

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