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HEARING

BEFORE THE

COMMITTEE ON

LABOR AND HUMAN RESOURCES

UNITED STATES SENATE

NINETY-SIXTH CONGRESS

SECOND SESSION

ON

STEVEN A. MINTER, OF OHIO, TO BE UNDER SECRETARY OF
EDUCATION;

ALBERT H. BOWKER, OF CALIFORNIA, TO BE ASSISTANT SEC-
RETARY (FOR POSTSECONDARY EDUCATION);

THOMAS KENDALL MINTER, OF PENNSYLVANIA, TO BE AS-
SISTANT SECRETARY (FOR ELEMENTARY AND SECONDARY
EDUCATION); AND

F. JAMES RUTHERFORD, OF THE DISTRICT OF COLUMBIA, TO
BE ASSISTANT SECRETARY (FOR EDUCATIONAL RESEARCH
AND IMPROVEMENT)

APRIL 30, 1980



Printed for the use of the Committee on Labor and Human Resources

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NOMINATIONS

WEDNESDAY, APRIL 30, 1980

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

The committee convened at 10:20 a.m., in room 4232, Dirksen Senate Office Building, Senator Harrison A. Williams, Jr. (chairman) presiding.

Present: Senators Williams, Javits, Pell, and Metzenbaum.

OPENING STATEMENT OF SENATOR WILLIAMS

The CHAIRMAN. We will come to order.

This morning the committee has been convened to hear the President's nominees for Under Secretary and three Assistant Secretaries for the new Department of Education.

The four nominees constitute the first operational team of the new Department. Moreover, they constitute the line officers upon whom Secretary Shirley M. Hufstедler will depend in providing continuity for the Federal education efforts originated in this committee and implemented by the Department.

In nominating the four officers appearing before us today, the President has designated the management group responsible for administering nearly 90 percent of the \$15 billion of annual budget for the Department of Education. They are Steven A. Minter, of Ohio, nominated as Under Secretary of the new Department. Upon the favorable action of the Senate, advising and consenting to his appointment, Mr. Minter will assume responsibility as the Department's top operations officer.

Dr. Albert H. Bowker, most recently the chancellor of the University of California at Berkeley, has been nominated as Assistant Secretary for Postsecondary Education in the new Department. Dr. Bowker will be entrusted with the administration of \$5.6 billion in higher education programs to assist students, institutions, and States, the mainstay of Federal education policy. Congress has improved these programs periodically. We look forward to Dr. Bowker's custodianship of those programs and their effective administration.

Dr. Thomas Minter has been nominated as Assistant Secretary for Elementary and Secondary Education and will be responsible for maintenance and implementation of \$4.8 billion of Federal assistance to State and local education agencies, authorities, and professional persons. Dr. Minter has been a Deputy Commissioner in the Office of Education, and he knows thoroughly the programs

which are meant to equalize educational opportunity for the Nation's schoolchildren.

Dr. James Rutherford is the only person among today's nominee panel who has appeared before this committee in a similar hearing. In 1978, Dr. Rutherford was nominated and confirmed as Assistant Director for Science Education of the National Science Foundation. He thus brings to his designated post at the Department of Education both the administrative background and subject matter experience essential to the Office of Assistant Secretary for Research and Improvement.

The committee welcomes the opportunity to review the statements and records of the nominees. Their presence provides an opportunity for developmental oversight, a responsibility Congress assumes for all its programs, but which must be especially conducted to assure best possible operation of a new Cabinet Department.

The Department of Education will be established very soon, May 7, and extensive celebrations of that fact are planned across the country. It is fitting that we move forward with dispatch to confirm the nominations of the Department's highest officials.

Today there has been confusion about Senate rollcall votes resulting in a later start, and the Members want to be here to introduce various nominees. Senator Pell and Senator Javits are here; Senator Metzenbaum just arrived.

I will first recognize Senator Javits and then Senator Pell and Senator Metzenbaum.

Senator JAVITS. Thank you, Mr. Chairman. I shall be very brief.

Mr. Chairman, I have a great pleasure and honor this morning in introducing two distinguished New Yorkers nominated for the position of Assistant Secretary in this Department, one for Educational Research and Improvement, the other for Postsecondary Education. These are Dr. James Rutherford and Dr. Albert Bowker.

I know both of these nominees and commend them highly to the committee. Dr. Rutherford has had a notable career in science education; indeed, was chairman of the Science Education Department of New York University, which is my own alma mater.

Dr. Albert Bowker has not only been chancellor of the University of California at Berkeley, but the chancellor of the City University of New York.

The high attainments of both of these gentlemen are certainly in my judgment very closely suited to the particular posts for which they have been chosen, and I commend them to the committee.

Mr. Chairman, I would like to address a question to Dr. Bowker, without being out of turn, but just to make it of record, and then if Dr. Bowker would answer it when he is answering the questions.

The CHAIRMAN. Fine.

Senator JAVITS. Dr. Bowker, we have received strong indications that the administration would like to break the linkage between institutional accreditation and institutional eligibility to participate in the Federal program. We have deferred consideration of these initiatives on policy grounds because the accreditation and eligibility review processes protect the institutions against direct governmental controls, while protecting the Government against

fraud and abuse, and on practical grounds. But all of the system is by no means perfect, and it needs repair and refinement to clarify the respective roles of voluntary accrediting bodies, State licensure agencies, and Federal Government agencies involved in eligibility. I question whether wholesale legislative change to cut accreditation completely out of the process is necessary. I understand there has been substantial movement in the administration to phase out the Advisory Committee on Accreditation and Eligibility. As you prepare to undertake these responsibilities, I would be most grateful and interested to know your views on this issue.

I will hand you this question in writing, Dr. Bowker, so that when your turn comes to answer questions, with the Chair's permission, if you would be good enough to answer this question.

Thank you, Mr. Chairman.

The CHAIRMAN. Thank you.

Senator Pell?

Senator PELL. Thank you, Mr. Chairman.

I think these are all very able and competent men. I have no particular statement at this time, but when the question period comes, I will have some questions for them.

The CHAIRMAN. Thank you.

Senator Metzenbaum, I know, wants to introduce Mr. Minter.

Senator METZENBAUM. Yes. I am very pleased to be here to introduce Steve Minter.

Steve Minter has been known to me personally for about 20 years, as a friend and as an extremely capable public servant.

There are probably few men in this country who have as successfully risen through the ranks to the position where, today, he is nominated by the President to be the first Under Secretary of Education.

Steve Minter came out of the welfare department in Cleveland, going back to 1960. He was selected by the Ohio Junior Chamber of Commerce as one of the five outstanding young men 11 years ago, and received the distinguished service award as the outstanding young man of Cleveland from the Cleveland Junior Chamber of Commerce in 1969; the distinguished service award from the Welfare Federation of Cleveland in 1970; the alumni service award from Baldwin Wallace College; the citation of merit from Boston University School of Social Work; an honorary doctor of humane letters from Baldwin Wallace College in 1974; man of the year, council on adoptable children, Cleveland, Ohio; and the distinguished service award from the School of Applied Social Services, Case Western Reserve University, in 1979.

Now, what has Steve Minter done to receive all of these awards? For the past 5 years, he has been associated with the Cleveland Foundation, located in my own home of Cleveland.

As associate director of this community foundation, which is one of the major foundations in the country, he personally was responsible for the funding of educational, social, health, and community projects.

From 1970 to 1975, Steve served as Commissioner of Public Welfare for the Commonwealth of Massachusetts, where he directed a department administering public assistance, medical assistance,

food stamps, child welfare, and social service programs for over 750,000 persons monthly.

And before Massachusetts took him away from us for that 5-year hiatus, he had been in the Cuyahoga County Welfare Department, working his way up through the ranks from caseworker to director of the department.

He graduated from Baldwin Wallace College and received his M.A. at the Case Western Reserve School of Applied Social Sciences, and he has served as a member of the board for a number of educational institutions.

Mr. Chairman and members of the committee, I think that the President has indeed made an excellent choice for the position of the first Under Secretary of Education. The Under Secretary is charged with responsibility for the conduct of intergovernmental affairs, as well as the daily management of the Department.

Steve Minter is particularly well-qualified on a broad-base basis to handle this responsibility. I am proud of the appointment because he comes from my own Cleveland community, but I am also proud of it because he himself is an individual of whom anyone who is a friend could be extremely proud.

I am very grateful, Mr. Chairman, for your scheduling the hearing this morning. I want to apologize to Steve and to the committee. I am chairing a hearing myself at the moment and if I excuse myself, it is not from a lack of enthusiasm, but from a lack of time.

The CHAIRMAN. Well, we certainly appreciate this statement. It amplifies our knowledge of Mr. Minter. We are sure you will be reassured and encouraged to know that the cord that ties Mr. Minter to Cleveland and the foundation is not being severed. He is on a leave of absence from this position—am I right on that?

Mr. STEVEN MINTER. That is correct, Senator.

The CHAIRMAN. So you can relax, Senator Metzenbaum.

Senator METZENBAUM. Thank you very much.

Mr. STEVEN MINTER. Thank you, Senator.

The CHAIRMAN. I have a letter from Senator Cranston of this committee, who just could not be here. I would like to read his letter to me.

Senator Cranston says,

I regret that testimony before the Banking Committee prevents me from personally welcoming Dr. Albert Bowker, the President's nominee to be Assistant Secretary for Postsecondary Education.

Dr. Bowker is a distinguished Californian with whom I became acquainted during his tenure as chancellor of the University of California at Berkeley. The committee can welcome him as a nominee of unquestioned integrity, and one of the Nation's leaders in postsecondary education.

I have full confidence in his ability to fulfill the important role in the new Department of Education. I urge the committee's favorable consideration of his nomination.

The CHAIRMAN. I know all of you have submitted statements, and we would like to turn to you now, after these introductions.

Mr. Steven A. Minter—I do not believe this has ever happened before—or has it happened—that two “Minters” appear at the same time in nomination.

But first, Mr. Steven A. Minter, nominated as Under Secretary of Education.

STATEMENT OF STEVEN A. MINTER, NOMINEE TO BE UNDER
SECRETARY OF EDUCATION

Mr. STEVEN MINTER. Thank you, Mr. Chairman. I would also like to formally express my appreciation to Senator Metzenbaum, for his kind words of introduction.

I have submitted a full statement to the committee, and I would like to make a few remarks.

I am honored to have been asked by President Carter and Secretary Hufstedler to become our Nation's first Under Secretary of Education. The Department is off to a strong start and, with your approval, I look forward to being a part of that Department.

I am pleased to be here today to share with you my background and views and to respond to your questions.

As you heard, most of my professional experience has been in the administration and delivery of human services programs. First in Ohio, and later in Massachusetts, I discovered that I could not do my job well without a close working relationship with my colleagues in education.

As public welfare commissioner in Massachusetts for 5 years, I spent many hours working with both the Commissioner of Education, Gregory Anrig, and the Secretary of Education, Joseph Cronin. I could not do my job of running the State's title XX social services program without working closely with Greg Anrig on his plans for implementing Chapter 766, the State's reform of special education.

Our joint task, that we were charged with, was to integrate our services for our clients—whether it was in school lunches, in the title I program, or in services to handicapped people, young and old.

Later, as a program officer and associate director of the Cleveland Foundation, where I have been for the past 4½ year, I have had the opportunity to spend many hours with educators, looking for the points of purchase or leverage that will enable education institutions in Ohio, both public and private, to grow, to change, and to strengthen themselves for the problems they will face in the decade of the 1980's.

The Cleveland Foundation is a community foundation, the oldest of its type in the United States. In 1979, \$2 million, or about 14.3 percent of its total income, was made in grants for local educational programs to both public and private institutions.

As a member of the board of overseers or trustees of four different colleges and universities, I have spent countless hours discussing the future of undergraduate and graduate higher education in America. I can tell you now from that experience why new or renovated dormitories are necessary, even in a period of declining enrollment, in order to assure sufficient electrical outlets and soundproofing, in an era of TV, radio, and stereos—I have spent a night sleeping in a dorm, and was happy to get back home—or about the struggle to retain new faculty when salaries fail to keep pace with inflation.

Now I would like to turn for a few moments to the question of objectives for an Under Secretary of Education.

Secretary Hufstedler has articulated beautifully a set of goals for the Department in her November 27 confirmation statement. They

are: pluralism, excellence, equal opportunity, and recognition of the individual.

I would like to talk about how the office of the Under Secretary can be a force for achieving those goals. I think there are three tools available: first, day-to-day management; second, maintaining and emphasizing quality; and third, working with State and local officials.

The first point, management. A major part of my job is to run the day-to-day operations of the Department. The Secretary has already indicated her commitment to management by having the Department ready to open on May 5, 1 month earlier than required by the Department of Education Organization Act. My job is to make sure that the trains run on time and in the right direction, and to see to it, hopefully, that all the people are paid when we start that new Department.

The measure of our management effectiveness will not be in pounds of PERT charts, but in services to our direct clients—city and county school boards trying to run a title I program, State vocational education directors trying to work with us to prepare vocational education for its role in the 1980's, and struggling middle-class parents, white, black, and brown, trying to provide a college education for their children. Our job in the Department is to make sure the Department makes a difference to our clients.

The second tool is quality. It has two dimensions for those of us in this new Department. First, we want to provide quality services for those for whom we are working. But second and most important, we want to support and facilitate quality in every educational institution in this country, from the little red schoolhouse to the urban high school, and from the small liberal arts college to our great university systems.

This is all the more important because in the 1980's, two or three generations of young people will pass through our Nation's schools. These generations will increasingly be black and Hispanic. While 13 percent of school-age youngsters in 1960 were black and Hispanic, by 1985, that number will reach 19 percent. Our mission, therefore, in the next decade will be to provide the same quality education for all young people in the eighties that we, as a society, provided in the past.

Moreover, one of our missions in the sixties and seventies was to provide equal access to education for handicapped young people, for older women, and displaced homemakers, for blacks, for Hispanics, and for those with limited English-speaking ability. Our responsibility in the eighties, then, is to provide a quality education along with access.

The third and final tool I will refer to is intergovernmental relations. As required by the Education Department Organization Act, my office has the responsibility for intergovernmental relations. I do not see this as an end, but rather as a tool for making better policy. Too often, implementation and the role of State and local government is an afterthought in Federal policymaking.

I have been a local official, a county official, and a State commissioner. I can say to you that I look forward to working with officials of the 50 States, the 16,000 school boards, and other local officials in formulating policy. I have spent too much time at their

end of the policy process. I can still vividly remember walking over to the Federal Building in Boston to meet with regional HEW officials on a problem—hoping that I could convince them that their policies sometimes were my problems.

I hope that the Department of Education will have a reputation second to none in its working with State and local officials.

Already in the brief period of time I have been active with the Department's transition, meetings have been held with organizations like the National Association of State Legislatures to discuss ways of improving intergovernmental relations. We are preparing now to form a very active and aggressive Intergovernmental Advisory Council on Education, and I look forward to being part of that process.

Mr. Chairman, I look forward to working with you and the other distinguished members of this committee in the weeks and months ahead, on the President's Youth Initiative, on the Higher Education Reauthorization, and on the future and direction of the Department.

I am prepared to answer any questions that you may have.

[The prepared statement and biography of Mr. Steven A. Minter follow:]

STATEMENT OF
STEVEN A. MINTER

FOR CONFIRMATION AS
UNDER SECRETARY OF EDUCATION

BEFORE THE
COMMITTEE ON LABOR AND HUMAN RESOURCES
UNITED STATES SENATE

WASHINGTON, D.C.

APRIL 30, 1980

Mr. Chairman and members of the Committee:

I am honored to have been asked by President Carter and Secretary Hufstedler to become our nation's first Under Secretary of Education. The Department is off to a strong start and, with your approval, I look forward to being a part of the new Department. I am pleased to be here today to share with you my background and views and to respond to your questions.

Most of my professional experience has been in the administration and delivery of human services programs, particularly social services, welfare assistance, and medical assistance. In those programs, I have worked as an AFDC case worker; juvenile court officer; foster care, adoptive services and protective services supervisor; administrator of work experience and training program for welfare recipients; special services director; and departmental director. Every assignment required contact with other human services delivery systems. First, in Ohio and later in Massachusetts, I discovered I could not do my job well without a close working relationship with my colleagues in education.

In Cleveland, the Cuyahoga County Welfare Department used OEO funds to contract with the Cleveland Public Schools so that Cleveland's first adult education center could be established in 1965. Thousands of disadvantaged and minority persons received adult education and many passed their GED examinations as one step toward financial independence. The welfare department contracted with the Cuyahoga Community College, Case Western Reserve University, and private proprietary agencies to train teacher aides, homemakers, and child care workers.

As Public Welfare Commissioner in Massachusetts for five years, I spent many hours working with both Commissioner of Education Gregory Anrig and the Secretary of Education, Joseph Cronin. I could not do my job of running the State Title XX program without working very closely with Greg on his plans for implementing Chapter 766, the State's reform of special education. Our separate departments were serving many of the same clients. Our joint task was how to integrate our services for our clients -- whether in school breakfasts; in school lunches; in Title I; in services to handicapped people, young and old; or in vocational education and job training programs for welfare clients. These joint ventures served our common goal of trying to provide people with the tools they needed to achieve economic independence and self reliance in our society.

Later, at the Cleveland Foundation, where I have been for the last five years, I had the opportunity to spend many hours with educators looking for the points of purchase or leverage that will enable education institutions in Ohio, both public and private, to grow, to change and to strengthen themselves for the problems they will face in the 80's; problems like -- declining enrollments; reduced levels of local public support for educational expenditures; the technology of communications and computers as learning tools and new roads for achieving greater equality.

The Cleveland Foundation is a community foundation with a rich tradition of support for cultural and performing arts organizations; public and private, elementary and secondary school programs as well as higher education institutions. In addition, it makes grants in civic affairs, health and social services. In 1979, \$2 million or 14.3 percent

of the Foundation's earnings was granted to local education programs.

Finally as a member of the board of overseers or trustees of the College of Wooster; of Muskingham College; of the Case Western Reserve University School of Management and of the Brandeis University Florence Heller Graduate School for Advanced Studies in Social Welfare over the last decade, I have spent countless hours discussing the future of undergraduate and graduate higher education in America. I could tell you why new or renovated dormitories are necessary in order to assure sufficient electrical outlets and sound proofing in an era of TV, radio, and stereos, or about the struggle to retain new faculty when salaries fail to keep pace with inflation. As a member of the panel on race relations of my own alma mater, Baldwin-Wallace College, I have struggled through the questions of equity, equality and justice surrounding the experience and numbers of black undergraduates at one college.

Now I would like to turn for a few moments to the question of objectives for an Under Secretary of Education. Secretary Hufstedler has articulated beautifully a set of goals for the Department in her November 27 confirmation statement. They are: pluralism, excellence, equal opportunity and recognition of the individual. I would like to talk about how the office of the Under Secretary can be a force for achieving those goals. I think there are three tools: through day-to-day management, through maintaining and emphasizing quality and through working with State and local officials.

Management

A major part of the Under Secretary's job is to run the day-to-day operations of the Department. The Secretary has already indicated her commitment to management by having the Department ready to open on May 5 -- one month earlier than required by the Department of Education Organization Act. My job is to make sure that the trains run on time -- and in the right direction. The measure of our management effectiveness will not be in pounds of PERT charts, but in services to our direct clients -- city and county school boards trying to run a Title I program, state vocational education directors trying to work with us to prepare vocational education for its role in the 80's and struggling middle-class parents -- white, black and brown -- trying to provide a college education for their children. Our job in the Department is to make sure the Department makes a difference to our clients.

In many respects, my day-to-day management responsibility, which is to knit 152 separate programs into one department, parallels my day-to-day responsibility as Welfare Commissioner. I started my job in Massachusetts shortly after the State took over full responsibility for the welfare system. Up until that time the welfare system had been run by 170 totally autonomous cities and towns. My job was to unite them all into one department.

Quality

The second tool is quality. Quality has two dimensions for those of us in the new Department. First, we want to provide quality services for those with whom we are working. But second and most important,

we want to support and facilitate quality in every educational institution in the country -- from the little red schoolhouse to the urban high school and from the small liberal arts college to our great university systems.

The decade of the 80's will be a time of testing for those of us in education. The same number of institutions trying to serve fewer young people with limited dollars. It will be a decade unlike the 60's or the 70's. We must find a way to work with institutions, particularly developing institutions, to formulate a strategy for excellence -- in scholarship, in analysis and in expression. The pursuit of quality education is usually associated with periods of economic growth and expansion in our society. We know that the 80's will be a period of limited economic growth, but I believe it can also be a period of educational quality.

This is all the more important because in the 80's two or three "generations" of young people will pass through our nation's schools. These generations will increasingly be black and Hispanic. While 13 percent of school age youngsters in 1960 were black and Hispanic, by 1985 the number will reach 19 percent. Our mission in the next decade will be to provide the same quality education for all young people in the 80's that we, as a society, provided in the past.

Moreover, one of our missions in the 60's and 70's was to provide equal access to education for handicapped young people; for older women and displaced homemakers; for blacks; for Hispanics and for those with limited English speaking ability. Our responsibility in the 80's then is to provide a quality education along with access.

Intergovernmental

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Already in the brief period of time I have been active with the Department's transition, meetings have been held with organizations like the National Association of State Legislatures to discuss ways of improving intergovernmental relations. We are preparing to form a very active and aggressive Intergovernmental Advisory Council on Education and I look forward to meeting with them.

Mr. Chairman, I look forward to working with you and the other distinguished members of your committee in the weeks and months ahead on the President's Youth Initiative, on the Higher Education Reauthorization and on the future and direction of the Department.

Thank you.

STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

PART I: ALL THE INFORMATION IN THIS PART WILL BE MADE PUBLIC

Name: Minter (LAST) Steven (FIRST) Alan (OTHER)

Position to which nominated: Under Secretary Date of nomination: _____

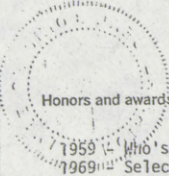
Date of birth: 23 (DAY) 10 (MONTH) 38 (YEAR) Place of birth: Akron, Ohio

Marital status: Married Full name of spouse: Dolores Kreicher Minter

Name and ages of children:

<u>Michele Marie</u>	<u>16</u>	<u>10-19-63</u>
<u>Carolyn Marie</u>	<u>14</u>	<u>4-10-66</u>
<u>Robyn Marie</u>	<u>10</u>	<u>10-05-69</u>

Education:	Institution	Dates attended	Degrees received	Dates of degrees
	<u>Warren Township</u>	<u>1950-1953</u>		
	<u>Kinsman High School</u>	<u>1953-1956</u>	<u>High School Diploma</u>	<u>1956</u>
	<u>Baldwin-Wallace College</u>	<u>1956-1960</u>	<u>B.A.</u>	<u>1960</u>
	<u>Case Western Reserve University</u>	<u>1961-1963</u>	<u>M.S.W.</u>	<u>1963</u>
	_____	_____	_____	_____
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Honors and awards: List below all scholarships, fellowships, honorary degrees, military medals, honorary society memberships, and any other special recognitions for outstanding service or achievement.

- 1959 - Who's Who In American Colleges and Universities
- 1969 - Selected by the Ohio Junior Chamber of Commerce as one of the Five Outstanding Young Men
- 1969 - Received the Distinguished Service Award as the Outstanding Young Man of Cleveland from the Cleveland Junior Chamber of Commerce
- 1970 - Received the Distinguished Service Award from the Welfare Federation of Cleveland
- 1970 - Received the Alumni Service Award from Baldwin Wallace College
- 1973 - Received Citation of Merit, Boston University School of Social Work
- 1974 - Received Honorary Doctor of Humane Letters from Baldwin Wallace College
- 1977 - Man of the Year, Council on Adoptable Children, Cleveland, Ohio
- 1979 - Received the Distinguished Service Award from The School of Applied Social Services, Case Western Reserve University

Memberships: List below all memberships and offices held in professional, fraternal, business, scholarly, civic, charitable and other organizations for the last five years and any other prior memberships or offices you consider relevant.

Organization	Office held (if any)	Dates
<u>See attached</u>		

Employment record: List below all positions held since college, including the title or description of job, name of employer, location of work, and dates of inclusive employment.

April, 1979	<u>Associate Director, The Cleveland Foundation, 700 National City Bank Building, Cleveland, Ohio 44114</u>
February, 1975	<u>Program Officer, The Cleveland Foundation, 700 National City Bank Building, Cleveland, Ohio 44114. Handling grants in health and social services and assisting in civic affairs.</u>
August, 1970 - January, 1975	<u>Commissioner of Public Welfare, Commonwealth of Massachusetts, Boston, Massachusetts. The department administered public assistance, medical assistance, food stamps, child welfare and social service programs for over 750,000 persons monthly.</u>
1960 - 1970	<u>Employed by the Cuyahoga County Welfare Department, Cleveland, Ohio. Worked up through the ranks from Caseworker to appointment as Director of the Department in January, 1969. During the ten-year period served as Caseworker, Supervisor, Chief Casework Supervisor, Project Director for the Title V - Work Experience and Training Program, Chief of Special Services (homemaker, day care, legal services, food stamps, neighborhood centers, manpower), and Assistant Director for Family and Children's Services.</u>

Organization	Office Held	Dates
American Enterprise Associates, Wash. D.C.	Member	1978 - Present
American Public Welfare Association, Wash. D.C.	Member	1963 - Present
	Bd. of Directors	1976 - 1980
	President	1977 - 1978
Association of Black Foundation Executives, New York City	Member	1975 - Present
	Chairman	1979 - 1980
	Member	1979 - Present
Blacks Organized for Social Services, Cleveland, Ohio		
Brandeis University, Florence Heller Graduate School Waltham, Massachusetts	Board of Overseers	1975 - 1978
Case Western Reserve University, School of Applied Social Services, Cleveland, Ohio	Alumni Executive Com.	1979 - Present
Case Western Reserve University, School of Management, Cleveland, Ohio	Board of Overseers	1974 - 1975
Child Welfare League of America, New York City	Board of Directors	1972 - 1979
	Vice President	1978 - 1979
	Member	1975 - Present
	Trustee	1978 - Present
Citizens League, Cleveland, Ohio		
College of Wooster, Wooster, Ohio		
Corporation for Public/Private Ventures, Philadelphia, Pennsylvania	Board of Directors	1978 - 1980
Council on Foundations, Washington, D.C.	Board of Directors	1978 - Present
Council on Human Relations, Cleveland, Ohio	Member	1965 - Present
Council on World Affairs, Cleveland, Ohio	Member	1978 - 1979
Edna McConnell Clark Foundation, The, New York City	Adv. Com. Pro. Children	1974 - 1978
Hooper Holmes, Inc., Basking Ridge, New Jersey	Board of Directors	1977 - Present
National Association for the Advancement of Colored People, New York City	Life Member	1970 - Present
National Association of Social Workers, Washington, D.C.	Member	1961 - Present
National Conference on Social Welfare, Washington, D.C.	Member	1967 - Present
	Vice President	1973
Ohio Citizens Council for Health and Welfare, Cleveland, Ohio	Member	1975 - Present
Operation Alert, Cleveland, Ohio	Member	1977 - Present
Rockefeller Public Service Awards Committee, Princeton University, Princeton, New Jersey	Member	1979 - Present
United Presbyterian Church, Cleveland, Ohio	Ruling Elder	1963 - Present
United Way Services, Cleveland, Ohio	Member	1976 - Present
Collaborative Funding Committee		

Government
experience:

List any advisory, consultative, honorary or other part-time service or positions with Federal, State, or local governments other than those listed above.

Advisory Panels or Committees on day care, manpower services,
supplemental security income, social services for HEW, OEO and
Social Security Administration.
National Commission for The International Year Of The Child.
(Appointed by President Carter, June, 1978).

Published
writings:

List the titles, publishers and dates of books, articles, reports or other published materials you have written.

"Welfare Department's Responsibility for the Neglected Child."
Ohio Legal Services Association, 1967.

"The Gap Between Proclamation and Performance." Public Welfare, The
Journal of the American Public Welfare Association, January, 1970.

"Issues Related To Improving Society's Ability To Deliver Child
Protective Services." Proceedings of the First National Conference
on Child Abuse and Neglect, January 4 - 7, 1976. DHEW Publication
No. (OHD) 77-30094.

Guest Editorial on The International Year Of The Child, Grants Magazine,
December, 1979.

Political
affiliations
and activities:

List all memberships and offices held in or financial contributions and services rendered to all political parties or election committees during the last five years.

No memberships or offices in political parties. I have served as a vice-chairman of several Shaker Heights Levy Committees (schools, library, etc.) and have endorsed Shaker Heights City Council and school board candidates.

5/76	- \$90	Owen Heggs for Congress - 21st	8/79	- \$15	Walter Kelley for Mayor
		Congressional Dist. - Ohio			Shaker Heights, Ohio
7/78	10	Citizens for Celeste - Ohio	9/79	15	David Parham for City Council
3/77	75	Pinkney for Mayor - Cleveland, Ohio	10/79	10	Winston Richie for City
					Council
			2/80	15	Judge Burt Griffin Reelection
					Committee

Future employment relationships:

1. Indicate whether you will sever all connections with your present employer, business firm, association or organization if you are confirmed by the Senate.

See Attached Sheet

2. State whether you have any plans after completing government service to resume employment, affiliation or practice with your previous employer, business firm, association or organization.

See Attached Sheet

3. Has a commitment been made to you for employment after you leave Federal service?

See Attached Sheet

4. Do you intend to serve the full term for which you have been appointed or until the next Presidential election, whichever is applicable?

Yes

Potential conflicts of interest:

1. Describe any financial arrangements, deferred compensation agreements or other continuing financial, business or professional dealings with business associates, clients or customers who will be affected by policies which you will influence in the position to which you have been nominated.

See Attached Sheet

2. List any investments, obligations, liabilities, or other financial relationships which constitute potential conflicts of interest with the position to which you have been nominated.

There are none of which I am aware.

3. Describe any business relationship, dealing or financial transaction which you have had during the last five years whether for yourself, on behalf of a client, or acting as an agent, that constitutes a potential conflict of interest with the position to which you have been nominated.

There are none of which I am aware.

4. List any lobbying activity during the past 10 years in which you have engaged for the purpose of directly or indirectly influencing the passage, defeat or modification of any Federal legislation or of affecting the administration and execution of Federal law or policy.

See Attached Sheet

5. Explain how you will resolve any potential conflict of interest that may be disclosed by your responses to the above items.

See Attached Sheet

Future employment relationships:

1. I plan to take an unpaid leave of absence from my present position as Associate Director of The Cleveland Foundation commencing on the date I am sworn in as Under Secretary of Education, which will continue until the end of the President's current term, January 20, 1981. If I am asked to serve beyond that date, I will discuss with the Secretary of Education and the President the advisability of continuing to serve as Under Secretary of Education while on a leave of absence from The Cleveland Foundation.
2. I plan to return to my present position at The Cleveland Foundation if the completion of my government service occurs during the period of the leave of absence described above.
3. The leave of absence described above permits me to return to my present position at The Cleveland Foundation.

Potential conflicts of interest:

1. As is indicated above, my leave of absence will be unpaid, and during that leave, no contributions will be made either by myself or The Cleveland Foundation to my existing pension plan. I further intend to resign from the boards of the Council on Foundations, the Association of Black Foundation Executives, Inc., the Corporation for Public/Private Ventures, Inc., Hooper Holmes, Inc., and the College of Wooster upon being sworn in as Under Secretary of Education.
4. While employed as Commissioner of Public Welfare for the Commonwealth of Massachusetts from 1970-75, I was involved in a variety of activities which were intended to influence federal legislation relating to social welfare programs and their administration and execution as they affected the Commonwealth of Massachusetts. Also during that period, I served in various capacities on the National Council of State Public Welfare Administrators which took positions on federal social welfare legislation, regulations, and program administration. From 1977-78, I served as President of the American Public Welfare Association, which prepared comments and testimony on legislative matters affecting federal social welfare programs.
5. I plan to obtain a commitment from The Cleveland Foundation that it will not apply for any grant or other form of funding from the Department of Education while I am serving as Under Secretary of Education and am on a leave of absence from The Cleveland Foundation. I will also further endeavor to abstain from participation in any matter as Under Secretary of Education which might particularly affect the interests of The Cleveland Foundation.

The CHAIRMAN. We will go through the statements from all of the panel, Mr. Minter, before we get to questions, if that is agreeable with Senator Pell, Chairman of our Subcommittee on Education.

Before we turn to our next nominee, we will welcome Congressman Gray, from Philadelphia, who is here to introduce Dr. Thomas Minter.

Congressman Gray?

Mr. GRAY. Thank you, Mr. Chairman.

Mr. Chairman, it is an honor for me to be here this morning to introduce to this distinguished committee the nominee for Assistant Secretary of Elementary and Secondary Education, Dr. Thomas K. Minter.

It is an honor, first, because I have known Tom Minter for several years, by virtue of his service as a key administrator in the Philadelphia public school system. To know Tom Minter is to know of his dedication, his competence, his love, and concern for children, and his complete dedication to the field of education.

Second, this is an honor for me because Tom Minter brings to this committee a remarkable set of qualifications. Mr. Chairman, if we were to design a model of the ideal educator, I believe that our final product would resemble this man very closely. He was a teacher; then an administrator on the local level, where he coped with the most severe kinds of problems in urban districts; and now he holds a position of high responsibility in the U.S. Office of Education.

In addition, he has been involved in a great deal of research planning, consulting work, writing, and is highly regarded by his peers.

In my own home city, Mr. Chairman, Tom Minter pioneered many significant efforts in the fields of administrative evaluation, career education, development of basic skills, and community participation. Later, as superintendent of schools in Wilmington, Del., he ran an operating budget of \$20 million annually in a system of 13,000 students and 1,200 faculty members. In Wilmington, as in Philadelphia, he demonstrated his capacity to serve in an executive post in a racially and ethnically diverse urban setting.

Currently, Tom Minter administers an annual budget of \$5 billion. He works with some 16,000 school districts and is responsible for the largest program in the Office of Education, title I of the Elementary and Secondary Education Act.

Mr. Chairman, I believe that Dr. Thomas Minter could have no better background and preparation for the high post to which he has been nominated. It is with considerable pride that I present him to you and your esteemed colleagues of this distinguished committee.

The CHAIRMAN. We appreciate very much your appearance here this morning, Congressman Gray. It is very helpful to have that statement in connection with Dr. Minter, and particularly from you, who know him so well and can tell us of his extensive background.

Thank you.

Mr. GRAY. Well, it is good to be here, and particularly as a former resident of New Jersey.

The CHAIRMAN. Our loss. Thank you.
Now we will continue with the statements from the nominees.
Dr. Bowker, please.

**STATEMENT OF ALBERT H. BOWKER, NOMINEE TO BE
ASSISTANT SECRETARY FOR POSTSECONDARY EDUCATION**

Dr. BOWKER. Thank you, Mr. Chairman.

As you know, I am chancellor of the University of California at Berkeley at the present time, and was pleased to be noted as a California resident by Senator Cranston, and a New York resident by Senator Javits. As a matter of fact, I am looking forward to returning to Washington, D.C., which is the town in which I grew up; I originally was a resident of the District of Columbia.

I am very pleased to have been chosen by President Carter and Secretary Hufstедler to be the first Assistant Secretary for Postsecondary Education. I think we have an opportunity in the new Education Department to improve the administration of those programs whose purpose is to support and strengthen higher education.

I know that you are now going through a thorough reassessment of Federal postsecondary education policy. There are some differences between the administration, the House, and the Senate.

I am not really onboard yet; I am still in California, and have not been involved heavily in formulating any of the positions. I do believe, however, that there are some major goals on which everyone can agree.

The biggest program in postsecondary education is the area of student financial assistance, and I believe we are all agreed on the principle that access to higher education should not depend on financial ability. There need to be priorities in distributing assistance, and there needs to be improvement. Although the administration has made significant strides in the administration of these programs, we still need to be careful about loan defaults, overawards, and some of the other problems which have plagued these programs. I intend to give full attention to the management side of financial aid.

Our second goal is to help colleges assure that promising but disadvantaged students have the educational tools, as well as financial assistance, to take full advantage of postsecondary education. The TRIO programs must be continued with a strengthened emphasis on developing remedial techniques that will promote retention.

Our third goal is to help institutions with the will and creativity to manage programs that will enable them to flourish in the years ahead, in view of a shrinking 18- to 24-year-old age base. I will be responsible for administering programs in the area of continuing education, cooperative education, facilities and capitation support.

The largest and most well-known of these is the title III developing institutions program. It is an important and beneficial program that will be much improved if the objectives of the program are sharpened as proposed by the administration and once a number of administrative initiatives have been implemented.

The fourth goal is to continue programs that offer access to graduate education for unrepresented groups in areas of national

importance. We wish to continue those programs and to explore what additional role the Federal Government should play in that area.

The Office of Postsecondary Education will administer the Department's international education programs. Secretary Hufstedler and I are both committed to improvements and expansion of language instruction in the United States and in international education and research in the broader sense.

I have been in higher education almost all of my life. I have been a teaching assistant, an instructor, every rank of professor, a dean and, a chancellor at two institutions, both in public and private institutions. I am looking forward to bringing the experience I have had into the new Department, and I believe that I will be able to contribute something on the basis of my experience.

Thank you, Mr. Chairman.

[The prepared statement and biography of Dr. Bowker follow:]

STATEMENT OF
ALBERT H. BOWKER

FOR CONFIRMATION AS
ASSISTANT SECRETARY OF EDUCATION
FOR POSTSECONDARY EDUCATION

BEFORE THE
COMMITTEE ON LABOR AND HUMAN RESOURCES
UNITED STATES SENATE

WASHINGTON, D.C.
APRIL 30, 1980

Mr. Chairman and Members of the Committee:

My name is Albert Bowker. I am Chancellor of the University of California at Berkeley, and I am asking you to confirm my nomination as Assistant Secretary for Postsecondary Education.

I want to tell you how pleased and honored I am to have been chosen by President Carter and Secretary Hufstедler to be the first Assistant Secretary for Postsecondary Education, and how excited I am at the prospect of undertaking an assignment filled with so much challenge and promise. I believe that the initiation of the Education Department offers a unique opportunity to improve the administration of those programs whose purpose is to support and strengthen higher education.

I know that you in the Congress are now engaged in a thorough reassessment of Federal postsecondary education policy. Although, of course, there are differences among the Administration, the House and the Senate concerning some aspects of the reauthorization of the Higher Education Act, I believe that we are agreed on five major goals to which I will devote myself as head of the Office of Postsecondary Education.

First, in the area of student financial assistance, I believe we are agreed on the principle that access to higher education is not to be denied to any citizen on the basis of financial incapacity. At the same time, because funds are limited, we recognize that there must be priorities in distributing assistance and that there is no room for waste. The Administration has made significant strides in tightening the management of the financial aid programs, but we must go further still in

curbing the legacy of excessive defaults, over-awards, inadequate collections and related problems that have plagued these programs.

Our second goal is to help colleges assure that promising but disadvantaged students have the educational tools, as well as financial assistance, to take full advantage of postsecondary education. The TRIO programs must be continued with a strengthened emphasis on developing remedial techniques that will promote retention.

Our third goal is to help institutions with the will and creativity to manage programs that will enable them to flourish in the years ahead, in the face of a shrinking 18-24 year old age base. In this regard, I will be responsible for administering programs in the areas of continuing education, cooperative education, facilities and capitation support. The largest and most well-known program is the Title III developing institutions program. Title III is an important and beneficial program that, in my opinion, will be much improved if the Administration's reauthorization proposals are enacted and once a number of administrative initiatives have been implemented.

The fourth goal is to continue programs that offer access to graduate education for underrepresented groups in areas of national importance. We must also explore what additional role, if any, the Federal government should play in this area.

Fifth, the Office of Postsecondary Education will administer the Department's international education programs. I want the committee to know that Secretary

Hufstедler and I consider a redefinition and revitalization of our international education programs to be one of the Department's top priorities. Recent studies have re-emphasized the importance of expanding language training and the general study of the posture of the United States in the world. We must find new ways to meet this challenge.

Finally, I am very interested in strengthening the overall management of postsecondary education programs. I am a strong believer in the importance of planning, continual monitoring and quality control, and I expect to bring these perspectives to every program under my direction.

In asking the Senate to confirm my nomination, I want to reiterate that I am deeply committed to accomplishing the goals I've just outlined and that I believe I am prepared to deal with these responsibilities after a long and happy career in higher education—in which, most recently, I have been the Dean of the Graduate Division of Stanford University, Chancellor of the City University of New York when the open admissions policy was initiated, and Chancellor at Berkeley. With your approval, I look forward to a productive tenure under Secretary Hufstедler and a return to Washington, the city where I grew up. I will be glad to answer any questions you may have.

STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

PART I: ALL THE INFORMATION IN THIS PART WILL BE MADE PUBLIC

Name: BOWKER ALBERT HOSMER
(LAST) (FIRST) (OTHER)

Position to which Assistant Secretary for Postsecondary Date of
 nominated: Education, Department of Education nomination: _____

Date of birth: 8 9 1919 Place of birth: Winchendon, Massachusetts
(DAY) (MONTH) (YEAR)

Marital status: Married Full name of spouse: Rosedith Sitgreaves Bowker

Name and ages of children: Paul A. Bowker, 32
Nancy Bowker, 29
Caroline Bowker, 29

Education:	Institution	Dates attended	Degrees received	Dates of degrees
	<u>Woodrow Wilson High Sch.</u>	<u>1935-1937</u>	<u>Graduate</u>	<u>1937</u>
	<u>Mass. Inst. of Tech.</u>	<u>1937-1943</u>	<u>B.S.</u>	<u>1941</u>
	<u>Columbia University</u>	<u>1943-1946</u>	<u>Ph. D.</u>	<u>1949</u>
	<u>Univ. of No. Carolina</u>	<u>1946</u>	<u>-</u>	<u>-</u>
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

Honors and awards: List below all scholarships, fellowships, honorary degrees, military medals, honorary society memberships, and any other special recognitions for outstanding service or achievement.

Shewhart Award, American Society of Quality Control, 1978

Doctor of Humane Letters, Board of Regents of the State of New York, 1972

Doctor of Laws, Brandeis University, 1972

Doctor of Humane Letters, City University of New York, 1971

Frederick Douglass Award for 1969, New York Urban League

Bronze Plaque, Municipal Assn. for Mgt. & Administration, 1967

Memberships: List below all memberships and offices held in professional, fraternal, business, scholarly, civic, charitable and other organizations for the last five years and any other prior memberships or offices you consider relevant.

Organization	Office held (if any)	Dates
<u>See attached list.</u>		

Employment record: List below all positions held since college, including the title or description of job, name of employer, location of work, and dates of inclusive employment.

Research Asst., M.I.T., Cambridge, Mass., 1941-1943
OSRD, Stat. Res. Group of

Assoc. Math Stat. & Asst. Dir., App. Math Panel, Columbia U., N.Y.C. (1943-1945)

Asst. Professor, Stanford Univ. Math-Stat Dept. Stanford, Ca. 1947-50

Exec. Head, Stanford Univ., Stat. Dept., Stanford, Ca. 1948-1959

Consultant, Natl. Bur. of Standards, Wash., D. C. 1949

Assoc. Prof., Stanford Univ., Stat. Dept., Stanford, Ca. 1950-1953

Director, Appl. Math & Stat. Lab, Stanford Univ. Stanford, Ca. 1951-63

Professor, Math & Stat Dept., Stanford, Univ., Stanford, Ca 1953-63

Dean, Graduate Div., Stanford Univ. Stanford, Ca. 1958-1963

Chancellor, City Univ. of New York, N.Y.C., 1963-1971

Chancellor, Univ. of Calif., Berkeley, Ca. 1971 to present

Albert H. Bowker

MEMBERSHIPS

American Statistical Association 806 - 15th Street N.W., Washington, D.C. 20005 President 1964	1941 -
Institute of Mathematical Statistics IMS Business Office, 3401 Investment Blvd., Suite 6, Hayward, California 94545 President 1961-62	1941 -
Sigma Xi (Honorary) 345 Whitney Avenue, New Haven, Connecticut 06511 Executive Committee 1963-66	1941 -
Biometric Society S.U.P.O. Box 10967, Tucson, Arizona 85720	1946 - 1967
American Association of University Professors One Dupont Circle, Washington, D.C. 20036	1949 -
American Society for Quality Control 161 West Wisconsin Avenue, Milwaukee, Wisconsin 53203	1950 -
American Association for the Advancement of Science 1515 Massachusetts Avenue N.W., Washington, D.C. 20005	1950 -
Operations Research Society of America 428 East Preston Street, Baltimore, Maryland 21202	1952 -
Society for Industrial and Applied Mathematics Box 7541, Philadelphia, Pa. 19101	1961 - 1967
Phi Beta Kappa (Honorary) 1811 Q Street N.W., Washington, D.C. 20009	1972 -
<u>Social and Service Clubs</u>	
Kappa Sigma (College fraternity) 33 Bay State Road, Boston, Mass.	1937 -
Stanford Faculty Club Stanford, California 94305	1959 -
Cosmos Club 2121 Massachusetts Avenue N.W., Washington, D.C. 20008	1964 -
Lotos Club 5 East 66th Street, New York, N.Y. 10021	1965 - 1976
Century Association 7 West 43rd Street, New York, N.Y. 10036	1968 -

Albert H. Bowker

Continued

Social and Service Clubs, Continued

Berkeley Faculty Club Berkeley, California 94720	1971 -
Berkeley Rotary Club Chamber of Commerce, 1836 University Avenue, Berkeley, California 94703	1971 -
Bohemian Club 624 Taylor Street, San Francisco, California 94102	1972 -
Commonwealth Club 681 Market Street, San Francisco, California 94103	1975 -

Boards of Trustees and Advisory Councils

Member, Board of Directors, Palo Alto Cooperative Society 1645 California Avenue, Palo Alto, California	1960 - 1962
Member, Board of Directors, The Dalton School 108 East 89th Street, New York, N.Y. 10028	1966 - 1971
Member, Board of Directors, Institute of International Education 809 United Nations Plaza, New York, N.Y. 10017 West Coast Board	1967 - 1971 1971 -
Member of the Corporation, Massachusetts Institute of of Technology Cambridge, Massachusetts 02139	1967 - 1975
Member, Board of Directors, Mount Sinai School of Medi- cine of the City University of New York One Gustave L. Levy Place, New York, N.Y. 10029	1968 - 1971
Member, National Advisory Council on Extension and Continuing Education Office of Education, Washington, D.C.	1970 - 1972
Board member, California Alumni Association Berkeley, California 94720	1971 -
Member, Board of Governors, University of Haifa Haifa, Israel	1971 -
Member, Board of Directors, San Francisco Bay Area Council World Trade Center, San Francisco, California 94111	1972 - 1977
Member, Board of Directors, Drug Abuse Council 1828 L Street N.W., Washington, D.C. 20036	1972 - 1978
Member, Board of Trustees, U. C. Berkeley Foundation Berkeley, California 94720	1973 -

Albert H. Bowker

Continued

Boards of Trustees and Advisory Councils, Continued

Member, Advisory Council, National Center for Educational Statistics Office of Education, Washington, D.C.	1975 - 1977
Member, Board of Trustees, Bennington College Bennington, Vermont	1977 -
Member, The Command and General Staff College Advisory Committee Fort Leavenworth, Kansas	1977 - 1979

Organizations which technically have members but are actually
a vehicle for contributions

American Civil Liberties Union 814 Mission Street, San Francisco, California	Intermittent
National Association for the Advancement of Colored People 10 Columbus Circle, New York, N.Y. 10019	Intermittent
Save the Redwoods League 114 Sansome Street, San Francisco, California	1975 -
National Parks and Conservation Associates 1701 - 18th Street N.W., Washington, D.C.	1974 -
Friends of the Earth 124 Spear Street, San Francisco, California	1976 -
League to Save Lake Tahoe South Tahoe, California	1976
Friends of Fort Mason Fort Mason, San Francisco, California	1978

Government
experience:

List all advisory, consultative, honorary or other part-time service or positions with Federal, State, or local governments other than those listed above.

Published
writings:

List the titles, publishers and dates of books, articles, reports or other published materials you have written.

Sampling Inspection by Variables (w/Henry P. Goode) McGraw-Hill
1952

Handbook of Industrial Statistics (w/ G. Lieberman) Prentice-Hall
1955

Engineering Statistics (w/ G. Lieberman) 2nd ed. Prentice-Hall, 1972

"Writing Skills and Institutional Articulation" in The Teaching of
Expository Writing (J. D. Koerner, Editor), Alfred P. Sloan Edn,
1977

Various papers

Political
affiliations
and activities:

List all memberships and offices held in or financial contributions and services rendered to all political parties or election committees during the last five years.

1980 Kahn for Congress \$100

1979 Committee for Guthrie \$100

1978 Friends of Warren Widener \$250

1978 Wilson Riles Reelection Ctte \$250

Future employment
relationships:

1. Indicate whether you will sever all connections with your present employer, business firm, association or organization if you are confirmed by the Senate.

Yes _____

2. State whether you have any plans after completing government service to resume employment, affiliation or practice with your previous employer, business firm, association or organization.

No _____

3. Has a commitment been made to you for employment after you leave Federal service?

No _____

4. Do you intend to serve the full term for which you have been appointed or until the next Presidential election, whichever is applicable?

Yes _____

Potential conflicts
of interest:

1. Describe any financial arrangements, deferred compensation agreements or other continuing financial, business or professional dealings with business associates, clients or customers who will be affected by policies which you will influence in the position to which you have been nominated.

None _____

2. List any investments, obligations, liabilities, or other financial relationships which constitute potential conflicts of interest with the position to which you have been nominated.

None _____

3. Describe any business relationship, dealing or financial transaction which you have had during the last five years whether for yourself, on behalf of a client, or acting as an agent, that constitutes a potential conflict of interest with the position to which you have been nominated.

None

4. List any lobbying activity during the past 10 years in which you have engaged for the purpose of directly or indirectly influencing the passage, defeat or modification of any Federal legislation or of affecting the administration and execution of Federal law or policy.

None

5. Explain how you will resolve any potential conflict of interest that may be disclosed by your responses to the above items.

No conflict

The Chairman. Thank you very much, Mr. Bowker.
Next, Dr. Thomas Minter, please.

STATEMENT OF THOMAS K. MINTER, NOMINEE TO BE ASSISTANT SECRETARY FOR ELEMENTARY AND SECONDARY EDUCATION

Dr. THOMAS MINTER. Mr. Chairman, I am honored to be here this morning. I have submitted a statement for the record. However, I would like to make a few comments.

I am honored to have been nominated by President Carter to the post of Assistant Secretary for Elementary and Secondary Education in the new Department of Education.

As I indicated in my prepared statement, my first experiences, my first exciting moments as I thought of becoming a teacher, an educator, were experienced in rural Lee County, N.C., where, as a New Yorker, I visited during summer vacations. There, I watched my aunt, who was a teacher at the Minter School at Minter Crossing—a place named for my grandfather who, at the age of 96, used to enjoy telling stories to us as we gathered around of how he delivered supplies to soldiers in the Union Army, he being a former slave.

It is my philosophy that the commitment of our Nation to a free and appropriate education for all of our children requires that we make a special effort to provide equal educational opportunity and quality education for the most disadvantaged, and in fact, that we help all children to reach their fullest potential.

The Federal presence is a supporting one. The Federal role is to provide resources for States and local school districts within the limits of the legislation that has been enacted by the Congress.

The new Department of Education will face enormous challenges as we work to perfect a partnership with States and local school districts throughout our Nation.

I will be pleased to serve under Secretary Hufstedler and under the direction of this Congress, and I am whole heartedly committed to her priorities of focusing the efforts of this Department and its resources to serve the neediest of the children in the public and private schools of this Nation.

Mr. Chairman and members of the committee, I am deeply honored that the President has nominated me for this important position and appreciate the confidence that Secretary Hufstedler has expressed by forwarding my nomination to the President. I stand prepared and ready to undertake the exciting and important duties which my position, if confirmed, will offer to serve the President, the Secretary, and the Congress, as the first Assistant Secretary for Elementary and Secondary Education in the new Department of Education.

Thank you, Mr. Chairman.

[The prepared statement and biography of Thomas K. Minter follow:]

STATEMENT OF
THOMAS K. MINTER

FOR CONFIRMATION AS
ASSISTANT SECRETARY OF EDUCATION
FOR ELEMENTARY AND SECONDARY EDUCATION

BEFORE THE
COMMITTEE ON LABOR AND HUMAN RESOURCES
UNITED STATES SENATE

WASHINGTON, D.C.

APRIL 30, 1980

Mr. Chairman and Members of the Committee:

I am pleased and honored to appear before your Committee today as President Carter's nominee for the position of Assistant Secretary for Elementary and Secondary Education in the new Department of Education.

My inspiration to become an educator was developed early in my youth when, as a New Yorker, I visited relatives in rural Lee County, North Carolina. In that community was a small four-room elementary school in which my aunt taught, located at Minter crossing and named the Minter School -- for my grandfather. So, my roots run deep.

For three decades I have served as a teacher and an educational administrator. As you know, I have held teaching positions in junior and senior high schools in the east Harlem neighborhood of New York City, and have held executive positions in Philadelphia, Pennsylvania and Wilmington, Delaware. I assume the responsibilities of this new position from my present duties as the Deputy Commissioner for Elementary and Secondary Education -- a position in which I have served for the past three years.

As a district superintendent in Philadelphia, I place major emphasis on basic skills development, career education, teacher and administrator evaluation, and parent and community participation. As superintendent of schools in Wilmington, Delaware, I helped chart the district's course leading to the desegregation of the

Wilmington School District and its consolidation with ten adjoining school districts in New Castle County.

As Deputy Commissioner of Elementary and Secondary Education for the past three years, I have been the chief administrator of Federal education programs for disadvantaged children, programs for desegregation assistance, Impact Aid, school and public libraries and grants to States and local school districts for support and innovation. I come to my new assignment as an experienced Federal program administrator. I believe these experiences qualify me for the position of Assistant Secretary for Elementary and Secondary Education.

It is my philosophy that the commitment of our Nation to a free and appropriate education for all of our children requires that we make a special effort to provide equal educational opportunity and quality education for the most disadvantaged, and that we help all children to reach their fullest potential.

The Federal presence is a supporting one. The Federal role is to provide resources for States and local school districts within the limits of legislation enacted by the Congress.

The new Department of Education will face enormous challenges as we work to perfect a partnership with States and local school districts throughout our Nation. I will be pleased to serve Secretary Hufstedler and am whole-heartedly committed to her

priorities on focusing the efforts and the resources of this Department to serve the neediest of the children in public and private schools of this Nation.

Mr. Chairman and Members of the Committee, I am deeply honored that the President has nominated me for this important position and appreciate the confidence that Secretary Hufstedler has expressed by forwarding my nomination to the President. I stand prepared and ready to undertake the exciting and important duties which my position offers to serve the President, the Secretary, and the Congress of the Nation as the first Assistant Secretary for Elementary and Secondary Education in the new Department of Education.

STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

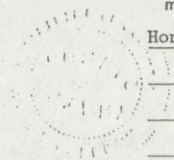
PART I: ALL THE INFORMATION IN THIS PART WILL BE MADE PUBLIC

Name: MINTER THOMAS KENDALL
(FIRST) (MIDDLE) (OTHER)
 Position to which Assistant Secretary for Elementary
 nominated: and Secondary Education Date of nomination: April 3, 1980
 Date of birth: 28 June 1924 Place of birth: Bronx, New York
(DAY) (MONTH) (YEAR)
 Marital status: Married Full name of spouse: Rae Alexander Minter
 Name and ages of children: Thomas Kendall Minter, Jr. -- 23 years old

Education:	Institution	Dates attended	Degrees received	Dates of degrees
	George Washington High School, New York, NY	1939-1942	High School diploma	1942
	New York Univ. School of Education, New York, New York	1942-43 1946-49	B.S. M.A.	
	Union Theological Seminary, NY, NY	1953-1955	S.M.M.	
	Harvard University, Cambridge, Mass.	1966-1968	Ed.D.	1971

Honors and awards: List below all scholarships, fellowships, honorary degrees, military medals, honorary society memberships, and any other special recognitions for outstanding service or achievement.

Honorary Degree -- Villanova University
Doctor of Social Science



Memberships:

List below all memberships and offices held in professional, fraternal, business, scholarly, civic, charitable and other organizations for the last five years and any other prior memberships or offices you consider relevant.

Organization	Office held (if any)	Dates
American Association of School Administrators	N O N E	1966-PRESENT
American Educational Research Association	N O N E	1976-PRESENT
American Orthopsychiatric Association	Fellow	1971-PRESENT
Association for Supervision and Curriculum Development	N O N E	1968-PRESENT
National Alliance of Black School Educators		1970-PRESENT

Employment record: List below all positions held since college, including the title or description of job, name of employer, location of work, and dates of inclusive employment.

4/77-PRESENT	Dept. of Health, Educa. & Welfare/U.S. Office of Education	400 Maryland Ave., SW., Washington, D.C. 20202	Deputy Commissioner Bur. of Elem. & Sec. Educa
7/1/75-4/77	Board of Education Mr. Wendell Howell, Pres. of the Board	1400 Washington Wilmington, Del.	Supt. of Schools
1/72-6/75	Board of Education Mr. Charles Highsmith, Deputy Superintendent	21 St. & Parkway Philadelphia, PA	Dist. Supt.
7/70-1/72	Board of Education Dr. Mark Shedd, Supt. of Schools	21 St. & Parkway Philadelphia, PA	Dir. Penna Adv. School
7/68-7/70	Board of Education Mr. John J. Welsh, Dist. Superintendent	21 St. & Parkway Philadelphia, PA	Adm. Asst. to Dist. Supt.
(6/66-7/68 Summer 1967)	Doctoral Candidate, Harvard Office of Educa. Liaison Human Resources Admin. Contact: Mr. David Seeley	University, Cambridge, Mass.) 100 Church Street New York, New York	Consultant
7/59-6/66	Board of Education Mr. Irving Anker, Prin.	Ben Franklin High 116 St. F.D.R. Dr. New York, New York	Teacher/ Admin.
5/55-5/59	Board of Education Dr. Leonard Covello, Prin.	Jas. Otis Junior High School, New York, NY	Teacher
(6/53-5/55 9/49-6/53)	Graduate Student, Union Maryland State Teachers College	Theological Seminary, New York, NY Bowie, Maryland	Instructor

Government
experience:

List any advisory, consultative, honorary or other part-time service or positions with Federal, State, or local governments other than those listed above.

Consultant -- Carter-Mondale Transition Planning Group,
Education and Human Development Group, HEW Team. Review of
HEW policies. Office of Education, Washington, D.C.
December 2, 1976.

Published
writings:

List the titles, publishers and dates of books, articles, reports or other published materials you have written.

Intermediate School 201, Manhattan: Center of Controversy. Cambridge:
Publications Office, Harvard Graduate School of Education, 1967.
"How Does a District Mobilize for Desegregation?" in School Desegregation
Making It Work. Robert L. Green, ed., College of Urban Development,
Michigan State University, 1976, (pp.39-58).
"Statement," in Covering the Desegregation Story: Experiences and Issues.
Meyer Wienberger and Gertrude Martin, ed., Center for Equal Education,
Evanston, Illinois, 1976 (pp. 23-36).
In Spite of the System, The Individual and Educational Reform (121 pages,
\$10.00), Bernard C. Watson, Gallinger Publishing Company, Cambridge, Mass.,
1975 in "About Education," Volume 7, Number 1 (Spring, 1975)
"A Study of the New York City Board of Education Demonstration Projects:
IS. 201, Two Bridges Ocean Hill-Brownsville," Cambridge: October 10, 1967.
Report to the Mayor's Advisory Panel on Decentralization of the New York
City Schools, 28 pages. (Manuscript) These writings are cited in the
following: Rogers, David, 110 Livingston Street. New York: Random House
1968, p. 485. Urban Education: Eight Experiments in
Community Control -- Report to Office of Economic Opportunity
by Arthur D. Little Company, Cambridge, Mass., Oct. 21, 1969
(Limited to personnel directly concerned.)

Political
affiliations
and activities:

List all memberships and offices held in or financial contributions and services rendered to all political parties or election committees during the last five years.

N O N E

Future employment relationships:

- 1. Indicate whether you will sever all connections with your present employer, business firm, association or organization if you are confirmed by the Senate.

NOT APPLICABLE

- 2. State whether you have any plans after completing government service to resume employment, affiliation or practice with your previous employer, business firm, association or organization.

NO

- 3. Has a commitment been made to you for employment after you leave Federal service?

NO

- 4. Do you intend to serve the full term for which you have been appointed or until the next Presidential election, whichever is applicable?

YES

Potential conflicts of interest:

- 1. Describe any financial arrangements, deferred compensation agreements or other continuing financial, business or professional dealings with business associates, clients or customers who will be affected by policies which you will influence in the position to which you have been nominated.

N O N E

- 2. List any investments, obligations, liabilities, or other financial relationships which constitute potential conflicts of interest with the position to which you have been nominated.

N O N E

3. Describe any business relationship, dealing or financial transaction which you have had during the last five years whether for yourself, on behalf of a client, or acting as an agent, that constitutes a potential conflict of interest with the position to which you have been nominated.

N O N E

4. List any lobbying activity during the past 10 years in which you have engaged for the purpose of directly or indirectly influencing the passage, defeat or modification of any Federal legislation or of affecting the administration and execution of Federal law or policy.

N O N E

5. Explain how you will resolve any potential conflict of interest that may be disclosed by your responses to the above items.

NOT APPLICABLE

The Chairman. Thank you, Dr. Minter.
Next, James Rutherford, please.

STATEMENT OF F. JAMES RUTHERFORD, NOMINEE TO BE ASSISTANT SECRETARY FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

Dr. RUTHERFORD. Thank you, Mr. Chairman.

It is a special pleasure for me to be here for the second time at a nomination proceeding. I promise you that if I get through this time, I will not make a habit of it.

The entire Department of Education, of course, is dedicated to the proposition that education should be improved. You have heard the Secretary and my colleagues here address that issue in one way or another. And so the question is, Why an office in the department named the Office of Educational Research and Improvement?

I think the answer, sir, is that it is our special task to try to bring knowledge to bear on educational problems. That is, the generation of the kinds of knowledge and information and tested experiences that will allow people who are interested in education to bring about those needed improvements we all agree upon and that have national consequences.

When I think of education, of course, I am speaking not alone of our schools nor our colleges and universities, but also the libraries, the museums, the community centers; wherever it is that education occurs, we have to learn how to assist those responsible for bringing education to our people.

The improvements that this office will deal with have to do with improving access to education at all levels and for all ages; how do we do a better job of seeing to it that every child, however disadvantaged, however bright, however rich or poor, can get a better education.

The second thing we are concerned about, of course, is the quality and the content and the substance of education. Is it right; are we preparing our people so that they can read and write and take positions in our community and serve the Nation; do they understand the complexities of American and international life? And through experimentation, through testing new procedures in our programs, such as the fund for the improvement of postsecondary education and those sponsored by the National Institute of Education and the school improvement programs and the library and museum programs, we can learn how to do this.

Finally, we have to be concerned about efficiencies in education, and through research and development and demonstration and information collection, through testing ideas, through developing the technologies that exist today—the information and telecommunications technologies—we need to learn how to bring information and knowledge to people, wherever they are, in their homes, in libraries, in schools, in the community.

So these are the kinds of things I believe this new office which did not exist before is about. The mission is to bring about improvement through research and development and utilization of good information.

The experience which I bring to this job is outlined in the statement that I have presented to you. I would only add to that that I

would like to emphasize that I have had extensive experience teaching in high schools, including schools that enrolled disadvantaged students and immigrant students. I have helped develop programs, trying to combine the sciences and the arts and humanities, so that they could reinforce each other. I have worked on curriculum development and the utilization of research in the training of teachers, and have worked in the inner cities with junior high school children. I believe my experiences are not altogether on the research side, but also have to do with the doing of teaching and trying to provide learning, and I hope that my experience will help me bring together both of these enterprises.

Thank you very much.

[The prepared statement and biography of Dr. Rutherford follow:]

STATEMENT OF
F. JAMES RUTHERFORD

FOR CONFIRMATION AS
ASSISTANT SECRETARY OF EDUCATION
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

BEFORE THE
COMMITTEE ON LABOR AND HUMAN RESOURCES
UNITED STATES SENATE

WASHINGTON, D.C.

APRIL 30, 1980

Mr. Chairman and Members of the Committee:

This is the second time I have had the privilege of appearing before this committee to seek approval for my nomination to an important office in the Government of the United States. On September 28, 1977, I presented my credentials and qualifications to serve as Assistant Director of the National Science Foundation for Science Education. Upon the Committee's recommendation, the Senate approved my appointment, and I trust my stewardship during the subsequent three years has justified that decision.

Mr. Chairman, I would like to suggest that even though this time around you have a record of my performance in government service to help you, your decision on whether or not to support my nomination as Assistant Secretary for Educational Research and Improvement in the Department of Education may be both more difficult than before and more important. Unlike the situation that existed when this committee approved my nomination as a senior officer of the well established NSF, the Office of Educational Research and Improvement has had no history to define the job, nor have there been previous leaders to set the standards. But not withstanding such uncertainties, the first Assistant Secretary for Educational Research and Improvement is likely to set patterns and standards that--for better or for worse--will persist for a long time. Given the urgent need to improve the effectiveness and relevance of education in America, the judgement you are to make is, I believe, of unusual importance.

For that reason, Mr. Chairman, I would like to share with you some of my background and my current thinking on what I take the meaning, promise and limitations of "research and improvement" to be.

My baccalaureate studies in biochemistry were at the University of California, Berkeley. I then received a masters degree at Stanford University and a doctorate in science education from Harvard University. I have had teaching experience at both the school and college levels. For ten years, I taught physics, chemistry, general science and mathematics at the high school level. This included working in a high school serving predominantly minority and immigrant students and serving as the head of the science department. During this time, I worked to increase school-library interactions and to invent ways to bring an understanding of science to people at their places of work.

Also, during this period, I designed the science facilities and curriculum for a new high school and began writing and the classroom testing of new approaches to the teaching of physics and chemistry. This work was later continued with Carnegie Foundation support. My activities during these ten years served me well when I later served for three years as a consultant to work with a group of seven high schools to effect an integration of science into courses taught by arts, humanities and social studies teachers and the companion integration of these subjects into science courses.

This experience of teaching and working to improve the substance of what is taught also served me well when I joined the faculty of the Harvard Graduate School of Education. During my seven years there I worked to develop what became known as Harvard Project Physics, a national curriculum project, funded by USOE, NSF and several foundations. Under my stewardship as Co-Director and Executive Director, the Project produced a physics course unique in content and teaching approach, that utilized a major part of its resources to conduct substantial educational research, and that employed state-of-the-art evaluation

techniques. The Project has subsequently been used as a model for other physics courses used in the U.S. and several other countries.

Upon leaving Harvard, I joined the faculty of the New York University as Professor and Chairman of the Department of Science Education. During my six years at New York University, I reorganized the department to upgrade the quality and amount of research by doctoral students and faculty and developed and taught four graduate courses dealing with the science-technology-society connections. Also during this period, I developed and was Principle Investigator of Project City Science, a large-scale, five year, NSF-funded effort to improve junior high school teaching in New York City. The Project City Science approach integrated teacher training, curriculum innovation, applied research and doctoral training, and it involved classroom teachers, school administrators, scientists, science educators, and university students. Less than a year before leaving New York University to direct the science education programs of the National Science Foundation as an Assistant Director for Science Education, I was appointed Head of the Division of Education in the University.

I bring this experience to your attention because I believe my professional career in education has given me necessary insight into the many kinds of actions which must be taken in order to bring about lasting and quality improvement in the Nation's schools and colleges and the role that the informal education sector, such as museums, libraries, and telecommunications, must play in these improvements.

I would like to turn now to review briefly some thoughts about the role of the Office of Educational Research and Improvement. At this stage in its pre-history,

there are two sources in the Department of Education Organization Act to turn to for guidance on the probable role of OERI.

Section 209 of Public Law 96-88 provides a limited answer. In referring to the office, it speaks of "...such functions concerning research, development, demonstration, dissemination, evaluation, and assessment activities as the Secretary shall delegate." Of the seven purposes listed in Section 102, one stands out as the special responsibility of OERI. It is "to promote improvement in the quality and usefulness of education through federally supported research, evaluation, and sharing of information." Putting the two sections together (with considerable abbreviation) the mission of the Office of Educational Research and Improvement would be: to assist public and private educational institutions, community based organizations, parents, and students to improve the quality of education and to insure access to equal educational opportunity for every individual, and to do so through the mechanisms of research, development, evaluation, and dissemination. Still more briefly, the special mission of OERI is the improvement of education through research. Note that "improving education" is the raison d'etre; "research" is the means to that end, not the end itself.

First, let me speak of the need for improvement in American education and try to put it in some perspective. Over time, the American education enterprise has had its ups and downs, its rather spectacular successes, its crippling failures; but on the whole, it has served the nation well. In the face of current problems, we should not forget that the United States led the world in establishing the ideal of universal education, and continues, almost alone, to predicate its governance on the existence of a total citizen population that is generally well-educated and that is served by well-trained specialists. As we approach the year

2000, it is easy enough, almost alluring to give up on the incredibly difficult task of educating everyone, but we must not falter. Instead of moving away from high quality, universal education for all citizens, we must instead find ways to maintain this ideal and yet have it address the complexities of today. To the degree that our educational system does not help each individual reach his or her full human potential or that it fails to prepare most to become responsible citizens in a democratic society, it is defective and in need of improvement.

When thinking about the improvement of education it is useful to think about three kinds of improvement: (1) those having to do with opportunities for education; (2) those dealing with the quality and relevance of education; and (3) those related to effectiveness.

At first glance, the matter of opportunity for education seems like a straight forward matter. Everyone, every citizen, every child, every adult, should have available to themselves access to the implements and opportunity for learning. Surely age or race or sex or other circumstances of life should have nothing to do with it. If a person chooses to learn in order to improve his or her station in life, to prepare for a better job, or to enrich themselves culturally, or to become better informed citizens, then the Nation must assure that such opportunities are available. Secretary Shirley M. Hufstedler has made it abundantly clear to each of us that she expects this matter to be at the top of our individual agendas. For its part, the Office of Educational Research and Improvement will conduct the kinds of research and develop, and test and disseminate the kinds of ideas that when implemented will help local school districts and states move toward this common national goal.

It must be said, however, that "opportunity" is not solely a matter of improved equality of access. The learner who wants or needs to learn something at any particular level cannot do so unless he or she has been suitably prepared, both intellectually and psychologically. The disadvantaged student, for example, who cannot read well enough to make sense out of ordinary books, who cannot write or speak cogently, or who cannot manipulate numbers in a rudimentary fashion, has effectively been deprived of an equal opportunity for further education. Simply being admitted to the next grade or institution does not constitute effective equality of opportunity.

Equal educational opportunity, then, should involve the notion of "access to learning" as well as "admission." Such a concept suggests the need to match students and resources. It is not immediately apparent, however, just what materials, approaches and techniques best work to provide a variety of students in a variety of learning situations with the necessities for continued learning. What is clear is that more and better research is needed if we are to begin to understand the learning process in all of its ramifications. Then and only then will we be able with confidence to design learning that matches the needs and situation of each person, thereby providing each with full access. The kind of research and development that it will take to accomplish this is, in my judgment, clearly an appropriate responsibility of the federal government, since the need to serve all equally well cuts across state and local boundaries and has to do with the deep scientific understanding of the human condition and the nature of learning and teaching.

When one looks at the question of the content of education, the role of the federal government is less certain. What it is that students are to learn is a

state and local matter. In practice this means that the decisions on what a student studies is shared among local school authorities, state education authorities, teachers, students and parents. In higher education, it is no different: each college, university or university system sets up its own entrance requirements, establishes its own courses and graduation requirements, and sets its own priorities. From a national perspective, the American system of education is a non-system, and no one is arguing that it should be otherwise.

On the other hand, the stakes are simply too high to take the position that the government of the United States has no interest in what our students learn in schools and colleges and what adult citizens learn as they go through life. Our population is highly mobile. Individuals frequently move from community to community, even from state to state. Those citizens who have not learned the basic skills of verbal and quantitative literacy will find it more and more difficult to fit into society anywhere, and in the process they become a burden to the nation. But it is even more complicated than that. In today's world what is needed by nearly all citizens are complex skills, ways of thinking and communicating that go far beyond what are normally thought of as "the basics." Similarly, the knowledge that is appropriate for living responsibly in today's world is neither small in amount nor simple in nature. Let me list just two of the complex sets of issues facing Americans that have national educational consequences

- o Take the matter of natural resources. Only in the last decade have we begun to realize that even we Americans have a severe problem of diminishing resources. Most of the recent discussion has had to do with "the energy problem," but in reality energy

cannot really be dealt with or understood separately from the scarcity and maldistribution of other fundamental resources, such as human energy and intellect, mineral resources, food, water and air. These all relate to each other and to the environment in complex ways. What we do as a nation in regard to these resources will surely affect the quality of life here and around the world, and what we do must, I continue to believe, be influenced by the substance of our collective educations.

- o Whatever may have been true in the past, the United States is not now an island fortress. Every aspect of our national life--our economy, our security, our mobility, our progress--seems somehow or other to have international connections. Balances and imbalances around the world, in large countries and small, impact on the ability of the United States to sustain its position as the world's leading democratic country. Our strength as a nation in an unstable, confused and confusing world, depends not alone on the value of the dollar, the strength of our military or the like, but also upon the sophistication that Americans bring to their understanding of the nature of the world and of our special place in it.

In neither of these two instances can we rest assured that in fact our educational enterprise is preparing us for such heavy responsibility. If the future of America, and perhaps the world, depends upon the quality of the education Americans receive with regard to such complex matters as resource utilization and international affairs, then what should the federal government do? What it should not do, and indeed cannot do, is to prescribe a national curriculum. What it can do is to

provide resources. Research results, statistical data, the results of local developments, and national studies all provide reliable and useful information that should be made available to educators throughout the country who are struggling to improve the substance of learning. Only the federal government is likely to provide the support needed to conduct the R & D activities and to disseminate the results effectively. Other appropriate Federal resources directed toward the improvement of the content of education include providing technical assistance to institutions wishing to develop new courses, materials, methods and programs that address national concerns, and supporting the kind of professional development of educational personnel that will better prepare them for their difficult roles.

Finally there is the matter of improving the effectiveness of education. This is more than a matter of efficiency, but it is partially that. Americans spend more on education than any other facet of national life and therefore, it becomes more urgent than ever that what expenditures we do make may have the maximum effect. This means that we must carefully assess how we organize instruction and allocate our resources so that people can learn what they need to know quickly and with lasting results. Above all, learning in the early years must be of such a nature that students learn how to learn on their own, for the most effective education is that which prepares a person for being a good learner all the rest of his or her life. In this regard, research and development on the application of the emerging information and telecommunications technologies to the opportunities for lifelong learning is of extreme importance.

In the long run our ability to improve the substance, effectiveness and equality of education in this country depends upon our ability to gain a much deeper understanding of the educational process, the kind of understanding that can only grow

over time. But such growth will happen only if the Federal government invests wisely in the conduct of research and development targeted to the improvement of the educational enterprise of our nation. This, I believe, is the essential role of the Office of Educational Research and Improvement.

STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

PART I: ALL THE INFORMATION IN THIS PART WILL BE MADE PUBLIC

Name: Rutherford F. (Loyd) James
(LAST) (FIRST) (OTHER)Position to which Assistant Secretary for Educational Date of
nominated: Research and Improvement (Dept. of Ed.) nomination: April 3, 1980Date of birth: 11 July 1924 Place of birth: Stockton, California
(DAY) (MONTH) (YEAR)Marital status: Married Full name of spouse: Barbara W. RutherfordName and ages of children: Constance Mary Rutherford 32Stephen Francis Rutherford 29Jeffrey Allen Rutherford 26

Education:	Institution	Dates attended	Degrees received	Dates of degrees
	<u>St. Mary's College H.S.</u>			
	<u>Albany, CA</u>	<u>1938</u>	<u>1939</u>	<u>none</u>
	<u>Monterey High School</u>			
	<u>Monterey, CA</u>	<u>1939</u>	<u>1940</u>	<u>none</u>
	<u>Kern County Union H.S.</u>			
	<u>Bakersfield, CA</u>	<u>1940</u>	<u>1942</u>	<u>H.S. diploma</u>
	<u>Univ. of California</u>			
	<u>Berkeley, CA</u>	<u>1942</u>	<u>1944</u>	<u>none</u>
	<u>Northwestern Univ. (Naval Off. Trng.)</u>			
	<u>Chicago, IL</u>	<u>1944</u>	<u>1945</u>	<u>none</u>
	<u>Univ. of California</u>			
	<u>Berkeley, CA</u>	<u>1946</u>	<u>1947</u>	<u>A.B.</u>
	<u>Stanford University</u>			
	<u>Stanford, CA</u>	<u>1947</u>	<u>1949</u>	<u>M.A.</u>
	<u>Harvard University</u>			
	<u>Cambridge, Mass.</u>	<u>1954</u>	<u>1955</u>	<u>none</u>
	<u>Harvard University</u>			
	<u>Cambridge, Mass</u>	<u>1959</u>	<u>1961</u>	<u>Ed.D.</u>

Honors and awards: List below all scholarships, fellowships, honorary degrees, military medals, honorary society memberships, and any other special recognitions for outstanding service or achievement.

Cine Award (1970) for Excellence in Film Making (Science, Educational)Distinguished Service Award, American Association of Physics Teachers (1971)Distinguished Service Citation, National Science Teachers Association (1974)

Government
experience:

List any advisory, consultative, honorary or other part-time service or positions with Federal, State, or local governments other than those listed above.

Published
writings:

List the titles, publishers and dates of books, articles, reports or other published materials you have written.

(See attached.)

Political
affiliations
and activities:

List all memberships and offices held in or financial contributions and services rendered to all political parties or election committees during the last five years.

1976 contributed to candidacies of Mondale, Udall and Carter.

Aggregate amount around \$100.

F. James Rutherford

Selected Publications and Papers

- "Philosophy of Science Revisited," Philosophy of Science, 27: 183-186.
- "American University Policies and Practice in Preparing Leaders in Science Education - A research Report," Journal of Research in Science Teaching, 1: 104-118 (1963).
- "The Role of Inquiry in Science Teaching," Journal of Research in Science Teaching, 2:80-84 (1964).
- "Flexibility and Variety in Physics," The Physics Teacher, 5:215-221 (1967).
- "Evaluation Activities of Harvard Project Physics," Science Education News (American Association for the Advancement of Science) 6-67.
- "The Nature of Integrated Science Teaching" and two additional chapters (with Marjorie Gardner) in New Trends in Integrated Science Teaching, Paris: UNESCO, 1970.
- Editor (with Gerald Holton and Fletcher G. Watson) of all the books programmed instruction booklets, teacher guides, film loops and films of the Project Physics course and major author of many of them.
- "Preparing Teachers for Curriculum Reform," Science Education, 55(4): 55-568 (1971).
- "Changing the Attitudes of Curriculum Developers Toward Curriculum Evaluation and Research," Curriculum Theory Network, 7:15-20 (1971).
- "A Humanistic Approach to Science Teaching," NASSP Bulletin, 56:53-62 (1972).
- "Integrated Science Teaching," Congress on the Integration of Science Teaching, Varna, Bulgaria, 1968.
- "The Researcher--Practitioner Gap in Education," Annual Meeting, American Education Research Association, 1973.
- "Science Teachers and Social Responsibility," Annual Meeting, Association for Science Education, Durham, England, 1975.
- "The Four-Fold Failure of Science Education: Goals for the Next Decade," Presidential Address, NSTA Annual Convention, 1975.
- "Preparation for the Teaching of Science-related Social Issues," AAAS, 1976.
- "The Role of Professional Association Associations in Improving Science Teaching: Limitations and Opportunities," Keynote Address, Annual Meeting, Australian Science Teachers Association, Adelaide, 1976.
- "A Comprehensive Model for Improving Science Teaching," Macquarie University, Sydney, Australia, 1976.
- "Why Research in Science Education Has Not Affected Science Teaching, and What To Do About It," New York Academy of Sciences, 1977.
- "Freedom and Responsibility in Science Teaching at the Precollege Level," Annual Meeting, AAAS, 1977.

Future employment relationships:

1. Indicate whether you will sever all connections with your present employer, business firm, association or organization if you are confirmed by the Senate.
Yes (National Science Foundation), but will continue on academic leave without pay from New York University.

2. State whether you have any plans after completing government service to resume employment, affiliation or practice with your previous employer, business firm, association or organization.

Possible return to New York University.

3. Has a commitment been made to you for employment after you leave Federal service?
New York University

4. Do you intend to serve the full term for which you have been appointed or until the next Presidential election, whichever is applicable?

Yes

Potential conflicts of interest:

1. Describe any financial arrangements, deferred compensation agreements or other continuing financial, business or professional dealings with business associates, clients or customers who will be affected by policies which you will influence in the position to which you have been nominated.

None

2. List any investments, obligations, liabilities, or other financial relationships which constitute potential conflicts of interest with the position to which you have been nominated.

None

3. Describe any business relationship, dealing or financial transaction which you have had during the last five years whether for yourself, on behalf of a client, or acting as an agent, that constitutes a potential conflict of interest with the position to which you have been nominated.

Faculty member at New York University.

4. List any lobbying activity during the past 10 years in which you have engaged for the purpose of directly or indirectly influencing the passage, defeat or modification of any Federal legislation or of affecting the administration and execution of Federal law or policy.

None.

5. Explain how you will resolve any potential conflict of interest that may be disclosed by your responses to the above items.

By announcement similar to that used at the National Science

Foundation. See attachment.

memorandum

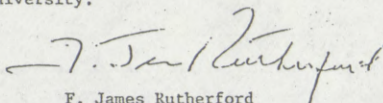
DATE: February 22, 1978

REPLY TO
ATTN OF: Assistant Director for Science Education

SUBJECT: Transactions Involving New York University

TO: Science Education Staff

Since I am on leave of absence from New York University, any matter or transaction involving New York University that would normally be referred to me for consideration or decision should be brought to the attention of Dr. Allen M. Shinn, Deputy Assistant Director for Science Education, for disposition. I delegate to Dr. Shinn authority to take any action I would have authority to take as Assistant Director on any matter or transaction involving New York University.



F. James Rutherford

cc: Director
Deputy Director
Senior Science Associate
OGC
OGPP
DGC

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(REV. 7-76)
GSA FPMR (41 CFR) 101-11.6
5010-112

The CHAIRMAN. Thank you very much, Dr. Rutherford.

Senator Pell will be back very shortly. He, as you know, is chairman of our Subcommittee on Education and he will want to question all of you.

I think it is a rather popularly held feeling or view these days that young people are not being prepared in some of the basic learning skills—reading and writing—as well as they might have been before their communications improved and the learning processes were made easier through television and other means. And none other than William F. Buckley had this to say yesterday in the papers, if any of you read Buckley's column yesterday.

Just to start our discussion, how do you view the state of basic learning for young America today? Are children really not digging into their own educational resources, through reading and writing? Are they sitting back and letting it all come to them, rather than initiating processes of learning?

Mr. Minter, you are the only nondoctor on this panel. Do you want to start the discussion?

Mr. STEVEN MINTER. Senator, my reaction on hearing your question is that, of course, it is a mixed picture. My immediate reaction is a very personal one. I have three daughters who are in public schools in the community that I live in, and I would be hard-pressed to find any area in which my education, which I thought was pretty good from a small school, in any equaled the education that they are getting, both in the basics and in many other respects.

In fact, the great regret I have is that, I think by the time they reach the eighth grade, I can no longer help with math questions, algebra equations, all of those kinds of things.

On the other hand, I am also aware that in that same school system, there are young people who we are struggling to meet minimum competency in being able to function, and I am aware of that fact that less than a mile away, in another school system, there are many hundreds of young people who are just not being adequately prepared at this point, and the school administrators and teachers and parents—everyone—are greatly concerned about what should happen. In fact, probably the most popular program that has been instituted, for which there is a long waiting list to get into the school—is for basic education—people who really want to go back to, "Let us be sure we teach our children the fundamentals." I think it is one of the challenges to this department to try and help State and local school systems deal with that broad range of children. So I think yes, there is great concern on that end, and on the other hand, there are a lot of children who are getting a very high quality education and are learning the basics.

The CHAIRMAN. Test scores are some indication—Dr. Rutherford, did you want to comment?

Dr. RUTHERFORD. Yes, I would just like to comment on that. It is a difficult subject. I think it is not profitable, however, to come to believe that children these days are different than we used to be. Children will respond to good educational opportunities and to good teaching. We are not doing a good enough job, however, in bringing good teaching and learning opportunities to all children.

On the side of the basics, there is simply no reason why any child should come through our schools and not be able to handle simple number arrangements and reading and writing. It is a matter of our organizing ourselves to do it.

On the other hand, I think our major problem today in the country is not the basic skills. If you look at our total population, we are probably doing better than we used to do in that regard.

Where we are falling down, I believe, is in our failure to prepare people for complex learning—that is, problem solving—of knowing enough history to understand the role of America in the world, of understanding enough mathematics and enough science. Those subjects are being dropped out because they are not thought of as being basic. I think part of the reason for the decline in the SAT scores and others, has to do not that we are not teaching enough reading and writing, but that we are not teaching people how to think about what they read and write, how to express it, and the new kinds of mathematical and scientific knowledge that we all need.

Dr. THOMAS MINTER. Mr. Chairman, I would like to comment. It is my sense that America, our Nation, is educating more children better than it ever has in its history, that we are much more concerned at this period in time in actually measuring how well children learn and the quality of the job that we are doing.

There was a time, as you well know, when children who did not make it either dropped out on their own volition or were pushed out.

There are pockets in our Nation, especially in our larger cities and some of our rural places, where children are not learning to the extent of mastery that we would like for them to learn, and for that reason, our Federal resources, the supportive programs that this Government offers through title I and through other such programs is helping those children learn. We have through the teacher center programs now focused on helping teachers to help themselves become better teachers.

So my answer would be, while there are many pollsters and there are many people who would have us believe that public education is failing, that it is not failing; that we are looking very carefully at what we are doing; that even if you look at the Gallup poll, where the general public says public education is failing, most people like their neighborhood schools and their children's schools.

So in the broad sense, it is easy to talk about somebody else's school, but when you ask people about their own neighborhood schools, they have a pretty good sense of those schools and being here in the United States, where citizen participation is primary, that citizens do have a feeling that they can change their schools if they do not like them. And I would say that with the kinds of programs that educators, the State, local, and Federal governments are mounting today, that the time will come when we will successfully solve the problems of educating children in those districts in which children are most hard to educate, not because they lack intelligence but because of a number of conditions that impinge upon the school.

Thank you.

The CHAIRMAN. Thank you, Dr. Minter.

Dr. Bowker, do you want to give your views on this point?

Dr. BOWKER. I think the fairly detailed studies that were done on a commission chaired by Wirtz on college boards did indicate that there was some decline in the skills of people who take college boards and are planning to go into higher education. It was not entirely clear why this was so. There appears to be some tendency for high school textbooks in social science and history to be easier—shorter sentences, more pictures, bigger margins, and so forth.

On the other hand, in the last couple of years, there has been an enormous amount of attention given to this problem by school boards, by some programs in the Office of Education. I have the feeling that the decline is bottoming out, that we are beginning to see a change—the scores are not dropping as rapidly as they were; many States are trying to introduce requirements in basic skills as a requirement for graduation from high school; automatic promotion is on the decline. A lot of things are happening which we see as some improvement in the preparation of freshmen.

The CHAIRMAN. I appreciate all of your observations. In our position here, there are many ways we get an opportunity to gain impressions of the state of education of young America. All kinds of youth organizations come here—Boys' Nation, et cetera—I am constantly overwhelmed and happily amazed by their awareness and stock of knowledge and their thoughtfulness on major public policy questions. We have still another picture when we review our applicants for the service academies. It boggles me—the excellence of the young people who are applying. We have to make immensely difficult decisions with a limited number of appointments possible. For example, among a group of 50, all are in the top 2 percent of their classes and have a multiple of extracurricular activities—captain of the football team, and leading scholar, for example. I get refreshed annually by reviewing these students. I am sure Senator Pell goes through this, too, and shares the difficult choices we have because of the excellence we see.

And yet, with it all, we read these statistics on the city of New York, where 60 percent of the high school students are, I guess the word is “functionally illiterate”. And this is the pocket you are talking about, I suppose.

Dr. THOMAS MINTER. Yes.

The CHAIRMAN. So progress is not uniform, as we see it, and we have these pockets of special need. Generally, I gather you feel we are doing well, but mindful that there is a lot more that this Department can lead in doing better.

Did you have anything to offer, Dr. Minter?

Dr. THOMAS MINTER. I was going to comment that the term, “functional illiteracy”, Senator, is easier for people to speak about than it is to define, and that even in terms of functional illiteracy, we are finding that there are things that students do know, if we know how to ask them and evoke the kind of information that we need, and that the competency-based examinations that are now being given in many States and in local school districts will help to focus on some of those problems and again help us to rectify some of those pockets in which children are not doing well.

I hasten to say that some of the very best schools in the country are the public schools in New York City—Bronx High School of Science, Performing Arts—many schools in which children are achieving mightily.

The CHAIRMAN. Thank you.

Senator Pell?

Senator PELL. Thank you very much, Mr. Chairman. I have a series of questions. I am also supposed to be participating in a markup of a bill in the Foreign Relations Committee, so I will try and make the questions as short as I possibly can.

First, Mr. Steven Minter, I am very impressed with your administrative background. Your educational background is less strong, but I understand that you and Secretary Hufstедler will be surrounded with professional educators, so you will be in pretty good shape in that regard. And I recognize that administration is your forte.

In this regard, what would be your reaction to the idea of putting the Institute of Museum Services directly under the Secretary of Education and reporting directly to her, rather than as presently positioned now, reporting to the Assistant Secretary for Educational Research and Improvement?

Mr. STEVEN MINTER. Senator Pell, I know that that has been a concern, and the Secretary gave that very thoughtful consideration to try and be certain where it would get the best possible oversight. The decision was made that we thought it worked best in the Office of Educational Research and Improvement, for several reasons. One, while the Secretary will pay close personal attention to the Institute of Museum Services, she also is going to work very closely with Assistant Secretary Rutherford, and it was felt that there is a need to have a strong tie between the other programs which she is also responsible for overseeing and the Institute of Museum Services.

I believe that those were the reasons that she took into account in taking that position.

Senator PELL. As you know, the House yesterday moved it directly under the Secretary in their markup at full committee level. I am sympathetic to that view, and I was just interested in getting your arguments or your views on this matter.

Mr. Rutherford?

Dr. RUTHERFORD. Yes, I would like to comment. I can understand arguments for its placement in a variety of places. I am particularly interested in having the opportunity to work with the museums. I have worked with museums under a variety of circumstances. In the National Science Foundation, we have been strong supporters of museums, and that support has grown while I was responsible for those programs. When I worked in New York City, one of the things I worked very hard on was trying to bring the museums, the zoos, and the rest of these important institutions into a closer working relationship with the schools.

I think museums are a growing and increasingly important aspect of American education and culture. If the Institute of Museum Services remains in our office, I assure you that it is going to get my personal and continuous attention. I am committed to

improving the role and contribution of the Institute to American education.

Senator PELL. Thank you, and I would suggest that maybe you might romance the Institute of Museum Services, because my own views will be very sympathetic to their views, as well.

Now, Mr. Minter, what are your plans for filling in the Assistant Secretary's slot for nonpublic education? What level would that be, and who would that Assistant Secretary report to?

Mr. STEVEN MINTER. Senator Pell, I am pleased to report that the Secretary has announced the appointment of the Assistant Secretary for Non-Public Education, and the nomination information should come to this committee very soon—

Senator PELL. Has the name been made public yet?

Mr. STEVEN MINTER. It has been made public.

Senator PELL. Who is it?

Mr. STEVEN MINTER. It is Edward D'Alessio, who is a former college president, and is currently the Director of Non-Public Education in the Office of Education.

Senator PELL. He presently has got the job of the Deputy Commissioner for Non-Public Education.

Mr. STEVEN MINTER. Correct.

Senator PELL. So your thought is to make him permanent in this slot.

Mr. STEVEN MINTER. He has been made permanent. That announcement has been made, and we are very pleased to have him as an Assistant Secretary.

Senator PELL. And what would be his GS grade level, or does it stay as it is?

Mr. STEVEN MINTER. No. He is a member of the Senior Executive Service. I am not clear on exactly what grade level he is, but he is an Assistant Secretary and will sit at the table as equal to the gentlemen who surround me.

Senator PELL. Good. And who will he report to—to you and to Ms. Hufstедler?

Mr. STEVEN MINTER. That is correct.

Senator PELL. I am very concerned with the redtape regulations, and I thought one of the best things that President Carter did when he came to office was to require each Cabinet officer to read the regulations that are put out by that Cabinet officer's department. However, that practice quickly went by the wayside in a very few weeks.

Who do you have in your Department who will review all the regulations within the new Department, and will there be one person who will be reading all the new regulations—one pair of eyes?

Mr. STEVEN MINTER. Yes. We are in the final stages, and hope to make the formal announcement on the Secretary's decisions this week, as to how the regulations process will operate in the Department. I can tell you what the major objectives and principles are. She has made it very clear that we are going to do regulations in plain English; that they are to be as straightforward as we can possibly make them. We are to have as extensive commentary and compliance with the intergovernmental process to get the local and State views before arriving at decisions, and we are going to try

and speed up the process greatly. Our Department, the Office of Education, did not have the most admirable record in terms of the time it took.

We will be establishing a single unit which will be largely responsible for working with the program Assistant Secretaries in promulgating regulations, and I can assure you that they will be read not only in one place, but probably in several places in the Department of Education.

Senator PELL. Who do you have in mind, at least for one pair of eyes, that is going to read all the education regulations?

Mr. STEVEN MINTER. Well, I can assure you that somebody in the General Counsel's Office is going to be doing that.

Senator PELL. It will not be the same person, though. There will be one person who will read all the regulations?

Mr. STEVEN MINTER. We have not yet actually made the final decision as to whether it will be just one person who will be reading all the regulations. I am quite mindful of the concerns in that regard—

Senator PELL. Excuse me. I do not mind if it is more than one— but will there be at least one pair of eyes that will read every regulation—the same pair of eyes?

Mr. STEVEN MINTER. Yes. I can assure you that there will be one person—

Senator PELL. Who will read every regulation before it goes out.

Mr. STEVEN MINTER. That is correct.

Senator PELL. How do you see your responsibilities as Under Secretary—as alter ego to the Secretary, as the administrator, while she is the outside person? How do you see your role?

Mr. STEVEN MINTER. There are several things which I think the Secretary and I have agreed to. First of all, she has commonly used the expression that we will serve as each other's alter egos. I think it is important to point out that the Secretary is the chief policy-maker of the Department. In that regard, I will be serving as an adviser. I will also have responsibility for the day-to-day operations of the Department and working with the Assistant Secretaries in carrying out the policies that have been decided on by the Department and the administration. And third, the Reorganization Act defines a specific responsibility for the Under Secretary, which is for the conduct of intergovernmental relations, and that will be a major part of my task, also.

Senator PELL. Well, when do you think the nominations for the Intergovernmental Advisory Council on Education will be received?

Mr. STEVEN MINTER. We have just finished pulling together that list and the recommendations are going to be reviewed by the Secretary either late this week or early next week, and will be forwarded to the White House with our recommendations.

We are very concerned to get that Council appointed as soon as possible so they can enter right into the negotiations and the process of establishing this new Department.

You will appreciate that, given the categories of persons that have been suggested, and trying to represent all sections of the country and the different categories, it has been a somewhat complex process to arrive at the series of recommendations to the President.

Senator PELL. Will you have one fellow just watching the administration of the Department, in the sense of making sure there is no duplication of functions, that information is readily exchanged between the different Assistant Secretaries and offices or divisions exactly how do you plan to handle that effort to simplify the administration?

Mr. STEVEN MINTER. Well, part of that, I think, is my task as the Under Secretary, to do some of that synchronizing process. It will work very closely with other components in the immediate office of the Secretary, principally the executive secretariat.

We have already had several major senior officers' meetings which includes the Assistant Secretary, the Deputy Under Secretaries, and other Presidential appointments, and the Secretary is very strongly committed to building a team of persons who are going to work together.

The major part of my responsibility is to see to it that all the people not only get the information of what is going on, but get involved in the decisionmaking process. We want to make that as simple as possible, so it does not take forever to make the decision.

Senator PELL. Do you have anybody from any of the management firms, like McKinsic & Co., helping you?

Mr. STEVEN MINTER. Not at the present time.

Senator PELL. Do you plan to bring in as a consultant such a firm?

Mr. STEVEN MINTER. I think we are going to look at that very carefully. Obviously, with the contracting systems and personnel systems and data systems which this Department needs, I would guess that there will probably be the need for some help down the road. But we have tried not to jump in and make premature decisions until everybody has been onboard and really have a sense of what needs to be done.

Senator PELL. I think very often, you know what needs to be done, and you do not have the courage to do it, and then these firms give you the resolve to do it. I know I have found that in my own case.

Now I have some questions for Dr. Thomas Minter.

There is considerable concern within the States because of the absence of the new regulations for title I of the ESEA. When do you expect those regulations to be coming out?

Dr. THOMAS MINTER. Senator Pell, we hope those regulations will be out perhaps in a couple of months. The problem has been first that we, as you know, under Secretary Califano tried to pare down the regulations and to make them as simple and as explicit and as definite as possible. We found then that after we prepared the regulations, the feedback we got from the States and local school districts is that they needed too many volumes, too many other reference materials to put together with the regulations. Congressman Perkins held a hearing, and we were sent back to the drawing board.

So we have now amplified our regs and have made it, I think, easier for State people and local school people to understand exactly—to get all the information they will need to administer their programs from the regulations as they now stand.

A second point has been our effort to clarify the provisions of the regulations so that we might serve children with multiple qualifications, and that would be multiple characteristics to our eligibilities. That would be children who are handicapped, who happen to be bilingual and also handicapped, or happen to be with title I. So it would be title I, the bilingual handicapped, and the handicapped.

What we are trying to do now is to work those problems out so that we will succeed in serving all eligible children under the title I funds and yet keep the categorical nature of title I.

We assume, or we expect, that we will complete that process within the next few weeks and then complete the regulations process in the next couple of months.

Senator PELL. As you know, speaking of the handicapped children, the handicapped regulations are causing a tremendous expense in local communities. The Federal contribution is less than was originally discussed, almost promised, in the original legislation on it.

I am wondering, are any schools opting out of Federal support in order not to have to meet the regulations. My understanding is the Federal support is about 7 percent of the average school's budget. I am wondering if any of our public schools across the country are saying that the regulations cost them more than the 7 percent Federal contribution, and they are opting out and saying, "No, thanks, Uncle Sam, we do not want any help." Are there any schools that are doing that?

Dr. THOMAS MINTER. I am not certain that I am prepared to answer that question definitively, Senator Pell. I do know that in terms of the handicapped percentage—

Senator PELL. I understand there is just one State so far that has done that, and that is New Mexico.

Dr. THOMAS MINTER. Yes. I was going to say to you that it is my understanding that New Mexico as a State has had problems administering the handicapped law, 94-142, as it is now on the books. But I am not the one to speak definitively to that question.

Senator PELL. I think this is a trend that would be both salutary on the Congress and the executive branch, if schools or colleges said, "It is not worth it," and opted out of getting Federal help. So far, I agree, very few have done it. Who in the Department will be handling the youth employment initiative legislation, if that should pass the Congress? Would that be you?

Dr. THOMAS MINTER. I think the Under Secretary would probably have to speak to that issue, in terms of the assignment. I hope it will be our program, in elementary and secondary education.

Senator PELL. If that program passes—which is an "if"—but if it did pass, where would it lie within the Department?

Mr. STEVEN MINTER. We have not made that final placement decision, Senator. I think a great deal will depend on how the package finally looks when it comes out. I think there is also a possibility that we may have a special task force which will relook at it, because the youth initiatives package really cuts across a number of different offices in the Department.

As you can well imagine, there is great enthusiasm on the part of several assistant secretaries to have that responsibility.

Right now, we are concentrating on trying to work with Congress to successfully get the youth initiatives package through, and once that is completed, the Secretary will make that decision in terms of placement. But we are, at the present time, working on it in a task force way.

Senator PELL. The assistant secretary for vocational and adult education would have an interest, obviously, in it, and also, Dr. Minter would have an interest in it. But frankly, we have programs already existing in title I and in vocational education, which between them are seeking to do very much what the youth initiatives legislation seeks to do.

What do you see the youth initiatives legislation seeking to do that those two assistant secretaries will not be attempting to do under their present legislative fiat?

Mr. STEVEN MINTER. Well, let me just say, the gentleman on my right, Mr. Rutherford, I think, would also like to have an input and a voice in that process.

I just think that at this stage, there are several of the offices that clearly have some interest and already have some prior experience in youth initiatives. I just believe that our decision has been that we should hold off until we actually see what comes out of the Congress, and then on that basis, arrive at a conclusion as to where it will best be administered in the department.

The CHAIRMAN. Now, Dr. Bowker, the question that was asked of you by Senator Javits sought a general oral answer, with details in writing.

Senator Javits cannot be back for the general oral answer on that linkage question, but I will report to him your oral response, and then I will give you a copy of the question in case you did not make notes of it.

Dr. BOWKER. Senator Javits handed me a copy of the question on his way out. This is an area in which there has been no consensus in the academic world. The problems with the present policy have been that some people believe that the office keeping a list of eligible accrediting agencies is almost as offensive as Federal accrediting itself. And some people do not like the thought that the office accredits the accrediting agencies.

Another problem has been the growth of rather specialized, voluntary accrediting associations. What works very well in accrediting is when something like Middle States or the Western Association visits a college campus which is a multipurpose campus and accredits it, and that is a pretty sound process. But if it is an independent school of nursing or an independent school of law, then we have to have a special accrediting body for that. So to insist that everything be accredited by a voluntary accrediting association has led to a great deal of growth in accrediting organizations, and at a multipurpose campus like mine, we do not like to be accredited by everybody in sight. We have too much accrediting. That is one of the problems.

Relying on the States has also some problems, in that the private institutions really are very nervous about having State licensure be the determining factor for them. I do not think I will be able now to recommend the best thing to do, except to state it is a very difficult problem and one that I am going to work on personally

and work on very hard, to see if I can come out with a solution. It involves the autonomy of academic institutions, particularly private ones, and it involves the relationship between the Federal Government and the States, who have had licensure requirements that are pretty good in some States and not as stringent in others. California, for example, does not really have very strict requirements for educational institutions; so it is a very mixed up and confused situation at the moment, and I am not sure I know what the best policy is.

I have had more calls about this from colleagues than about any other matter, I must say, and everybody is very interested in how it ends up.

The CHAIRMAN. In a sense, this is what we call in other spheres akin to self-regulation; am I right or wrong on that?

Dr. BOWKER. Yes, it involves self-regulation, but it also involves a duplication of self-regulation. That is, a multipurpose campus likes to be accredited by an accrediting agency which is comprehensive; it feels less enthusiastic about having the law school accredited, the engineering school accredited, the school of social work accredited, et cetera, et cetera. So it has led to a whole lot of increase in accrediting activities, which people think is unnecessary.

The CHAIRMAN. Where a Federal Establishment relies on a regulated activity as self-regulation, the Federal Establishment still retains an opportunity to evaluate the activities of the self-regulators. Take the Securities and Exchange Commission and the self-regulation of the equity markets. They do not have a constant hand, but they do have a hand on evaluating what the self-regulators are doing within their own world.

Is there nothing comparable in education?

Dr. BOWKER. Well, that is the present situation, but as I said, the office has maintained a list of approved accrediting agencies. Some people feel there are too many of them. That is all I was trying to say.

The CHAIRMAN. All right. Senator Javits and our record will receive your written exposition of your views on this.

[The following was received for the record:]

THE SECRETARY OF EDUCATION
WASHINGTON, D. C. 20202

April 30, 1980

Honorable Jacob Javits
United States Senate
Washington, D.C.

Dear Senator Javits:

This is in reply to your inquiry about the relationship between accreditation and eligibility to participate in Federal programs.

I believe it is clear that private accrediting agencies, State licensing agencies and the Federal government each have a role to play in assuring that minimum standards are maintained at postsecondary institutions. Unfortunately, however, there is little consensus at this time about what those standards should be, or who should set them, or what processes should be followed.

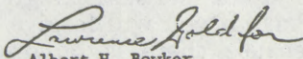
For example, many observers have questioned the effectiveness of self-regulation through private accrediting agencies. Others have viewed with concern the different standards and performance of the various State licensure agencies. Many universities have been disturbed at the tremendous growth in recent years of small, special purpose accrediting agencies recognized by the Office of Education and competing in a sense with general institutional accrediting agencies.

In the midst of this controversy, many feel that the Federal government should not play the role of "accrediting" the accrediting agencies by tying accreditation to eligibility for Federal programs. Instead, it has been suggested that the Federal government's role should be exercised through other legislated responsibilities, such as administering consumer information requirements and setting minimum standards of financial and administrative capability to manage student aid funds.

I believe it is essential that we try to develop a new consensus about the respective roles and responsibilities of all parties in preserving institutional standards. I intend to take the lead in conducting such a review this year in cooperation with the higher education community. To assure that this matter receives the attention it deserves, I have decided to elevate the status of the Office of Institutional Eligibility and Agency Evaluation from a division in the Office of Higher and Continuing Education to a staff office reporting directly to my principal Deputy Assistant Secretary.

Of course, while this review is being conducted, it is essential that institutions continue to have access to Federal funding. In this regard, I will take steps to assure that the eligibility process is not interrupted, taking into account the role of National Advisory Committee on Institutional Eligibility and Agency Evaluation in this process.

Sincerely,


Albert H. Bowker
Assistant Secretary - Designate
for Postsecondary Education

cc: Senator Harrison Williams

The CHAIRMAN. I will turn now to Senator Pell.

Senator PELL. Thank you, Mr. Chairman, and I apologize for my departure for a moment. I had to cast a vote in the Foreign Relations Committee on the International Monetary Fund.

I would like to return to the question I was asking Steve Minter. As you know, under title I, the reason why much of the money goes to the younger children is because of the regulations written by the Department. The law and the legislative history says nothing about title I going to younger children, it could go to high school children, very easily.

And in view of that fact, and in view of the fact that we have a Vocational Education Act on the books, why could not all the objectives of the youth employment initiative be handled within the framework of the present law?

What worries me is seeing the present programs, which are successful, being either level funded or cut back, while at the same time we are asked to start a new program which is duplicative of these two programs presently extant. Couldn't the title I's regulations, your regulations, be rewritten so that they could cover older kids. It is easier to rewrite a regulation than to pass a law.

Mr. STEVEN MINTER. Well, Senator, I am not at the present time conversant or that knowledgeable about the title I regulations. I do know that major emphasis has been reported to be in the elementary schools as opposed to secondary.

I am more familiar with the principles and the reasons for why the administration very much wants to have the youth initiatives bill.

I think we are painfully aware in this country of the extent to which there are thousands of junior high and senior high school age youth and older young adults where there has not been a sufficient amount of emphasis put on preparing them to go into the world of work and to compete in the labor market. And this is particularly true of minority youngsters, certainly in the community that I come from, where the only argument about what the need is is whether 40 percent of the black youth and young adults in the Greater Cleveland area are unemployed, or whether it is 60 percent.

So I think the crucial thing with the youth initiatives bill is to put very major focus targeted on this program and to provide some very necessary additional dollars which will make it possible for the local education systems to do even more of a job and add some emphasis, to junior and senior high age youth.

Senator PELL. If you will forgive me, you have not answered my question, because there is no disagreement between us on the problem, the need—absolutely none. The question is why not do it with present programs, which I thought have been working pretty well—and maybe they can be made to work better—which have exactly the same objectives, rather than trying a new program. That is my question.

Mr. STEVEN MINTER. I am not sure I can answer your question well enough, because I am really not that familiar at the present time with the regulations as it relates to the Elementary and Secondary Education Act.

Dr. THOMAS MINTER. Senator Pell, may I speak to the title I question you have raised?

Senator PELL. Please.

Dr. THOMAS MINTER. There would be no need to rewrite the title I regulations; you are absolutely correct. There is no reason why we cannot serve children from grades K through 12. The problem, of course, is the funding. We believe that children should be served at the very youngest age possible, especially children who are economically disadvantaged.

And so, with our funding of \$3.3 billion, we are serving approximately only 5.6 million, or a little over 50 percent, of the title I eligible children in our schools. And therefore, States and local school districts have made the decision to concentrate the moneys on the youngest of the eligible children, and that leaves a big gap between, let us say, fourth grade and in some schools up to sixth grade. It leaves a big gap between those grades and the junior high and senior high school grades.

Therefore, the youth initiative will focus moneys on junior high and senior high school children who cannot possibly be reached by title I now because of the shortfall in title I funding.

Senator PELL. Well, as you know, in title I, the administration, I believe, is asking for a reduction of \$200 million.

Dr. THOMAS MINTER. We are asking for a rescission in the 1980 budget of \$50 million, and then in the 1981 budget, an amendment reducing the budget by \$150 million.

However, those are the concentration funds. There is an overall increase in basic title I of \$271 million.

Senator PELL. But you can see why we in the Congress are a little bit confused, as we take away from one program, start up another program, to attain very much the same objectives. I guess my own view is I want to see those objectives served, which Mr. Minter portrayed very well indeed. But I still cannot figure out for the life of me why it cannot be done within the present framework of the Department by putting more money into vocational education grants, which in fact, as I read this, you are proposing to reduce by \$87 million, and another \$54 million in the 1981 budget. And you are reducing your title I, as you pointed out, \$50 million this year and \$150 million in next year's budget. You seem to be going up and down the same hill.

Dr. THOMAS MINTER. Senator, one factor in the Youth Act is the targeting of the programs to the most needy of the children in the junior and senior high school age. And again, although I am not responsible for the vocational educational programs, it is my understanding that the program itself, in the Youth Act, will involve the whole school, and with the proposed advisory council consisting of parents and administrators and the PICS, the private industry councils, that we will involve all of the people at the school level which would be involved, to build those programs and to focus them very carefully on all of the children in that school.

Senator PELL. But as you well know, you can set these councils up now and move ahead in most of this work you are talking about within the framework of your present legislation and structure.

I would hope the reason for this is not a political reason so as to have a program to point to and then dismantle other programs or

reduce other programs, because I think that is kind of a cruel way of doing it.

Dr. THOMAS MINTER. No, sir. There is a need for both programs.

Senator PELL. Absolutely. But let me put it to you in another way. Why could not all the objectives of the youth employment initiative be met within the present framework, without another law being passed?

Dr. THOMAS MINTER. Because title I is so tightly focused that again, the shortfall of funding, and second, the title I funds are so sharply focused that we would not be able to serve all of the youngsters within a single school that we would want to serve.

Under title I we have to serve title I-eligible children, but we do feel that the Youth Employment Act, in order to be effective, should serve the whole school, and that is the way it is focused.

Senator PELL. You do not feel that, instead of rescinding and reducing vocational education in title I, but increasing those two, and not having a youth initiatives program, you would attain the same objectives?

Dr. THOMAS MINTER. Not in the case of title I, because again, in title I, we do not have the control that we would have in terms of the Youth Act, even if we had the money. In title I, as you know, the money flows to the States, and then through the States to the local school districts, and then is distributed to schools on the basis of school eligibility, and then to the most educationally needy children within those schools, but we do not expect at the Federal level to gain the degree of control for the success that we look forward to in the Youth Act.

Senator PELL. Well, I will not pursue this further, but I think that the questions I have raised must have raised some questions in your own minds, too.

Still with Dr. Thomas Minter, and still on title I, but a different problem, I understand the AFDC case load in California has increased by 57 percent. If that is the case, and California has become a rather popular State, this is going to have an effect on the title I programs and funding across the country.

Dr. THOMAS MINTER. That is true.

Senator PELL. Do you have any thoughts as to how this situation may be remedied, and what will be its impact on the rest of the country?

Dr. THOMAS MINTER. I do not have the latest information on that, Senator Pell, but I do know as an entitlement program, if the entitlement for one State increases, it is bound to have an impact on the other States.

Senator PELL. So that, combined with a rescission this year and the reduction next year, there is going to mean less money in title I, as we look ahead.

Dr. THOMAS MINTER. Unless more money is put into title I by the Congress in another year, yes, sir.

Senator PELL. Well, again, we are going up and down the same hill, simultaneously, as I see it. Anyway, the objective we want is the same, I think.

Dr. THOMAS MINTER. May I make one other observation about the funding?

Senator PELL. Please.

Dr. THOMAS MINTER. The President's recisions in the 1980 funding are requested because we had to immediately address the outlays rather than the general appropriations. The money from the Youth Act, as you know, would not affect the 1980 recisions and probably not even the 1981 amendments, because it flows at a later time. So the thought of the administration as I understand it is that we could hopefully be past this crisis and could fund the Youth Act at a future time, and also, hopefully, increase the funding for title I.

Senator PELL. I appreciate your thoughts on this. I just hope that we do the right thing in the Congress. My mind is not clear at this time what the right course is.

I would like to have seen the beefing up of your present programs, which have been reasonably proven and accepted, rather than embarking on a brand new program. But I will keep my mind open as we move along.

Dr. Bowker, as you know, later on this afternoon, we plan to mark up the Higher Education Act. Do you have some thoughts as to what the Federal role should be in the area of higher education? What would be your sort of thumbnail view in that regard?

Dr. BOWKER. Well, our major role has been to provide access so that people, students, are not dependent on either financial ability or inadequate preparation. We are putting a lot of money into remedial work to get people ready for higher education.

The basic responsibility for higher education in this country resides with the States, partly through their support of fairly large public systems and partly because of certain rules and regulations and chartering responsibilities that the various States have.

I look upon our role as facilitating and mostly helping students, helping institutions. I do not look to a Department of Education like those that exist in many European countries, that tend to control institutions.

Senator PELL. The Federal contribution to higher education is about 7 percent, or 6 percent—I have forgotten the figure—

Dr. BOWKER. That order of magnitude, yes.

Senator PELL. Which is it?

Dr. BOWKER. I do not know.

Senator PELL. Would you submit that figure for the record?

Dr. BOWKER. Yes.

[Information received for the record follows:]

THE SECRETARY OF EDUCATION
WASHINGTON, D. C. 20202

April 30, 1980

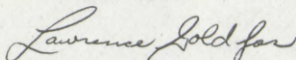
Honorable Claiborne Pell
United States Senate
Washington, D.C.

Dear Senator Pell:

This is in reply to your inquiry about the percentage of institutional funding received from the Federal Government.

According to the latest available figures from the National Center for Educational Statistics, in 1976-77 the Federal Government provided approximately 16.5 percent of current fund revenues for all institutions of higher education. Private institutions received an average of 19.7 percent of their funds from Federal sources, while public institutions received approximately 15 percent of their revenues from the Federal Government.

Sincerely,



Albert H. Bowker
Assistant Secretary - Designate
for Postsecondary Education

cc: Senator Harrison Williams

Senator PELL. For general education, it is 7 percent; is that correct?

Mr. STEVEN MINTER. That is my understanding, yes.

Senator PELL. If that is incorrect, would you submit the correct statement for the record?

Mr. STEVEN MINTER. Yes, I will, Senator.

Senator PELL. Dr. Bowker, I have heard some disquieting rumors that you are not a great fan of Federal student assistance. Is that correct, or is that incorrect?

Dr. BOWKER. That is incorrect.

Senator PELL. Good. I am delighted to hear that. What are your thoughts on student aid?

Dr. BOWKER. Well, I think the student aid programs are in pretty good shape. The administration has, as you know, tried to encourage packaging of student aid, based on basic opportunity grants for those who are eligible—self-help with work-study or other self-help; parental contribution; and then the direct student loan for the rest—giving the students and their parents the option of borrowing money for the parental contribution and the self-help part, if they so choose, seems a pretty sensible approach to me.

Senator PELL. Asking the same question I earlier asked of Mr. Minter, what colleges have pulled out of receiving Federal assistance—how many, to your knowledge—in order that they do not have to comply with the Federal requirements? I think there are some?

Dr. BOWKER. There is a handful of religiously oriented colleges and one Mormon college has resisted some of the Federal regulations. I have not, as you know, been in office yet, and I do not know the exact numbers. I just know what I have observed as I have been following this in the professional press.

Senator PELL. Maybe you would be kind enough to have submitted for the record the list of the institutions of higher education which have preferred not to receive Federal assistance in order not to have to comply with Federal guidelines.

Dr. BOWKER. All right.

[The following was received for the record:]

THE SECRETARY OF EDUCATION
WASHINGTON, D. C. 20202

April 30, 1980

Honorable Claiborne Pell
United States Senate
Washington, D.C.

Dear Senator Pell:

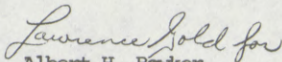
This is in reply to your question about colleges that have chosen not to receive Federal aid because of government regulations.

The Education Department does not collect data on the number or names of colleges which do not apply for or decide to withdraw from Federal programs. Based on anecdotal experience, the staff of the Office of Postsecondary Education tells me that most schools which do not apply for Federal assistance choose this course because they do not meet regulatory and legal requirements, such as schools of divinity not being eligible for support. Brigham Young University has told us that it will not participate in a number of Federal programs because of difficulty with the regulations, but the staff knows of no other college that has conveyed this stance.

There are a number of institutions that have challenged Federal authority to set guidelines in civil rights areas contained in statutes such as Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act, and Title VI of the Civil Rights Act of 1964. It is my understanding that at least two private colleges have challenged the authority of the Department of Health, Education, and Welfare to require colleges to sign a form which assures their compliance with Title IX. Hillsdale College has appealed an HEW administrative ruling that it is in violation of Title IX, while Grove City College has won a similar case against HEW in a Federal District Court. HEW regulations provide that Federal funds, including Federal student financial aid, must be cut off if colleges are not in compliance with Title IX.

The general issue of onerous and unclear Federal regulations is of deep concern to me and to Undersecretary-designate Steven Minter and Secretary Hufstедler. I promise to do whatever I can to assure that postsecondary education regulations reflect the spirit of the legislative authorities on which they are based.

Sincerely,



Albert H. Bowker
Assistant Secretary - Designate
for Postsecondary Education

cc: Senator Harrison Williams

Senator PELL. I always think, if the colleges always have that option, and if it is only 7 percent of their budget, I am often surprised, in view of the height of their complaints sometimes, that they do not take advantage of that option. Very few seem to do so.

I guess one of the toughest jobs in your area is going to be that of the Deputy Assistant Secretary for student aid. Do you have any candidates for that position now, and do you have any thoughts as to how you can implement the single application form and single needs analysis system provisions that both the House and the Senate higher education bills contain?

Dr. BOWKER. We certainly plan to do that as soon as we can, and we are looking at a list of candidates for the deputy in financial aid. We have not narrowed it down to a single candidate as yet.

Senator PELL. You are going to face a tremendous problem in connection with title III and the developing colleges. Have you given some thought as to how you will cope with that? Are you familiar with the legislation that we are suggesting in the Senate bill, as opposed to the House?

Dr. BOWKER. I have looked it over, yes.

Senator PELL. Do you have any thoughts in that regard?

Dr. BOWKER. I have not been involved in formulating the administration's position, and I would rather not comment on it right now.

Senator PELL. What is the administration's position—or do you know that?

Dr. BOWKER. Yes. They proposed that there be a change in the definition of eligibility, focusing on institutions which have fairly large numbers of low-income students and institutions that have plans to become educationally and managerially self-sufficient. They proposed a program of grants which would give institutions an opportunity to apply for a 7-year grant, which would be a permanent grant, or to apply for shorter term, and they also proposed a new program of matching grants.

Senator PELL. As you know, there are different funding programs, different amounts of funding. In the past, the Senate has always been the bad guy, being the ones who enlarged and spent more of the taxpayers' money—or the good guy, depending on how you looked at it. Now the House has passed a bill which is really very generous indeed, that I would like to see adopted in terms of funding levels, but I do not think it is realistic. The Senate has a reduced version of it.

My recollection is the House version is \$14 billion more than present funding—that is the figure that comes to my mind. Do you recall that figure, Mr. Minter?

Mr. STEVEN MINTER. I do not.

Senator PELL. I think we have a bill that more nearly meets the administration's objectives. I was wondering what the administration's concerns were with our bill; what are your main objections to it?

Mr. STEVEN MINTER. Senator, I am really not prepared to be able to comment on that. I have not been involved in that budget process and the submission of that information. I would be happy to provide that information for you for the record, however.

Senator PELL. All right, maybe a paragraph or two.

[The following was received for the record:]

THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

May 1, 1980

Honorable Claiborne Pell
United States Senate
Washington, D.C. 20510

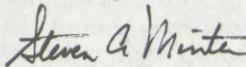
Dear Senator Pell:

At yesterday's confirmation hearing you asked me to comment generally on the Senate version of legislation reauthorizing the Higher Education Act. In particular, you sought the Administration's views with respect to the cost implications of the Senate bill as compared to the House version passed last year.

It is our position that the Senate bill, although less costly than the House version, is still too costly. We are especially concerned with the cost implications of the Guaranteed Student Loan provisions in the Senate bill, which exceed both the Administration's proposal and the ceiling set by the Senate Budget Committee. We will strongly urge the Senate to consider favorably several cost-saving amendments which place reasonable limits on the otherwise uncontrollable GSL program.

I look forward to working with you on the legislation as it proceeds to floor action.

Sincerely,



Steven A. Minter
Under Secretary-Designate

cc: Honorable Harrison Williams

Senator PELL. Now, I would like to turn, if I could, to Mr. Rutherford.

As you know, the major share of the funds distributed to the Nation's museums by IMS have gone for general operating support, not a very glamorous area of support, but absolutely essential to keep their doors open.

What are your views in connection with general operating support grants, and do you believe the institute is meeting its legislative mandate at this time in this regard?

Dr. RUTHERFORD. I think the second question is the easier one. I believe it is meeting its mandate, and it is doing it well, and the museums are pleased with the way that program is going. It is being carried out very effectively, and it is appreciated by the museums.

I think the first question is a little more difficult. The museums, as I know them and understand them, need two things. They do need some sort of basic support that they can count on. But one must remember they are community organizations, and a museum must also, if it is going to serve a community, have substantial local and State support. And I think we want to be careful that the Federal Government does not gradually come into the business as being the major sustainer.

But there does need to be help. The other aspect, of course, is that the museums of all kinds need substantial help in developing new approaches, new methods, new displays, to bring better information and better art and history to the people.

Senator PELL. Dr. Rutherford, I have been concerned about the placement of the library programs within the new department, and notice that there is an Office of Libraries under you. I would strongly hope that in accordance with the White House Library Conference, an Assistant Secretary for Libraries would be created. Do you know if there is going to be any movement in this direction?

Dr. RUTHERFORD. I do not know about that.

Senator PELL. And do you know if this is the final decision, that it should just be an Office of Libraries under you?

Dr. RUTHERFORD. That is my understanding, that this is the final decision.

I think the libraries are a crucial part of really modernizing the whole American educational system, and that is why I think it is important that the libraries and the development of new communication systems go hand-in-hand.

Senator PELL. But do you think at the very least that your title should be Assistant Secretary for Educational Research and Improvement and Libraries, or something of that sort? I think that the libraries will feel very let down, after all the encouragement the administration gave them at the time of the White House Conference on Libraries and all the brave words that were spoken then, and the recommendation that there be an Assistant Secretary for Libraries, and then, to find themselves reduced to an office level. I would hope that that is not a final decision and that you and Under Secretary Minter could carry the thought back to the Secretary that perhaps she could remedy this with either one more

Assistant Secretary, or if not that, maybe a little sleight of hand to at least have you add the word Libraries to your title.

Dr. RUTHERFORD. I will certainly bring that idea to her, Senator.

Senator PELL. Thank you.

Thank you very much indeed, gentlemen.

The CHAIRMAN. I have some requests here. Senator Nelson has a series of questions he addresses to you, Mr. Minter, and I will submit them to you, and he would like to have your response in writing.

The first one:

What are the Department of Education's specific plans for the followthrough program, and what do you propose with respect to the future of the program?

I think that probably you are in a position to answer that. I would like to have you answer orally, as well as in written form, for Senator Nelson.

Dr. THOMAS MINTER. Yes, Senator Williams. We do plan to continue the followthrough program. As you know, unfortunately, we have had to request a rescission of \$14.7 million from the total of \$59 million. But it is our proposal to restructure the program in such a way that approximately 80 percent of the funds will flow for the service projects, and approximately 20 percent of the funds will flow for what we call knowledge-producing projects and for the research component of followthrough.

We think in that way, we will carry out the congressional mandate to use the program to discover new knowledge and new ways of helping youngsters in the primary grades, helping to improve instruction for youngsters in the primary grades, and at the same time to keep the service component, which calls for extensive and extended community participation on the local school level.

The CHAIRMAN. So I gather that to another question that is asked, we are going to get a welcome answer:

How many children would be eligible to participate in the current program funding level of \$59 million would not be served due to the recommended \$15 million rescission?

Dr. THOMAS MINTER. We are stating, Senator, that we will—and I am not sure I can answer you directly in terms of children—we will not drop projects. We now have 153 projects that we are funding. It will cause no reduction in the projects. What we will do, in effect, will be to reduce the cost per pupil from approximately \$690-plus per child to somewhere around \$450 or \$500 per child, in keeping with the general title I average cost.

However, again, as local school districts confront the problem, they may decide to either drop the children, or teachers. They have to make those decisions at the local level.

But the way our projections go, we should not have to reduce the numbers of children currently being served.

The CHAIRMAN. The balance will be for written response for the record and for Senator Nelson.

Dr. THOMAS MINTER. Yes, Senator.

[The following was received for the record:]

OFFICE OF THE SECRETARY OF EDUCATION
 ASSISTANT SECRETARY FOR ELEMENTARY AND SECONDARY EDUCATION
 400 MARYLAND AVENUE, S.W. WASHINGTON, D.C. 20202

May 1, 1980

MAY 1 1980

Honorable Gaylord Nelson
 United States Senate
 Washington, D.C.

Dear Senator Nelson:

I appreciated the opportunity to appear before the Committee on Labor and Human Resources to obtain your consent to my nomination as Assistant Secretary for Elementary and Secondary Education. You have asked several questions which I shall answer below.

1. What are the Department of Education's specific plans for the Follow-Through Program? What do you propose with respect to the future of the program?

Specific plans for the program, as outlined in the Fiscal Year 1981 Justification of Appropriation Estimates, are to continue the existing local Follow-Through projects, to initiate a modest pilot project effort to develop new approaches in providing comprehensive services to economically-disadvantaged children, and to demonstrate successful projects. For the future of the program; I strongly support the indefinite continuation of those projects which have been found successful, and a gradual expansion of pilot projects to the point where they, along with associated studies, comprise 20 percent of program funding. It is vitally important that compensatory education services, such as Follow Through, continue to produce up-to-date knowledge about how to respond to the needs of poor children.

2. Where within the Department of Education will the Follow-Through Program be located? To whom will the Follow-Through Program director report? Will there be direct access for the program to the Secretary?

The Follow-Through program will be located in the Office of Compensatory Education, in the Office of Elementary and Secondary Education. The program director will report to the Deputy Assistant Secretary for the Office of Compensatory Education. Access of the program director to the Secretary of Education will be through this Deputy Assistant Secretary, and me as Assistant Secretary.

3. Why was a \$15 million rescision in FY'80 proposed for the Follow-Through Program when this program has not received a funding increase for several years? Why was the rescision not proposed for another

program of much greater size and funding level? Please detail how the Department proposes to make this spending reduction. How many children, who would be eligible to participate at the current program funding level of \$59 million, would not be served due to the recommended \$15 million recission?

The nature of Follow Through has changed over the past few years from being a program focused on developing, testing, and validating new approaches to early elementary education to one of providing continued services to the group of projects supported initially in the innovative program. Follow Through's average per pupil expenditure is also about 25 percent higher than most other compensatory programs. For this reason, we felt that part of our budget reduction proposal could be applied to Follow Through, under the assumption that the provision of services under existing projects and practices should cost less than if those practices still had associated experimentation cost.

Recissions and budget amendments have also been proposed for Title I, a much larger compensatory education program, as well as for a wide variety of other Department of Education programs, in order to follow a "fair share" strategy in line with the President's budget reduction mandate. In fact, the overall proposals reflect our desire not to seriously affect the current level of services for any of our programs for the disadvantaged.

Under the spending reduction, the average award to a local educational agency service project will be reduced from \$307,000 to \$225,000, and the average per pupil expenditure reduced from \$690 to \$506. Program effectiveness and the number of children served, should not suffer if steps are taken by the individual project directors to make the necessary adjustments, including re-examination of how services are delivered and of service priorities, identifying other sources of funding, or perhaps placing a greater reliance on volunteers.

4. Is the Department planning a phase-out of the Follow-Through Program? If so, please describe the Department's itinerary for doing so.

The Education Department has no plans for phasing out the Follow-Through program. The current budget reduction proposal has not singled out Follow Through as a dispensable program for which a funding reduction is a disguise for a phase-out strategy. I am personally committed to Follow Through's continued operation as a means of demonstrating the value of a comprehensive services/community involvement approach to early elementary education.

5. The Congress has continually rejected the OMB plan, left over from the Nixon Administration, to phase out Follow Through. Will you and the rest of the policy staff at the Department of Education reject such plans?

I will continue to support the position on Follow Through which the Administration has taken since proposing the 1980 budget: Follow Through is a valuable program with a dual value as both a provider of comprehensive services, and a producer of new knowledge about how to select and "package" the most effective services for a successful

Page 3 -- Honorable Gaylord Nelson

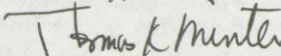
project. The ultimate goal of the program is the adoption of successful projects by other local educational agencies for the betterment of compensatory education in general.

6. What is your own personal commitment to the comprehensive child development and preventive approach embodied in the Follow-Through Program? What plans do you have to expand the Department's efforts in the areas of comprehensive child development and preventive rather than remedial services to low-income children?

I believe the Follow Through approach, the "total child" approach, is a sound method for addressing the needs of disadvantaged children in pre-kindergarden through the third grade. One of the reasons that the Head Start program has not become part of the Education Department is that its constituents do not believe educators will support the total child concept. This educator not only supports it, but I believe the idea ought to be adopted by other programs serving low-income children. It is through the demonstration and dissemination of successful Follow-Through models that we will begin to affect programs in other areas, such as ESEA, Title I. I hope that placing the Follow Through and ESEA, Title I programs together in the same Office will hasten the process of introducing successful Follow-Through models to the Title I community. Our next step will be to look beyond the Office of Elementary and Secondary Education, and share our successes with other Departmental programs which serve young disadvantaged children.

If I can be of any further assistance, please do not hesitate to let me know.

Sincerely,



Thomas K. Minter
Designate

Copy:
Honorable Harrison Williams

The CHAIRMAN. Now, Mr. Minter—I am not sure of the origin of these questions, but I will present them to you—as Under Secretary, what will your responsibilities be in administering the Hispanic initiatives?

Mr. STEVEN MINTER. We do have a number of different offices which will be concerned with being sure that we meet the needs of the Hispanic population in this country. There is specifically an Office of Bilingual Education.

My particular responsibility as Under Secretary is to assist the Secretary in being sure that our policies are carried out across the board, and there is a very strong commitment, both from the standpoint of people who are appointed to administer programs and the way in which we carry out the programs are going to reach the diverse populations, and we are insistent that the different language problems have to be taken into account and that all populations are going to be served.

My specific office will not have a direct responsibility in terms of operational responsibility for them, however.

The CHAIRMAN. So far, we understand there are no Hispanics on your personal staff, and the question is do you intend to hire any Hispanics to your personal and program staff?

Mr. STEVEN MINTER. I think it is important, Senator, to point out that with respect to personal staff, there are only several people on my staff. I think what we have to look at is the immediate Office of the Secretary, and the Secretary and Under Secretary are sharing staff, and I think that I can give you assurances that when we have completed that task that the Office of the Secretary will have some Hispanic members.

The CHAIRMAN. In this connection, Dr. Thomas Minter, in your previous position in the Office of Education, did you have any Hispanics on your staff?

Dr. THOMAS MINTER. I did not have Hispanics on my personal staff, Mr. Chairman, but there are Hispanics, of course, in the migrant program and Hispanics in the title I program, and we have Hispanics in the equal educational opportunity program.

So we do have Hispanics in what is now the Bureau of Elementary and Secondary Education, and we will have Hispanics, of course, in the Office of Elementary and Secondary Education.

I might say that in recent weeks, I have tried to pirate away an aide—who is Hispanic—to one of the Senators, but I have not been successful in that effort, but I shall keep trying.

The CHAIRMAN. Well, you are not limiting your search to the Senate, I hope.

Dr. THOMAS MINTER. I just thought it was a good place to start.

The CHAIRMAN. In the Hispanics Initiative No. 31—are you familiar with that?

Dr. THOMAS MINTER. The Hispanic initiatives?

The CHAIRMAN. Yes, I am given a number, 31.

Dr. THOMAS MINTER. I do not know the number, 31. I am generally familiar with the initiatives.

The CHAIRMAN. It is understood that the Department pledges itself to increase innovation funds to assist local education agencies in submitting projects involving Hispanic students, and the question is, what are your plans for implementing this activity?

Dr. THOMAS MINTER. I would have to submit that for the record, Senator.

The CHAIRMAN. All right. That is the end of the requests.
[The following was received for the record:]

RESPONSE OF DR. THOMAS MINTER TO A QUESTION ASKED BY SENATOR WILLIAMS

How many Hispanic Americans are on your immediate staff? What are your plans for recruiting and hiring Hispanic Americans?

One of my primary concerns is to set an example of affirmative action by hiring and promoting individuals from groups which have been traditionally under represented in responsible positions in our society. I am making a concerted effort to add Hispanics to my personal staff. At present, I have one senior level Hispanic American on my immediate staff.

There are many restraints on hiring from outside the government, but I intend to go beyond those barriers. I ask your help, as I have asked others, in recommending talented individuals to me. It is important to me to find Hispanic Americans not just for "Hispanic issues", but for whatever job needs to be done.

The CHAIRMAN. Dr. Rutherford, I would like to ask you—first, let me state, the National Institute of Education has been a controversial agency here in Congress, and has frequently been criticized, sometimes for initiating studies which belong more in the university than in the real world of educational opportunities; that has been the impression here. And I just wonder whether this criticism is of concern to you?

Dr. RUTHERFORD. Senator, it concerns me because developing a strong Federal capability for research support in any field is difficult. In education, we are really just beginning. It is not like agriculture or communication or transportation. We are really just in the early stages of a decade, of trying to build a scientific base for education.

So it is going to be a process that will take time. The early criticism, which does not understand the difficulty of the task, may undermine the ability of the Institute to do its work.

Now, the criticism has been on both sides, and that is a little reassuring. That is to say, there are those who have said the trouble with the Institute is that it is funding only those kinds of research that have immediate applications where one can see something coming out of it that will help teachers or university presidents, or whomever, and they say that is not the way to get ahead in a research effort. There is a whole history that says you have to build up your basic understanding and that only that will allow you to make process.

Other people criticize the Institute for not funding enough applied research; that is, they say it is too far away from practice.

What we will strive to do is get the kind of resources and develop the kind of research and development support system that will be the equivalent of the best in the Federal Government—similar to that in agencies like the National Science Foundation and the National Institutes of Health. In order to do that, we also have to be able to support good, basic research by university scholars and researchers of all kinds, and we have to learn better how to do research right in the school site, using the people who are there, or who teach. We are an applied field; devoted to improvement of education. We are not in the business just of generating esoteric research; it has to be solid, and it has to come from both directions.

I think if the Institute can, in the years ahead, gain greater support, build a research community, and work more effectively with the schools, we can begin to do this.

I should point out that education, compared to any other endeavor in our country, invests almost nothing in research. Out of \$140 billion that this country spends for education, we are spending less than a fraction of 1 percent on research, and that simply is not the case in our other major endeavors.

The CHAIRMAN. The National Institute of Education, obviously, on the chart, comes pretty close to you in your Assistant Secretaryship. Will this be an area of personal importance and attention by you?

Dr. RUTHERFORD. It certainly is, Senator. It is my hope that we can really build the research capability of the Institute, that we can associate with it and improve the information collection and analysis capabilities that the National Center of Educational Statistics does and is getting so good at, and combined with that, an increased ability to do the kinds of studies on national aspects of education that will serve Congress, the Secretary, superintendents, and university presidents around this country, and get the information out to them in a usable way.

I think that is the key to this new office, and I am going to pay close attention to it.

The CHAIRMAN. Thank you.

Technology development is a subject of great interest to Congress these days, as productivity, new inventions, and the balance of trade are major problems that weigh on our minds. In the near future, I intend to offer a bill which would spur new technology, using universities as a central resource in collaboration with businesses, both small and large.

I wonder if we could have your views on technology development in general and then on educational technology, specifically?

Dr. RUTHERFORD. The development of technology is moving at a very rapid pace. There is no doubt in my mind that, both from the standpoint of the national economy, the national security, and our ability to deal with world problems, we are going to have to learn how to develop these technologies better and learn how to use them better.

This is particularly true, I think, in education-related matters, and in several different ways, Senator. For example, consider the computer as related to manufacturing. If we are going to move with the times, stay ahead of our European and other competition, we are going to have to get into computer-aided design and computer-aided manufacturing and to learn ways of bringing to bear these powerful technologies to serve the Nation.

This means that the people who come out of our schools and colleges must understand these technologies—understand them in a deep way. The people who run our large and small businesses, who run our universities and schools—and almost every walk of life—are going to have to understand this.

The thing I fear is that in the case of education, we always get in too late. For example, the radio, when it first came in, had marvelous potential for education, but because we first turned to selling products with it, we never developed its educational capabilities.

Television has been a constant fight, because we treated it like it was radio, which it is not. Instead of doing the initial R. & D. in educational concerns, we in education have to learn how to use commercial entertainment-organized communication to serve education purposes.

Now we have the video disc, we have minicomputers, and we have TV screens. I think we need to learn how to put these together to help people, adults of all ages and children, learn better wherever they are, whatever they have to learn, from the basics to their liberal education to learning how to deal with an increasingly technological world.

The CHAIRMAN. Thank you. Does anybody else want to comment in this area?

Yes; Dr. Bowker?

Dr. BOWKER. We have had a lot of experience and successes in California with the kind of interaction between the universities and industry that you are talking about.

California, aside from agriculture and tourism, is highly dependent on fairly technical industries, either in aerospace or in electronics. At the present time, for example, university people, mainly at Berkeley and Stanford, are leading research on the very small chips and microminiaturization, which has led to a very healthy growth of this industry around us. And I think anything that could be done to encourage it would be useful and helpful.

The CHAIRMAN. Dr. Bowker, while you have that microphone, I wonder if you could help us by giving your views with respect to the guaranteed student loan program. This is going to be a major issue this afternoon in our markup, by the way, so if your views on how effective you view the guaranteed student loan program and its operation would be helpful. Do you have any reservations about its effectiveness in the past and presently. What improvements would you recommend for it?

Dr. BOWKER. The information that I have is partly information accumulated from the Department and partly information from my own institution. I think the thing that has worried us the most has been the rather substantial growth in bank activity in the guaranteed student loans. At Berkeley, we find guaranteed student loans have gone from \$2.6 million to \$6.5 million in 1 year, since the relaxation of the income limitation.

What the administration has proposed is a package in which the direct student loan—that component administered by the campus—BOG grant, if there is eligibility, self-help, and family contribution are packaged, and that if additional borrowing is desired by either the student or the parent in lieu of the self-help or in lieu of the parental contribution, that would be an insured loan. But as I understand the administration's position for that component, they do not recommend the present degree of subsidy of interest, that the interest either be accumulated and amortized at the time the loan is paid back.

The CHAIRMAN. Well, you are not quite part of the administration. I was giving you an opportunity to give us your views. We know about the administration's views. But you are as free as the breeze here, and you can tell us what you think.

Dr. BOWKER. I see. If there were no limitations on money, I would just as soon let students borrow all they want at favorable rates. I am worried, though, in the present situation, that high income students are taking advantage of the student loan program.

I gave the figures for Berkeley; in 1 year, it more than doubled, at the same time our median family income, as far as we could tell, went up about 10 percent—or at least the freshman income.

We are afraid that the cost of that program will inevitably undermine the cost of some other programs, unless some kind of handle is gotten on the amount of guaranteed student loans, and I share that worry.

As far as the mechanics of availability of money, my own experience and that of my institution has been very positive. Our collections have not been as good as they should be, but I think they are improving.

The CHAIRMAN. I have questions that I would like to submit in writing for all of you to respond to in writing. That would be very helpful to us. As I mentioned, this gives us some beginning opportunity to have a little bit of developmental overview and oversight, as we say, and to know you a little better going in would be helpful.

Just a couple more specific questions for now.

I think, Dr. Thomas Minter—were you asked about the impact aid—

Dr. THOMAS MINTER. No.

The CHAIRMAN. I just want your views on this assistance to federally impacted areas.

Dr. THOMAS MINTER. Well, as you know, Senator, there is a commission that is presently studying impact aid, as commissioned by this Congress. My view on impact aid is that while it was a very much needed program when it was first established following World War II to relieve the Federal impact on local communities, that impact aid now, as it presently exists, is not a program that is targeted very successfully on the neediest of our students. It is more of a general aid program than a specific program of a categorical nature.

Therefore I do support the administration's efforts—we certainly are not proposing to eliminate impact aid, but we are saying that where impact aid funds do not provide a measurable part of the budget of a local school district, that we feel that that school district is not in need of those funds as much as other programs that we administer.

The CHAIRMAN. I wonder if you could give us your views about voluntary school prayer.

Dr. THOMAS MINTER. I believe, Senator, in the separation of church and State. I believe that the Supreme Court has spoken on the issue. And I would say that voluntary school prayer in schools, as I understand it, is contrary to the Supreme Court's order, and further, that it does require—or at least, if it does not require the participation of students who are in that classroom, at least it may tend to ostracize those children who do not want to engage in that activity within the classroom.

Therefore, I believe that that should not be an activity in public schools.

The CHAIRMAN. In other words, no opportunity for school prayer in any way—is that what you are saying—voluntary, silent, or whatever the effort might be—none at all within the public school, is that right?

Dr. THOMAS MINTER. Senator, let me qualify just a little bit. I do recognize that in public gatherings, very often there is an invocation that is offered. I am not speaking against that practice, but yes, I would say that in the local classroom as a part of the morning exercise, I do not believe there is a place for voluntary school prayer.

The CHAIRMAN. There is a great deal of concern, as you know, and this is expressed here in this congressional forum, certainly, and not constantly, but it comes back to us repeatedly. There are those who feel deeply that there should be an opportunity for prayer and being mindful of the Supreme Court's decision, have introduced a constitutional amendment, and then not only the constitutional amendment approach, but legislation, too.

In your view, do you feel that the Supreme Court decision just rules out, at this point, any opportunity for school prayer?

Dr. THOMAS MINTER. It is obvious, of course, to you, Senator, that I am neither a lawyer nor a constitutional scholar, but my answer would be, "Yes".

I would further say that in a country which is based upon pluralism and cultural differences and the respect for differences, that we should value the culturally pluralistic views of our society, the makeup of our society, and I believe that the matter of prayer in school would not be consistent with our values in those terms.

The CHAIRMAN. Thank you very much, Dr. Minter.

I will conclude with the offer of written questions to you, and you have the others that I have mentioned.

[Information subsequently supplied for the record follows:]

THE SECRETARY OF EDUCATION
WASHINGTON, D. C. 20202

April 30, 1980

Honorable Harrison Williams
United States Senate
Washington, D.C.

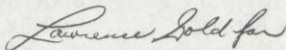
Dear Senator Williams:

During the confirmation hearings this morning you asked me several questions regarding postsecondary education. I agreed to submit written responses. Enclosed are my answers to those questions.

If I can provide further information please let me know.

I look forward to working with the committee in the future.

Sincerely,



Albert H. Bowker
Assistant Secretary - Designate
for Postsecondary Education

Enclosure

1. In your capacity as chancellor of a major national university you have experienced all of the problems and prospects of higher education from the perspectives of both education and administration.
 - (a) Can you point out the major problems facing postsecondary education as you view them?
 - (b) In what ways have Federal Higher Education policies assisted colleges and universities in the past decade?
 - (c) In what ways would you wish to see federal postsecondary education policies tuned to the colleges' problems in the next several years?

First, let me say that I believe the American system of higher education is the best in the world. No other country provides the degree of access, quality and diversity found here. I believe the Federal government has played an important supportive role over the last decade in four ways: first, by supporting basic research (through a number of agencies such as National Institute of Health and National Science Foundation) that has been beneficial to both the institutions and the country; second, through programs of student financial assistance; third, through programs providing direct institutional support such as Title III and facilities loans; and fourth, by fostering important educational techniques in areas such as remediation and cooperative education.

In general, the biggest problem facing postsecondary education today is the shrinking 18-24 year old age base. Some people think that colleges will be able to make up a large proportion of this decline by enrolling older, nontraditional students. Others believe that many colleges, especially small, private liberal arts colleges, will not be able to survive. I believe it is important for the Federal government to be neutral in its policies in the sense that all kinds of institutions should be given an equal opportunity to flourish if they have the will and creativity to develop effective educational programs.

In general, I think it will be important for the Federal government to continue support in the five areas outlined in my opening statement: student financial assistance; TRIO remedial programs; Title III and other institutional programs; graduate programs; and international education programs.

2. In what ways will you act to initiate international education if confirmed as the new Assistant Secretary for Postsecondary Education?

Secretary Hufstедler and I are firmly convinced of the importance of strengthening and expanding programs of international study and foreign language training. This concern for international education will take two forms: organizational and programmatic.

Organizationally, we have already taken the step of elevating international education from a division in the Bureau of Higher and Continuing Education to an Office whose director will report to me. I will also take steps to fill long-existing vacancies in this area and generally revitalize the staff.

Programmatically, I intend to review with great care the recommendations of the President's Commission on Foreign Languages and International Studies and to implement a number of program initiatives consistent with the requirement for budgetary constraint. While several possible initiatives in this area will depend upon the form that reauthorization of the Higher Education Act takes, I believe it is important that an international education focus be infused in business, law and other professional programs and that international education be coordinated with bilingual and other ethnic education activities wherever possible.

3. In what ways will you recommend to the Congress improvements in the community service mission of colleges and universities?

Based on my experience as Chancellor of the City University of New York, the largest urban institution in the country, and my more recent tenure at Berkeley, I am convinced that colleges and universities have a important responsibility to help the communities in which they live. Many colleges and universities are performing their community service roles with dedication and vigor. However, it is true that tightening budgets may reduce the ability of some institutions to remain actively engaged in community service.

Part of the Administration's reauthorization proposal calls for a discretionary grant program in the area of community service to replace of the current combined State community service-continuing education program. I endorse this approach. If other programs in the area of community service are enacted and are funded -- such as the urban grant university program or another version of Title I -- I will work actively to implement them.

4. The Aid to Strengthening Developing Institutions Program - Title III of the Higher Education Act - has been severely criticized in the past year, especially for poor administration.

- (a) What steps do you plan to take in order to improve this program?
- (b) Whom do you plan to appoint to administer it?

The Title III program has undergone a number of administrative and management improvements over the last six months. These include (1) the appointment of new leadership in several critical positions, (2) the reorganization of the proposal review and grant award processes which has standardized procedures and reduced bias and inefficiency and; (3) the institution of audits of assisting agencies.

One of my first priorities as Assistant Secretary will be to review current program operations and identify what additional steps should be taken to further strengthen program administration. I will begin recruitment for a new director of the Title III program as soon after a Deputy Assistant Secretary for Higher Education is named as is practical. Additional actions planned include the automation of program data, a comprehensive staff training program and increased site visits to participating institutions.

I am committed to a revitalization of this important program.

5. Community colleges account for 40% of services to all students involved in higher education, yet receive much less than their proportional share of federal funds, both institutional aid and student aid.
- (a) In what ways do you plan as Assistant Secretary to assist community and junior colleges?
 - (b) How will you operate the Community College Unit we preserved in both the Department of Education and the Higher Education Amendments of 1980?
 - (c) Whom will you appoint to run the Community College Unit?

I deeply believe in the importance of community colleges to our system of higher education, and I am firmly committed to assuring that these institutions -- and all other types of institutions -- receive their fair share of Federal funding. All the programs under my direction will be made aware of the need to involve community colleges in their activities, and community college officials will receive the best technical assistance we can provide through our community college unit.

I have appointed the president of a community college - Dr. Joseph Shenker of LaGuardia Community College in New York City -- to be my Principal Deputy Assistant Secretary. The Community College Unit will be elevated from the Office of Higher and Continuing Education and will report as a staff office to Dr. Shenker. The process of recruiting a top-flight individual to head this unit will begin shortly. The Principal Deputy Assistant Secretary will take the lead in the screening and selection process.

6. The College Work Study Program has been a mainstay of our higher education policy for many years, yet we seem to miss an opportunity to make it educationally meaningful as well as financially helpful. Do you have any views on this issue?

I support the idea of using College Work Study funds to offer an educationally worthwhile employment experience for students, consistent with the program's costs. A current incentive along these lines is the Job Location and Development program which allows colleges to use Work Study funds to identify and locate good off campus positions. While I cannot comment at this time on any new proposals that may be made in this area, I would be interested in studying them and in moving in this direction.

OFFICE OF THE SECRETARY OF EDUCATION
ASSISTANT SECRETARY FOR EDUCATIONAL RESEARCH AND IMPROVEMENT
400 MARYLAND AVENUE, S.W. WASHINGTON, D.C. 20202

May 1, 1980

Honorable Harrison A. Williams, Jr.
Chairman
Committee on Labor and Human Resources
United States Senate
Washington, D. C. 20510

Dear Mr. Chairman:

I appreciate the opportunity to respond to the additional questions which you raised on April 30, 1980 concerning certain programs of the Office of Educational Research and Improvement during the confirmation hearing before the Committee on Labor and Human Resources. The several questions and my response to each of them follow.

Question: Dr. Rutherford, we understand that the organization of the Office of Educational Research and Improvement, which you direct was organized partly in reference to your recommendations and vision.

- A. I wonder if you would be willing to briefly describe your view of this Office and the rationale for its organization.

Response: The Office of Educational Research and Improvement provides the opportunity to consolidate and direct a wide range of discretionary grant programs aimed at improving the quality of school, college, library and museum programs. The Senate Report on S.991 specified that the Office should focus on the needs of educational organizations, institutions and individuals concerned with learning more about and improving American education.

With the understanding that the Administration wishes to emphasize the support of research-related programs and services of museums and libraries, and considering the language in both House and Senate Reports, I have tried to organize the Office to reflect the expectation of the authors of P.L. 96-88 and the needs of the educational institutions the Office is expected to serve.

I recommend a continuation of the basic structure of the National Institute of Education and I support its basic mission to support high-quality fundamental and applied research on all levels of education. The Institute will continue to serve the direct research needs of practitioners and educational researchers in the field and it will provide research information for improving the impact of other Federal education programs, particularly those in the new Department.

Complimenting the generation of new knowledge through research will be the important information gathering functions of the National Center for

Educational Statistics. As one of the important units in this office the center will continue to produce the necessary objective, accurate and timely information needed by the Department, the Federal government and other agencies and individuals concerned with the improvement of education.

The Institute for Museum Services will remain as a separate organizational unit within my Office. I feel that an association of the museum services programs with library and other information dissemination programs will result in mutual benefits. Museums are taking a more active role in providing educational services to the increasing numbers of older and nontraditional learners. Improving these services to the growing number of informal educational programs, and improving linkages between schools and other community programs active in education will be one of the main priorities of my Office, and, indeed, one to which the Department of Education will give high priority.

Dissemination and professional development programs will be brought together in an effort to enhance the involvement and interest of educational practitioners in the process of improving the quality of school and college curricular and extending programs beyond the confines of educational institutions. Much has been learned over the past two decades about the nature of learning and of the theories and approaches associated with effective teaching. Translating this information into practical guides and forms for use by instructors is seen as another principal goal for my Office. Providing information to practitioners and to the general public about new and improved practices has not been given adequate support and attention. By creating a new focal point for these activities, I hope to develop more aggressive procedures for sharing the information which is so essential for making progress and for assuring that changes will bring improvements.

Keeping the Federal assistance programs for libraries in a single operating unit within the Department was recognized as an important issue very early in analyses conducted by the President's Reorganization Project. I concurred with earlier conclusions to maintain the library programs in a single office.

The organization of the office also provides a focal point for a wide variety of discretionary grant programs which have as their common objective the development of a systematic process by creating alternatives that enhance educational practice--including instructional delivery and curriculum or course development. This collaborative network of functions directed at school improvement encompasses such activities as women's educational equity, basic skills, and health, ethnic heritage and consumer education, among others.

Question: We have heard some concern about the merger of the National Institute of Education and the National Center for Educational Statistics as set forth in the plan for your office.

- A. Is this merger planned?
- B. What is its rationale?
- C. Won't you spoil the statistical objectivity of NCES?
- D. Do you plan to send us a report under Sec. 413 of the Department of Education Act which forbids delegation of named units including NCES?

Response: I do not intend to merge the National Center for Educational Statistics with the National Institute of Education. Both the Secretary and the Administrator of the Center know that I am fully committed to maintaining the complete integrity of the Center. I believe that it is imperative to the improvement of the nation's total educational community that there be close linkages between those units which generate knowledge and collect and disseminate information about the educational endeavor. This is a prime mission of the Department, shared by the Office of Educational Research and Improvement.

The units that will perform this important function are the National Center for Educational Statistics, the National Institute of Education and those large-scale studies which are nationwide in scope such as the National School Finance Study recently commissioned by the Congress. In accomplishing this task, the Center will continue to perform its important information gathering and special studies activities as an on-going entity.

Similarly the Institute will continue to perform its basic and applied research and development activities. In this sense, co-location of similar and complimenting functions should not be viewed as a merger of these functions.

I do not believe that this organizational arrangement will in any way be detrimental to the objectivity of the Center's work. In order to assure the continuance of this objectivity, the Administrator will continue to have the authority to sign off on all Center publications. As a person who has devoted his professional life to the improvement of all levels of education, both within the formal system and in the informal, out-of-classroom system, I fully appreciate the need for the type of objective, accurate and timely information the Center produces. I am aware of the progress the Center has made in recent years and will devote my energies as Assistant Secretary to the continuation of this progress.

The Department's Office of General Counsel is currently reviewing all program placements to determine whether they require Congressional

notification pursuant to Section 413 of P.L. 96-88. As soon as the General Counsel's report is completed, I will contact you regarding this matter.

Question: The Fund for the Improvement of Postsecondary Education may be one of the best success stories in Federal Higher Education Policy. Institutions, States and Faculty seem to appreciate the fairness, efficiency and imagination of this \$13 million a year enterprise.

- A. Can you tell us how you will protect the autonomy and independence of this operating unit of the Office of Research and Improvement?
- B. What new directions do you intend to impose upon FIPSE?
- C. If the additional new funding, \$4 million for FY 1981, is still a possibility for FIPSE, what uses do you intend to make of such funds?

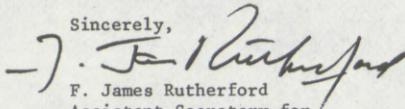
Response: I certainly agree with this assessment, and you may be familiar with the results of the on-going external evaluation of the Fund's impact which bear out these positive views. I want to both protect the Fund's autonomy and to strengthen its role in improving secondary education practices. Accordingly, the Fund will remain intact within OERI, retaining key aspects of its structure, such as its Board of Advisors, and the field-responsive approaches which have served it so well.

With regard to new directions, I hope that the Fund will take on additional responsibilities, beyond its present program. There should, for example, be stronger links between postsecondary improvement efforts and other relevant Federal activities--improvement projects in high schools, and the postsecondary research activities of the National Institute of Education. I think my responsibility is to encourage those links, to raise new possibilities for program directions, and to help the programs better carry out their missions and realize their full potential.

We certainly hope that the Congress will sustain the President's requested increase of \$3.5 million, from \$13.5 to \$17.0 million, in 1981. The Fund deserves it. Our budgetary proposal calls for the major portion of the increase to be allotted to two initiatives--improved access to graduate and professional education for minorities and women, and strengthened management practices for colleges in the difficult years ahead. We expect that these and other on-going initiatives will be addressed through both the established comprehensive program strategy and through more targeted competitions.

If you wish to explore further any of my responses or if you have additional questions, I would be pleased to meet with you at your convenience.

Sincerely,



F. James Rutherford
Assistant Secretary for
Educational Research and
Improvement--Designate

OFFICE OF THE SECRETARY OF EDUCATION
ASSISTANT SECRETARY FOR ELEMENTARY AND SECONDARY EDUCATION
400 MARYLAND AVENUE, S.W. WASHINGTON, D.C. 20202

MAY 1 - 1980

The Honorable Harrison A. Williams
Chairman, Committee on Labor and
Human Resources
United States Senate
Washington, D.C.

Dear Mr. Chairman:

I appreciated the opportunity to appear before you and members of your committee to obtain your consent to my nomination as Assistant Secretary for Elementary and Secondary Education. I am pleased to respond to the questions you raised during the hearing.

1. Could you provide a prescription for smooth working relationships between the Department of Education and local school agencies?

First, Federal education officials must recognize the importance of the third member of the education partnership - the States. To the extent practicable, our activities must accommodate the interests and capacities of State agencies as well as local educational agencies. The legislation that created the Department of Education is very clear on the importance of constant dialogue among Federal, State, and local education officials. I am certain that this will improve understanding.

A second related point is that Federal officials must engage in a continuous examination of the way the multitude of grant programs affect local agencies. We have begun that by publishing the Education Division General Administrative Regulations (EDGAR), which establishes uniform standards and resolves certain inconsistencies among program requirements. Efforts such as this should continue. Equally important, the several assistant secretaries must become familiar with all education programs, not just those for which they are directly responsible. This familiarity will enable them to work more effectively toward common goals, and to respond more knowledgeably to the problems of local education agencies.

Third, we should work to improve the quality of technical assistance provided to State and local educational agencies. Our technical assistance activities should be sensitive not only to the administration of an individual program, but also to the needs of that program as related to the other Federal education programs in which local agencies participate.

Finally, at all phases of the policy making process, we must ensure that local educational officials have maximum opportunity to express their interests, not just by reacting to Federal proposals, but by taking an active role in the preparation of those proposals. We need their assistance in determining what effect our activities will have on their districts. A closer relationship between the Federal and local levels should help guide us in making wise and practical policy decisions.

2. What are your priorities for development of Title I programs authorized under the Elementary and Secondary Education Act?

My priorities for ESEA, Title I are to develop program models for improved delivery of services. We must identify successful Title I programs and find incentives for States and local school districts to accept better program ideas. Because the new department offers more opportunities for coordination among programs, I am very interested in promoting the acceptance of effective Title I models by other programs such as Follow Through or Basic Skills. At the same time, I look to these programs to provide models for Title I.

3. Do you agree with the Administration's recommendation to cut back on the Concentration Grant Program?

Under the serious economic circumstances currently besetting us, I am able to agree with the proposed recision and budget amendment regarding Concentration grants. A program as massive as Title I simply had to contribute to some extent (albeit a relatively small one), to the budget reductions. The proposal would level fund the program through 1981, thereby postponing the level of implementation that the Administration had envisioned. In making the hard choices between various budget reduction proposals, we felt that reasonable proposed increases in Title I regular grants for 1981 which are intended for service to any Title I child, should be preserved. For 1980, the choice was between a level funding of concentration grants and an actual reduction of regular grants relative to 1979. Our choice reflected the desire not to interrupt the current level (i.e., 1979-80) of services in any part of Title I.

4. What is your view on Impact Aid?

The Impact Aid program is now several generations removed from the problem which it was originally designed to correct, namely, the impact on schools of the extensive military installations throughout the country after World War II. Although the size and number of these installations have been reduced over the years, the Impact Aid program has continued to grow through a liberalization of benefits. It is my view that the program should again focus its resources on those areas which are affected as a result of significant Federal activities, especially today when limited resources demand that we channel our funds toward those who have the greatest needs.

5. With respect to Impact Aid, do you believe that local school districts should be deprived of assistance if they serve civilian employees of federal installations? If they serve military personnel?

I strongly support the use of Federal funds to assist areas where the Federal presence has significantly affected the demand for educational services. As I noted above, a fine-tuning of the focus of Impact Aid funds is desirable so that our limited resources might be directed to the areas of greatest needs. The distinction between "A" and "B" children is important in this regard, since the parents of "B" children for the most part do pay property taxes. Moreover, federal presence is usually a desirable component in a local economy, in that it promotes higher levels of employment and thereby contributes to the area's economic health. Therefore, our budget proposals of a 2.5 percent and a 5 percent "floor", for "A" and "B" payments respectively, are designed to provide assistance to those areas where the Federal presence is clearly a notable factor in the level of demand for educational services. It is this selectivity of resource allocation with which I characterize my support of the Impact Aid effort.

6. What have you done to estimate the impact of the Impact Aid cuts proposed by the Administration? Does it seem fair to you that up to 40 New Jersey school districts would lose up to 1/2 of their support given New Jersey's cap on State education funds?

Since October 1st we have delivered 115 computer reports in response to Congressional and administrative requests to estimate the effect of the proposed Impact Aid cuts.

I understand that New Jersey may be a special case, and I have asked my program managers to advise me on how the Administration's proposed cuts in Impact Aid will affect that State. I will be sending you a detailed report shortly.

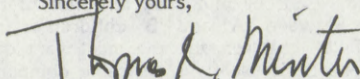
7. How many Hispanic Americans are on your immediate staff? What are your plans for recruiting and hiring Hispanic Americans?

One of my primary concerns is to set an example of affirmative action by hiring and promoting individuals from groups which have been traditionally under represented in responsible positions in our society. I am making a concerted effort to add Hispanics to my personal staff. At present, I have one senior level Hispanic American on my immediate staff.

There are many restraints on hiring from outside the government, but I intend to go beyond those barriers. I ask your help, as I have asked others, in recommending talented individuals to me. It is important to me to find Hispanic Americans not just for "Hispanic issues", but for whatever job needs to be done.

If I can be of further assistance, please let me know.

Sincerely yours,

A handwritten signature in black ink that reads "Thomas K. Minter". The signature is written in a cursive style with a large, sweeping initial "T".

Thomas K. Minter
Designate

THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

April 30, 1980

Honorable Harrison A. Williams
Chairman
Committee on Labor and Human Resources
United States Senate
Washington, D.C. 20510

Dear Mr. Chairman:

Let me thank you for the opportunity to appear before you and the other distinguished members of the committee this morning. Let me take this opportunity to respond to several of the questions raised by you:

1. Can you tell the committee how you view the relevance and transferability of your experience in welfare and private philanthropy to the post for which you have been nominated?

As I indicated in my written statement, I am no stranger to education. I worked closely with my colleagues in education while I was a welfare commissioner in Massachusetts. The Cleveland Foundation, of which I was Associate Director, made \$2 million worth of education grants last year. I have served on the boards of trustees or overseers of four colleges and universities. I feel, therefore, that I am familiar with many of the problems, issues, and programs in the field of education.

I feel that my management responsibility in Massachusetts where I brought 170 locally run welfare departments into one statewide department is closely akin to my new responsibility in the Education Department. Those of us in the Education Department are trying to mold over 150 separate programs into one Department.

2. Do you feel that your lack of experience in education poses a handicap to your duties as Under Secretary?

First, I feel that I do have relevant experience in education as indicated above and in my written statement. Second, a major part of my responsibility is the day-to-day management of the Department. I have run two large government agencies. In Massachusetts, for example, my agency was responsible for over 25 percent of the entire State budget. Third, I think that the team of people which the Secretary has put together is well balanced between those whose primary experience is in education and those who have earned professional reputations in other fields. All of the program assistant secretaries, for example, are educators.

3. What programs do you intend to support as budget priorities if you assume your new post?

For FY 1980 and FY 1981, those decisions have already been made by the President and the Secretary. We are about to begin our FY 1982 budget formulation process next week with a two-day meeting. I look forward to hearing more from all of the programs about their accomplishments and effectiveness before making any decisions along with the Secretary about our priorities.

4. In what ways will your office function to relate the work of the Department to States and localities and to other arms of the Federal Government?

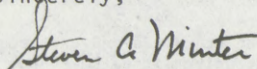
First, my own background is in State and local government. Second, we will be appointing in the next few weeks a very able and aggressive Intergovernmental Advisory Council on Education. Third, the Secretary and I have asked Michael Bakalis, former Chief State School Officer in Illinois, to become Deputy Under Secretary with particular responsibility for intergovernmental affairs. Fourth, we have asked Margaret McKenna to become Deputy Under Secretary with primary responsibility for reinvigorating the Federal Interagency Committee.

5. Will program assistant secretaries have the staff capacity to develop policy proposals for the Secretary, communicate with the Congress, and administer contracts and grants?

One of the reasons for creating the Department was to eliminate overlap and duplication. We have tried to do this as much as possible in creating the Department. Naturally, it is important that program assistant secretaries be able to carry out the full responsibilities of their offices. The Secretary and I feel that in each case they will be provided with the staffing and authority necessary to do that.

I look forward to working with you in the development of the Department.

Sincerely,



Steven A. Minter
Under Secretary-Designate

THE SECRETARY OF EDUCATION
WASHINGTON, D. C. 20202

April 30, 1980

Honorable Jacob Javits
United States Senate
Washington, D.C.

Dear Senator Javits:

This is in reply to your inquiry about the relationship between accreditation and eligibility to participate in Federal programs.

I believe it is clear that private accrediting agencies, State licensing agencies and the Federal government each have a role to play in assuring that minimum standards are maintained at postsecondary institutions. Unfortunately, however, there is little consensus at this time about what those standards should be, or who should set them, or what processes should be followed.

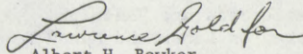
For example, many observers have questioned the effectiveness of self-regulation through private accrediting agencies. Others have viewed with concern the different standards and performance of the various State licensure agencies. Many universities have been disturbed at the tremendous growth in recent years of small, special purpose accrediting agencies recognized by the Office of Education and competing in a sense with general institutional accrediting agencies.

In the midst of this controversy, many feel that the Federal government should not play the role of "accrediting" the accrediting agencies by tying accreditation to eligibility for Federal programs. Instead, it has been suggested that the Federal government's role should be exercised through other legislated responsibilities, such as administering consumer information requirements and setting minimum standards of financial and administrative capability to manage student aid funds.

I believe it is essential that we try to develop a new consensus about the respective roles and responsibilities of all parties in preserving institutional standards. I intend to take the lead in conducting such a review this year in cooperation with the higher education community. To assure that this matter receives the attention it deserves, I have decided to elevate the status of the Office of Institutional Eligibility and Agency Evaluation from a division in the Office of Higher and Continuing Education to a staff office reporting directly to my principal Deputy Assistant Secretary.

Of course, while this review is being conducted, it is essential that institutions continue to have access to Federal funding. In this regard, I will take steps to assure that the eligibility process is not interrupted, taking into account the role of National Advisory Committee on Institutional Eligibility and Agency Evaluation in this process.

Sincerely,



Albert H. Bowker
Assistant Secretary - Designate
for Postsecondary Education

cc: Senator Harrison Williams

OFFICE OF THE SECRETARY OF EDUCATION
ASSISTANT SECRETARY FOR EDUCATIONAL RESEARCH AND IMPROVEMENT
400 MARYLAND AVENUE, S.W. WASHINGTON, D.C. 20202

Honorable Jennings Randolph
Committee on Labor and Human Resources
United States Senate
Washington, D.C. 20510

Dear Senator Randolph:

I appreciate the opportunity to respond to the questions which you raised on April 30, 1980 concerning certain programs of the Office of Educational Research and Improvement during the confirmation hearing before the Committee on Labor and Human Resources. The several questions and my response to each of them follow.

Question: In the general television programs and the ESAA television programs are you seeing that they are captioned for the hearing impaired?

Response: Since January 1978 all general television programs funded under Special Projects have contained a provision in their contracts that as soon as "closed" captions became available they would include them in the master television tapes. 3-2-1 Contact, which was the first contract under this policy, began its broadcast in January 1980 with "closed" captions. We have negotiated with our contractors and the National Captioning Institute to have all programs captioned. In January 1979 the ESAA television and radio program was transferred to the Office of Libraries and Learning Resources so that all television programs funded from the Office would have the same standards. Since that time all ESAA programs have been working towards carrying closed captions for the hearing impaired. The overall procurement policy for all television now carries the same technical standards which include captioning for the hearing impaired. In addition, all of our programs that are currently in television libraries and available for reruns are being converted to masters with closed captions. We anticipate that more than 1250 individual programs in 30 or more series will be available in closed captions by December 1982. All series in 1980 that are broadcast for the first time will carry closed captions. General television and ESAA television programs are the

major television procurements of the Department, therefore this represents a Department-wide policy. Most of the programs may be recorded off the air and reused for educational purposes. Such recordings also carry the closed captions.

Question: How do you anticipate being able to sustain successful television programs such as 3-2-1 Contact, Footsteps and other promising programs that have been funded through these programs?

Response: Sustaining proven programs has always been a difficult task. The procurement procedures and the legislation favor demonstration programs. However, under P.L. 95-561, title XV, Section 1527, there are provisions for sustaining tested programs. To date that authority has not been activated nor have appropriations been made to support such a program.

In order to get maximum value for each production dollar we have encouraged developers to rerun their programs for additional seasons. All of our programs series are available for distribution through film and video cassette formats. Most of our programs allow for off air recording and use within educational environments. Sustained funding for programs that have developed a demonstrated audience such as Sesame Street, 3-2-1 Contact, Footsteps, Villa Alegre, Music-Is remain a major funding problem. At this time there are no plans for continuation of Footsteps or 3-2-1 Contact.

Question: Under the Basic Skills Improvement Act Section 207 which allows for the development of the use of technology in teaching basic skills do you see an important role for the new micro computer technology?

Response: The jointly sponsored legislative staff seminars on technology and the handicapped sponsored by Senator Randolph and Congressman George Brown last November detailed some of the promise this technology has to offer. Inexpensive voice operated micro-computers can be a major learning opportunity for the blind. Computer conference calls among the non-handicapped, the deaf and the seriously handicapped remove communication barriers since all are communicating through the keyboard of a computer terminal. We have also demonstrated the use of computers with gifted and talented children. They are particularly adept at learning the language of such systems and creating their own programs whether they are composing in computer music, art, science or language arts. We anticipate that such technology will open a new door for many children especially in the area of basic skills.

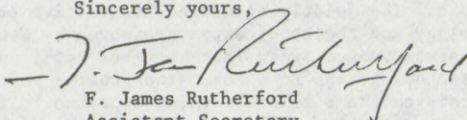
Question: How will satellite and other telecommunication programs be able to benefit education? How will they be used for the handicapped? For the gifted and talented?

Response: The increased sophistication of these technologies means two things. First, isolation is reduced. Satellite communications reach the most remote areas of our nation. Schools in very remote areas now have equal access to learning resources once available only to those in the more densely populated areas. Second, information sciences allow for diverse and very specific needs of the users. It has already been demonstrated that severely handicapped workers can use telecommunication systems to tie them to the world of work. On such systems, work is done at the time and the ability of the handicapped worker. For example, a worker with very low stamina might work at any time and for any duration. The system allows the worker to accrue a forty-hour week at thirty-minute spans of time when the worker is able to be on the system.

I am told that gifted and talented youngsters are already taking advantage of these new technologies. Under existing information science systems they can access large information resources literally around the world. My experience shows me that some of these young people are very adept at the use of these technologies. Some of the best programs in micro computers are produced by teenagers and transferred around the nation through various telecommunication systems.

If you wish to explore further any of my responses or if you have additional questions, I would be pleased to meet with you at your convenience.

Sincerely yours,



F. James Rutherford
Assistant Secretary
for Educational Research
and Improvement--Designate

cc: Senator Harrison A. Williams, Jr.
Chairman, Committee on Labor and
Human Resources

THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

May 1, 1980

Honorable Claiborne Pell
United States Senate
Washington, D.C. 20510

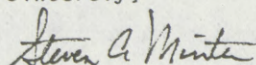
Dear Senator Pell:

At yesterday's confirmation hearing you asked me to comment generally on the Senate version of legislation reauthorizing the Higher Education Act. In particular, you sought the Administration's views with respect to the cost implications of the Senate bill as compared to the House version passed last year.

It is our position that the Senate bill, although less costly than the House version, is still too costly. We are especially concerned with the cost implications of the Guaranteed Student Loan provisions in the Senate bill, which exceed both the Administration's proposal and the ceiling set by the Senate Budget Committee. We will strongly urge the Senate to consider favorably several cost-saving amendments which place reasonable limits on the otherwise uncontrollable GSL program.

I look forward to working with you on the legislation as it proceeds to floor action.

Sincerely,



Steven A. Minter
Under Secretary-Designate

cc: Honorable Harrison Williams

The CHAIRMAN. This has been a very, very useful hearing that will be received, I am sure, by members here with approval. We will do our best to try to be efficient in getting you speedily to your positions.

Thank you very much. The hearing is now adjourned.

[Whereupon, at 12:30 p.m., the committee was adjourned.]

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