

May 19, 2000

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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 admin-

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istration 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 Hawai-

ian 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 of fifth graders. There are many individuals and groups continually striving to help children have the best education possible; however, I am becoming increasingly concerned about upper elementary class sizes."

Mr. Rufus Cochran states, "If you truly care about the state of education, consult classroom and special education teachers . . . Disruptive children and their parents are running our schools, because schools have been either stripped of their authorities or strongly discouraged from discipline for fear of lawsuits."

Mr. Speaker, although these suggestions come from different areas of the district, they focus on similar themes. To be successful, education reform should drive more dollars to the classroom, strengthen school safety and discipline, enhance local control, and enact accountability measures. I am proud to say that I and my colleagues on the Committee on Education and the Workforce have made great strides in these areas.

To empower teachers to maintain classroom discipline, I introduced legislation to provide limited civil litigation immunity for educators who engage in reasonable actions to maintain an orderly, safe, and positive education environment. As an amendment to the Elementary and Secondary Education Act, the provision passed overwhelmingly.

To strengthen state and local involvement in education, Congress passed the Education Flexibility Act which allows eligible states and

school districts greater flexibility in trying innovative education reforms using federal funds. This bill was signed into law on April 29, 1999.

Building on the success of this law, the House of Representatives also passed the Academic Achievement for All Act which allows even greater state and local flexibility in exchange for greater academic achievement.

On October 12, 1999, the House of Representatives passed the Dollars to the Classroom Resolution which calls for at least 95 percent of federal funds to go directly to classroom expenditures. Currently, as little as 65 cents of every federal tax dollar actually makes it to the classroom!

In the Teacher Empowerment Act and the Student Results Act which fund teacher training and services for disadvantaged children respectively, we successfully included provisions which will ensure greater quality and accountability in our schools. These bills, which passed in the House of Representatives await consideration in the Senate.

Mr. Speaker, as you know, we have worked hard to pass an impressive package of education bills which will empower parents, teachers, administrators, and communities to make needed changes to our education system. We have heard from our constituents whose ideas form the foundation of our legislative agenda. I would like to thank these constituents and others who have written and given me insight into the classroom.

IN RECOGNITION OF GREGORY
PLAGEMAN, JR., OF DAVIE,
FLORIDA

HON. PETER DEUTSCH

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 18, 2000

Mr. DEUTSCH. Mr. Speaker, I rise today in recognition of Gregory Plageman, Jr., of Davie, Florida. Gregory was recently honored by the Carnegie Hero Fund Commission after risking his own life to save the life of Pearl Steinberg. Indeed, Gregory committed a tremendous act of heroism of which he should be extremely proud.

The Carnegie Hero Fund Commission awards a bronze medal to individuals throughout the United States and Canada who risk their lives to an extraordinary degree while saving or attempting to save the lives of others. Since the program's inception in 1904 by philanthropist Andrew Carnegie, the Commission has recognized acts of outstanding civilian heroism, providing financial assistance to the awardees and the dependents of those awardees who are killed or disabled by their heroic actions. Gregory's story of bravery truly exemplifies the tenets espoused by the Carnegie Hero Fund Commission.

On June 24, 1999, 85-year-old Pearl Steinberg remained in her car after it had knocked over a gasoline pump at a local service station. Immediately engulfing the car, flames entered the rear of her car through a broken-out window. Upon witnessing this, Gregory forced open the car door, partially entered the automobile, and released Pearl's safety belt, pulling her out of the car and leading her to safe-

ty. The flames grew to 18 feet above the gas pumps within minutes, completely devouring the vehicle. Without Gregory's selfless act of bravery, Pearl Steinberg would likely have sustained fatal injuries.

Mr. Speaker, I would like to congratulate Gregory Plageman, Jr., for his heroic efforts in risking his own life to save another's. This was a truly selfless act of courage—an act that Gregory and the entire southern Florida community can be proud of.

PERSONAL EXPLANATION

HON. MAJOR R. OWENS

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 18, 2000

Mr. OWENS. Mr. Speaker, I was unavoidably absent on a matter of critical importance and missed the following votes:

On the amendment to H.R. 853, to amend the Congressional Budget Act of 1974, introduced by the gentleman from California, Mr. DREIER, I would have voted "nay."

On the amendment to H.R. 853, to amend the Congressional Budget Act of 1974, introduced by the gentleman from Pennsylvania, Mr. GEKAS, I would have voted "yea."

On the amendment to H.R. 853, to amend the Congressional Budget Act of 1974, introduced by the gentlelady from Texas, Mrs. JACKSON-LEE, I would have voted "yea."

On passage of H.R. 853, to amend the Congressional Budget Act of 1974, introduced by the gentleman from Iowa, Mr. NUSSLE, I would have voted "nay."

IN HONOR OF THE GEORGE K.
ALMIROUDIS CHIAN GERIATRIC
FOUNDATION, LTD. AND HIS EMINENCE
METROPOLITAN
DIONYSIOS OF CHIOS, PSARA,
AND OINOUSSES

HON. CAROLYN B. MALONEY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 18, 2000

Mrs. MALONEY of New York. Mr. Speaker, today I pay special tribute to the George K. Almiroudis Chian Geriatric Foundation, Ltd. on the occasion of their first honoree dinner. I also salute their guest of honor, His Eminence Metropolitan Dionysios of Chios, Psara and Oinousses.

The mission of the George Almiroudis Chian Geriatric Foundation, Ltd. is to provide emotional, physical, financial and psychological support to Hellenic American senior citizens residing in senior residences and nursing homes in the United States. This foundation will also support the residents of the Zorzis Mihalinos Nursing Home of Chios.

This year, at their first annual dinner, the Foundation will honor Metropolitan Dionysios of Chios, Psara and Oinousses, born in Kalimeriani in Evoia. In 1952 he was ordained deacon and in 1956 he received his Bachelors Degree in Theology from the Theological University of Athens. For eight years he served