KE KAULIKE – He Haʻawina Kīwila: Civics Hawaiian Style
Lesson #4 Critical Thinking Skills

LESSON PURPOSE

It is extremely valuable for students to learn how to evaluate a line of reasoning—including logic in argument—heard in speeches, commercials, and other media. Cyber media has created a pressing urgency due to the ever-growing amount of new technology making a vast amount of information available to students.

The Internet offers a multitude of sources containing both accurate as well as inaccurate data. Developing the ability to recognize erroneous beliefs or fallacies is a critical 21st Century skill. Students can greatly benefit from learning how to listen with discernment to assess the reasonableness of a position or argument. Creating a logical and powerful position statement or editorial on a topic of concern is also an important skill taught in this lesson.

Lesson Objectives - Students will:

- Learn terms associated with critical thinking
- Examine and articulate examples of fallacies within an argument
- Interactively engage in recognition of fallacious statements at an Internet website
- Voice an educated opinion by writing a newspaper editorial with a concrete premise and conclusion related to a modern day issue in Hawaiʻi

Vocabulary:

- Generalization – Sweeping statement to include all, based on a few
- Hyperbole - Obvious use of an exaggeration
- Inference - The reasoning process of drawing a conclusion from an implication
- Premise – The basis or foundation of an argument
- Stereotype – Labeling someone into a general

Required Materials:

- Class set of critical thinking worksheets
- Class set of Councilwoman Emily Naeole’s Tent Bill
- Class set of the Jones Act Bill
- Local Newspapers
- Computer and projector with Internet access

HAWAIʻI DOE STANDARDS AND BENCHMARKS

Language Arts Grade 11
Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes

Critical Listening
Benchmark LA.11.6.3 Listen to assess the reasonableness of the position or argument
**Social Studies**

**Standard 3:** History: *MODERN HAWAIIAN HISTORY* - Understand important historical events in Modern Hawaiian History, Contemporary People, Issues, and Events

Trace the development of the platforms of political parties after World War II to the present.

Benchmark SS.9-11MHH  Contemporary People, Issues, and Events

Benchmark 9MHH.3.9

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**NATIVE HAWAIIAN GUIDELINES**

‘Ike Mauli Lāhui (Cultural Identity Pathway) *We envision generations who walk into the future with confidence in their cultural identity and a commitment of service to akua, ‘āina, and each other.*

Perpetuating Native Hawaiian cultural identity through practices that strengthen knowledge of language, culture and genealogical connections to akua, ‘āina and kanaka.

‘Ike Na‘auao (Intellectual Pathway) *We envision generations fostering the cycle of joyous learning through curiosity, inquiry, experience and mentorship.*

Fostering lifelong learning, curiosity and inquiry to nurture the innate desire to share knowledge and wisdom with others.

‘Ōlelo No‘eau:

He aupuni palapala ko‘u; o ke kanaka pono ‘o ia ko‘u kanaka. [# 553]

*Mine is the kingdom of education; the righteous man is my man.* –Uttered by Kamehameha III

Knowledge was always highly valued among Native Hawaiians, and it was through knowledge that respect, honor and righteousness (*pono*) was upheld. Congruent with native Hawaiian cultural expectations, being *pono* meant thinking, problem-solving and acting responsibly for the greater good rather than for just an individual’s personal advancement—this was truly a judicious way of living, upholding *kaulike*, ensuring equity and justice. In contemporary times, one would regard education and knowledge as essential elements in civic participation.

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**DOE GENERAL LEARNER OUTCOMES**

Have the ability to:

- Understand the values of becoming a life long learner
- Understand the roles and responsibility within society
- Work well with others
- Be involved in complex thinking and develop critical listening skills
- Better understanding of individual responsibilities in society
### ACTIVITIES AND PROCEDURES

**ACTIVITY #1**

**Introduction to Critical Thinking and Fallacious Appeals**

- Share purpose of this lesson: Help students understand “critical thinking” and what “fallacious appeals” are. Write both terms and ask partners to create their own definitions. (Make sure they know root word of fallacious is fallacy… define if necessary.) Discuss terms, why this knowledge is helpful in real life, and provide additional clarification as needed.

- Distribute *Critical Thinking Worksheet* and have students share any prior knowledge about these terms. Have partners or small groups look up terms, fill in definitions, and create their own examples for each. Debrief by inviting group sharing.

- Explain how critical thinking is important when listening to or voicing a position, argument, or point of view. Invite students to share any prior knowledge they have about any types of arguments. Then distribute *Types of Arguments* handout or project information for all to see. Discuss these three types of arguments and allow pairs or small groups to write down their own example of each type of argument. Review work with class.

- Introduce that students will read two writings that are position or belief statements to learn about these issues as well as identify examples of vocabulary concepts and types of arguments being presented.

- Have students read the Tent Bill article; then as a class, ask students to recognize types of arguments or misuse of critical thought techniques. Examples:
  - “Whacky attempt” = *Inference – argument ad hominem*. (Was this statement about the issue or the person proposing the issue?)
  - “Stop the madness.” *Is the bill madness?*
  - “By sending the message that it's OK to camp on one's personal property, it would only inspire more people to do so.” *Is this an ad populum argument?*

- Next, have students read the “Jones Act Stranglehold on Hawaii Must End” article to identify illustrations of vocabulary and types of arguments. Debrief with group. Look at Mr. Case’s rebuttal in the next to last paragraph of his bill to discuss kinds of arguments.

- Invite students to compare and contrast the Jones Act article with the Tent Bill article. Create a T Chart or Venn Diagram to document understandings.

- Ask students to summarize what they learned about kinds of

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<th>Materials &amp; Notes</th>
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<tr>
<td>- Paper and pen-each student</td>
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<tr>
<td>- Critical Thinking Worksheets (handouts or overhead)</td>
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<tr>
<td>- Types of Arguments (handouts or overhead)</td>
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<tr>
<td>- Readings:</td>
</tr>
<tr>
<td><em>“Revised Tent bill should be rejected” (HTH)</em></td>
</tr>
<tr>
<td><em>“Jones Act Stranglehold on Hawaii Must End” article</em></td>
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<td>Encourage students to dig deep into what they are reading and question whether it is based on facts or assumptions.</td>
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**Note:** Activity #4 is provided as an additional resource for students to learn more about critical thinking. Site information can be adapted if classroom internet is not available.

**Suggestion:** Connect the information about critical thinking by discussing how we elect our leaders and connect the understanding of how a politician can persuade voters with fallacious arguments.
arguments and critical thinking. Ask them to share one way this information can help them in life.

THINGS TO REMEMBER: (What worked well; what needs to be changed):

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Activity #2

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<tr>
<th>Writing Editorials:</th>
<th>Materials and Notes</th>
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<td>▪ Arrange students in groups and review protocols when working with partners (i.e., all have a chance to talk; accept all ideas; speak very softly as many will be talking; raise hands with any questions; stay on task, listen to teacher cues and prompts to return to whole group, etc.)</td>
<td>Suggested groups of 2-4 students</td>
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<tr>
<td>▪ Share purpose of lesson: Help students become activists for a cause they find important to voice their opinion about</td>
<td>Students need to have done or be working on learning about an important issue.</td>
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<tr>
<td>▪ Write the Words “Local Newspaper Editorial” on the board and ask groups to discuss (1-2 minutes) what they think a local newspaper editorial statement might include and be about. Invite and accept all responses.</td>
<td>Finding guest speakers can provide valuable information as well as a role model who can motivate civic action.</td>
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<tr>
<td>▪ Write your own brief definition on the board of an Editorial (i.e., another perspective of an issue or personal viewpoint about a topic). Discuss why editorials can be valuable and powerful and brainstorm what people need to know before writing an editorial.</td>
<td>Suggested Guest Speakers: Emily Nae’ole has been available for classroom visits on Hawai‘i Island and would make an excellent addition to this lesson once activities are concluded and students are prepared with questions regarding her proposed bill.</td>
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<td>Possible discussion prompts:</td>
<td>Call the County Council office and request the county council person for your district. Call any other political representative involved with issues and places of importance to the students.</td>
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<tr>
<td>- Why might it be important for citizens to voice their opinions about things happening in their community and world?</td>
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<td>- How does the term civic responsibility align with Hawaiian values such as mālama ‘āina (caring for the land?)</td>
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<td>- What is the role of an activist in society? Who do you know who is an activist, and what is their cause?</td>
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<td>- Why might it be important for students to know how they can voice their own opinions?</td>
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<tr>
<td>- What skills and information does an editorial writer need to have? Sharing Editorial Writing Models:</td>
<td></td>
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<tr>
<td>▪ Refer back to Activity #1 and ask partners to briefly discuss how they feel about the two issues from the articles read about the Tent</td>
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Bill (people living on their property in temporary structures) and the Jones Act (not allowing foreign vessels to deliver products to Hawai‘i). Do a survey on students’ opinions.

- Read both the newspaper opinion article Revised Tent Bill from the Tribune Herald of 7/14/09 and Three Bills Introduced in Congress Will Bring Relief to Hawaii Businesses, Consumers By U.S. Rep. Ed Case. (See texts and website links below.)

- Ask students to listen for arguments for and against the revised “Tent Bill” and “Relief Bill.” Make a T-Chart and record the classes’ follow-up discussion.

- Debrief by asking students to do a written reflection on what they learned about critical thinking and kinds of arguments. Ask them to share how critical thinking and understanding arguments can help someone be a responsible and contributing citizen or community member.

THINGS TO REMEMBER: (What worked well; what needs to be changed):


ACTIVITY #3

Facilitate Writing an Editorial for submission

- Distribute Guide to Creating a News Editorial; invite questions and clarify how to use it. Explain this is a first draft.
- Encourage pairs to work together, allowing them to help review notes, find facts, and create first drafts.
- Review with whole group as needed; re-teach components as needed. Work with students to enhance clarity, include concrete data, and state position with personal commitment.
- Encourage students to reread, rewrite and revise before considering their piece complete
- Facilitate editing and final draft completion.
- Set up a time for students to share with other classmates before deciding which letters will be submitted* Hold no limits on the number of letters to be submitted.
- Check on line for local newspaper editorial submission requirements
  *Actually submitting editorials will bring relevance to activity.

TEACHER NOTES

Suggestion: Facilitate student discussion on the relevance of seeing viewpoints from different cultural perspectives and how these insights might differ. Encourage students to develop their perspective based on facts.

Encourage students to read the daily editorials in your local newspapers and discuss other issues they find of interest. Use these articles to stimulate class group discussions.
ACTIVITY #4

- In groups, have students use the lessons on logic and reasoning located at the website below. This site is set up in an interactive format that introduces students to argument fallacies and obvious mistakes in the thinking process.

**Mission: Critical** is an interactive tutorial for critical thinking, which introduces basic critical thinking concepts through sets of instructions and exercises. Through immediate reinforcement for right and wrong answers to a series of increasingly complex exercises, students can begin to better understand and utilize the essential tools of intellectual analysis.


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<th>THINGS TO REMEMBER: (What worked well; what needs to be changed):</th>
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<th>TEACHER NOTES</th>
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<td><em>An excellent resource for introducing critical thinking skills, this site is interactive and allows you create other game related activities to reinforce student’s prior knowledge. If applicable, review the site and prepare students to develop additional fallacies to their activity #2 worksheet.</em></td>
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**Guide to Creating a News Editorial**

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<th>#</th>
<th>COMPONENT</th>
<th>FIRST DRAFT PARAGRAPHS</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction: Who you are &amp; your purpose for writing</td>
<td></td>
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<tr>
<td>2</td>
<td>Explanation of issue</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Your viewpoint (opposing or supportive)</td>
<td></td>
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<td>4</td>
<td>Two or more paragraphs with facts:</td>
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<td></td>
<td>- Details of problem</td>
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<td></td>
<td>- Your opinion about the issue (Remember to not personalize and attack an individual.)</td>
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Name ___________________________ Date ________ Period: _____
### Your constructive solution to the issue:
- What you think should happen
- Why you feel this way (Include values that influence your thoughts.)

### Concluding paragraph:
- Summarize your opinion; be creative (i.e.: use literary or cultural connections, quotes related to the issue, rhetorical questions, etc.)
- Conclude with appreciation for chance to speak out

### Review and Edit:
Edit and revise to create clear communication that is organized, filled with facts, and shares your passion about the topic. Share sources of information if needed.

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**Project Reflection:** Complete the following questions on a separate paper titled “Reflection on Editorial Writing.” Use italicized words to head each response (i.e.: What I liked:…)

1. What is something you liked about this assignment?

2. What is something you learned by doing this assignment?

3. What is another topic or concern you might write an editorial or position statement about?

4. What is one way you would improve this assignment?
<table>
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<tr>
<th>CATEGORY</th>
<th>EXCEEDS STANDARDS (___________ points)</th>
<th>MEETS STANDARDS (___________ points)</th>
<th>APPROACHING STANDARDS (___________ points)</th>
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<tr>
<td>IDEAS AND CONTENT</td>
<td>Information is clear, accurate, highly relevant, with some unique ideas</td>
<td>information is clear, accurate, and relevant</td>
<td>Information is either unclear, inaccurate, or not relevant to topic</td>
</tr>
<tr>
<td>VOICE</td>
<td>Strong student interest in the topic is evident</td>
<td>Student interest in the topic is evident</td>
<td>Minimal interest in topic is evident</td>
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<tr>
<td>ORGANIZATION</td>
<td>Includes all letter components</td>
<td>Includes all letter Components</td>
<td>Some letter components missing</td>
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<tr>
<td></td>
<td>All project guide steps are accomplished</td>
<td>All project guide steps are accomplished</td>
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<tr>
<td>CONVENTIONS OF PRINT</td>
<td>Includes none or very few spelling, grammar &amp; punctuation errors</td>
<td>Includes a few spelling, grammar, &amp; punctuation errors</td>
<td>includes more than a few spelling, grammar, and punctuation errors</td>
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<tr>
<td></td>
<td>Final letter is well organized</td>
<td>Final letter is organized</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Letter is attractive and easy to read</td>
<td>Letter is easy to read</td>
<td></td>
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<tr>
<td>PROJECT REFLECTION</td>
<td>All questions are thoughtfully answered</td>
<td>All questions carefully answered</td>
<td>Some questions are answered</td>
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<td></td>
<td>Additional insights are added</td>
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Define and Write examples for each term:

1. DEDUCTIVE REASONING (thought):
   Definition ________________________________________________________________________
   Example _________________________________________________________________________

2. GENERALIZATION:
   Definition _______________________________________________________________________
   Example _________________________________________________________________________

3. HYPERBOLE: (high-per-bo-lee):
   Definition ________________________________________________________________________
   Example __________________________________________________________________________

4. INDUCTIVE REASONING (Thought):
   Definition _________________________________________________________________________
   Example ______________________________________

5. INFERENCE:
   Definition _________________________________________________________________________
   Example __________________________________________________________________________

6. STEREOTYPE:
   Definition _________________________________________________________________________
   Example __________________________________________________________________________

A test for logic is called a SYLLOGISM. Can you create one? Think about this:
If your major premise is true and your supporting (minor) premise is true, then your conclusion must be true. Example:
   Major Premise = All living human beings will die
   Minor Premise = Your teacher is a living human being
   Therefore the Conclusion is: ____________________________________________________

Major premise: _________________________________________________________________
Minor premise:  ____________________________________________________________
Conclusion: ________________________________________________________________
**Types of Arguments**

**Argument by authority** is a type of argument in logic consisting on basing the truth-value of an assertion on the authority, knowledge, expertise, or position of the person asserting it. It is also known as *argument from authority*, *argumentum ad verecundiam*.

*Example:*

**Argumentum ad hominem** (Latin: “argument to the man”, “argument against the man”) consists of replying to an argument or factual claim by attacking or appealing to a characteristic or belief of the person making the argument or claim, rather than by addressing the substance of the argument or producing evidence against the claim; or criticizing or personally attacking an argument's proponent in an attempt to discredit that argument. It is also used when an opponent is unable to find fault with an argument.

*Example:*

**Argumentum ad populum** (Latin: “appeal to the people”) in logic, is a fallacious argument that concludes a proposition to be true because many or all people believe it; it alleges that “If many believe so, it is so.” In ethics this argument is stated, “If many find it acceptable, it is acceptable.”

This type of argument is known by several names[1], including appeal to the masses, appeal to belief, appeal to the majority, appeal to the people, argument by consensus, authority of the many, and bandwagon fallacy.

*Example:*
Revised 'tent bill' should be rejected

In an editorial last July, this newspaper opposed a bill by Puna Councilwoman Emily Naeole that would have allowed people to live on their property in a tent or other temporary structure for up to three years. We called the bill a "wacky" attempt to "turn vacant lots into campgrounds."

That bill ultimately was withdrawn after county officials and Naeole's fellow council members declined to support it. Remarkably, Nae'ole is trying again -- and this time, lawmakers are biting.

Last week, a County Council committee forwarded a revised version of the "tent bill" to the full council for consideration. Stop the madness, already.

While we concede that the new bill is far better than its previous incarnations, it's still a disaster. The main problem is enforcement. Hawaii County already has a terrible time policing building codes.

The Department of Public Works -- the agency that would enforce the bill -- does not have the manpower, willingness or competence to ensure people comply with existing building codes, let alone a whole new set of rules for long-term campers.

Evidence of this can be seen throughout all corners of Puna, in which substandard structures and illegal campsites are common. Nae'ole herself admitted last year "there's thousands of people doing this right now throughout this island."

The councilwoman seems to believe that's not a problem, but substandard living conditions are not victimless crimes. They create health and safety problems for all residents in the vicinity, foster disputes between neighbors, and diminish property values.

In its attempt to decriminalize illegal camping, the revised bill makes a mockery of all law-abiding taxpayers who complied with the rules of responsible property ownership. In short, it penalizes those who had the means and wherewithal to build legally in the first place.

Worse still, the bill would do nothing to encourage people already living in tents or other substandard structures to comply with the law. And by sending the message that it's OK to camp on one's personal property, it would only inspire more people to do so. Tent cities, anyone?

Even though lawmakers forwarded the measure, at least a few of them hinted last week they see the problem. Several even suggested that perhaps the bill should be amended so that it applies only to Puna.

But why punish the fine people of Puna? A bad bill is a bad bill, period, and we hope the council comes to its senses and rejects the latest incarnation of the "tent bill."

Property ownership is not for everyone. It's a privilege that is accompanied by certain financial and social responsibilities. The well being of the entire community depends upon a firm set of rules that define minimum standards for health and safety.

That bar is already low enough, and dropping it further is unacceptable.

Three Bills Introduced in Congress Today Will Bring Relief to Hawaii Businesses, Consumers


Today, I introduce three bills to end a century of closed market cargo shipping to, from and within my isolated home state of Hawaii, as well as the other noncontiguous locations of our country. In doing so, we will break the stranglehold on the economies and peoples of these exposed communities, which results from just a few shipping companies controlling the lifeline of commerce upon which our communities absolutely depend.

These bills all amend the Merchant Marine Act of 1920, also known as the Jones Act. That federal law mandates that all cargo shipping between U.S. ports occur exclusively on U.S., not foreign, flagged vessels. (A similar federal law of the same vintage, the Passenger Vessels Services Act, provides the same mandate for cruise line and other passenger transit; the same arguments as drive these three bills apply there, but that is another effort, already commenced through limited federal exemptions.)

The Jones Act was enacted in a protectionist era under the guise of preserving a strong national merchant marine. But today it is just an anachronism: most of the world's shipping is by way of an international merchant marine functioning in an open, competitive market. And those few U.S. flag cargo lines that remain have maneuvered the Jones Act to develop virtual monopolies over domestic cargo shipping to, from and within our most isolated and exposed locales: our island and offshore states, territories and possessions.

My Hawaii is a classic example. Located almost 2,500 miles off the West Coast, we import well over 90 percent of our life necessities by ocean cargo. There are no doubt plenty of international cargo lines that could and would compete for a share of that market. Yet only two U.S. flag domestic cargo lines - Matson Navigation and CSX Lines (aka Sea-Land) - operate a virtual duopoly over our lifeline.

While they are nominally subject to federal regulation, the fact of the matter is that cargo prices have gone in only one direction - up, and fast - and it is indisputable that there is no downward market pressure, which would otherwise result from meaningful competition. These accelerating cargo prices are not absorbed by the shipping lines, but passed through all the way down the chain, to the transporters, wholesalers, retailers, small businesses, mom-n-pops, and ultimately consumers, of all of the elementals of life, from food, to medical supplies, clothes, housing and virtually all other goods. The result is a crippling drag on an already-challenged economy and the very quality of life in Hawaii.

The broadest, deepest effects of the Jones Act on Hawaii result from its impact on westbound imports. But Hawaii is an export location as well, in key products such as agriculture and livestock. Here the Jones Act also effectively stifles meaningful competition in getting those products to their primary markets on the U.S. Mainland. Because the producers of these products and all that rely for their own
livelihood on their successful export have to eat inflated shipping costs, these export industries, which any economist knows are the ultimate key to any economy's prosperity, are also crippled.

Let's take a concrete example: Hawaii's once-prosperous ranching/cattle industry, which is so key to the economic health and the very lifestyle of so much of the rural Second District which I proudly represent. That industry depends on getting its product, young cattle, to West Coast pens and transportation hubs in a cost-efficient manner.

There are foreign cargo carriers that specialize, through custom cattle ships and overall sensitivity and adjustment to rancher timetables and needs, in such transport, but the Jones Act outright excludes them from the Hawaii/Mainland market. As a result, Hawaii's ranchers are reduced to two crippling, cost-magnifying options.

The first is to ship their cargo by foreign carriers to Canada, where they have to go through a myriad of bureaucratic, cost-magnifying gyrations to get their product eventually to their U.S. markets. The second is to beg for the goodwill of the domestic carriers, to whom this is simply a hindrance rather than a major commitment, to ship directly to the West Coast.

And it shows: most of the cattle are first shipped from Hawaii's Neighbor Islands, where the bulk of the cattle industry is located, to Oahu, in small "cow-tainers," where they sit for days in Honolulu Harbor awaiting the return to the Mainland of one of the massive cargo ships designed and utilized for quite another purpose. The result (besides associated higher costs): in-harbor cattle waste disposal challenges; higher in-transit cattle mortality; lower-weight cattle delivery to market. That's what happens when you try to squeeze a square peg into a round hole.

These three bills say: enough is enough. The first, the United States Noncontiguous Shipping Open Market Act of 2003, exempts all noncontiguous U.S. locations, including Hawaii, from the Jones Act. (Frankly I question whether we shouldn't outright repeal the Jones Act, but I leave it to my colleagues from the contiguous U.S. to evaluate that option; the consequences are especially acute in the noncontiguous US and that is my focus.) The second, the Hawaii Shipping Open Market Act of 2003, exempts Hawaii. And the third exempts Hawaii agriculture and livestock. Essentially, the bills are intended to lay out the options from broad to narrow; we can get into the issue at any level and work our way up or down.

Let me address directly some arguments sometimes offered up by the domestic shippers in defense of the Jones Act: that it contains important labor and environmental protections that would be lost upon repeal. Of course, the exact terms of repeal are up to this Congress and administration, and all three of these bills propose to retain these important protections. Specifically, these bills provide that all foreign shippers operating under Jones Act exemptions must comply with the same labor, environmental, tax, documentation, U.S. locus and other laws as are applicable to non-U.S. flag ships and shippers transiting U.S. waters today.

Mr. Speaker, these long-overdue bills are of the utmost importance to the localities, which have long borne the brunt of the Jones Act. Sometimes it is difficult to pierce the veil of longstanding custom and understanding to see what should instead be, but clearly the time for these measures is overdue. I urge their passage.

Mahalo (thank you.)