

Mr. Speaker, at the end of each day, those of us in government must be honest and answer the question, by our policies, who have we helped and who have we hurt?

The priorities of the United States, make a statement about who we are and where we stand. It signals to our citizens and to the world the principles by which our lives are governed.

I urge each of my colleagues to be continually dedicated to the small farmers and ranchers of our great nation by becoming an original co-sponsor of legislation that will soon be introduced to fix the credit and statute of limitations problems.

ENACT H.R. 3411, THE COMMISSION ON AMERICAN MATHEMATICS LEADERSHIP ACT, TO REFORM MATH EDUCATION

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

Mrs. MORELLA. Yesterday I introduced a bill, H.R. 3411, establishing the Commission on American Mathematics Leadership to improve the way mathematics is taught in our Nation's schools.

The need for this bill is clear. Just 2 weeks ago the most comprehensive and rigorous international comparison of mathematics education ever undertaken revealed American high school seniors, even our Nation's best students in advanced classes, to be among the world's least prepared. The results of this study, the Third International Mathematics and Science Study, called TIMS, cry out for comprehensive reexamination of our current approach to mathematics education in the United States.

As part of the study, in the spring of 1995, fourth, eighth and twelfth graders from more than 40 countries, including the United States, were tested. Asian countries did not participate. The twelfth grade examination was comprised of four separate parts, testing general mathematics, including fractions and percentages, graphics and algebra, as well as advanced mathematics including calculus, geometry and equations.

In the general knowledge of mathematics, American twelfth graders did better than students in only Cyprus and South Africa. Students in four countries, Italy, Russia, Lithuania and the Czech Republic, performed at the same level as those in the United States. Meanwhile, 14 countries, led by the Netherlands and Sweden, outperformed the United States.

In the category of advanced mathematics, tests given to students who had taken or were taking precalculus, calculus or advanced placement calculus, 11 countries outperformed the United States and no country performed worse.

The study indicates that our Nation's mathematics deficiency lies with the systematic instruction of mathematics and not in the abilities of our students.

This is made clear by the fact that fourth graders do well, while eighth and twelfth graders struggle. In fact, the work of American fourth graders is quite strong in math when compared to similar students in other countries.

Equally upsetting is the fact that American students fared poorly in math even though they expressed more enthusiasm for learning the subjects than their peers in other nations. The results of this review are disappointing and unacceptable.

As the chair of the Subcommittee on Technology of the House Committee on Science with jurisdiction over our Nation's technology and competitiveness policy, I find that there is a direct correlation between the ability of the United States to compete internationally and mathematics skills. The requisite expertise needed for technology jobs, in this ever more technologically advanced world marketplace, runs the spectrum from programming, designing systems, trouble shooting and serving clients, among others. All of these talents are reliant upon the concepts of basic and advanced math.

Without these skills, our Nation's technology work force will soon fall far behind our global competitors, further behind, I should say. Exacerbating the international competitiveness concerns is the technology work force shortage facing our Nation. The Department of Labor projects the doubling of the demands for computer scientists, engineers and systems analysts over the next 10 years, an increase of more than 1 million high-skilled high-wage jobs. Yet today many employers report difficulty in recruiting enough workers with these skills despite aggressive retraining and hiring programs.

There is no time to lose, especially for many young Americans. Students must simply become better educated about basic math and their own economic future. Since 1976, workers with wages in the 50th percentile have lost about 15 percent of their earning power while the lowest tenth have lost 25 percent in real wages.

So as we approach the new millennium students underprepared for the workplace are likely to see their wages decline further.

Mr. Speaker, at the start of this decade our Nation's governors set the goal of making American students first in the world in mathematics. The results of the TIMS study demonstrate how far we have to go to reach that goal. So today I urge my colleagues to join with me to renew that lofty goal. We must use the TIMS study as a wake-up call to revamp the culture of math instruction from top to bottom.

I believe the first step necessary to reverse our Nation's declining math proficiency is enactment of the bill that I introduced, the Commission on American Mathematics Leadership Act.

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The duties of the blue-ribbon commission will be to review the existing

research base on mathematics education leadership, including the status of math education in the United States relative to international competitors, proposed professional development priorities to assure that the teaching of math at all educational levels in the United States is strengthened, and to propose a new direction and new ideas to assure our students are world class achievers in mathematics.

The bill I have introduced is also introduced in the Senate, a companion bill, by my distinguished colleague, Senator FRIST of Tennessee. It has been referred to both the Committee on Science and the Committee on Education and the Workforce. I look forward to working closely with my good friends, the gentleman from Wisconsin (Mr. SENSENBRENNER) and the gentleman from Pennsylvania (Mr. GOODLING), to enact this important bill.

CONGRESS MUST PASS LEGISLATION REFORMING THE IRS

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

Mr. JONES. Mr. Speaker, today we are 35 days away from April the 15th, a dreaded day for every American taxpayer. As we all struggle through this burdensome time of year, please allow me to share with my colleagues some facts.

The average American family today pays more in taxes than it spends on food, clothing and shelter combined. Mr. Speaker, I want to repeat that. The average working family in America today pays more in taxes than it spends on food, clothing and shelter combined.

The Gettysburg address is only 269 words, the Declaration of Independence is only 1,337 words, and the Holy Bible is only 773,000 words. However, the tax law has grown from 11,400 words in 1913, to 7 million words today. I want to repeat that. The tax law has grown from 11,400 words in 1913 to 7 million words today.

There are at least 480 different tax forms. The easiest form, the 1040 EZ, has 33 pages of instructions, all in fine print. As a result, Americans devote 5.4 billion hours, 5.4 billion hours, to complying with the Tax Code each year, which is more time than it takes to produce every car, truck and van made in the United States. I think that is worthy to be repeated also, Mr. Speaker. Americans devote 5.4 billion hours to complying with the Tax Code each year, which is more time than it takes to produce every car, truck and van made in the United States.

Americans also spend \$200 billion each year on tax lawyers, accountants and other costs associated with tax law compliance. The IRS sends out 8 billion pages of forms and instructions each year, which, if laid end to end, would stretch 28 times around the earth. I want to repeat that. The Internal Revenue Service sends out 8 billion pages