

**HEARINGS ON H.R. 1804-GOALS 2000:
EDUCATE AMERICA ACT; HEARINGS BEFORE
THE SUBCOMMITTEE ON ELEMENTARY,
SECONDARY, AND VOCATIONAL EDUCATION,
ONE HUNDRED THIRD CONGRESS, FIRST
SESSION, APRIL 22, MAY 4, AND 18, 1993,
SERIAL NO. 103-17, WASHINGTON**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649179619

Hearings on H.R. 1804-goals 2000: Educate America Act; hearings before the Subcommittee on Elementary, Secondary, and Vocational Education, One Hundred Third Congress, first session, April 22, May 4, And 18, 1993, Serial No. 103-17, Washington by Various

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HEARINGS

BEFORE THE
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION
OF THE
COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES
ONE HUNDRED THIRD CONGRESS
FIRST SESSION

HEARINGS HELD IN WASHINGTON, DC, APRIL 22, MAY 4, AND 18, 1993

Serial No. 103-17

Printed for the use of the Committee on Education and Labor



U.S. GOVERNMENT PRINTING OFFICE

76-820 +1

WASHINGTON : 1993

For sale by the U.S. Government Printing Office
Superintendent of Documents, Congressional Sales Office, Washington, DC 20402

ISBN 0-16-041289-7

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HEARING ON GOALS 2000: EDUCATE AMERICA ACT

THURSDAY, APRIL 22, 1993

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, DC.

The subcommittee met, pursuant to notice, at 10 a.m., Room 2175 Rayburn House Office Building, Hon. Dale Kildee, Chairman, presiding.

Members present: Representatives Kildee, Ford, Sawyer, Roemer, Unsoeld, Reed, Miller of California, Becerra, English, Strickland, Owens, Romero-Barcelo, Green, Woolsey, Goodling, Petri, McKeon, Gunderson, and Roukema.

Staff present: Susan Wilhelm, staff director; Andy Hartman, education coordinator; Jack Jennings, education counsel; Jeff McFarland, subcommittee legislative counsel; Margaret Kajeckas, legislative associate; Diane Stark, legislative specialist; Tom Kelley, legislative associate; Lynn Selmsler, professional staff member; and Jane Baird, education counsel.

Chairman KILDEE. The subcommittee will come to order. We are meeting this morning to receive testimony on Goals 2000: Educate America Act, the administration's systemic reform bill. We have a single and very distinguished witness at this morning's hearing, the Honorable Richard Riley, Secretary of Education, former governor of South Carolina.

This is the Secretary's first appearance before the Committee on Education and Labor and I know all of us want to extend to him a very warm welcome.

This is my 17th year in the Congress and over that period of time I have worked with a number of Education secretaries and none came to their job with stronger qualifications, greater experience or reputation as an education leader than does Secretary Riley.

He is recognized nationally. We all know what he did in his own State of South Carolina to really put that straight on the reform path, and we all appreciate that because we live in a mobile society, and what happens in South Carolina affects the entire country. You certainly did a splendid job there, Governor.

Mr. RILEY. Thank you.

Chairman KILDEE. Over the last 2 years this subcommittee has devoted substantial attention to education reform and we look forward to the Secretary's testimony.

Goals 2000: The Educate America Act will provide grants to States and local schools for comprehensive education reform. It would also promote the establishment of voluntary national education standards to assist States and local schools in their reform efforts.

A third component of the bill would establish a national board bringing together business, labor, and education to promote the development of voluntary occupational skills standards. These voluntary occupational skills standards would provide an important foundation for reforming the manner in which young people are prepared for the world of work.

Before we begin, I would like to recognize my good friend and ranking Republican member of this subcommittee and the full Education and Labor Committee, Bill Goodling, for any opening statements he may have and he will be followed by the Chairman of the full committee, Mr. Ford.

Mr. Goodling.

Mr. GOODLING. Thank you, Mr. Chairman. We too welcome you, Mr. Secretary. I know you have been up on my floor quite a few times over the last several weeks and it is good to have you now in the subcommittee.

Mr. Chairman, you and I started work on this school reform legislation almost 2 years ago when we initiated work on H.R. 3320, the Neighborhood Schools Improvement Act.

I continue to believe that there is a limited role for the Federal Government in encouraging and assisting States in undertaking major efforts to reorient school systems toward a focus on learning and achievement. It has been a long, rocky road since the first bipartisan effort.

Clearly, the bill Secretary Riley is here to present to us today is a new variation on that original approach. In some aspects the legislation improves on the original bill; in other areas I think it may have fallen short of the mark or erred from the target.

My understanding of what school reform was all about was a process by which the public and educators first formed a consensus about what the goals and outcomes of the educational process should be. From that starting point they would use their ingenuity and skills to fashion an educational process by which all students would be able to achieve those goals.

I have some concern that this legislation has turned some of these original ideas on their head. For example, the bill requires that States and districts ensure that schools provide an opportunity to learn but does not require that States and districts ensure that students actually learn any more.

It is this disconnection between results and opportunity that troubles me. How can we know if students have an opportunity to learn unless we first know what it is they should learn and whether or not they have truly learned it?

There are many positive things in this legislation and I hope that we can build on them and create a bill that I can support that can

pass the House and the Senate and be signed into law by the President.

Thank you, Mr. Chairman.

Chairman KILDEE. Mr. Chairman.

Mr. FORD. Thank you, Mr. Chairman. I would like to revise and extend my remarks and first compliment you on the prompt way which you have responded to the administration on this legislation and worked with them to help develop the bill that is presented to us here today.

I spent some time discussing it with Mr. Goodling yesterday and I am optimistic that Goodling and Kildee and Ford will be back in business in a bipartisan way working on this bill very quickly, and we will do that as long as we can without getting anybody in trouble. We don't want to embarrass any of us by being seen in the wrong company, but we nevertheless will do our very best to work together.

Mr. Secretary, I want to say "I associate myself with the gentleman's remarks." That is the expression we use around here in the things that Mr. Kildee said about you. I have had the pleasure of meeting with you on numerous occasions in discussing not just this legislation but education from the perspective of the Federal Government in general and I have been mightily impressed from our first meeting and even more so in each meeting thereafter with the depth of your understanding of the fact that we have to change things.

Now your partner, the Secretary of Labor, has upset some educators by saying some of the things that Mr. Goodling and I have been saying here for a number of years about the same archaic vocational education in this country and about the fact that we are still targeting vocational skills for the turn of the century, and he is discovering that there are education traditions out there that reside mostly in the minds of people employed in education that are very hard to part with.

Now, I say that in spite of the fact that the Wall Street Journal said the other day that I was having difficulty with you about this bill because I was kowtowing to the NEA. After I read that editorial, I quickly asked my staff, who has been negotiating with your people and helping you, what has the NEA to do with this bill, and they tell me nothing. They tell me we have heard not suggestion number one about any changes in your proposal, nor have they asked me to support any particular change in your proposal.

And so for the public record, it ought to be made clear that any discussions we have had have been between Chairman Ford and Secretary Riley and not the NEA through Chairman Ford and Secretary Riley, and I don't say that by way of divorcing myself in any way from them.

They have been and I am proud to be their friend during all of my public career and I do rely on them very heavily for advice about what is happening and should happen in education. But I think that some of the outside interests in a way of looking for some sort of tension to make a newspaper story or make a newspaper point are searching very, very deep to find these kind of things that just don't exist.