

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