consecration to the ideals of service on behalf of thousands of students. Mrs. Mary Vereen is retiring from the Dade County Public Schools after serving 31 years of continuous teaching, educating and motivating countless boys and girls to choose the path of academic excellence and personal achievement.

In her own quiet but dignified way she epitomized the noble qualities that ordinary Americans, the unsung heroes and heroines of our Nation, have always engendered into their charges time and time again. I would not feel right at all if I did not share with Congress the legacy of excellence and sacrifice this humble educator bequeathed to benefit the lives of so many children in my community.

A salient description of what Mrs. Vereen meant to many homes in the inner city is so compelling as to tug at the heartfelt simplicity and relentless commitment she gave to these children. Nurturing them into becoming responsible and productive members of society, she transformed her covenant of service into one that bespeaks of her utmost caring and encouragement for their future. She also veritably became an oasis of hope and support for their parents who have had to weather the storms that constantly challenged them along the way.

In her stint as a teacher and then as an administrator, she created ample opportunity and brought so much joy to so many students who were eager to meet the challenges she posed to them. With this basic methodology Mrs. Vereen went on to guide her charges, both children and their parents, counseling them to abide by the tenets of common discipline and personal responsibility. She instilled into their value systems no less than the love of learn-

ing and the mastery of the basic skills, demanding moral excellence and communal courtesy in their dealings with one another. Mediocrity was unacceptable.

Mr. Speaker, my community will sorely miss the guiding hand of Mrs. Mary Vereen. Her legacy exemplifies a genuine stewardship reflecting an admirable fusion of utmost professionalism and personal integrity that will long be remembered and admired in the annals of educational leadership. I wish her a well-deserved retirement and success and happiness in her future endeavors.

#### NO DEAL ON TOBACCO INDUSTRY PROPOSAL

HON. FORTNEY PETE STARK

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, June 4, 1996*

Mr. STARK. Mr. Speaker, recently two tobacco industry giants, Philip Morris USA and United States Tobacco [UST], presented a gift to the American people: their approach to how the industry and the Federal Government could work together to reduce youth smoking. Their present was beautifully wrapped with an agreement to ban cigarette vending machines, to restrict mail distribution of tobacco products, and to prohibit billboard advertising of tobacco products within 1,000 feet of schools—all of which would be greatly effective in decreasing youth smoking, an injurious activity that one out of every three American high school students take part in. But once we tear away the ribbons and packaging on this present, we find that all that's left is gag gift from the tobacco industry. The Philip Morris/UST proposal mocks the health and welfare of our Nation's children and the tobacco industry gets the last laugh.

The Philip Morris/UST proposal is an utter sham compared to the FDA's proposed rule:

The FDA proposed rule bans tobacco sponsorship of any athletic, musical, artistic or other social or cultural event. Under their proposal, the tobacco industry can sponsor motorsports and rodeo, two events that the tobacco industry is heavily invested in. These sporting events are the most commonly attended sporting events in the country.

The FDA proposed rule restricts tobacco advertisements to publications with an adult readership of 85 percent or more and less than 2 million readers under 18 years old. The industry proposal changes readership to subscribers. Since most children and youths do not subscribe to magazines, this provision becomes ineffectual.

The FDA proposed rule requires each tobacco manufacturer to contribute to a \$150 million public education campaign to discourage youth from tobacco use. The tobacco industry doesn't even bother to include this provision in their proposal.

But most importantly, the Philip Morris/UST proposal eliminates FDA jurisdiction over tobacco products. This would effectively shut down the FDA's ability to regulate tobacco at all with disastrous effects: It would preempt the FDA from ruling that nicotine is a drug. It would preempt the FDA from ruling that a cigarette is a device used to transmit an addictive drug. With no

FDA jurisdiction over tobacco, there is no agency with authority over nicotine-containing tobacco products.

We cannot allow the tobacco industry to go unregulated especially in the area of youth smoking. The threat to our Nation's children is too great. For example, in California alone:

Over 29 million packs of cigarettes are sold to California children annually, generating \$62.5 million in sales revenue for the tobacco industry.

Teens under 18 can successfully purchase tobacco from one out of three tobacco retailers in California.

Smoking among youth in California is increasing from 9.1 percent in 1993 to 10.9 percent in 1994.

And California is one of the leaders in anti-smoking efforts. I could only imagine how bad the statistics would be if even our few laws weren't in place.

Philip Morris and UST know that their public support has been reduced to ashes. Since today is World No-Tobacco Day, I urge Congress to embrace the FDA proposal, a comprehensive approach to reduce youth tobacco use and reject the tobacco industry's sham proposal. No deal for Philip Morris and UST. Our children's health is non-negotiable.

#### THE OIL SPILL PREVENTION AND RESPONSE IMPROVEMENT ACT

HON. ROBERT MENENDEZ

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, June 4, 1996*

Mr. MENENDEZ. Mr. Speaker, it is with a sense of urgency that I introduce the Oil Spill Prevention and Response Improvement Act. On May 10, 1996, a tanker moored in Delaware Bay spilled 10,000 gallons of light grade crude oil. Strong winds pushed the slick toward the beaches of Cape May, NJ, posing a threat to wildlife and migrating waterfowl. The tanker had been anchored 17 miles off the Cape May Shore in an area known as the Big Stone Anchorage. It was involved in a process known as lightering. A tanker lighters by pumping some of its cargo into a smaller barge. This is usually done because there is insufficient depth of water to allow the tanker to safely make passage to secure oil terminals. Transferring oil over open water between two or more vessels is a risky process which greatly increases the possibility of spills or more serious accidents.

While the Cape May incident was a relatively minor accident and the environmental impacts were quickly contained, I am greatly troubled about the prospect of an accident in the New York Harbor. Thirty billion gallons of oil of every type are shipped through the Port of New York and New Jersey each year. One billion gallons is lightered from deep water anchorages beyond the Verrazano Narrows. That is 100 times the amount of oil spilled by the Exxon Valdez off the Alaskan coast. These barges are often single hulled and sometimes have no crew or anchor. The situation in the New York Harbor is doubly dangerous because of an institutional failure to dredge. The lightering process is used to reduce the weight of oil tankers and thereby lessen draft to enable these great ships to negotiate the shoaled-in channels and berths of

the upper bay and the connecting channels in the Kill Van Kull and the Arthur Kill. It is only the exceptional skill and dedication of the pilots serving the Port of New York and New Jersey that have prevented a catastrophe, but there have been a number of near collisions.

To reduce this threat, this legislation requires the Coast Guard to develop requirements for lightering and towing operations. It provides incentives for converting to the use of double hull vessels. The bill will also reduce the economic hardship on the victims of oil spills, particularly in fishing communities. This bill is a good starting point at improving the Oil Pollution Act and improving the safety of barges that move a commodity that is essential for our economy safely and without harm to the environment.

#### INTRODUCTION OF RABBI DAVIS

HON. PETER DEUTSCH

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, June 4, 1996*

Mr. DEUTSCH. Mr. Speaker, it gives me great pleasure to introduce to my colleagues, Rabbi Edward Davis, who will be giving today's opening prayer. Rabbi Davis leads the Young Israel Congregation of Hollywood, FL. Yet, Rabbi Davis is far more than just the spiritual leader of his south Florida congregation. After serving as Young Israel's rabbi for over 15 years, he has emerged as a well-respected leader throughout the community. He is a man that people can turn to in their time of need and someone people seek out to share in their joyous occasions. Moreover, he has become a dear friend whose ability to enrich people's religious experience is a treasure and a gift.

Rabbi Edward Davis is married to Meira Davis and is the father of nine children. Mr. Speaker, I congratulate Rabbi Davis on all that he has accomplished and I ask my colleagues to join me in welcoming Rabbi Davis to the floor.

#### STATEMENT REGARDING STUDENT VOICE AND EMPOWERMENT

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, June 4, 1996*

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed in the RECORD this statement by several high school students at Champlain Valley Union High School in Vermont, who were speaking at my recent town meeting on issues facing young people.

Through our high school years, we have discovered the power and voice that we as students have in our school; and we have realized that this power of student voice is an incredibly valuable and meaningful learning experience.

It's important to recognize that education reform, especially when it concerns the students that say their education . . . can be very slow. And we hope that some of the ideas that we present today will be a springboard for further action on the part of both students in the audience as well as for Vermont.

It's our hope that . . . we be more of a voice, both in schools and on a national level. And, for that reason, our presentation is both for Congressman Sanders and for the teachers and the students in the audience.

We believe that student voice is fundamental to provide the necessary quality of education to our nation's youth. Student voice empowers our students, instilling confidence and providing opportunities for participation in the democratic process. Student voice gives students control over their own education, getting them interested and excited about it, and making it more meaningful.

Student voice improves the tone and level of respect among students, teachers and administration and other members of the school community, building a stronger community. Incorporating student voice into the educational experience is a tool for developing contributing members of a democratic society.

We attended a national conference last November, where we came together with students and teachers from across the country re: policy changes for student voice. And we came up with a general policy at that conference. This first handout that we've given Congressman Sanders (and if anyone else we would like to copy, we'll have them available afterwards) is kind of our own version of general policy that we created. It's something you can bring back to your own schools, and share with other people. The following is the policy:

School government: schools should incorporate a democratic decision-making process where all students can be recognized; all people in the school community should have equal opportunity to be heard; there should be a commitment to building this process by making it accessible, and by providing students and staff with the time necessary to plan and implement the school's plan of action.

For curriculum, students need to have a voice in what and how they learn; open dialogue should exist between teachers and students, about teacher and student evaluation.

For school tone and culture: a school should have an atmosphere that reflects its values of student empowerment; this includes allowing students to help shape the atmosphere of the school; the climate of the school should be one of open communication between all its members; students and faculty should feel equally comfortable in discussing concerns and suggestions. The first step towards creating a school culture that allows for Student Voice lies within each individual, and . . . we want to stress that each person is responsible for speaking out, and listening, and encouraging the voice of others. The school atmosphere should reflect the democratic ideals of our society. In an ideal world, as well as a democracy, every person has a voice, and so each person's voice should be listened to and respected.

And the most important thing is "how" and "what can you do;" and that's the second handout that we have available if you want it. (signal) We're just going to go through reading this is all. Here are some suggestions:

Create more funding for education; let's think about the future; if students are empowered today, we will be prepared tomorrow to contribute to society in an active and productive way. But this cannot be accomplished on a shoestring budget. . . . What is more important than education, what is more important than our future?

Encourage students to teach each other; everyone is good at something; finding strengths build upon them by creating opportunities for students to teach their peers. Through this teaching process, students will gain confidence in leadership skills. Invite

students to serve on national committees and panels concerning education skills. Create positions for students to advise the Secretary of Education: a student representative in Washington.

And the final suggestion today: create charters for student rights within your local schools, and send these charters to other schools, and encourage them to create their own charters. Let's begin a grassroots Student Voice Movement. (APPLAUSE)

Congressman Sanders: I would strongly encourage all of the schools here to get copies of these very excellent documents. The second I'd like to ask you: to what degree are these principles in existence now at CVU—are they in existence?

Answer. I think we're here because we have gotten these principles from our school and from our education; and that's not to say that every student at CVU has gotten the same things that we have. I think that our school does an excellent job of providing opportunities for students, but it doesn't do quite as well in making . . . sure that all students realize and recognize that opportunity.

Congressman Sanders: Let me ask you the last question: in the last election nationally, only 38% of the American people came out to vote. What do you see as the relationship between student democracy and democracy within our country as a whole?

Answer. It's building on the future; if we start in schools. The problem with our democracy today is that as students grow up in our educational system, they don't learn that much about it. Then once they get out there into the real world they haven't had very much practice with it, and don't know what to do. One of the best ways to remedy that problem is to start dealing with democracy in the schools.

#### HONORING JOSEPH JACOBSON

HON. GARY L. ACKERMAN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, June 4, 1996*

Mr. ACKERMAN. Mr. Speaker, I rise today to join with my colleagues, and the members of the Harry Van Arsdale Jr. Memorial Association as they present their Humanitarian Award to Joseph Jacobson. The Memorial Association recognizes individuals who pay tribute to educational and social projects that express the lifelong philosophy and personal commitments of Harry Van Arsdale, Jr., the long time, and much beloved labor leader.

Throughout his life, Joe Jacobson has strived to help others. In 1921, Mr. Jacobson was initiated into the Local 3, International Brotherhood of Electrical Workers. From there he held a position on the Board of Directors of the Electrical Workers Benefit Society. He has served as president to the Electrical Welfare Club, and the Bronx Acorn Social Club. Mr. Jacobson was also a representative of Local 3, International Brotherhood of Electrical Workers, and an employee representative of the Joint Industry Board of the Electrical Industry, and of the vacation committee.

While becoming active in the community, he still remained a loving husband to his late wife Rose, and a father to his son Stanley, who has blessed the Jacobsons with three grandchildren and one great-grandson.

This is not the first time Mr. Jacobson has been honored with such prestigious recognition. Mr. Jacobson's accomplishments were