

International Monetary Fund is now a leading advocate for debt relief in poor nations, while the World Bank incorporates environmental and labor groups into about half of its lending projects.

Now that they have the world's attention, the demonstrators should say, specifically, how they would improve upon those useful developments.

TRIBUTE TO THE PILGRIM  
BAPTIST CHURCH OF SAN MATEO

**HON. TOM LANTOS**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 18, 2000*

Mr. LANTOS. Mr. Speaker, I would like to urge my colleagues to join me in recognizing the proud history and social contributions of the Pilgrim Baptist Church of San Mateo, California. Since its founding over seventy-three years ago, this house of worship has grown not only in numbers but also in its commitment to community service.

During the 1920's, the Peninsula south of San Francisco was dotted with small towns, neighborhoods filled with people of many colors and creeds who were drawn to the beauty and promise of the Bay Area. In this era of change the Pilgrim Baptist Church was born. On New Year's Eve 1925, A.J. Lucas of San Mateo hosted a prayer and watch meeting in his North Fremont Street residence. These gatherings became regular occurrences in the months to follow, as Mr. Lucas and his fellow believers convened on Sunday and Thursday evenings at the Lucas' home. On April 4, 1926, the church was formally organized and named the Abyssinia Missionary Baptist Church.

During the decades to come, as America waged a world war and the City of San Mateo grew into a vibrant community of culture and commerce, the Pilgrim Baptist Church continued to thrive. In 1962, when it constructed its present sanctuary at a cost of over \$100,000, Pilgrim had over four hundred members. The church's outstanding reputation inspired the formation of new congregations throughout the Peninsula, many of them guided by former Pilgrim members.

In addition to educating its congregation and community about religious principles, the Pilgrim Baptist family offers a network of support that reflects the finest of its Christian values. Men and women with problems can turn to the church for spiritual guidance, emotional strength, and peer support. Others turn to Pilgrim Baptist Church in times of joy, among them the many Peninsula students who celebrate their high school graduations at the church's annual festivities to honor the accomplishments of African-American youth in the Bay Area. Some of these young people have received college scholarships from The Dukes and Duchesses, a group of Pilgrim congregants who work together to encourage minority educational advancement.

Mr. Speaker, chronicling every one of Pilgrim's religious and cultural contributions would be an arduous task. From the Home Bible Study Ministry to the annual concerts of the Mass Choir in honor of Black History Month, the Pilgrim Baptist Church offers extraordinary blessings to so many Bay Area residents.

Today, more than three-quarters of a century after A.J. Lucas began holding prayer meetings in his home, Pilgrim Baptist Church remains a beacon for the San Mateo community. Under the able leadership of its current pastor, Rev. Larry Wayne Ellis, membership is now approaching 600 people, and the congregation prepares to dedicate a new Education and Fellowship Building addition this July.

Mr. Speaker, the contributions of Pilgrim Baptist Church truly reflect the Biblical injunction to love and serve one another. I urge all of my colleagues in the Congress to join me in commending the values and public service of this exceptional San Mateo institution.

PERSONAL EXPLANATION

**HON. HERBERT H. BATEMAN**

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 18, 2000*

Mr. BATEMAN. Mr. Speaker, I was regrettably absent during the evening of May 10, 2000, and missed six recorded votes on amendments to H.R. 701. Had I been present, I would have voted as follows: Regula—vote No. 160—"nay"; Radanovich—vote No. 161—"yea"; Tancredo—vote No. 162—"nay"; Shadegg—vote No. 163—"yea"; Chenoweth-Hage—vote No. 164—"yea"; Pombo—vote No. 165—"nay".

I was also absent on Monday, May 15, 2000, and consequently missed three recorded votes. All three were conducted under suspension of the rules. Had I been present, I would have voted as follows: H. Res. 491—vote No. 180—"yea"; H.R. 4251—vote No. 181—"Yea"; H. Con. Res. 309—vote No. 182—"yea".

HONORING THE THOMASVILLE  
HIGH SCHOOL, LEDFORD SENIOR  
HIGH SCHOOL, AND WEST-  
CHESTER ACADEMY BASKET-  
BALL TEAMS

**HON. HOWARD COBLE**

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 18, 2000*

Mr. COBLE. Mr. Speaker, with the 2000 NCAA basketball season having drawn to a close and the NBA season in playoff fever, I would like to recognize three schools from the Sixth District of North Carolina that captured state basketball championships recently. Thomasville High School, Ledford Senior High School, and Westchester Academy, have all been crowned 2000 North Carolina high school basketball champions.

Thomasville High School captured the boys 1-A state title. Champions for the second time in three years, the Bulldogs had an impressive season. We congratulate Wingate Smith, Brandon Jefferies, Leandor Poole, Justin Fordham, Derrick Peake, Michael Christian, Roy Peake, Jeremy Tillman, Brandon Setzer, Anthony Harris, and Josh Cockman. Other people who contributed to Thomasville's state title were Head Coach Woody Huneycutt, Assistant Coach Lacardo Means, manager Josh Winnex, as well as Tracy Quick, Shalonda Long, and Matthew Mathis.

Ledford Senior High School claimed the girl's 2-A state championship, their third title in six years. For the first time in school history, the Panthers won 30 games in a single season, ending with a spectacular 30-2 record. We congratulate Leslie Hinkle, Kara Mendenhall, Pam Oast, Kristen Ferrell, Kristal Robbins, Katie Ralls, Jennifer McCarthy, Britt Krull, Casie Thomas, Nancy Hinson, Lindsay Smith, and Alicia Stokes. The Panthers achieved their success with the help of Head Coach John Ralls, and Assistant Coaches Alan Patterson, Joe Davis, and David Sands. They were ably assisted by managers Jennifer Shuskey, Michael Scheurman, Tim Bass, and Hunter Morris.

Westchester Academy won the boy's state independent school championship for the first time since 1976, dethroning five-time state champions Victory Christian. The Wildcats completed their season with an amazing 28-2 record. We congratulate Martin Rosenthal, Scott Craven, Brooks Weller, Jim Swaringen, Doug Esleeck, Kellie Jones, Tyler Hustrulid, Joel Foster, Matt McInnis, T.C. Crouch, Chad Habeeb, Lorenz Manthey, Johnston Spillers, Dwon Clifton, and Peter Tsampas. Head Coach Pat Kahny, Assistant Coach Jason Hailey guided the Wildcats to their state title, along with managers Jeff Finch, Rebecca Cochran, Trey Jones, and scorekeeper Lindsay Sams.

The Sixth District of North Carolina is proud of these three teams from Davidson County for their hard work and dedication. Congratulations to the boys from Thomasville High School and Westchester Academy, and the girls from Ledford Senior High School. Congratulations to all three teams for a job well done.

PERSONAL EXPLANATION

**HON. ROBERT E. WISE, JR.**

OF WEST VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 18, 2000*

Mr. WISE. Mr. Speaker, on rollcall No. 193, I was meeting with constituents and did not realize a vote was taking place. Had I been present, I would have voted "no."

CONGRATULATING ROBERT STINE  
UPON HIS RETIREMENT

**HON. C.W. BILL YOUNG**

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 18, 2000*

Mr. YOUNG of Florida. Mr. Speaker, today I wish to recognize Mr. Robert Stine, as he plans for his retirement from the Prince William County School System and Woodbridge Middle School. Mr. Stine has devoted 35 years of his life to the field of education. For the past 17 years he has been the principal of Woodbridge Middle School in Woodbridge, Virginia.

Mr. Stine was born in 1944 in Meadville, Pennsylvania. It was at an early stage of life that Principal Robert Stine first distinguished his extraordinary leadership skills. During his youth, he was actively involved in school organizations and rose to serve as President of

both the Key Club and the Letterman's Club. He also excelled in several high school sports serving as the captain of the baseball and basketball teams.

Following this impressive High School career, Mr. Stine went on to Alliance College where he received his Bachelor's degree in biology in 1966. Five years later he obtained his Masters Degree in Guidance and Counseling from the prestigious University of Virginia.

In August of 1970, Mr. Stine began his career in the Prince William County School System. Starting out as a high school guidance counselor and J.V. basketball coach, he quickly moved up the administrative ladder. Mr. Stine took the position of Assistant Principal in 1974. Two years later he became the Principal of Stonewall Jackson Middle School, and later of Godwin Middle School, before accepting his current position as Principal of Woodbridge Middle. For almost two decades he has tirelessly devoted his time and efforts to serving the students, teachers and parents of the Woodbridge community.

During his years at Woodbridge Middle School, he and the school have been recognized throughout the state of Virginia for the new and innovative programs the middle school has initiated for its students. The school was one of the first to utilize the proactive disciplinary technique P.A.T.S., which teaches the concepts of rights, responsibilities, behaviors, and consequences to students who attend the school. Under the direction of Mr. Stine, Woodbridge Middle was the first school in Prince William County and one of the few middle schools in the entire state to adopt a school uniform policy. Another important plan developed during Mr. Stine's administration was the school's advisory program. This program, which promotes successful teaming exercises and fairness among all students, has earned national recognition and was featured at a national Middle School Conference several years ago.

Mr. Stine was also instrumental in the institution's receipt of numerous awards of excellence, including recognition by the State Department of Education as a Vanguard School. This prestigious designation recognizes Woodbridge Middle as one of the 25 finest learning institutions in the State. Woodbridge Middle School is also a V-Quest School, a distinction given to schools that use creative math and science curricula.

With the guidance and direction of Mr. Robert Stine, Woodbridge Middle School has become an outstanding place for adolescents to learn and grow. The teachers are dedicated to the academic, social and athletic development of each student. Parent and community involvement is encouraged in every aspect of the school's operation, and every student is appreciated for their unique background, abilities and talents. Today, I rise to honor Mr. Stine not only as a member of the House of Representatives, but as a proud father who has watched his three sons mature, develop and become better students and people while attending Mr. Stine's school. For that I am very thankful. We will miss him greatly and wish him the best as he moves on to new challenges in the next exciting chapter of his life.

## NATIVE HAWAIIAN HOUSING

### HON. NEIL ABERCROMBIE

OF HAWAII

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 18, 2000*

Mr. ABERCROMBIE. Mr. Speaker, I express my support for the inclusion of the Hawaiian Homelands Homeownership Act, in the American Homeownership and Economic Opportunity Act, H.R. 1776. I appreciate the leadership of Representative RICK LAZIO on this bill. The Native Hawaiian housing provisions that were a part of the manager's amendment are similar to legislation that I introduced in the 105th Congress. I am hopeful that we can continue to work together to assure these important initiatives are signed by President Clinton this year.

The purpose of the Hawaiian Homelands Homeownership Act is to allow access to federal housing assistance programs to Native Hawaiians who are eligible to reside on Hawaiian Home Lands but do not qualify for private mortgage loans.

Although Federal housing assistance programs in Hawaii have been administered on a racially neutral basis, Native Hawaiians continue to have the greatest unmet need for housing and the highest rates of overcrowding in the United States. Forty-nine percent of Native Hawaiians experience housing problems as compared to 44 percent for American Indian and Alaska Native households and 27 percent for all other households in the United States.

These troubling statistics are not recent news. In 1920, Congress enacted the Hawaiian Homes Commission Act to address Congressional findings that Native Hawaiians were a landless and distressed population. Under the Act, approximately 200,000 acres of public land that had been ceded to the United States in what was then the Territory of Hawaii would be set aside for the native people of Hawaii.

When Hawaii was admitted into the Union of States in 1959, title to the 200,000 acres of land was transferred to the State of Hawaii with the requirement that the lands be held in public trust for the betterment of the conditions of Native Hawaiians. The Hawaii Admissions Act also required that the Hawaii State Constitution provide for the assumption of a trust responsibility for the lands. The lands are now administered by a State agency, the Department of Hawaiian Home Lands.

The Hawaiian Homes Commission Act authorized general leases of land set aside under the Act. Congress anticipated that revenues derived from general leases would be sufficient to develop the necessary infrastructure and housing on the home lands. However, general lease revenue has not proven sufficient to address infrastructure and housing needs. There are approximately 60,000 Native Hawaiians who are eligible to lease and reside on the home lands. However, due to the lack of resources to develop infrastructure (roads, access to water and sewer and electricity), hundreds of Native Hawaiians have been put on a waiting list and died before receiving an assignment of home lands.

In 1995, the Department of Hawaiian Home Lands published a Beneficiary Needs Study as a result of research conducted by an independent research group. This study found that among the Native Hawaiian population, the

needs of those eligible to reside on the Hawaiian home lands are the most severe—with 95 percent of home lands applicants (16,000) in need of housing. Additionally, one-half of those applicant households face overcrowding and one-third pay more than 30 percent of their income for shelter.

The Hawaiian Homelands Homeownership Act will help move Hawaiians into their own homes. People have spent decades on the Hawaiian waiting list. One of the obstacles that has kept people from getting homesteads has been their inability to qualify for home lands. Once this bill becomes law, they'll have access to the loans they need to attain the dream of homeownership.

## HOOSIERS SPEAK OUT ON EDUCATION

### HON. DAVID M. McINTOSH

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

*Thursday, May 18, 2000*

Mr. McINTOSH. Mr. Speaker, over the past few months I have heard a great deal about education reform from my constituents. The correspondence I received is so insightful that I want to share some of these thoughts and ideas with my colleagues in the House of Representatives.

Pamela Rolfs, a research administrator at Ball State University in my home town of Muncie, Indiana wrote, "In talking with K-12 teachers I find that most of them feel that two of their biggest challenges are inadequate classroom funding and student discipline problems. More and more excellent teachers are leaving their field due to the stress brought on by school violence and discipline problems."

Henry Young of Muncie, Indiana made this point: "Proximity generally facilitates perception of needs. Accordingly, states may well be better informed of regional exigencies than federal management. However, local management of public schools . . . is the better level of government to direct public schools."

From Anderson, Indiana, Sandra Wilson wrote, "One recruiter, which contracted one of my children, took his red pen out and corrected the letter of reference the high school English teacher had written. I had not pre-read this letter and obviously that was my mistake assuming an English teacher would be grammatically correct as well as being able to spell correctly . . . Teachers need to be accountable. They need an end product accountability. If a teacher is teaching English, should not the students be learning English?"

Mrs. Ann Weldy of Markleville, Indiana asked two insightful questions: "How can teachers discipline well when they are not allowed to teach character building? How can we effectively discipline children, in order to create a better society, when the system is poor at disciplining itself?"

David Shepard, Professor Emeritus at Ball State University in Muncie stated, "The present program of aid to education certainly does not put money into the classroom but into the education bureaucracy and into more and more methods courses at the expense of content courses."

Said David Webster of Hope, Indiana, "I am an elementary teacher in a public school. For 26 years, I have been entrusted with the lives