

4094 is that common sense bill. Mr. Speaker, I call on the Members to pass it and pass it now. Prisons ought not to be nicer than our schools.

Finally, Mr. Speaker, I think it is important to remind my colleagues that the bills we passed here are much more important than the abstract arguments about outlays and budget authority. These bills reflect our values, and these bills demonstrate what our priorities are.

CELEBRATING 10 YEARS OF SERVICE IN HOUSE OF REPRESENTATIVES

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Illinois (Mr. EWING) is recognized for 5 minutes.

Mr. EWING. Mr. Speaker, last evening, rather late into the night, a number of my colleagues came here to the floor to do a Special Order celebrating or recognizing my retirement, I am not sure which. But it was certainly something that I appreciated, and I am not going to try and discredit the fine things that were said. All of those were very much appreciated.

But I did want to recognize my colleague from Illinois (Mr. SHIMKUS), who arranged for the group to come to the House Chamber; the gentleman from Illinois (Mr. PORTER); the gentlewoman from Illinois (Mrs. BIGGERT); and on the other side of the aisle, the gentleman from Texas (Mr. STENHOLM); the gentleman from Illinois (Mr. COSTELLO); and the gentleman from Illinois (Mr. LIPINSKI). I appreciate very much their comments and the recognition of the years that I have spent in this body.

I would like to say that serving in the United States Congress was the fulfillment of an ambition that I probably first thought about when I was in high school, and serving on the Committee on Agriculture and being a chairman there was part of that dream that I had for many years. So my almost 10 years in this body has been very fulfilling, very rewarding, and certainly a highlight in my life. The ability that I have had here to grow and to learn and to develop I think is something that one will take with them forever.

Mr. Speaker, I wish that I could say this to everyone in this country: The people in this House are some of the finest people that a person could meet anywhere, on both sides of the aisle. I cannot think of one person that I have served with in this House that I did not like, that I did not find had merit to what they said and believed in what they fought for here.

Unfortunately, the American people I do not think understand how we come here and how we fight and how we talk and stand for issues that are important to us, issues that we believe in. And even though we may disagree to a

great extent, I never questioned somebody's motives or judgment, and that is, to me, a great honor. Everyone that I have served with here is a good person, and they are serving this country and our system.

I often say to many people, do not complain about the harsh rhetoric in the House. We never see tanks, we never see troops in the streets of this country because we fight our issues out right here on the floor of the House, and every society has to have a safety valve and it has to be a place for those issues to be vetted. This is that place. It is a great institution.

Mr. Speaker, I will always be proud to have been a part of this House, to have served in the Congress of the United States of America.

Mr. Speaker, thank you to you, thank you to every Member of this House.

□ 1830

INDONESIA

The SPEAKER pro tempore (Mr. OSE). Under a previous order of the House, the gentleman from Pennsylvania (Mr. PITTS) is recognized for 5 minutes.

Mr. PITTS. Mr. Speaker, once again I rise to share my concern over the continued bloodshed in Indonesia. I continue to receive reports that, despite statements of the Indonesian government in Jakarta, the violence, destruction and murder continues in Ambon.

The people living in the Maluku are pleading for the international community to get involved and bring them relief, both in terms of humanitarian aid and physical protection.

Reports from Indonesian NGOs state that refugees are not only neglected, but are harassed.

Recently, at least 32 people were killed in a day-long attack by Muslims on an outlying village in Ambon, the capital of the Maluku Islands. Eyewitnesses stated that the Jihad attackers were aided by government soldiers during the attack on the village of Hatiwe Besar.

Many who were killed died violently. Most of them, including a 10-month-old infant, were shot and their bodies were tossed in the fires of houses burned by the attackers.

In a different account of recent violence, families in one village that refused to fight were killed and their bodies were found deposited in the wells in the village.

Yet another account tells of women and girls who, at the sound of gunfire, "were desperately clawing at the small yellow buses, hammering on the side for the driver to stop and let them on. As we slowed down, they tried to board our vehicle. I had never seen such fear in people's faces, people who knew the sound of automatic guns meant that

the army was in action and that death was not far away."

More eyewitness accounts reveal that even 3 weeks ago Jihad warriors were still moving by boat into the Maluku from Java and surrounding islands.

One man said, "We desperately need weapons to defend ourselves. Nobody cares about us. Nobody offers to help us. We cannot trust the army because they are often supporting the Jihad fighters. The politicians and authorities talk a lot, but their words and promises are not translated into action."

Many people who witness the violent attacks confirmed that, although the Indonesian Army was present during the attacks, either nothing was done to protect the villagers or some of the soldiers actually joined the aggressors in shooting at the escaping villagers.

Unfortunately, even people such as the current leader of the People's Consultative Assembly, Dr. Armien Rais, openly supported calls for Jihad or an Islamic holy war against the Christians and other religious believers in Indonesia.

However, there are other Islamic leaders who clearly state that this jihad should not be happening. "A.T. Zees, a Muslim leader in Minahasa, told a crowd of Protestant, Catholic, Hindu, and Buddhist leaders Sept. 14 that the jihad fighters should leave . . . In Islam, jihad is a holy war against all evils—not murdering Christians, destroying their houses and churches, robbing, and doing other contemptible deeds," he said. "A number of peaceful Muslims have tried to protect Christians."

Why does the world not pay attention to the continued violence in which reportedly over 4,000 people have been killed and over 350,000 are now refugees?

When the three U.N. workers were killed in East Timorese refugee camps, the whole world raised their voices and condemned the killings—rightly so. Yet, thousands have died in the Maluku, but instead of outrage, silence has reverberated.

Church leaders and other community leaders are pleading for the international community to send aid and protect the people against death from the Jihad fighters. Church leaders say that, if the U.N. will not send peacekeepers, the least we ask is that ships be kept ready to evacuate the surviving Christians. Otherwise they will be forced to choose between Islam and death.

Mr. Speaker, a whole population has been targeted and is slowly being wiped out or forced out of their homeland. Why will the Indonesian Government not act so that the killing stops? Where is the outrage in the international community? Something must be done, or we will see the destruction of an entire society.

Both Christians and Muslims from this area want peace. They have lived in peace for many years and in friendship with their neighbors.

We should ask that the IMF, the World Bank, U.N. officials take appropriate action to let the Indonesian Government know that they must take steps to stop the killing. It is not simply an internal Indonesian affair. The Indonesian people are crying out for help from the international community because they are not receiving it from their own government.

Delegations from the U.N. and other countries need to visit the Maluku to investigate and report on the bloodshed and destruction throughout the area.

In addition, our government needs to seriously consider the implications of resuming the close military ties with the Indonesian Government. The record of human rights abuses by the Indonesian military is well documented.

Further, our government needs to examine the religious nature of these killings. This is not simply a local economic conflict. Declarations of Jihad underscore the religious aspects to the violence, and this must be considered in terms of U.S. Government actions.

I enjoyed my visit to Indonesia earlier this year. Indonesia is a land of many resources in its people and its abundance of natural resources. We are friends of the Indonesian people. It is our hope that all the people in Indonesia will be able to live in peace.

EDUCATION ACHIEVEMENTS OF CLINTON ADMINISTRATION

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas (Mr. HINOJOSA) is recognized for 5 minutes.

Mr. HINOJOSA. Mr. Speaker, there is much good news in higher education this year, and we should take a few moments in the House of Representatives to take notice of it.

Education Secretary Dick Riley appeared today before the last Committee on Education and the Workforce hearing of the 106th Congress. Although the stated purpose of the hearing was a sad commentary on presidential politics, it was an excellent opportunity to highlight the educational achievements of the past 8 years under Secretary Riley. He has been a true friend to all American children during his tenure, and especially to the Hispanic community, as no other Education Secretary before him.

On behalf of all American children, I want to commend Secretary Riley for his tireless dedication to improving both education programs and the Education Department. I know I for one have greatly enjoyed the opportunity to work with such a great and inspirational figure.

I am very glad to have worked with Secretary Riley personally, who visited my district twice over the past 4 years. It has afforded us both valuable experience because each time he has had the

opportunity to witness the beneficial impact of Federal programs such as the E-Rate, bilingual education, or Gear-up in my south Texas congressional district.

For example, we have reaped a great benefit from the \$75 million given to date to the Region One Education Service Center, which overseas 38 school districts in south Texas, serving 298,000 students, 95 percent of whom are Hispanic.

I know each time he visited he raised the morale of our students, strengthening the appreciation for education among Hispanic, low-income, and extremely motivated and bright students.

While many of the Department's achievements were noted in his testimony, there are others worthy of note here tonight. For example, \$18 billion has been added to the annual Federal education spending since 1995. Math SAT scores are at an all-time high. NAEP, the National Assessment of Education Progress, reading achievement scores have significantly improved in all grades tested, and ACT scores increased from 1992 to 1999. Better still, the numbers of females and minorities taking the ACT test increased five-fold.

Secretary Riley is the undisputed champion of minority education. Under his tenure, the Department of Education has helped more than 200 colleges and universities, middle and high schools form Gear-up partnerships to help 480,000 students and their families to attend college. Many of the beneficiaries are minority students.

The Department of Education has also been an avid partner in implementing the Hispanic Education Action Plan, or HEAP, as we call it. It was started in 1994. These are among the exemplary programs that assist a great number of minority students and their families in districts such as mine in south Texas, the third poorest metropolitan statistical area in the Nation.

The Department's accomplishments included in the Secretary's testimony are sharply contrasted by a Rand report released yesterday on public education in my home State of Texas. The Rand report raises serious questions about the purported test score gains in our State standards test, the Texas Assessment of Academic Skills, commonly referred to as TAAS.

In particular, this report finds that results on TAAS, collected by Governor Bush's State Education Agency, and other standardized tests such as NAEP tell very different stories. Rand is by all accounts an unbiased, well-respected research organization. So when their reports state that alleged minority students' gains are illusory, we must take notice.

The report goes on to observe that "evidence regarding the validity of score gains on the TAAS can be ob-

tained by investigating the degree to which these gains are also present on other measures of these same general skills." So how did they measure up?

Mr. Speaker, I want to conclude and say that it is vital to remember that the true education reform is slow and steady and based on empirical and unbiased data as Secretary Riley and the rest of the Department employees have done.

EDUCATION

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Ohio (Mr. SAWYER) is recognized for 5 minutes.

Mr. SAWYER. Mr. Speaker, I rise today to join with the gentleman from Texas (Mr. HINOJOSA) and the gentleman from North Carolina (Mr. ETHERIDGE) in their interest in the subject of education.

We are fond of pointing out the absolute truth that education is a local function. It is a State responsibility. But from time to time in our Nation's history, it has become an overarching national concern. Such a time occurred a little over a hundred years ago as the United States emerged from what was largely an agrarian era in this Nation's history, a time when half of all of Americans lived and worked on farms because it took that many of us to feed and clothe all of us, to the entrance into the second industrial revolution.

It changed everything. Mechanized manufacturing and agriculture and transportation made it possible for cities to grow in ways that had never ever occurred before, and it changed the skill expectations of an entire country. It was a time when we really faced the challenge of elevating the skill level of an entire Nation from one end of the spectrum to another, all at the same time. That is an extraordinary undertaking in the life of any nation, and we have been through it. It was a time of overarching national concern.

The land grant colleges changed the way we educated people for nation-building here in the United States. Normal schools improved the education of teachers who, up to that point, the majority of whom had barely gotten beyond high school themselves when they were teaching high school. It was done through a partnership of local, State and Federal activity, and it really was a reinvention of America. It was the invention of the American century.

Today we find ourselves in a time of very similar change. Technology today is changing everything. We are seeing a time when the need has expanded in very much the same way as it did a hundred years ago.

Today we are finding an entire generation of baby boom teachers who began their careers in the late 1960s