

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 Malukus 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 Malukus, 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 Malukus 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.

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

(Mr. STENHOLM addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

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

(Mr. LAHOOD addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

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 oversees 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 obtained 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.

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

(Mr. CRANE addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

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 and early 1970s moving toward retirement, at the same time that the largest school age population in the Nation's history is moving through our classrooms, breaking enrollment records every year and likely to again for the next 12 to 15 years.

All of this is happening at a time when we are seeing the greatest shift in job skills expectation that we have seen in this country perhaps since that time 100 or 110 years ago when we became a new country.

We see at the same time that school buildings, some tired, many worn out, often obsolete, buildings that were at least in, close to a third of which were built prior to the Great Depression, coming into a time of extreme challenge and expectation. That is the circumstance that we face today. It is what the gentleman from North Carolina (Mr. ETHERIDGE) was talking about. It is what the gentleman from Texas (Mr. HINOJOSA) was talking about.

This is not a crisis, but it is a time when we need to understand those needs. We have been through that any number of times since 100 years ago when we put together the Land Grant Colleges Acts. We have seen it in the G.I. bill when millions of men came home from the Second World War, a war fought with some 23 percent high school graduates. It was not until 1951 that we saw half of all Americans graduating from high school. Today those numbers are up into the mid-80s, and the performance of minority popu-

lations are the highest they have ever been.

We saw that kind of cooperation in the National Defense Education Act in the wake of Sputnik and in title I for the educationally disadvantaged in the 1960s, the development of special education in the mid-1970s, the adult education programs that have grown in need and performance in the course of this decade alone.

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And we have seen college aid, through financial loans and grants, change the face of higher education in the United States. It has not happened just because it is possible; it has happened because it has been necessary. It has been necessary as we seek to change the face of the Nation yet again.

We need to develop a whole new cohort of well-qualified teachers and to assist in the financing of a new school construction and renovation plan that will make it possible for this largest generation of school learners to take part in that education. This is not something we do simply because we think it would be nice. As we stand here trying to seek to extend the kind of prosperity that we enjoy today through paying down the national debt, through extending the solvency of Social Security, there is no better way we can do that than through ensuring the skill levels of a new Nation.

Our children will have to learn as if their entire world depended on it, because it does. Their world and our world.

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

(Mr. MANZULLO addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

HUNGER RELIEF ACT, H.R. 3192

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from North Carolina (Mrs. CLAYTON) is recognized for 5 minutes.

Mrs. CLAYTON. Mr. Speaker, we observed World Food Day last week, and we paused to recognize that hunger is still a way of life for far too many in America and around the world. It is for that reason that I rise once again to urge this House and this Congress to pass the remaining provisions of the Hunger Relief Act, H.R. 3192.

This legislation enjoys the support of 186 cosponsors in the House, Democrats and Republicans. The companion bill, S. 1805 enjoys the support of 35 cosponsors in the Senate, Democrats and Republicans. Nearly 1,400 national, State and local organizations in all 50 States have endorsed the Hunger Relief.

Editorial boards, columns, articles and op-eds from the East Coast to the