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HEARING

BEFORE THE

COMMITTEE ON HUMAN RESOURCES

UNITED STATES SENATE

NINETY-FIFTH CONGRESS

SECOND SESSION

ON

HAROLD HOWE II, OF NEW YORK, AND FREDERICK HENRY
SCHULTZ, OF FLORIDA, TO BE MEMBERS OF THE NATIONAL
COUNCIL ON EDUCATIONAL RESEARCH

FEBRUARY 7, 1978

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NOMINATION

TUESDAY, FEBRUARY 7, 1978

U.S. SENATE,
COMMITTEE ON HUMAN RESOURCES,
Washington, D.C.

The committee met, pursuant to notice, at 9:10 a.m., in room 4232, Dirksen Senate Office Building, Senator Harrison A. Williams, Jr. (chairman), presiding.

Present: Senators Williams, Kennedy, Eagleton, Cranston, and Javits.

The CHAIRMAN. The committee will come to order.

This morning the Committee on Human Resources meets to consider the nomination of Harold Howe II, of New York, and Frederick Henry Schultz, of Florida, to be members of the National Council on Educational Research.

The President has sent to us two nominees to the National Council on Educational Research, Harold Howe and Frederick Schultz, and we know that Mr. Howe is snowed in and cannot be here.

We are very pleased that Senator Lawton Chiles is here to introduce Mr. Frederick H. Schultz, one of the nominees.

Senator CHILES. Thank you very much, Mr. Chairman. I appreciate very much the opportunity of appearing before you today and having an opportunity to introduce Fred Schultz. I am delighted to see that the President has made this nomination. I think it is especially appropriate.

Fred Schultz has had a distinguished public career in my State. He served ably in our State legislature; he was the speaker of the Florida House of Representatives. In addition to that distinguished leadership role, he has always taken a particular interest in education. He has served on every statewide committee dealing with education in the last 15 or 20 years, I would have to say—committees that were set up by Governors; committees that were set up by other advisory groups. He has a particular expertise in funding formulas for education and in other innovative ways of trying to provide for quality education.

He has also participated in many regional educational compacts in areas outside the State of Florida. So, I think he has a particular background of expertise that would allow him to make a valuable contribution in this role, and when you couple that with his leadership ability, I think that it is an outstanding appointment. And I am delighted to join Senator Stone in giving our wholehearted and unequivocal endorsement to this nomination.

The CHAIRMAN. Well, I certainly appreciate that. As I look at this biography of Mr. Schultz, I see that his background and contribution

in areas of public life, and his background in private life will enable him to make a real contribution. I happen to feel that we are lucky that it is in this area of education—where we flounder a little in terms of policy and direction—which have this kind of mind and background. We are very, very pleased.

I know, Dr. Graham, that the Council reports in two directions—am I right—to the National Institute of Education, and also the Assistant Secretary for Education? Dr. Graham, did you want to make a contribution to our hearings here?

Dr. GRAHAM. Thank you very much. I have a statement for the record, noting our enthusiasm that Mr. Schultz and Mr. Howe have been nominated for Council membership by the President. We hope that they can be quickly confirmed so that they can assist us in our work. Mr. Howe, as you know, is snowbound, but I hope he will not be when the next meeting of the Council comes up.

The CHAIRMAN. Very good. Senator Javits?

Senator JAVITS. Mr. Chairman, on the nominations of Harold Howe, New York, and Frederick Henry Schultz, of Florida, to be members of the National Council on Educational Research, both are splendid men who will contribute much to education.

I had the honor of recommending Mr. Howe to the President myself. There are still some vacancies. The President has some distinguished recommendations before him. I express the hope that those vacancies may soon be filled and with nominees of the same character and quality.

Thank you, Mr. Chairman.

The CHAIRMAN. Mr. Schultz, there are no specific questions here at this time, and we might have some for your written response, but just at this point, give us your attitude and your philosophical approach, as you enter into another public responsibility.

STATEMENT OF FREDERICK HENRY SCHULTZ, OF FLORIDA, NOMINEE, TO BE A MEMBER OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Mr. SCHULTZ. Thank you very much, Mr. Chairman. I am obviously a product of my background. I have dealt with matters of public policy in terms of education. I hope that the National Council is going to be of greater service in the future. As I look at those who are a part of the Council, it seems to me that we should not only try to fulfill our specific function, in terms of policymaking for NIE, but, hopefully, we can be of some assistance to the Congress, in terms of attempting to provide some overall thinking about goals and functions of the Federal Government in the area of education.

My recollection of my legislative career was that we were constantly dealing with crises, and it was very difficult to stand back and take a look at the larger picture with the help of a group of people who had some expertise and intelligence about a major and important governmental function like education. That can be of great value.

Hopefully, we can find ways to be of assistance to you and the members of your committee, and the other Members of Congress, in terms of the problems of education, as we see them today; the goals of educa-

tion; and the role of the Federal Government in education, particularly as we examine the question of a Department of Education and what it might do.

That is a general statement, Senator, but, hopefully, we can find a way to carry out those functions and to be of assistance.

The CHAIRMAN. Well, there are many ways to measure the national evaluation of the need to promote educational opportunity. Some of those measures also will show us that we have developed very difficult situations, and a painful situation. For example, we encouraged young people to become equipped to be teachers, and now we have a situation where we have many more teachers than we have positions for them to be employed as teachers. This is very plainful. I know this is true in my State; I am not sure it is in Florida, where you have—

Senator CHILES. It is true in Florida, as well. We have a lot of people from your State who would like to come to Florida and to perform the role as teachers.

The CHAIRMAN. I am sure that is true, and I could mention a few others who would like to go to Florida for education; there are some potential medical students. The thoughtful understanding and direction for a more orderly educational policy is certainly at the center of what this Council can be about, it would seem to me.

Mr. SCHULTZ. I hope, Senator, that you might see fit to call on us to look at some of these questions, which I think are of great concern to you. Of course, it is very difficult, as a potential new member of any body, to speak, but I, for one, would certainly like to try to respond, knowing the problems that a legislative body has, the kinds of questions that you have to deal with, and the need for answers in some of these areas. I, for one, as a member of the Council, would very much like to be called on to try to respond. I would, I think, get a great deal of satisfaction out of attempting to wrestle with those problems.

The CHAIRMAN. Well, that would be very helpful, and I appreciate your making that suggestion and observation, and with your thought and opinion we will find situations where we will benefit, I am sure.

I have nothing further, and we certainly appreciate Senator Chiles and Dr. Graham being with you. Good luck.

Mr. SCHULTZ. Thank you.

The CHAIRMAN. As far as Mr. Howe is concerned, the record has been made here, and we have his statement; we will include that in the record and it is received. Thank you.

[The prepared statement of Mr. Howe follows:]

TESTIMONY OF HAROLD HOWE II, VICE PRESIDENT FOR EDUCATION AND RESEARCH,
THE FORD FOUNDATION, NEW YORK, N.Y.

My name is Harold Howe II, and I am here at your request to answer any questions you may have as the result of my nomination by President Carter to serve on the National Council on Education Research.

I have already submitted to the Committee a record of my education, employment, extra curricular activities, and financial background. Very briefly, I have worked in the broad field of education ever since I graduated from college in 1940 with the exception of about four years in military service. Successively, I have been a teacher of history, a junior high school principal, a principal of three different high schools, a junior college president, a superintendent of schools, the director of an independent institute concerned with educational improvement in the State of North Carolina, the United States Commissioner of Education, a program advisor on education to the Ford Foundation in India, and for

the last seven years and presently the Vice President for Education and Research at the Ford Foundation. In addition, I have served in a great variety of formal and informal roles on committees, commissions, and boards concerned with education, including the trusteeship of a private university and a private college, and most recently the Advisory Panel to study the decline in Scholastic Aptitude Test scores for the College Entrance Examination Board.

I have written a great many articles and given entirely too many speeches on various aspects of education. I have a bachelors degree and a masters degree in the field of history but have done no advanced scholarly work. If I can be useful to the deliberations of the National Council on Education Research, it will be because of my opportunity for a broad exposure to the affairs of education within schools, colleges, and universities and at the policy level in local school districts, within states and in the national government. I am a generalist in the education field rather than a true specialist in any aspect of it. If approved by the Senate, I would be happy to serve on the Council and would do my best to make a constructive contribution to its deliberations.

My view of the National Council on Education Research stems from my view of the federal government's role in education, which has been a growing and changing one over the last 20 years. I believe that there is an appropriate and important place for federal initiatives in education. It involves identifying significant national priorities in the broad field of education, which is vitally important to Americans individually and to the national interest generally. It involves also recognizing that what the national government does in education is very different from its responsibilities in defense, for example. Unlike many countries in the world, we are blessed in the United States with a diverse and indeed unsystematic spectrum of schools, colleges, and universities under state, local and private auspices. We gain tremendously from this diversity, and the important emphasis for the national role is both to preserve it and to identify within it those common concerns that really should have support and interest from the federal government.

Among the significant national priorities two are paramount: providing equality of opportunity for all Americans for access to education designed to meet their needs and provision for the very best in educational services to meet the requirements of the country for top quality personnel and research. Some think that there is a contradiction between these joint objectives of equity and excellence. I do not.

Against this background, I see the National Council on Education Research as an organization which can help NIE to make the best use of education research funds and help educators generally and the Congress and Administration in particular to think constructively about priorities and needs in the service of research to education. Just as research activities of both the fundamental and applied varieties lie behind the country's capacity to solve its health problems or its defense problems, such research likewise holds potential for the development and improvement of education. Since the funds and energies available for doing such work will always be limited, judgments must be made about how they can best be used to advance education in the service of individuals and in the service of the nation. A deliberative body with a continuing responsibility like the Council can contribute to national discussions on these matters. In a sense the Council provides for NIE and for the field of education research the benefit of an informed and thoughtful voice that is independent of both the Congress and the Administration. In an agency with the responsibility of allocating discretionary funds such a voice seems to me important. Indeed it is in the American tradition of government to maintain such an arrangement, which is probably the reason that other government agencies like the National Science Foundation and the National Endowment for the Humanities also have such deliberative bodies built into their structure in somewhat different form.

While I am not fully informed about the details of the Council's recent work, I do think that the National Institute of Education under its guidance is becoming an agency of significance to the advance of education in the country. To the extent that I am competent to do so, I would be happy to answer any questions the Chairman or other members of the Committee may have.

The CHAIRMAN. The hearing is now adjourned.

[Whereupon, at 12:01 p.m., the hearings were adjourned.]

5

