

GOVERNOR BUSH MISSES MARK
ON COUNTRY PROSPERITY

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

Mr. SHERMAN. Mr. Speaker, we are engaged in a great fiscal debate in which the Governor of Texas tells us that, under his plan, every American who pays taxes will get tax relief. He is completely wrong. He should know that there are 15 million Americans who pay Federal taxes, who pay FICA taxes out of their wages that will not get a penny out of his tax plan, because he ignores the working poor. Those who care for people in nursing homes, those who clean our buildings and wash our cars are left behind. What is worse, of course, is that he provides almost half the benefits to the richest 1 percent of Americans.

Now, what concerns me most about the Governor's statements is that he mocks the importance of fiscal responsibility when he tells the country that the prosperity of the last 8 years has nothing to do with governmental decisions made in Washington.

He is correct that the lion's share of the credit for our national prosperity goes to American workers whose ingenuity, hard work and inventiveness is building a new economy. But for political gain, he denies that there is another essential element, and that is fiscal responsibility here in Washington.

By denying that what we do here in Washington has anything to do with how the economy performs, he grants to us a fiscal license, a statement that government has nothing to do with prosperity, hence government can do whatever it wants.

The fact is otherwise. The facts are that, during the mid-1980s and the late 1980s and the early 1990s, Americans were hard working and inventive and ingenious, and yet we did not have prosperity in this country.

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Why? Because we had a budget deficit that was growing every year and threatened to swallow up private savings in our economy. We cannot afford the license the political rhetoric from the Governor of Texas would grant.

Now, we are told by the Governor that he does not want to provide so much benefit to the upper 1 percent. He tells us that his plan will provide only \$223 billion of tax relief to that richest 1 percent over the next 10 years. He does this by ignoring the second largest piece of his proposal, and that is his repeal of the estate tax. He tries to minimize the fiscal effect of that by using fuzzy phase-in figures.

But the fact is the estate tax will be producing \$50 billion a year, \$500 billion over 10 years, which means the wealthiest 1 percent, over a 10-year period, will be getting \$700 billion of tax relief, not just the \$223 billion the Governor admits to. That is why when we look at the estate tax and the income

tax the conclusion is clear: he provides more tax relief for the wealthiest 1 percent than everything he proposes to do to help our health care system, to strengthen Medicare, to strengthen the military and to provide for our schools combined.

It is time that we focus on the fiscal details of the plans of those who are running for President. This is not a popularity contest.

THE NATIONAL IMPROVEMENT IN
MATHEMATICS AND SCIENCE
TEACHING ACT

The SPEAKER pro tempore (Mr. DICKEY). Under a previous order of the House, the gentleman from New Jersey (Mr. HOLT) is recognized for 5 minutes.

Mr. HOLT. Mr. Speaker, we are fortunate to live in an exciting and prosperous time. The Internet has bridged gaps between generations and nations. Biotechnology has produced medical miracles. Our cars have more computing power than the Apollo spacecraft. Success in this information age depends not just on how well we educate our children generally but how well we educate them in science and mathematics specifically.

Following the launch of Sputnik in 1957, major steps were taken in the United States to improve resources going into science. The goal was to pursue a superior technical workforce. This produced generations of scientists and engineers who have contributed greatly to our economic and technical accomplishments. I am a product of the Sputnik revolution. I have spent several decades in the world of teaching and physics research. But now, as a policymaker, I see the shortcomings of our earlier revolution in science and mathematics education, and I see the need to increase our effort for science and mathematics education today.

The push for improving public competence in science and mathematics is justified by economics, national security, and arguments about democracy. It is also important for personal fulfillment. Mathematics and science bring order and harmony and balance to our lives. They teach us that our world is intelligible and not capricious. They give us the skill for lifelong learning; really for creating progress itself. From the evidence we currently have at hand, it is clear we are not providing this quality education in math and science to our children.

I am proud to have been one of four Members of the House and Senate to serve on the National Commission on the Teaching of Mathematics and Science, chaired by former Senator and astronaut, John Glenn, and including leaders from industry, academia and professional and educational organizations. The Glenn Commission, as it has come to be known, was established to improve math and science education throughout the United States, and in its report, released 3 weeks ago, "Before It's Too Late," the commission

identifies teaching as the most powerful instrument for reform; and thus teaching is the place to begin.

The commission calls for major changes throughout the teaching profession, the scientific professions, and the institutions that produce our teachers. Our country must devote attention to the quality, quantity and professional work environment of teachers in science and mathematics. In the next 10 years, we will have to recruit and hire 2.2 million teachers just to stay even with attrition in the teaching force. Most of these teachers, including all elementary school-teachers, will be called on to teach science, and many will feel inadequate to teach it.

Along with my colleague, the gentleman from Maryland (Mrs. MORELLA), who also served on the commission, I am introducing legislation that seeks to make these changes. The National Improvement in Mathematics and Science Teaching Act, as it is called, establishes a new title in the Elementary and Secondary Education Act to improve the quality of math and science education.

Specifically, this Glenn Commission bill establishes a State assistance grant program to recruit quality teachers into the field. Under this program, every State will receive funding that they can use for a variety of purposes that are designed to attract new and qualified math and science teachers. States can establish a loan forgiveness program, signing bonuses, or even create a career ladder for math and science teachers. The bill also establishes a similar grant program to improve professional development of these teachers. Like the previous grant program, States would have the flexibility to use these funds on a variety of activities, including master teacher initiatives, summer fellowships in relevant industries, or summer workshops, among other things.

The Glenn Commission bill establishes 15 John Glenn academies to recruit recent college graduates and mid-career professionals to compete for 3,000 prestigious 1-year paid academy fellowships. The fellows will be nationally recruited for a 1-year intensive course on effective teaching methods in mathematics and science. In return, these Glenn fellows will agree to teach for 5 years in districts with science and math teacher shortages. I am pleased that this bill establishes a grant program to address the achievement gap in math and science education.

Lastly, this bill establishes industry tax credits and deductions designed to encourage partnerships between schools and business and industry. Specifically, industries can receive tax credits for creating summer fellowships for math and science teachers. Likewise, businesses can receive deductions for donating new math and science equipment and materials to our public schools.

We are just days away from the end of the 106th Congress, so some may