

Business Daily

Important Decision Makers"

November 21, 1995

NATIONAL

THE FEDERALIZATION OF EDUCATION? Clinton Wants Washington In Charge Of Schooling

By Matthew Robinson
Investor's Business Daily

President Clinton's latest line in the sand in the budget battle is education spending.

Clinton considers his education policies one of his greatest achievements. He cites Goals 2000 and expansion of the federal student loan program as too important to trim.

But Clinton is facing a GOP just as steeled to reform the education status quo as he is bent to defend it.

The budget battle represents two different views of the federal government's role in education. Clinton wants to preserve his education policies which broaden federal power. The GOP wants to send education back to the states.

A look at the numbers shows that Clinton's favorite education programs not only have failed to deliver better-educated kids, they have undermined traditional state authority.

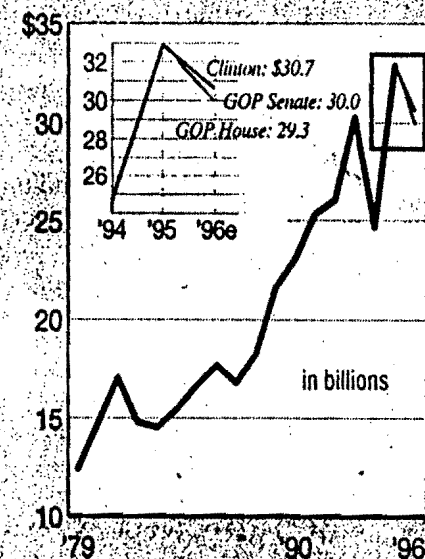
To address this, the GOP is seeking changes in federal education programs, which have been the fastest-growing items in the federal budget.

In total, Washington spends about \$70 billion a year on education programs, according to the General Accounting Office.

Since its creation, the Education Department's budget has more than doubled from \$14.2 billion in 1980 to

Draconian Cuts?

GOP cuts in education mirror Clinton's



Source: OMB

\$32.9 billion in 1995.

In the past five years, the Education Department has grown from 4,596 bureaucrats and 155 programs to 5,100 bureaucrats and more than 240 programs.

The House wants to cut \$3.6 billion from the Education Department, and the Senate wants \$2.9 billion in cuts.

Despite his line in the sand, Clinton also called for a drop of \$2.2 billion in education outlays in his 1996 budget.

Federal education spending also has risen dramatically relative to other

discretionary spending since 1979, according to John Berthoud, vice president of the Alexis de Tocqueville Institution, a think tank in Arlington, Va.

In the '70s, inflation-adjusted federal education spending grew only about half as fast as other non-defense discretionary spending items (35% vs. 65.4%).

But with the creation of the Education Department, federal education spending surged — rising three-and-a-half times as fast as the non-defense discretionary budget (29.5% vs. 7.9%).

And it's not just the department. Some 30 other federal agencies spend more than \$27 billion on 308 education programs that the GAO deemed often "duplicative and overlapping."

Despite the surge in federal spending, educational achievement barely rose. Average SAT scores rose just 1.1% during the '80s. And in more than a third of the states, scores fell.

"We have been throwing an endless stream of dollars at education with ever diminishing results," Berthoud said.

Still, the president has staked a lot on Goals 2000: The Educate America Act. The legislation builds on ideas begun in the Bush administration. It provides aid to states to develop education reform plans and implement "voluntary federal standards."

The president asked for \$750 million — an increase of more than 87% over

Continued on Next Page

CLINTON'S EDUCATION GOALS

From page 1

fiscal year '94 — to finance the program. By 2002, total funding for Goals 2000 would reach \$896 million.

But House Republicans have chosen to zero out Goals 2000: The Senate has opted to keep some of Goals 2000, cutting only \$62 million — a drop of 16.6% from the 1994 budget.

When compared to a federal budget of more than \$1.5 trillion dollars, Goals 2000 — even if fully funded — is hardly a drop in the bucket.

Philosophical Direction

And the federal share of education pales next to state and local shares. The U.S. spends about \$484 billion a year on education at all levels — 7.6% of the GDP. The federal share comes to about 6%.

It isn't just the funding that bothers Republicans, it's the philosophical direction of Goals 2000.

The House, driven by the New Federalists, a group of about 50 Republican freshmen, chose to eliminate it.

Goals 2000, critics note, aims at raising national standards and performance. But it does so by expanding the federal presence in education, even though supporters claim the federal standards are voluntary.

Some of the controversial elements include:

- Goals 2000 uses the command "will" more than 45 times when describing what states must do to receive federal money. The word "should" is only used three times.

- States must submit plans to federal education officials showing how they will accomplish the national education goals.

- Once a state accepts Goals 2000 money, it must implement the program's requirements or be subject to federal action. Thus, a local charter school free from state regulations would have to answer directly to the federal government.

- Tests used to evaluate students are based on criteria such as self-esteem and thinking ability, not factual knowledge. A typical question on such tests is: "What are your feelings after reading this?" The answers may include "symbols, images and drawings" in place of words.

- Curricula and textbooks must fulfill federal specifications including "gender equitable and multicultural materials."

Controversial history standards that critics say are politically biased also are an outgrowth of the

Goals 2000 reforms.

But the federal guidelines don't stop there, critics say. So intrusive are these measures, said Edward Kealy, director of Federal Programs for the National School Boards Association, that "I do not think any (corrective action) is left off the list short of a nuclear attack on school districts."

It boils down to one issue, others say. "Ultimately, it is an issue of local control," said Natalie Williams, an education specialist with the Claremont Institute, a California-based think tank. "Goals 2000 purports to be a wonderful reform measure. However, the GOP is looking to reform schools by freeing up schools with charters and restoring local control."

"It is tempting to look at Goals 2000 money and not see the implications. It's stifling creative reform efforts," Williams added.

The education establishment is up in arms at the GOP efforts to stop Goals 2000 before it gets started. The National Education Association, a union representing 2.1 million of the nation's teachers, has started a campaign to block the Republican budget plans.

Hyperbolic Rhetoric

Declares one NEA press release: "(T)he sound of the school bell is being drowned out by the growing roar of a chainsaw as Congress hacks billions of dollars from education to pay for tax cuts for the wealthy and giveaways to big business. As the school year begins, vital education programs are on the chopping block as never before."

Dale Lestina, senior lobbyist for the NEA is just as blunt. "Both the House and Senate proposals are poison to education. One just kills it a little faster. The Senate version is a little slower, but it'll still kill the program."

The GOP also wants to reverse Clinton's changes in student aid. Such aid is still a mainstay of the Education Department, with some 40% of its spending devoted to it.

The department spends about \$12 billion a year to make more than \$32 billion in grants, loans and work-study programs available to 6.5 million students — nearly half of the nation's college and university population.

Clinton has pointed to this program as an example of "investing in the next generation." To do so, he pushed through a change in student aid, from federally backed private lending to direct government lending.

Yet his direct lending program has not

produced the savings he promised.

By eliminating the free-market lenders and administering the loans directly, the government hoped to save \$5 billion.

But according to the Congressional Budget Office, the White House plan has cost \$1.5 billion to administer.

Republicans plan on shifting the burdens back onto the private lenders who benefit from the loans. They predict a savings of \$10 billion.

The GOP desire for local control has even led to the first voucher-like initiative in the District of Columbia.

The House's D.C. appropriations bill approves \$3,000 scholarships for parents to choose the schools their children attend, whether public or private.

Washington students consistently score the worst in the nation — lower than any other inner-city group on the National Education Assessment Progress tests. Only 56% of city students even graduate high school.

But these arguments may soon become moot. In many states, there is a growing resolve to reject Washington money. States want to proceed with their own reforms free of federal red tape.

Montana, Virginia, New Hampshire and ~~Alabama~~ have all declined Goals 2000 money. And in California Gov. Pete Wilson's office, a debate rages about whether to accept \$42 million of Goals 2000 funding.

Not all Republicans want to trim the federal role in education.

Senator Arlen Specter of Pennsylvania helped save Goals 2000 in the Senate, fighting to keep \$300 million in funding. His office also has been urging states to take the money and promising changes when state officials balked.

Even with the budget impasse, education reform is coming.

In The Crosshairs

Ever since President Reagan promised to abolish the Education Department, conservative Republicans have had their sights set on the department.

The Back to Basics Education Reform Act, a measure introduced by Ohio Republican Steve Chabot, a former school teacher, would abolish the department.

It also would send \$9 billion in block grants to the states for elementary and secondary education and provide \$2 billion for higher education.

Student loans, Pell Grants and the Individuals with Disabilities Act programs would be moved to the Department of Health and Human Services.

The bill has 120 cosponsors and is expected to reach the House floor for a vote next year.

Militia story

Woman claims she was sex slave for Goals 2000 program

By ROB CHANEY
Chronicle Staff Writer

Goals 2000 is a way of turning children into perfect mind-control subjects, according to a woman who claims to be a recovered victim of mind control.

Cathy O'Brien also said she was abused in bizarre sexual rituals by three former U.S. presidents, two Canadian prime ministers, several U.S. senators and a cabinet member.

O'Brien, 38, spoke to about 30 people at a Citizens for a Free America meeting Tuesday night, a chapter of the Nixon-based Militia of Montana. She said she worked with former Secretary of Education William Bennett on developing what she called "Global Education 2000," now known as Goals 2000.

Goals 2000 offers grant money to states and local schools to improve education methods. It also encourages states to develop standards for improved teaching to be reached by 2000.

Critics have charged Goals 2000 would allow the federal government to take away decision-making rights from local school boards. O'Brien drew a round of applause for her criticisms of the program.

O'Brien said she worked with Bennett and former Tennessee Gov. Lamar Alexander promoting the program at a 1984 governor's conference in Tennessee.

"Since I had been trained as a sex slave... I was prostituted to the different governors and delivered a package of information (about Goals 2000)," O'Brien said this morning in a telephone interview. She said she had sex with a number of governors at the convention.

Ted Schwinden, Montana's governor at the time, said he didn't recall O'Brien's presence at the convention.

"I feel overlooked," Schwinden said this morning. "I was certainly there. I don't remember any seductions. I think you ought to refer her to a good psychiatrist."

At least one member of the militia group found O'Brien's story worthy of further investigation.

"That's first-hand information," said Gordon Helgerson. "We haven't really followed up too much on this. The government's capable of doing anything."

Bozeman Superintendent Paula Butterfield said President Bush's administration introduced America 2000, the predecessor of Goals 2000, in 1988, not 1984. O'Brien said the project was Bennett's creation that he worked on during the Reagan administration.

O'Brien said that from infancy, her family had sexually abused her. She said her father made pornographic movies of her as a child. She claimed government leaders decided to keep sexually abusing her so she would have multiple personalities.

She said she finally escaped the mind control with the help of Mark Phillips. Speaking at the Tuesday night meeting, Phillips said he worked in government mind control projects in the 1960s, and later worked for CIA cover organizations before he was financially ruined for knowing too much about the projects.

He said he spent eight months "fusing" O'Brien's personality back together after "rescuing" her from her government controllers. O'Brien and Phillips said they make their livings now lecturing to doctors, mental health experts and the public on the threat of mind control. Phillips charges between nothing and \$500 a day to counsel other mind control victims back to sanity. O'Brien said

O'Brien said government agents hadn't killed them to prevent further revelation of mind control secrets because that would make martyrs of them.

LET'S NOT FURTHER FEDERALIZE EDUCATION

OUR VIEW:

State governments have a unique chance to strike a blow against the massive intrusive power of the federal government. They should refuse to accept taxpayers' money from the Goals 2000 program of the U.S. Department of Education.

It will take guts to turn down the millions of dollars in federal funding that will flow from Goals 2000 this year into school bureaucracies including Colorado's. While the program's prospects for funding in subsequent years is now uncertain under the newly GOP-dominated Congress - which has already dealt it some blows - congressional Democrats, at least, tend to want the money from a program devised and implemented by President Clinton. That may well leave it up to Republicans to fight the good fight on the Washington front.

At the state level, not everyone is giving in to the allure of big bucks, either. For instance, the governor of California, probably the biggest beneficiary, is having second thoughts. And the state governments of New Hampshire, Montana and Virginia already have rejected the money. Colorado should follow suit.

Last year, California Gov. Pete Wilson accepted the initial \$10 million in federal taxpayers' money. But this year he's reconsidering the program. "This legislation has 1,000 pages in it. The governor is being cautious, which is appropriate," an official in Wilson's administration recently told the media. "... he will not be inclined to take the money if it includes micromanagement of California's kids."

More...

LET'S NOT FURTHER FEDERALIZE EDUCATION, continued...(2)

- * The evidence on that is in: The essence of Goals 2000 is precisely such micromanagement. How else can one explain 1,000 pages of dense bureaucratese? That's why the U.S. House of Representatives already has voted to ax the program, saving \$750 million; the Senate also may vote to cut the funding.
- * In its "August 1995 Update" on Goals 2000, the Clinton administration's Department of Education insists that the program aims at "increasing parental and community involvement in education." And The Wall Street Journal quoted Michael Cohen, a senior adviser at the Department of Education, who said, "This is not massive federal intrusion. It's essentially federal support for bottom-up reform."
- * Indeed, the enunciated aims of Goals 2000, "The Educate America Act," sound laudable enough. By the turn of the century, if all goes as planned, every child would start school ready to learn. All would be competent in the core academics. America would lead the world in math and science, and so forth.
- * But critics of Goals 2000, according to the Journal, found in the law creating the program "195 uses of 'shall,' 63 of 'will,' 33 of 'require' and 13 of 'must'." That's government speak for "do what we say - or else."
- * In rejecting the Goals 2000 funding, Gov. George Allen of Virginia insisted, "Our recent experience suggests that concerns about federal bureaucratic interference with state and local education policy cannot be lightly dismissed . . . We have been engaged
- * for a year now in burdensome litigation with the U.S.
- * Department of Education over its inconsistent and unreasonable interpretations of federal requirements applicable to school discipline in the context of special education. . . .

"Even if past experience indicated that such agency assurances are reliable - and our experience is, regrettably, to the contrary - considerable uncertainty would still arise from the statutory provisions themselves." That's a diplomatic way of saying the feds can't be trusted.

More...

LET'S NOT FURTHER FEDERALIZE EDUCATION, continued... (3)

Jennifer A. Marshall, education policy analyst at the Washington, D.C.-based Family Research Council, * analyzed Goals 2000 and found, "Goals 2000 is the Clinton administration's plan to drastically restructure the American education system It increases the federal role by imposing a congressional formula for reform on any state, school district or school that wishes to receive funding under this act"

To be sure, the temptation of such federal infusions is great. Right here in Colorado Springs, several local public schools are welcoming the funding, perceived as a way to seed reform programs. As school administrators * see it, the Goals 2000 grant program, administered in Colorado by the state Department of Education, rewards schools for innovation in literacy, mathematics, science and so forth. Whether or not such innovation will bear fruit, though, is a separate debate; what's virtually indisputable is that funding for such programs comes with extensive federal strings attached.

Ultimately, the coercive taxing authority of government at any level has no business in children's education. That is first, last and always a parental responsibility, drawing on a free market of options - private, parochial, home-schooling, etc. - to best address any given child's education needs.

That's the ideal. Until then, let's at least get the feds out of the classroom.

Book could close on reading plan

By Linda Wiggins
FLORIDA TODAY

If Goals 2000 is scrapped, students in 13 south Brevard County schools will be dropped from a new reading improvement program.

Palm Bay High and its feeder schools received \$250,000 for the Reading Progress through Partnerships program.

The Goals 2000 money — doled out nationwide to schools to help them better prepare young adults

for work — was earmarked for giving teachers additional skills for teaching reading.

If funding is cut, the program may go too, school officials said.

"We believe that if kids can't read, then there are many, many other things they won't be able to do," said Ralph Williams, Brevard's assistant superintendent in charge of improving accountability for education.

Goals 2000 money has become very important, said Dan Scheurer, Brevard's assistant superintendent for instruction.

"It's a great opportunity to have a source of funds to work on improving an important area of education like reading," he said. "If we lose that, we don't have what we need to implement the national goals."

Goals 2000 money is given to states to improve students skills toward a national goal of developing a work force that is pre-

pared to compete in the world economy.

Money is given to states based on population, but the states dole out the money based on grant proposals from school districts.

Florida received \$3.9 million in Goals 2000 funding last year, the first year of funding. It received \$15 million this year and was looking forward to as much as twice that amount next year.

Congress has debated dumping the program, but that is unlikely, said Wayne Largent, Florida director of the Office of Special Federation Education Programs and overseer of state Goals 2000 money.

"President Clinton has drawn a line in the sand with Goals 2000 and vowed he'll veto any budget that doesn't include it."

The Brevard School District appointed a reading specialist at each of the 13 schools to show instructors more effective ways to teach children to read.

If the program is successful, the district plans to ask for more Goals 2000 money next year to extend the program districtwide.

Of this year's \$15 million, the state awarded \$10 million in August and will announce next week that another \$4 million is up for grabs, Largent said. Brevard will surely be in line to claim a portion of it.

Schools included in the current grant are Palm Bay High School; Columbia, Jupiter, Lockmar, McAliff, Palm Bay, Port Malabar, Riviera, Turner and University Park elementary schools; Southwest and Stone junior high schools; and Divine Mercy Catholic School.

Politics cripples educational program

Optimistic Goals 2000 'on the endangered list'

By Jon Frandsen
FLORIDA TODAY

WASHINGTON — The most cheerful thing the Clinton administration can predict about Goals 2000 — one of its most cherished education programs — is, "It's on the endangered list."

The House voted to eliminate it. The Senate hasn't decided yet, but appears ready to provide \$310 million, less than half of what President Clinton requested. Few will venture a guess as to how the

ANALYSIS

program eventually will fare.

Born in optimism during a much-heralded meeting of governors with President Bush in 1989, Goals 2000 became law last year. The attacks on it are surprising.

The goals it sets for 2000 are ambitious and difficult to argue with. They include cutting the illiteracy rate, improving competency in mathematics and science and ensuring that children arrive

at school "ready to learn."

It provides states with money for experimentation, with very few strings. It addresses one of the nation's most pressing and immediate concerns: educating children, so they can thrive in a rapidly changing world.

But Goals 2000, one of the few ideas that once had broad support from both parties, has found itself at the center of the key argument engulfing American politics: the level of control that should be anchored in Washington.

While the original bill offered by the Democrats was "very prescriptive" and would have laid out a series of requirements for states, "We changed it to make sure there would be no Goals 2000 regulations," said Pam Devitt, an

aide to Sen. James Jeffords, R-Vt.

"That was the whole point," said Madeleine Kunia, the deputy secretary of education charged with directing Goals 2000. "It allows states to develop their own plans. There are no regulations. It's kind of a wonder in terms of the (lack of) bureaucracy."

But the tide that carried away the Democratic majorities in Congress last year brought in Republicans deeply suspicious of any program that has a scent of centralized power. And to the new GOP majority, Goals 2000 has the aroma of federal intrusion.

Where architects of the program see a flexible plan that sets goals but gives states support and freedom for deciding how to reach them, opponents see the threat of nationalized standards that would strip schools of local power.

"We are urging repeal of the program because we think it created a federal intrusion into the business of the local schools," said Jennifer Marshall, an education analyst with the Family Research Council, one of the fiercest foes of Goals 2000. "It prescribes a formula for school reform to all states who wish to participate in the program."

This sentiment drives Goals 2000 enthusiasts particularly wild. States are not required to participate in the program, they point out.

New Hampshire and Virginia have never sought money. Montana took part the first year but has dropped out. Alabama has said it is sending back money it received under the program, but the Education Department says it has not yet seen the check.

Michael Timpane, once an adviser to the Education Department and now with the Carnegie Foundation for the Advancement of Teaching in Princeton, N.J., said the

conservatives' fears are out of proportion with the reality of the program.

"The major part of Goals 2000 is to sustain and expand grants to states who have thought it was a good idea to adapt the goals to their programs," Timpane said. "As far as I have ever heard, many states applied, and they are all quite enthusiastic."

The objection, according to Marshall, is that while involvement is voluntary, once a state accepts Goals 2000 money, it is obliged to report to the government.

Officials supervising Goals 2000 "would be funding the development of national standards. They would be requiring states to make their own standards, which would be modeled after national standards," Marshall said.

"We don't want the government certifying what is official knowledge," Marshall added.

More...

POLITICS CRIPPLES, continued...

She said her group thinks parents, teachers and local officials should be the source of education standards, and that "it is the increased federal intrusion that has brought down standards."

While governors of both parties generally have embraced the program, support is ho-hum, at best, in Congress.

"It definitely is on the endangered list," Kunin said. "I think it will survive."

She and Timpane say, even with modest funding, the program can be useful to states.

Sen. Judd Gregg, R-N.H., a Senate leader of the effort to stop financing Goals 2000, does not oppose the concept of education goals, but he thinks the program is going too far.

"The idea seemed fine, to set some standards and goals, but as it

has evolved, it's becoming a bit too federalized," Gregg spokeswoman Kristin Hyde said.

While they understand the arguments, Timpane and others profess to be at a loss to explain the extreme distaste some have for the program.

"What was, really, a conservative but a reasonably substantive program has become ideological," he said. "It's difficult to interpret."

"The rhetoric has kind of a life of its own," Kunin said.

Goals 2000

Here are the goals contained in the Goals 2000 Educate America Act. By the turn of the century:

- All children would start school ready to learn.
- At least 90 percent of students would finish high school.
- Students would leave grades four, eight and 12 with demonstrated competence in English, math, science, foreign languages, civics and government, economics, arts, history and geography.
- Teachers would have access to programs for the continued improvement of their skills.
- The United States would be first in the world in math and science achievement.
- Every adult would be literate and possess the skills to compete in a global economy.
- Every school would be free of drugs and violence.
- Every school would promote involvement of parents in their children's education.

Parents should demand support for Goals 2000

Reading, writing and arithmetic.
Hardly subversive stuff.

But many members of Congress, including Brevard's Rep. Dave Weldon, are refusing to support Goals 2000, the federal effort to improve local schools.

And it's probably no coincidence that the so-called religious right has taken the same position.

"We are urging repeal of the program because we think it created a federal intrusion into the business of local schools," said Jennifer Marshall, a spokeswoman for an outfit called the Family Research Council in Washington, D.C.

A federal intrusion?

Goals 2000 is a completely voluntary effort started by former President George Bush as "America 2000" and adopted by the Clinton administration. The program's objectives are to improve

academic performance and encourage parental involvement in education.

Nevertheless, the House has voted to eliminate the program and the Senate appears ready to allocate only \$310 million for it next year, about half what the White House has requested.

"Rep. Weldon feels it adds new layers of bureaucracy to the education system when the House leadership wants to transfer more control to the local districts," Weldon spokesman J.B. Kump said.

Goals 2000 provided \$250,000 this year that went toward a program to improve reading skills

among students in Palm Bay High School and a dozen other schools.

Sound off

To air your views about Goals 2000, contact:

■ U.S. Rep. Dave Weldon, 216 Cannon Office Building, Washington, D.C. 20515. Phone: local, 832-1776; Washington, (202) 225-3671.

■ U.S. Sen. Connie Mack, 517 Hart Senate Office Building, Washington, D.C. 20510. Phone: (202) 224-5274.

■ U.S. Sen. Bob Graham, 524 Hart Senate Office Building, Washington, D.C. 20510. Phone: (202) 224-3041.

More...

DEMAND SUPPORT, continued...

Dan Scheuerer, assistant superintendent for instruction, said that without the Goals 2000 money, the reading program would continue, but the district would have that much less to work with. "We wouldn't have that national effort and those supplemental funds," he said.

Other district officials also are concerned.

"We believe that if kids can't read, then there are many, many other things they won't be able to do," said Ralph Williams, Brevard's assistant superintendent in charge of improving accountability for education.

He's right, but children have little clout in Washington, D.C.

It's up to parents and other concerned citizens to notify Weldon and other members of Congress that the Goals 2000 program is worthwhile and should be continued.

It's the kind of "federal intrusion" this nation badly needs.

Anti- GOALS
2000
Articles

TITLE: Feds butting in again
BYLINE: Ralph Reed
EST. PAGES: 1
DATE: 10/05/95
DOCID: USAT498510
SOURCE: USA Today; USAT
EDITION: FINAL; SECTION: NEWS; PAGE: 10A
CATEGORY: Debate
NOTES: THE EDITORIAL PAGE; Today's debate: IMPROVING THE
SCHOOLS; OPPOSING VIEW: The last thing our kids need is more federa
bureaucrats. Schools are a local issue.; Ralph Reed is executive
director of the Christian Coalition.
(Copyright 1995)

Since the 1960s, Scholastic Aptitude Test scores have dropped by more than 75 points. Ten nations outperform American 13-year-olds in math and science tests.

How do we improve these results? With more Washington-based bureaucracy and regulation? Or by freeing schools to innovate and encouraging parents' involvement in their children's education?

Goals 2000 adds layers of bureaucracy by imposing an unelected federal school board with no requirements for bipartisanship or lay involvement.

What's more, Goals 2000 seeks to replace local control of education with a "Washington-knows best" philosophy. Its National Education Standards and Improvement Council imposes a sort of implicit blackmail on local schools by tying millions of dollars in education funds to new federal standards, effectively eliminating parents and teachers from the process.

The results of this "top-down" approach are demonstrated in the recent model history standards. In the 31 standards for American history proposed by the Goals 2000 lobby, the Constitution was not mentioned once. Instead, it was relegated to the supporting materials. Thomas Edison, Albert Einstein and the Wright brothers

got no mention at all. The Senate voted 99-1 to condemn these standards.

Goals 2000 could receive \$300 million in 1996. Yet studies show that, as spending increases, fewer dollars make it to the classroom. In fact, SAT and other tests show that, if anything, states with the lowest spending provide the best education.

Sen. Spencer Abraham, R-Mich., is offering an amendment to the 1996 Labor and Health and Human Resources appropriations bill that would eliminate Goals 2000 and transfer its funds to new, innovative educational approaches aimed at the local level.

We support empowering local teachers by eliminating federal bureaucracy and mandates. Teachers and parents know what's best for children, and the closer we keep decisions to the home and the classroom, the better students will perform.

Academic standards and decisions are best set by local school boards that are accountable to voters. Federal bureaucrats and politicians cannot guide the hearts and minds of our most precious resource, our next generation of leaders.

DESCRIPTORS: OPINION; EDUCATION; CONGRESS ; EDUCATION

OTHER TERMS: GOALS 2000; RALPH REED; CHRISTIAN COALITION

TITLE: . . . No, Just Keep Big Brother Washington Away; Disaster aid: Market dictates and neighborliness will fix things; federal help is a political bribe.

BYLINE: LLEWELLYN H. ROCKWELL JR.

CREDIT: Llewellyn H. Rockwell Jr. is president of the Ludwig von Mises Institute in Auburn, Ala

EST. PAGES: 2

DATE: 10/16/95

DOCID: LATM95095041

SOURCE: Los Angeles Times; LATM

EDITION: Home Edition; SECTION: Metro; PART-B; No Desk; PAGE: 5

CATEGORY: Opinion

ORIGIN: AUBURN, Ala.

(Copyright, The Times Mirror Company; Los Angeles Times 1995
all Rights reserved)

Hurricane Opal created the worst storm people in east Alabama can remember. Trees crashed through houses, power lines fell like confetti, and cars were crushed like bugs.

Yet even as Opal passed over our town, the federal government was butting in with promises of aid. It's not enough that we have suffered terrible damage. Now the rest of the country will be taxed to clean it up.

Who will end up with the government's money? People who don't need it, but know how to get political pork. The rest of us will get by through hard work and enterprise, and cooperation with family, friends and neighbors.

After the storm, there was no time to waste waiting for Bill Clinton's generosity to come through. People began cleaning up their houses and neighborhoods at daybreak. They checked on the weak and vulnerable and brought food to those in need. Local government cleared essential streets and repaired water pipes damaged by uprooted trees. Downed electric lines were up again.

By the afternoon, large crews of volunteers were busy clearing

roads and repairing houses. Men with chain saws went house to house to cut away trees blocking driveways.

Insurance offices opened their doors to take claims as the storm subsided. They processed them quickly, so as not to risk losing future customers. People who want to do more than mere repairs will go to the banks for home-improvement loans.

We were fine on essentials, thanks to local grocery and hardware stores. They fired up their generators and worked at low light to make their stock available. That creates loyal customers. Free enterprise, not government, makes it possible.

Private life went on unimpeded. Radios were tuned to local news to hear tips and damage reports. When it became too dark to work, people gathered with their neighbors to tell stories of the day. Adults read by candlelight and children learned that you don't need a television to be entertained.

All this took place without a central plan. When we work to pursue what's in our interests and show natural generosity toward others, we are doing what's best for the whole community. Not even 100 m.p.h. winds can brush away the miracles of the marketplace and voluntary charity.

In many ways, we are fortunate that employees of the Federal Emergency Management Administration didn't reach our town before the repairs began. Federal bureaucrats only add to anxiety by forbidding people from entering their homes and offices and harassing people who disregard their dictates.

The lesson our town has learned from this disaster is that we can govern ourselves pretty well, even in the midst of devastation. We can do it without presumptuous Washingtonians telling us what to do. If this is true in trying times, how much more so in normal times?

By offering aid, the feds are doing everything possible to keep us

from learning this truth. Just for once, wouldn't it be nice if Washington would let local problems generate local solutions?

Just the other day, Gov. Fob James got a check from Washington to implement the centralizing Goals 2000 education program in Alabama schools. To the shock of many liberals, he sent it back. It was a principled decision in the tradition of true federalism.

Now we should set an example by doing the same with disaster relief. As in education, the federal government can't possibly know enough about our plight to help. The money ends up causing distortions and empowering politicians.

Last year, the federal government started giving "disaster relief" for snow removal. The year before, the feds dumped \$6.6 billion on 58 disasters.

Natural disasters have become yet another excuse to tax more, spend more, control more and trample on the constitutional principle of states' rights and localism. The money is merely a bribe for voter loyalty. The bureaucrats and politicians want to appear indispensable to citizens. The government will then take credit for the rebuilding from those who have actually done the work.

So, Washington, keep your aid and your hands off. Opal survivors want a federal government that leaves us alone, in good times and bad.

REGION: US; UNITED STATES
OTHER TERMS: SEQN-57519; 95095041

TITLE: Study says minorities trail in math, science Gap shows Texas students behind U.S. peers
BYLINE: Joseph Garcia
CREDIT: Staff Writer of The Dallas Morning News
EST. PAGES: 2
DATE: 10/06/95
DOCID: DAL1518483
SOURCE: The Dallas Morning News; DAL
EDITION: STATE; SECTION: NEWS; PAGE: 37A
ORIGIN: WASHINGTON
NOTES: A shorter version of this story appeared on p. 44A in the Home Final edition.
(Copyright 1995)

WASHINGTON - Texas needs to close the gap in math and science achievement between whites and minorities to catch up with the nation in those subjects, a state-by-state comparison issued Thursday indicates.

The biennial report by the Council of Chief State School Officers compiled 15 indicators of math and science education, including 1992 national test results that showed Texas trailing the country as a whole.

Blacks and Hispanics make up slightly more than half of the state's public school enrollment. The gap between their performance and that of whites is as great in Texas as it is nationally, the report shows.

For example, slightly more than three-quarters of the state's white eighth-graders demonstrated basic math skills on the 1992 National Assessment of Educational Progress, compared with only a third of blacks. The results for blacks and Hispanics in Texas, however, were better than those for minorities nationally.

Overall, 21 percent of Texas eighth-graders scored well enough to be considered proficient in math - a step up from basic skills - compared with 25 percent nationally.

Texas has a smaller proportion of teachers trained and certified to teach math or science, the council found. That problem is more acute in the Dallas Independent School District and three other urban Texas districts taking part in an improvement effort funded by the National Science Foundation, the report shows.

Two-thirds of high school math teachers in Dallas hold state teaching certificates for that subject, the report shows. That compares with roughly three-quarters statewide and 88 percent of math teachers nationally.

The foundation, which paid for the council's report, has agreed to spend \$15 million in Dallas to boost math and science teaching.

In August, Texas Education Commissioner Mike Moses said school districts may need to begin paying better salaries to teachers in much-needed subjects, citing math and science as examples.

"There is certainly precedent for that in local school districts," said Associate Commissioner Geoffrey Fletcher.

Some of the report's comparisons favor Texas. The state has the lowest percentage of students taking general or consumer math in high school, a higher percentage of graduates who have taken geometry and Algebra II, and higher percentages of minority students taking advanced-placement math and science courses.

"By increasing students' participation {in courses}, we are increasing their achievement levels," said Larry Suter, a deputy division director for the National Science Foundation.

Dallas has better results than Texas for students' course completion. Eighty percent of the district's graduates have taken Algebra II, compared with 68 percent across Texas and 60 percent nationally.

The state's challenges are greater in science than in math, the report shows. Fewer Texas students take chemistry or physics than the national average, fewer students take advanced-placement science courses and score worse, and the worst shortage of certified teachers is for biology - the most common high school science course.

Inside classrooms, Texas fourth-grade teachers use most of the techniques researchers have linked to students' success on the national assessment, the federally sponsored test known as "the nation's report card."

Eighth-grade teachers are less likely to use effective techniques than their counterparts nationally, the report shows.

The Texas Education Agency will cite schools that perform well, Dr. Fletcher said, but, under the state's new education law, "what happens in the classroom, the how . . . is left totally to local districts."

Gordon M. Ambach, the council's executive director, said the report raises doubts about two national education goals - that U.S. students will be first in the world in math and science by the year 2000, and that they will be held to high standards of proficiency in those subjects and several others.

"I think these trends show that we are not going to hit those goals by 2000," he said. "Being among the top {nations} by the year 2000 probably is not going to happen."

Gehoon Chung, a recent immigrant from Korea who is completing high school this year in suburban Virginia, put the distance to the education goals in a more human perspective.

In Korea, where he attended school until last year, students consider a peer who excels in math and science "their hero, the cool guy," said Mr. Chung. "Here, I haven't figured out who the

cool guy is, but it is definitely not the math/science guy."

ART: CHART(S): (HF p. 44A) Grading Math and Science (DMN)

TITLE: Goals 2000 education program on endangered list
BYLINE: JON FRANDSEN
EST. PAGES: 2
DATE: 10/05/95
DOCID: GNS523348
SOURCE: Gannett News Service; GNS
ORIGIN: WASHINGTON
NOTES: With EDUCATION-GOALS, EDUCATION-MONEY,
EDUCATION-DISPUTE, EDUCATION-BIZ.
(Copyright 1995)

WASHINGTON - The most cheerful thing the administration can predict about **Goals 2000**, one of its most cherished education programs and once one of the few ideas that could claim broad support from both parties, is that "it's on the endangered list."

The House voted to eliminate it. The Senate hasn't decided yet, but appears ready to provide \$310 million, less than half of what President Clinton requested. Few will venture a guess of how the program eventually will fare.

Born in optimism during a much-heralded meeting of governors with President Bush in 1989, **Goals 2000** became law last year. On its face, the attacks on it are surprising.

The goals it sets for the year 2000 are ambitious and difficult to argue with. They include cutting the illiteracy rate, improving competency in mathematics and science, and ensuring that children arrive at school "ready to learn."

It provides states with money for experimentation, with very few strings. It addresses one of the nation's most pressing and immediate concerns: educating children so they can thrive in a rapidly changing world.

But **Goals 2000** has found itself at the center of the key argument engulfing American politics - the level of control that should be anchored in Washington.

While the original bill offered by the Democrats was "very prescriptive" and would have laid out a series of requirements for states to follow, "we changed it to make sure there would be no Goals 2000 regulations," said Pam Devitt, an aide to Sen. James Jeffords, R-Vt.

"That was the whole point," said Madeleine Kunin, the deputy secretary of Education charged with directing Goals 2000. "It allows states to develop their own plans. There are no regulations. It's kind of a wonder in terms of the (lack of) bureaucracy."

But the tide that carried away the Democratic majorities in Congress last year brought in Republicans deeply suspicious of any program that has a scent of centralized power. And to the new GOP majority, Goals 2000 has the aroma of federal intrusion.

Where architects of the program see a flexible plan that sets goals but gives states support and freedom for deciding how to reach them, opponents see the threat of nationalized standards that would strip schools of local power.

"We are urging ... repeal of the program because we think it created a federal intrusion into the business of the local schools," said Jennifer Marshall, an education analyst with the Family Research Council, one of the fiercest foes of Goals 2000. "It prescribes a formula for school reform to all states who wish to participate in the program."

This sentiment drives Goals 2000 enthusiasts particularly wild. States are not required to participate in the program, they point out. New Hampshire and Virginia have never sought money. Montana took part the first year but has dropped out. Alabama has said it is sending back money it received under the program, but the Education Department says it has not yet seen the check.

Michael Timpane, once an adviser to the Education Department and

now with the Carnegie Foundation for the Advancement of Teaching in Princeton, N.J., said the conservatives' fears are out of proportion with the reality of the program.

"The major part of Goals 2000 is to sustain and expand grants to states who have thought it was a good idea to adapt the Goals to their programs," Timpane said. "... As far as I have ever heard, many states applied and they are all quite enthusiastic."

The objection, according to Marshall, is that while involvement is voluntary, once a state accepts Goals 2000 money, it is obliged to report to the government.

Officials supervising Goals 2000 "would be funding the development of national standards, they would be requiring states to make their own standards, which would be modeled after national standards," Marshall said.

"We don't want the government certifying what is official knowledge," Marshall added. She said her group believes parents, teachers and local officials should be the source of education standards, and that "it is the increased federal intrusion that has brought down standards."

While governors of both parties generally have embraced the program, support is ho-hum, at best, in Congress.

"It definitely is on the endangered list," Kunin said. "I think it will survive."

She and Timpane say even with modest funding the program can be useful to states.

Sen. Judd Gregg, R-N.H., a Senate leader of the effort to stop financing Goals 2000, does not oppose the concept of education goals, but believes the program is going too far.

"The idea seemed fine, to set some standards and goals, but as it has evolved, it's becoming a bit too ... federalized," said Gregg spokeswoman Kristin Hyde.

While they understand the arguments, Timpane and others profess to be at a loss to explain the extreme distaste some have for the program.

"What was, really, a conservative but a reasonably substantive program has become ideological," he said. "it's difficult to interpret."

"The rhetoric has kind of a life of its own," Kunin said.
DESCRIPTORS: EDUCATION; LEGISLATION

TITLE: State-by-state breakdown of money award for Goals 2000
EST. PAGES: 2
DATE: 10/05/95
DOCID: GNS523347
SOURCE: Gannett News Service; GNS
ORIGIN: WASHINGTON
NOTES: With EDUCATION
(Copyright 1995)

WASHINGTON - Here is a state-by-state breakdown of the amount of money awarded to states under the Goals 2000 program:

State	Goals 2000	Goals 2000
	awards	awards
	(as of 5-12-95)	(Year 2)
.. Alabama*	\$ 1,566,679	\$
.. Alaska	450,999	1,547,345
.. American Samoa	44,917	
.. Arizona	1,332,598	5,450,582
.. Arkansas	970,400	3,650,495
.. California	10,262,973	42,111,705
.. Colorado	1,061,663	4,288,514
.. Connecticut	940,237	3,460,756
.. Delaware	398,044	1,291,544
.. Dist. of Columbia	467,311	
.. Florida	3,926,111	15,861,034
.. Georgia	2,301,865	
.. Guam	47,455	
.. Hawaii	409,227	1,381,641
.. Idaho	448,714	
.. Illinois	4,039,578	15,992,571
.. Indiana	1,696,101	
.. Iowa	948,371	
.. Kansas	846,349	3,193,916
.. Kentucky	1,444,799	5,775,274
.. Louisiana	2,014,752	7,968,128
.. Maine	495,905	1,647,540
.. Mariana Islands	25,000	

.. Marshall Islands.....	25,000.....	102,549
.. Maryland.....	1,416,545.....	5,379,938
.. Massachusetts.....	1,840,056.....	6,990,859
.. Michigan.....	3,536,319.....	14,371,488
.. Micronesia.....	73,729.....	
.. Minnesota.....	1,357,251.....	
.. Mississippi.....	1,329,855.....	
.. Missouri.....	1,653,888.....	
.. Montana*	449,712.....	
.. Nebraska.....	556,027.....	
.. Nevada.....	402,336.....	1,419,052
.. New Hampshire....	No first year application received	
.. New Jersey.....	2,478,000.....	
.. New Mexico.....	726,202.....	2,782,261
.. New York.....	6,995,086.....	27,112,295
.. North Carolina.....	2,010,873.....	7,745,087
.. North Dakota.....	398,603.....	1,340,576
.. Oklahoma.....	1,129,049.....	
.. Ohio.....		
.. Oregon.....	1,024,176.....	4,012,392
.. Palau.....	25,000.....	
.. Pennsylvania.....	3,973,405.....	15,529,194
.. Puerto Rico.....	2,324,848.....	
.. Rhode Island.....	433,762.....	1,480,004
.. South Carolina.....	1,246,896.....	
.. South Dakota.....	418,828.....	
.. Tennessee.....	1,640,414.....	
.. Texas.....	7,112,610.....	29,228,278
.. Utah.....	694,408.....	2,587,039
.. Vermont.....	399,041.....	1,272,847
.. Virginia.....	No first year application received	
.. Virgin Islands.....	92,677.....	
.. Washington.....	1,546,287.....	6,328,974
.. West Virginia.....	762,147.....	
.. Wisconsin.....	1,645,588.....	
.. Wyoming.....		
.. * Alabama says it is sending the money back. Montana says it		

will seek no further money.

--- Source: Department of Education
DESCRIPTORS: EDUCATION; LEGISLATION; FUNDING; STATE LIST

TITLE: Key points in debate about Goals 2000
EST. PAGES: 1
DATE: 10/05/95
DOCID: GNS523345
SOURCE: Gannett News Service; GNS
ORIGIN: WASHINGTON
NOTES: With EDUCATION
(Copyright 1995)

WASHINGTON - Is Goals 2000 a flexible program that empowers states at the same time it establishes goals, or is it an attempt to dictate curriculums to local schools?

Backers and opponents have two very different views on most aspects of the program. Here are the two sides as presented by the Department of Education, which administers Goals 2000, and the Family Research Council, which wants the program eliminated:

Federal intrusion

DOE: The law specifically demands that there be "no mandates, no federal takeover" and reaffirms that Congress believes "the responsibility for control of education is reserved to the states and local school systems." The program provides "historic flexibility and waiver authority" and is intended to promote local decision-making.

FRC: Goals 2000 "is the Clinton administration's plan to drastically restructure the American education system." As an example, FRC cites the spending process, saying less than half the money for the program will go to local schools. The program does not require states to participate, but those that do have to adhere to a "congressional formula for reform" to receive money.

National standards

DOE: States and school districts draw their own academic standards "that outline what they want their children to learn."

National standards are voluntary and proposed simply as models. "No funds are tied to the use of these standards."

FRC: The program creates federal standards for learning. "Government-endorsed standards are by nature coercive, not voluntary, and will create a body of 'official knowledge.' "

'Opportunity to learn' standards

DOE: "Goals 2000 reflects an unwavering commitment to results." "Opportunity to learn standards" are intended as a guide and are voluntary.

FRC: The program renews efforts to impose "opportunity to learn" standards, which measure "input" instead of results. "Opportunity to learn" standards are essentially a commitment to greater spending. "Numerous studies linking dramatically increased spending and declining test scores indicate that spending does not drive academic success."

Distribution of contraceptives

DOE: Only states and local communities can decide whether contraceptives should be available at school health clinics. The act specifically requires states or local governments that use federal funds for health programs and contraceptive distribution "to develop procedures to encourage family participation in such programs."

FRC: Language on distributing contraceptives in school health clinics is weak and "further marginalizes parents." It quotes the law as saying such programs should include "procedures to encourage, to the extent possible, family participation."

DESCRIPTORS: EDUCATION DEPARTMENT; GOVERNMENT

OTHER TERMS: FAMILY RESEARCH COUNCIL

TITLE: Goals outlined in in Education America Act
EST. PAGES: 1
DATE: 10/05/95
DOCID: GNS523346
SOURCE: Gannett News Service; GNS
ORIGIN: WASHINGTON
NOTES: With EDUCATION
(Copyright 1995)

WASHINGTON - Here are the goals contained in the Goals 2000 Educate America Act. By the turn of the century:

- All children would start school ready to learn.
- At least 90 percent of students would finish high school.
- Students would leave grades four, eight and 12 with demonstrated competence in English, math, science, foreign languages, civics and government, economics, arts, history and geography.
- Teachers would have access to programs for the continued improvement of their skills.
- The United States would be first in the world in math and science achievement.
- Every adult would be literate and possess the skills to compete in a global economy.
- Every school would be free of drugs and violence.
- Every school would promote involvement of parents in their children's education.

DESCRIPTORS: EDUCATION; LEGISLATION

Pro - Goals
2000
Articles

TITLE: Texas Town Improves Schools Its Way
BYLINE: Scott Pendleton, Staff writer of The Christian Science
Monitor
EST. PAGES: 2
DATE: 10/16/95
DOCID: CHSM55413
SOURCE: Christian Science Monitor; CHSM
EDITION: ALL 10/16/95; SECTION: UNITED STATES; PAGE: 4
ORIGIN: ROUND ROCK, TEXAS
(Copyright 1995)

WITH her hand on the Bible, Katie Meiske takes the oath of mayor of Excel City. Then she thanks an assembly of her constituents - fellow fifth-graders at Berkman Elementary in Round Rock, Texas.

Excel City is a microcosm of society contained entirely within Berkman's painted cinder-block walls. Just a year old, the experiment emphasizes student responsibility and mastery of real-world skills. One result: improved test scores at a school where 71 percent of the 418 students are officially labeled "at risk."

The idea was patterned after a micro-society at another Texas school, but with a key difference: The original relied on a \$500,000 federal grant. At Berkman, "we're not spending anyone else's money," says Linda Wiley, the teacher who initiated Excel City.

The program is a standout at a time when Congress is pushing local solutions to school problems and is debating what role - if any - the federal government should play in American education.

The dispute is symbolized by controversy surrounding Goals 2000, a program that dispenses federal aid to states for innovative projects intended to make American students the best in the world.

Texas, which ranks 39th in state spending per pupil, received \$29 million in Goals 2000 funding last year, second only to

California. But the homegrown success of Excel City poses an enduring question at a time of tight public finances: Is more money the answer to boosting student achievement?

Ms. Wiley admits the benefit Berkman received from seeing the federally funded micro-society in action. But, she argues, local support in the form of donated time, services, and goods is the real key to her program's success.

Other Texas educators beg to differ. "You have to have dollars to foster innovation," says Brad Duggan, president of the Texas Elementary School Principals Association.

President Clinton initiated Goals 2000 in 1994 to provide teacher training, set voluntary academic standards, and focus on improving student math and science skills. That year, \$105 million was distributed to 47 states. The amount grew to \$372 million last year.

This year, Mr. Clinton requested \$750 million. The Senate voted to approve \$310 million; the House, nothing. The final figure will be decided in the next few weeks as part of the overall battle over the federal budget.

"Goals 2000 is more of a political slogan than anything else," says Frank Kemerer, director for the Study of Education Reform at the University of North Texas. "It has lost its allure."

At the IBM International Foundation, President Stanley Litow admits that Goals 2000 money adds less than 1 percent to the \$300 billion the United States spends annually on K-12 education. But he worries that killing the program would signal that high academic standards and accountability for performance matter less.

"While we're very strongly in favor of a balanced budget," concurs Bob Wehling, senior vice president of the Procter & Gamble Company, "we think this is a program that deserves to move forward."

No matter what the fate of Goals 2000 funding, Berkman Elementary will continue to shape its new curriculum around the "real life" lessons that Excel City emphasizes. Students will go right on earning Excel City money called "Bee Bucks" for attendance and good behavior. They can save it at their own bank or shop at the thrift store, which is stocked with items donated by Goodwill. They can mail letters to other students and teachers via the inter-office mail system, which boasts its own stamps. Students run Excel City's post office, snack bar, crafts factory, and other enterprises, all governed by their elected city hall.

Not only does the experimental program take no federal money, it rarely taps local funding sources, either. Area businesses are eager to assist, though. "I ask them for expertise, not money," says Wiley.

To be sure, Round Rock does have some advantages that schools in rural and inner-city areas don't. Its populace is affluent and well educated.

Wiley admits that the school's main building, though the school district's oldest, is a "Taj Mahal" compared with other Texas campuses. Teachers can also draw on a community that includes many successful businesses willing to volunteer services and donate goods to the schools.

Still, most of Berkman's students are minorities. Most live in single-parent homes. Wiley says that if a microcommunity can succeed at Berkman, the worst of Round Rock's 20 elementary schools, it can succeed anywhere. Every town has certain businesses - post office, bank, grocery store, garage - that can help get a microcommunity up and running, she says.

But at Liberty Hill independent school district, northwest of Austin, Superintendent Paul Curtis says community involvement is already high. Cash is the missing ingredient. "We're a low-wealth

district," says Mr. Curtis.

Thanks to **Goals 2000**, Liberty Hill just hired a "master teacher." The new instructor will show other teachers how to help Spanish-speaking students learn math and English. "It's going to help us quite a bit," says Curtis. Even so, his district got so little **Goals 2000** money that it will have to share the teacher with a neighboring one that also got a grant.

Liberty Hill, of course, could have raised local taxes to get more money. But "no one wants his taxes to go up anymore," Curtis notes.

The same tight-fisted attitude prevails at the state level, where a complex revision of the Texas education code is undergoing revision - with federal funds.

Which is another reason why Annette Cootes, a spokeswoman for the Texas State Teachers Association, calls **Goals 2000** a "wonderful thing."

TITLE: Goals provide opportunities
EST. PAGES: 1
DATE: 10/13/95
DOCID: USAT499430
SOURCE: USA Today; USAT
EDITION: FINAL; SECTION: NEWS; PAGE: 12A
CATEGORY: Debate
NOTES: THE EDITORIAL PAGE; LETTERS
(Copyright 1995)

In his Oct. 5 Opposing View ("Feds butting in again," Debate), Ralph Reed criticized Goals 2000 as more Washington bureaucracy and regulations. Nothing could be further from the truth.

Goals 2000 provides funds to individual schools where teachers, parents and administrators working together can determine how best to improve the schools. As a result, high school students in a Pennsylvania community are visiting shop floors and factories to learn how math and science concepts are used in the workplace. Schools in many Kentucky communities have greater parental involvement in student learning as a result of volunteer coordinators and homework hot lines paid for with Goals 2000 funds. In Illinois, teachers have received intensive training in using computers to make teaching and learning more exciting and effective.

Reed ignores these practical examples of how Goals 2000 is making a real difference in schools throughout the country. Instead, his criticism distorts the real program. While he alleges that Goals 2000 increases federal regulation, he overlooks the facts: Not one new regulation has been issued under Goals 2000. It provides, for the first time, the opportunity for waivers from requirements in other federal education programs.

Reed is just plain wrong when he asserts that states with the lowest education spending provide the best education. As a former governor in a Southern state, I know firsthand that underinvesting in education robs children of their future.

Richard W. Riley

Secretary of Education
Washington, D.C.

DESCRIPTORS: LETTERS; OPINION; SCHOOL; EDUCATION ; EDUCATION

TITLE: Arlen Specter's 'Centrist' Presidential Campaign
Series: THE RACE FOR PRESIDENT: THE REPUBLICAN CANDIDATES.
Part one of a series.
EST. PAGES: 3
DATE: 10/12/95
DOCID: CHSM55313
SOURCE: Christian Science Monitor; CHSM
EDITION: ALL 10/12/95; SECTION: OPINION/ESSAYS; PAGE: 19
CATEGORY: Interview-- Sen; Arlen Specter Of Pennsylvania, Republican
Presidential Candidate
(Copyright 1995)

Sen. Arlen Specter of Pennsylvania, Republican presidential candidate, met last week with Monitor editors to discuss his campaign. The following are excerpts from that conversation.

I'M a fiscal-economic conservative and a social libertarian. I agree with the three principles that former Sen. Barry Goldwater articulated when he said we ought to get the government off our backs, out of our pocketbooks, and out of our bedrooms. I'm the only pro-choice candidate running for the Republican nomination. But more importantly ... I'm the only centrist in the field.

I'm unhappy with the way that things are being run at both ends of Pennsylvania Avenue right now.... Congress needs to concentrate on the core values of smaller government, less spending, lower taxes, as opposed to a broad social agenda. There's nothing in the Contract With America about any of the divisive social issues. And I'm very concerned about the direction that the party is heading.... Under the dominance of {the Rev. Pat} Robertson, {Ralph} Reed, and {Patrick} Buchanan, we have a group which is fundamentally trying to change the way we live in America..... And they are fringe ... about a 4 percent factor: very loud, very vociferous.... And I think they pose a real threat to not only the soul of the party, but to the soul of the country.

Do you believe you're making progress in New Hampshire?

Well, I think we are making progress, but in this marathon run, it's hard to measure and hard to quantify yet, because I think most people have not yet begun to really look at the campaign. One of the recent CNN-Time polls had everybody in single digits except for Sen. {Bob} Dole, who was {at} 35 {percent}. I was at 5, which might not seem like a whole lot, but when you start from zero in a national race, that's some improvement.

Many in New Hampshire oppose Goals 2000 {national education standards}. Are you able to convince them that there's something valuable there?

New Hampshire has a lot of pro-Goals 2000 people. The {state} House of Representatives voted for it. It was a narrow {defeat} in the state senate. Forty-seven out of 50 states accepted it, including far-away Massachusetts, Vermont, Maine, Rhode Island - states that have a lot in common.... And I've been to a lot of meetings up there where people are very concerned about losing out on the federal funding.... A first cousin to Goals 2000 is the Department of Education. I'm the only candidate running who wants to keep the Department of Education.... Why do I want to keep the Department of Education? Because when the Cabinet officers sit down ... I think somebody ought to be there speaking for education. I think education is a matter for local control.... But that doesn't preclude the leadership role of the Department of Education or Goals 2000.

What's your position on entitlements reform, particularly Medicare? Could you see some adjustment of the Social Security system?

Social Security is pretty much off the table ... at this point. And as to Medicare, I'm taking a very close look.... I think the first contract we have, ahead of the Contract With America, is the contract with the citizens who are the Medicare beneficiaries.... I'm not quite sure how it plays out.

Do you also see a contract with low-income Americans over Medicaid?

I think that's a national consensus and a congressional consensus. There's a lot of disagreement on how you get there, whether you can get there with a block grant, or whether you have to have standards.

Why does the Republican field of presidential candidates continue to raise skepticism?

That's very, very hard to say. The most attractive candidate consistently, year after year ... is the person who hasn't gotten into the race.... I think that some of the Republican candidates have suffered from trimming their sails to the political winds.... I have a lot of admiration and respect for Bob Dole.... He and I are from the same little town.... His changes of positions ... have hurt him a lot.

What are your thoughts on foreign policy?

I start ... with a couple of basic propositions: that there has to be a very careful determination of vital national interests; and the US has to marshal its assets in the world.... Let me give you one illustration as to what I think the president ought to be doing.... Before I do that, I want to give him credit for the Mideast. I think he's done a first-rate job, and so has the secretary of state, in shepherding those talks....

I was in India and met with Prime Minister Rao.... He said, "My deepest desire is to see the subcontinent nuclear free." Well, next day we ... were in Pakistan, {and} talked to Benazir Bhutto, and told her and she said, "Did you get it in writing? ... We'd love to see that happen." Those two prime ministers have not talked to each other and they've got a nuclear confrontation in the making.... If the president ... would call those two people into the Oval Office, he could get them to talk to each other, and he could do a world of

good....

Take his policy in Bosnia, where I think he has been wrong and uninvolved. I said a long time ago, as did a number of other senators, that we should unilaterally withdraw the arms embargo to allow the Bosnian Muslims to defend themselves; that the peacekeepers should be withdrawn because there was no peace to keep; and we should use our massive air power. And we passed it.... Clinton vetoed it.... Before we could move to override the veto, he finally became active. And he's done a good job since.... Because when the United States gets involved, everybody stops, looks, and listens.... I think a really enormous problem, which the president has not come to grips with, is the problem of weapons of mass destruction.... This president has not been nearly sufficiently engaged in foreign policy. That's a major Achilles' heel....

What about drugs and crime?

Drugs, next to the economy ... is the most serious domestic problem we have.... We've had a drug czar who's been very inept.... And we have a major problem on crime-control in America. We need some real leadership out of the White House. A long time ago we should have taken the money out of international interdiction.... We need a lot more emphasis on education, on the so-called demand side, rehabilitation and education....

What we need on juvenile crime is early intervention. It is no surprise that if you have a functional illiterate without a trade or a skill, who leaves jail, they go back in that revolving door.... And if they become career criminals, then it's fair and necessary to have life sentences.

How would you help heal some of the racial divide in the country?

When I was elected district attorney of Philadelphia, one of the first things I did was to try to hire every African-American lawyer I could find.... And it was tough to do because there were so few

lawyers. When it came to detectives, which I drew from the police department, I had no trouble. This is the sort of affirmative action that I think is very sound: to give people confidence in the criminal courts, where you have a lot of African-American defendants. You have to take affirmative action off the table as a political buzzword. We need to strengthen the {Equal Employment Opportunity Commission}.... The best way to deal with discrimination is on an individual, case-by-case basis. But that unit has a 100,000-case backlog....

We need to help the inner-city schools. I have helped fund experiments on privatization and charter schools. I'm not for vouchers {for private schools}, but I think within the public schools we need to try to experiment and improve the schools.... We have to be sensitive to the problems in housing and try to lead for more home ownership.

Please comment on your proposal for a 20-percent flat tax.

This (holding up a 10-line post card) is a federal income-tax return under an Arlen Specter presidency. It will take you 15 minutes to fill out. Even more important than its simplicity is its pro-growth features. It will add \$2 trillion to the gross national product in seven years, lower interest rates by 2 percent, knock down this enormous {legal} superstructure,... unleash American ingenuity, without the constraints of the code. {Economists} Hall and Rabushka ... have found that the Internal Revenue Code takes up 5,400,000,000 hours of time {in compliance}. Fortune magazine estimates that it costs \$600 billion in compliance costs. Business would pay \$235 billion more ... under a flat tax, but ... they get {back} even more than that in compliance costs.... It has to be revenue neutral. I've included two deductions for middle-income Americans: One for charitable contributions up to \$2,500, {one for} interest on home mortgages {up to} \$100,000.

On women's issues:

My record on {these} may be a concern following the Hill-Thomas hearings.... It was a problem in '92.... And I surmounted the problem in Pennsylvania by saying candidly that those hearings were a learning experience for me.... I had no idea how much sexual harassment there was until after the hearings. Practically every woman told me she'd been sexually harassed and told me how painful the hearings were. I overcame it in my {'92} election because of my strong record on women's issues. I've always been pro-choice, always been {for breaking} the glass ceiling, {for} comparable pay for comparable work. {Sen.} Tom Harkin and I took the lead in putting in a new unit in the National Institutes of Health for women.... And many of the women who were against me in '92 ... are now for me.

*Interviews with other presidential candidates will appear in the runup to the primary season next February.

ART: PHOTO: No caption. Shown, Sen. Arlen Specter (R) of Pennsylvania., BILL GRANT/STAFF

TITLE: Education groups call on Bush to help defend federal programs
BYLINE: Peggy Fikac
CREDIT: Associated Press
EST. PAGES: 2
DATE: 10/10/95
DOCID: DAL1519169
SOURCE: The Dallas Morning News; DAL
EDITION: STATE; SECTION: NEWS; PAGE: 12B
ORIGIN: AUSTIN
(Copyright 1995)

AUSTIN - Texas education groups Monday called on Gov. George W. Bush to fight a congressional budget proposal they said would deny thousands of youngsters access to such programs as Head Start.

Mr. Bush said he was studying the plan approved by the U.S. House but is concerned about a proposed 3.9 percent Head Start funding cut.

He said he'll work with U.S. Sens. Phil Gramm and Kay Bailey Hutchison of Texas to try to restore funding for that program as the Senate works on its spending proposal.

"If there is a program {cut} which hurts good Texas programs, I will stand up and fight for Texas," Mr. Bush said.

The House proposal would mean a \$2.5 billion cut in federal funds that had been scheduled to come to Texas over the next six years, said Richard Kouri, president of the Texas State Teachers Association.

Texas Education Commissioner Mike Moses said through spokeswoman Debbie Graves that the numbers cited by Mr. Kouri are "basically accurate. However, they do represent a worst-case scenario."

Mr. Kouri - at a news conference with the Texas Federation of Teachers and representatives of school board and administrator groups - urged a bipartisan move by the nation's governors against

education cuts.

"I would hope that our governor would join with the other governors across the country in saying to Congress that this is inappropriate, this is an irresponsible action to be taking at this point in time," he said.

He said President Clinton's chief of staff, Leon Panetta, has assured education leaders that the president would veto any budget that cuts federal funding for education.

Mr. Bush said he wanted to determine whether the cuts cited by the education groups are reductions in current spending or in anticipated growth.

He added, as he has regarding other federal funding issues, "if a state is given the freedom to run its programs, we can achieve savings." As long as Texas is treated fairly in comparison with other states, he said he is willing to "absorb some decrease" in order to balance the federal budget.

"I think it's important for the future of my little girls and your little children as well," Mr. Bush said.

Mr. Bush was joined at a separate news conference by fellow Republican Gov. Tommy Thompson of Wisconsin, chairman of the Education Commission of the States, in town to discuss an education meeting slated for next year in San Antonio.

"Every governor is concerned about the funding on Head Start and on student loans and so on, and we're trying to make sure there aren't some disproportionate cuts to education," Mr. Thompson said.

But he noted that federal funding makes up just a small percentage of states' education budgets and added, "We all recognize that the federal budget is in such terrible shape that it needs to be balanced."

The state and school districts in Texas will spend about \$120 billion on public education over the next six years, Ms. Graves said.

According to the education groups, the House proposal would require Texas to make such moves as turn away 12,512 youngsters from federally funded Head Start programs; deny Pell grants for college costs to 23,400 students; and cut federal funding for school anti-drug programs.

It also would eliminate the federal Goals 2000 school initiative, which critics call unwarranted federal intrusion. Backers say the program is aimed at improving student performance.

ART: PHOTO(S): Richard Kouri . . . is president of the Texas State Teachers Association. ; PHOTO LOCATION: Disk 82b / Kouri 101095.

TITLE: HISD trustees approve plan to relocate 167 professionals
CREDIT: Staff
EST. PAGES: 1
DATE: 10/06/95
DOCID: HOU1300518
SOURCE: Houston Chronicle; HOU
EDITION: 3 STAR; SECTION: A
NEWS; PAGE: 34
(Copyright 1995)

Houston school trustees voted Thursday to move 167 professionals closer to the schools as a step in decentralizing student services and special education.

The affected staff members, for the most part, have been centrally located either at 3233 Wesleyan or at the Cooley campus on West 17th Street.

Under the plan, 94 evaluation specialists, 12 psychologists, 12 nurse consultants, 15 drug-free school counselors, 28 special education coordinators and six special education social workers will move to district offices or to school campuses as soon as there is space.

Superintendent Rod Paige unveiled the decentralization plan a month ago, announcing that he wanted to move about 250 administrative staff members closer to the schools they serve. Additional transfers are expected later in the school year.

In other business, the board accepted a \$149,234 Goals 2000 grant to develop art-based educational programs for pre-school through fourth grade in eight targeted elementary schools.
OTHER TERMS: Schools Houston

TITLE: Survey of World Economy and Finance (12): Lessons for developed world
- Rising unemployment rates for unskilled workers are a real and
apparently intractable problem : Education and training: addressing
the needs of the unskilled By Alison Wolf reports (1089)
EST. PAGES: 3
DATE: 10/06/95
DOCID: FNTM136275
SOURCE: Financial Times; FNTM
PAGE: Survey IMF Page 12
(Copyright 1995)

The need for ever more education and training has become a contemporary cliché. Indeed, in the developing world evidence for the importance of good basic education seems conclusive. The 1995 World Development Report concludes: 'Investment in the skills of workers is the key both to their welfare and to economic success.'

In the developed world, calls for more education, more training, and more government expenditure on both are also all but universal. The success of the NICs (newly industrialised countries) is seen as a direct threat to the west's prosperity. While this is questionable, rising unemployment rates and/or falling real wages for unskilled workers are a real and apparently intractable problem. There is growing (though by no means universal) acceptance that an important factor here is the undercutting of unskilled workers' products by countries with lower wages; and that the developed world must therefore concentrate on high skill, high value-added products.

It is this analysis which lay behind President Bush's education goals for the US. These, in turn, were capped by the Clinton Administration's 'Educate America: Goals 2000' legislation, designed to produce a workforce which is the 'best in the world'. US labor secretary Robert Reich's conviction that 'the next economy' will require more (and different) education is echoed in France, which has poured resources into increasing its baccalaureate completion rate to 80 per cent - a figure culled from the envied Japanese.

The policies may be couched in visionary terms, as when Mr Reich sees workplaces becoming 'environments in which people solve problems for themselves'. But there are also elements of despair. No-one has much idea what to do about the future of the low-skilled unemployed, and the political choice is between fewer benefits and more training (on the right) and rather more benefits and even more training (on the left).

The citizens of the developed world certainly agree that education is worth acquiring. Though enrolments seem finally to have reached a plateau in the US, elsewhere the picture is of relentlessly rising 'participation rates'. Almost no-one now leaves school at the minimum legal age.

Consumer rejection of the low-status vocational tracks in schools have forced reforms which postpone specialisation and selection later and later. In much of Europe, university entry is open to all holders of an academic high school certificate: and in Germany, for example, the proportion qualifying has more than doubled in the last 20 years. In the UK, university expansion means that anyone with two A levels can obtain a place; while in Japan, alternative post-secondary institutions have been opened in large numbers to relieve pressure on the universities.

The consumers are obviously right in one sense. Rate-of-return analysis consistently shows that more education brings higher wages (and far outweighs the cost to the students themselves). Cynical sociologists, however, question how far these figures represent education's contribution to national wealth. A principal purpose of education, they point out, is simply to sort people into 'better' (more intelligent, more motivated, easier to train) and 'worse'.

Employers use educational qualifications as a simple way of sifting and shortlisting. When over a third of the population enters university, jobs once done by those with high school

certificates fall to graduates. In distributional terms, these are actually the same people, and it is far from obvious that the jobs are done that much better than before.

The students crowding into higher education are rational consumers of government subsidies. In those countries - notably the US and UK - where adult students are encouraged, huge increases in the numbers and proportions of older students indicate the same individual understanding of the labour market. What looks a lot less rational is the pattern of government expenditure.

For the OECD as a whole, university students receive 2 1/2 times as much per head as primary students, and nearly twice as much as secondary students. With enormous pressures on government budgets, the share of GDP going to education has changed little in recent years, but within that, higher education has increased its share. Yet the main problem to which education is seen as the solution is the future not of the higher-paying western graduate, but of his or her unskilled compatriot.

In the developed, as in the developing world, there are strong indications that high levels of basic skills do have substantive effects - that it is not just a case of an endless jostling for position as those with more paper diplomas displace those with fewer. Both the US and Germany have achieved consistently lower adult male unemployment rates than most of their OECD peers, but the former, with a highly unregulated labour market, also has huge wage inequalities, stagnant or falling real wages at the lower end, and a substantial educational 'tail'. The most plausible explanation for Germany's success in combining low unemployment with rising real wages and far less inequality is the high educational achievement of its 'bottom' students.

At present many students, by 15 or 16, are so far behind in the academic race that working hard at school ceases to have much point. These are not the people employers want to hire - or to

train. One of the most consistent findings, worldwide, is that more training is given to the better educated - and that this is because they actually learn more quickly, and so are more cost-effective trainees.

Governments who believed their own rhetoric might therefore be expected to pour resources into upgrading primary and early secondary education. Instead, the general response is to attack youth and adult unemployment statistics with a tranche of 'special schemes' while protecting the educational subsidies that provide the middle classes with their university courses. Many of these schemes provide 'training' of a limited and highly specific sort - thus ignoring the consistent finding from developing countries that vocational training detached from industrial demand tends to be expensive and wasteful, with few graduates finding jobs related to their training.

The pressures of social security budgets, middle class voters' expectations, and the need to 'do something' about unemployment statistics mean that we can expect more of the same in education and training over the next few years. This is one case, however, where the developed world would do well to heed the lessons of the developing.

REGION: UK WEU EU; UNITED KINGDOM; WESTERN EUROPE; EUROPE

TITLE: Conservatives, business community at odds over Goals 2000
BYLINE: JON FRANDSEN
EST. PAGES: 1
DATE: 10/05/95
DOCID: GNS523344
SOURCE: Gannett News Service; GNS
ORIGIN: WASHINGTON
NOTES: With EDUCATION
(Copyright 1995)

WASHINGTON - Conservatives and the business community, generally in lockstep in the fight against federal power and regulations, are at loggerheads over the Goals 2000 education program.

While businesses generally detest being told what to do by Washington, in this case they would be overjoyed to see the Goals program not just survive, but thrive. Their futures depend upon it, they say.

"We're getting trashed by world-class competitors, particularly Germany and Japan, who have a demonstrably better education process. If we are to run and operate businesses competitively, our children have to be well-educated," said G. Carl Bell, chairman of the seed company Geo. J. Ball Inc. and the Ball Foundation, which focuses on education issues.

"Our strongest advocates have been the business sector," said Madeleine Kunin, deputy secretary of Education. "We need an educated and skilled work force."

Ball's foundation helped to underwrite a planning group that tried to develop a plan that faced up to the fact that money for education will be a scarcer and scarcer commodity. The group believes education can be more effective, and that setting national goals and standards is a crucial part of the process.

"The idea of goals and high standards is an important idea in the same sense that the 2-by-4 is an important idea to the mule,"

said Michael Timpane, a senior scholar with the Carnegie Foundation for the Advancement of Teaching who advised Ball's group. "They are very helpful in focusing public attention and debate, to give the states some idea how they are doing in national terms."

"Goals are kind of sexy and get people moving," Ball said. "I feel Goals 2000 is something that certainly should be maintained."

To try to have states or local governments establish their own goals, as some conservatives suggest, is simply unmanageable, he said.

"The prospect of getting uniformly effective goals and standards state by state seems to be an awesome challenge," Ball said. "I'm fully aware of overcontrol on the part of the federal government, but on balance, they have to play a role."

Ball, however, believes business is often paid lip service by people seeking its support for education programs when they should be seeking both guidance and support.

"It tends to be a rather token approach," he said.

And businesses would continue to respond.

Education "is desperately important. ... They have so much at stake," he said.

DESCRIPTORS: EDUCATION; GOVERNMENT; BUSINESS; LEGISLATION

ORGANIZATION: Geo. J. Ball Inc

INDUSTRY: RETAIL; RETAIL, MISCELLANEOUS; RETAIL OTHER

TITLE: Worthy goals for schools
EST. PAGES: 1
DATE: 10/05/95
DOCID: USAT498506
SOURCE: USA Today; USAT
EDITION: FINAL; SECTION: NEWS; PAGE: 10A
CATEGORY: Debate
NOTES: THE EDITORIAL PAGE; Today's debate: IMPROVING THE
SCHOOLS; OUR VIEW: Goals 2000 isn't some scary program being rammed
down the public's throat. It makes good sense
(Copyright 1995)

At the time, 1989, goals for the nation's schools seemed like an apple-pie idea no one could oppose. And no one did.

President Bush called a summit of the nation's governors. Republicans and Democrats, laboring side by side for three days, forged goals they all could embrace. Congress adopted their work as Goals 2000, and the nation's schools finally had a set of targets at which to aim, along with a little federal money to help reach them.

Now that rare display of bipartisanship is about to be undone. The House, prodded by the Christian Coalition, has voted to pull the targets down and take the money away. It's a giant step backward. Without goals, and some encouragement to reach them, high school graduates will continue to come up short compared with peers abroad, as they have for years.

That fact is widely recognized by business leaders and educators, who see the program as an essential effort to raise expectations for the nation's students.

The Christian Coalition and its allies offer some valid criticisms. But they focus more on routes mapped to reach the goals than the goals themselves. They complain about guidelines for teaching history that deviated so drastically from the mainstream that they've been rejected overwhelmingly by history teachers. They don't mention math-teaching guidelines, accepted as fair and

workable.

Opponents also raise the bogeyman about national goals infringing on local control. But do they? Judge for yourself:

Goal 1: "All students will start school ready to learn."

Goal 2: "The high school graduation rate will be at least 90%."

Goal 3: "Students will be competent in English, history, geography, foreign languages and the arts."

What school board will object to those? Goals 4-8 are equally non-controversial.

So is the federal spending. It's used for such things as teacher training, increased parent participation, curriculum improvement and dropout prevention.

There is no "national school board," as the critics like to claim. In fact, the entire program is voluntary. States must choose to participate. All but three - Montana, New Hampshire and Virginia - have.

This is not a debate about whether Washington should control education. It shouldn't, and it can't. The debate is about whether Washington should provide a way for schools to measure their progress toward widely accepted objectives and get a little money to help them along the way.

Six years ago, Republicans and Democrats set aside the hyperbole long enough to recognize that fact. As the Senate weighs the fate of Goals 2000, it should do no less.

DESCRIPTORS: EDITORIAL; EDUCATION; CONGRESS ; EDUCATION

OTHER TERMS: CHRISTIAN COALITION; GOALS 2000



DC PERSPECTIVE

GOALS 2000
 IMPROVE GRADUATION RATES
 BE FIRST IN MATH AND SCIENCE
 BE DRUG FREE
 INCREASE PARENT INVOLVEMENT
 DEMONSTRATE ACADEMIC COMPETENCY
 PREPARE FOR RESPONSIBLE CITIZENSHIP



Goals on the Ropes

Critics call it a move toward mind control. Advocates say it's a step toward enhancing the education of the future generation. Goals 2000 has become the Ping-Pong ball in a political match.

BY DAVID A. ANDELMAN

*Molly, my sister, and I fell out,
 And what do you think it was all about?
 She loved coffee and I loved tea,
 And that was the reason we couldn't agree.*

—Child's Nursery Rhyme

There is a falling-out these days in Washington over children. But the issue goes far beyond the preference for coffee or tea, or indeed Mother Goose or Dr. Seuss. It cuts to the heart of what will be taught to the next generation of schoolchildren, what goes on in the nation's classrooms. The issue of excellence in education, the goals and outcomes of what schools teach our youth, is promising to become a defining issue of

Democrat and Republican, liberal and conservative as the next presidential election campaign is upon us.

The immediate question is what to do with a program called Goals 2000. Spawned during the Bush Administration as a means of boosting the quality of education across the board in the nation's schools, it has been embraced by the Clinton Administration as a defining issue of what can and should be done to transform the nature of education and, by extension, the broader national society and the workplace as well.

It has also been embraced by business leaders and their representatives in Washington and in states across the country. Groups including The Bus-

iness Roundtable and the National Association of Manufacturers have expressed their support for the concept as central to their goal of an educated and accomplished workforce for the 21st century.

Goals 2000 is, by Washington standards, a truly modest effort. In a city that defines substance by the late Senator Everett McKinley Dirksen's off-hand remark, "A billion here, a billion there, pretty soon we're talking real money," only \$105 million was spent for Goals 2000 in its first year on the books. And barely \$400 million has been appropriated for the coming school year. So why is Goals 2000 suddenly on political radar screens across the ideological spectrum?

"The linchpin of all educational reforms is defining more clearly what kids need to know," says Michael Cohen, senior advisor to the Secretary of Education and a driving force behind Goals 2000 back to his days at the National Governors' Association. "But this is still a fairly controversial issue in many places around the country."

Among the ambitions of Goals 2000 is that all students "learn to use

DONNA FERONE

DC PERSPECTIVE

***"We need a level
of literacy and
numeracy that goes
far beyond what
was needed at the
turn of the
20th century."***

their minds well, so that they are prepared for responsible citizenship, further learning and productive employment in our nation's modern economy." This requirement in particular sends shivers up the spines of the New Right. Such groups as the Christian Coalition, Concerned Women for America, the Family Research Council and the Eagle Forum have made repeal of Goals 2000 one of their primary agenda items. They view it as a prime example of Washington-based federal mind control.

"Washington bureaucrats can't figure out what goals the country should meet; they are one-size-fits-all goals—the same goals for a local education agency in some rural town as they are for New York City," explains Amy Reid of the Eagle Forum, an ultra-conservative Washington-based organization founded by Phyllis Schlafly that describes itself as a "pro-family, grassroots organization," and is virulently opposed to Goals 2000. "They are very general goals, but they are still trying to tell everyone what to do. That's just not right, not the way America should run. Teachers know how to teach. They don't need someone in Washington telling someone in Kentucky how to teach. America recognizes that a huge Washington bureaucracy, no matter what, is not a good thing."

But the principal concern of the New Right is that while the dollars are modest by any federal standard in Goals 2000, the program will inevitably establish the intellectual underpinnings that will affect how the big education dollars the federal government hands out are distributed.

"The big money is in the Elementary and Secondary Education Act—that's \$13 billion, and the criteria to receive that money is that you have either nationally recognized goals, from Goals 2000 or state goals, and the Secretary of Education gets to decide if those goals are adequate or not," Reid continues.

Still, the New Right movement to repeal Goals 2000 entirely is encountering heavy weather, even among the Republican leadership on Capitol Hill.

"A lot of people agree with the theory behind Goals 2000," says Sherry Jacobis, a top aide to Rep. William P. Goodling (R-Pa.). Goodling chairs the House Education and Labor Committee, which has been renamed in Washington Newtspeak as the House Economic and Educational Opportunities Committee.

"The federal role in Goals 2000 is sometimes in question," Jacobis continues. "There are some folks examining the possibility of folding it into a block grant as a possible compromise. This would achieve the results you want for the most part and still satisfy those who are concerned about huge federal control." A block grant concept would simply award Goals 2000 money to states to do with as they see fit, rather than requiring them to establish federally approved guidelines for use of the funds.

About Face

Ironically, Goals 2000 was the brainchild of some of the very individuals who are now among its most vocal critics. Lamar Alexander, now a conservative candidate for the Republican presidential nomination, first pioneered the concept as a project called Time for Results when he served as governor of Tennessee and chairman of the National Governors' Association. Somewhat ironically, Michael Cohen was the NGA's education director at the time. When Alexander became secretary of education, he brought the concept with

him to Washington as America 2000. (It later evolved into Goals 2000.)

Yet despite its solid-gold conservative Republican origins, Goals 2000 has stumbled along the way directly into the tar pits of big-brother federal control over education. "The reaction to this is so strange," says Cohen, "because this is probably one of the least regulated, most decentralized, least prescriptive pieces of federal legislation in education."

Big business, for the most part, does not number itself among these critics. "Because of the nature of the economy and workforce now, companies see the need for some national educational framework," says Susan Traiman, director of education initiative at The Business Roundtable. "Business leaders don't want mind control. But it really is hard to argue that all our students don't need to reach a certain level of literacy—not a level of literacy that was needed in a manufacturing society, but one that will be needed in an information age. We need a level of literacy and numeracy that goes far beyond what was needed at the turn of the 20th century—and that has nothing to do with mind control."

"Look at test results showing what students know of geography and whether they are prepared to deal in the international marketplace," Traiman continues. "It's clear there is a core set of academic knowledge and skills all students will need to be successful. Clearly there are values and attitudes that need to be decided on locally in consultation with families. Business leaders would agree with that. But other values and attitudes prepare people for the workforce. And it's essential for students to experience and learn about those."

This is precisely what has been happening during the first full academic year of Goals 2000. School improvement plans have been launched in 46 states, the District of Columbia, Puerto Rico and seven U.S. territories. These plans have included development of magnet schools, especially in science and math; development of new

DC PERSPECTIVE

core curricula in a range of other academic subjects including history, geography and economics; development of new technology-driven school-home liaison programs, including use of cable television and video to reach parents with difficult work schedules and homework telephone hotlines; development of school-to-work transition programs, especially for vocational schools; development of programs for violence prevention, chronically disruptive students or dropouts and economically disadvantaged students.

Many businesses are supporting these initiatives in their own hometowns across the nation, working side by side with local and state school officials. On the national level, a Business Task Force on Student Standards has been created by the Business Coalition for Educational Reform and has come up with its own set of principles that may be used to develop concrete educational standards. The task force's principles suggest that standards must reflect "real world" requirements,

must be measurable, voluntary and dynamic, recognizing the changing nature of the global marketplace and society. Above all, the task force wants business leaders to have a seat at any table where educational standards are being set.

Prognosis Uncertain

So with all these apparently conflicting priorities—from the left and right, from business, government and the educational establishment—what's the prognosis for Goals 2000? Certainly some changes. One measure has already passed the House and is awaiting floor action in the Senate, where it appears to have the support of such powerful education-oriented Republicans as Senator Nancy Kassebaum of Kansas. This bill eliminates an organization created in the original law to function under Goals 2000—the National Education Standards and Improvement Council (NESIC), which opponents fear would

have become the real big brother of national education oversight.

But more changes may be in store. Senior staff members of the House Opportunities Committee are examining in considerable detail the possibility of turning the entire Goals 2000 system into a comprehensive block grants measure that would simply shovel federal dollars down to the states and cities to do with as they see fit. The one drawback? It would mean opening the entire Goals 2000 system to congressional debate, which, in the present climate, could lead to its untimely demise.

But the greatest fear is that Goals 2000 could become wrapped into the 1996 presidential campaign that is already heating up. "You can't ignore the purely political aspects of this issue," says one senior member of the Clinton Administration. "This is something Clinton wants to hold up in November 1996 as a major accomplishment. If it's taken away, he can't wave it before the voters." ■■■

IT DOESN'T END WITH THE SALE!

This collection of Management Briefings

As always, you get no-nonsense, common-sense perspectives on each specific topic covered in *Management Briefings*. They are designed to provide practical information, benchmark practices, and case studies in an easy-to-read paperback format.

The Management Compass: Steering the Corporation Using Hoshin Planning
2358XRVA, \$19.95/
\$17.95 AMA Members

Provides the fundamentals of hoshin planning—a highly participative strategic Japanese management method—which is a system for setting and achieving breakthrough objectives.

Blueprints for Service Quality: The Federal Express Approach, 2nd Edition
#02356XRVA, \$12.50/\$11.25 AMA Members
This briefing provides detailed, how-to information on personnel practices and quality measurement systems at Federal Express, the first service organization to win the Malcolm Baldrige National Quality Award.

Quality Alone Is Not Enough: Quality Improvement Programs
#02349XRVA, \$12.95/\$11.65 AMA Members

Puts quality improvement programs into perspective by providing tools for linking time and quality, measuring your quality, and determining the shortest path to quality.

Blueprints for Continuous Improvement: Lessons from the Baldrige Winners
#02352XRVA, \$12.50/\$11.25 AMA Members

Examines the strategies, tools, and techniques used by companies that have won the Malcolm Baldrige National Quality Award in recent years. The focus is on explaining common approaches that

characterize these efforts while highlighting the uniqueness of each company's strategy.

Next Operation as Customer: Improving the Quality of Internal Customer Service
02346XRVA, \$12.00/\$10.80 AMA Members

The nuts and bolts of a program for improving the quality of internal customer service, as developed at Motorola, a Malcolm Baldrige National Quality Award winner.

To order, call 1-800-262-9699
1-518-891-1500 (outside the U.S.)
or FAX your order to 1-518-891-0368
Discounts are available for 5 or more copies of the same book.