-Marland

(Continued from Page 8)

is going on.

Reforms initiated at the Federal level — in finance, research, curriculum, accountability, and administration — have implications for American education today that go far beyond the size of our budget implications, even this year.

They are the groundwork for an educational system that will embrace not only schools and colleges and universities, but also will have the potential of reaching every individual in the country and at every stage of his or her existence.

Launching these reforms has been the story of 1971. Realizing their effectiveness will, I hope, be the story of American education for many years to come.

The President is determined to bring to reality a concept that has been under active bipartisan consideration for at least ten or fifteen years.

I am speaking of revenue sharing, a way of entrusting the States and the local school districts with a larger share of the Nation's responsibilities and a larger share of its resources.

As Secretary Richardson said in his testimony on the Education Revenue Sharing Act in late October, "We have . . . reached a position in history where the Federal funds devoted to education are substantial, where the Nation accepts this as necessary, and where it is necessary and appropriate to broaden the authority given the States and localities."

There are so many things to be said in revenue sharing's favor, but I have a special enthusiasm for it — my own personal vision for the Office of Education, as a true national service organization, freed of paperwork and administrative detail, free to carry to the people in the field — at their call — the technical expertise and knowhow that should be our most valuable stock-in-trade as the center of the network of concerned educators.

We should be solving problems in education, not pushing paper. Education revenue sharing can point strongly in that direction.

Revenue sharing implies fundamental change in the administration of Federal funds, not necessarily a substantial increase in the amount of money for education, though that would seem likely. It is not meant to be a money bill but rather a process bill.

Touching on research, consider the Administration's extraordinary initiatives in educational research, responding again to the President's call for reform, for change, and for renewal.

This is an opaque area that has absorbed more than a billion Federal dollars in the past few years. Yet the results are quite insubstantial, even now. The President has proposed legislation, also a part of the higher education bill, to establish a National Institute of Education, NIE.

This institution would finally get it all together in educational research and development, achieving the critical mass of intelligence needed to make a difference in what happens in the classroom.

Time does not permit me to describe the range of NIE's inquires as they are presently envisioned. Yet I will say that NIE would be concerned with such things as how to restructure our educational system for greater effectiveness, how to increase access to education for all, how to bring productivity to education, how to reexamine the governance of education, how to look to the financing of education, and how to help minority and poor children learn, for they are not learning now.

• • •

We are making important changes at this time in the Office of Education — not in a reorganization but in regrouping ourselves more centrally.

We want to be able to focus what resources we have in terms of delivering to the schools and colleges a more lively and immediate service without the cluttering of paperwork and the infinite array of forms, multiforms, evaluations, guidelines, and regulations. We call this renewal.

It is a system of putting together in one piece most of the discretionary programs we have and delivering them in depth to sites to be chosen competitively and with the participation of the States. These programs will focus entirely on the disadvantaged to finally bring quality education to those most in need.

Under the administration of local creative and risk-taking administrators, resources will be targeted in depth to solve these problems and become examples of models throughout the country. We hope to have 20-30 pilot projects operational by the end of fiscal year 1973.

Turning again to legislation — the higher education bill going to the conference committee next month in all likelihood — I would point to the fact that its major components, including expanded student aid, institutional aid, the National Foundation for Higher Education, and the National Institute of Education, are all Administration initiatives

The President demanded, somewhat over a year ago, that no young person in the United States should be denied the benefits of higher education if he was qualified and wanted to go to college. No one has ever dared say that from a public podium of responsibility. He is pressing that this legislation be passed and I am helping him press it.

There is division in Congress as to whether the legislation will indeed be aimed at the most needy — either at the most needy students and families or at the most needy institutions in terms of the ways they are responding to Federal initiatives.

We can't be sure, of course, what the higher education legislation will look like when it comes out of committee. We are hopeful that it will be the most far-reaching piece of legislative support of its kind ever devised in this country.

We are gearing ourselves up to put it in motion — the Foundation planning, the NIE planning, and the infinite planning attaching to student aid and ultimately to institutional aid.

Career education — another current and exciting thrust of the Office of Education. Like so many things I have been talking about today, it is a future, still a concept and not nailed down as a blueprint as yet, but the launching of a debate which I hope will sweep across the country in the next year or two.

We are trying to find ways to make elementary and secondary schools and community colleges and four year institutions more meaningful to those young people who are now there.

So many find themselves aimless, without purpose, without a sense of career, and indeed, without a sense of controlling their own lives.

And we hold with many of the ablest psychologists that one of the great solutions to our education for disadvantaged will be when these young people, especially in our inner cities and rural depressed areas, begin to feel and genuinely know that they can have a control over their own lives.

This speaks to career education. Young people will know what the world of work is all about — to pursue it in the early grades and learn about it more intensively as they come up

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IBM lends workers as college teachers

NEW YORK — A new program of business support to black colleges — the transfusion of teaching talent from corporation to campus — was recently described here by International Business Machines Corporation and officials of public and private colleges.

Eighteen scientists, engineers and other volunteers from IBM's professional staff, on paid leaves from their regular jobs, are spending the current academic year teaching at 18 colleges in the South.

Each participating college identified skill and curriculum needs last spring. These were matched with the abilities and experience of IBM volunteers and interviews were conducted on campus so so that both school officials and volunteers could be reasonably assured of good match.

The initial success of the faculty loan program was outlined at a press briefing conducted by the United Negro College Fund, the Office for Advancement of Public Colleges and IBM.

• • •

"Colleges can be aided immensely by the expertise of business professionals on their faculties and in their admisistrations," said Vernon E. Jordan Jr., former director of UNCF.

"This kind of support has been the special province of predominantly white schools for many years. I believe IBM's faculty loon program is a significant step in the right direction and hope other corporations will be challenged to develop similar efforts."

The IBM volunteers who interrupted their company careers for the academic year are teaching undergraduate and graduate courses in physics, mathematics, business, chemistry, computer science and engineering.

The departments to which they are assigned generally have fewer than a half-dozen staff members. In many instances, the courses they are teaching are being offered for the first time because there is now someone available to teach them.

• • •

The impact of the volunteers on the campus often extends beyong the classroom. In addition to teaching, most of the volunteers are helping to develop new curricula, setting up new labs, conducting faculty seminars and working on interdepartmental study programs. For example:

Robert E. Lee, an electronics engineer from IBM's laboratory in Burlington, Vt., is teaching at Tuskegee Institute. So that his students can gain practical, "hands-on" experience, he is helping them design a semi-conductor circuit laboratory and a campus FM radio station.

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Job applicants are sought for posts to open soon

STONY BROOK, N.Y. — Numerous career opportunities for minorities and women are expected to become available at the nation's fastest growing Health Sciences Center when the current job freeze for state employment ends.

Resumes for a "job bank" are now being actively sought by the new Health Sciences Center of the State University of New York at Stony Brook.

The recently established Center presently has about 300 faculty and staff members and 400 students. By 1977 it is scheduled to have 4000 faculty and staff and a total of 6500 full and part-time students.

A dean of medicine will be sought and numerous other key faculty and administrative positions are expected to become available. Technical assistants, computing personnel, clerical staff, librarians and faculty members in the Health Sciences Center's Schools of Medicine, Dentistry, Nursing, Allied Health Professions, Basic Health Sciences and Social Welfare all will be needed.

• • •

None of these jobs can be filled right now due to New York State's fiscal crisis which has brought a job freeze at the State University and all other state government units.

However, Health Sciences Center officials are pressing ahead with minority recruiting efforts despite the freeze, so that a job bank of minority and women

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