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## Curran, Edward: Humanities Chairman Nomination Hearing (1985): Report 01

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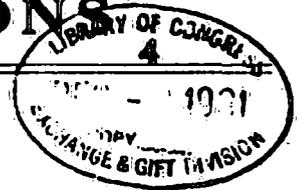
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# NOMINATIONS



8-374  
341

HEARING  
BEFORE THE  
COMMITTEE ON  
LABOR AND HUMAN RESOURCES  
UNITED STATES SENATE  
NINETY-SEVENTH CONGRESS

FIRST SESSION

ON

EDWARD A. CURRAN, OF MARYLAND, TO BE DIRECTOR, NATIONAL INSTITUTE OF EDUCATION;

JEAN STAPLES TUFTS, OF NEW HAMPSHIRE, TO BE ASSISTANT SECRETARY (FOR SPECIAL EDUCATION AND REHABILITATION SERVICES) DEPARTMENT OF EDUCATION; AND

GARY LELAND JONES, OF VIRGINIA, TO BE DEPUTY UNDER SECRETARY (FOR PLANNING AND BUDGET) DEPARTMENT OF EDUCATION

SEPTEMBER 22, 1981



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

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WASHINGTON : 1981

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# NOMINATIONS

TUESDAY, SEPTEMBER 22, 1981

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

The committee met, pursuant to notice, at 2:15 p.m., in room 4232, Dirksen Senate Office Building, Senator Orrin G. Hatch (chairman of the committee) presiding.

Present: Senators Hatch, Stafford, Weicker, and Randolph.

## OPENING STATEMENT OF SENATOR HATCH

The CHAIRMAN. Today we are pleased to present to the Committee on Labor and Human Resources three individuals nominated by the President for important positions in the administration. We are also honored with some of our colleagues from the Senate being here to present these nominees.

I am especially pleased to recognize the participation of Dr. Joseph Rosenstein, coordinator of regional programs in the Department of Education, who will carry the messages of this hearing to those in the audience who are unable to hear them. Dr. Rosenstein is a recognized expert in sign language and has volunteered his assistance to our committee on other occasions.

Thank you, so much, Doctor, for being with us today.

We will first take the nomination of Mr. Edward Curran of Maryland to be director of the National Institute of Education.

He will be followed by the nomination of Mrs. Jean Tufts of New Hampshire to be Assistant Secretary for Special Education and Rehabilitative Services in the Department of Education.

I am pleased that Senator Humphrey is here. I understand Senator Rudman is trying to get here on behalf of Mrs. Tufts to introduce her. We will have you do that even before we bring Mr. Curran to the witness chair because of your busy schedules, so that you can do this and then leave.

Finally, we will consider the nomination of Dr. Gary Jones of Virginia to be Deputy Under Secretary for Planning and Budget in the Department of Education.

Senator Laxalt had planned to introduce Dr. Jones, but because of a conflict in schedules he is unable to be here today. He has asked me to put his introductory statement on behalf of Dr. Jones into the record, which I will be happy to do at the appropriate time.

If all three of the nominees will stand, we will swear you in at this time.

Do you swear to tell the truth, the whole truth, and nothing but the truth so help you God?

## COMMITTEE ON LABOR AND HUMAN RESOURCES

ORRIN G. HATCH, Utah, *Chairman*

ROBERT T. STAFFORD, Vermont  
DAN QUAYLE, Indiana  
PAULA HAWKINS, Florida  
DON NICKLES, Oklahoma  
LOWELL P. WEICKER, Jr., Connecticut  
GORDON J. HUMPHREY, New Hampshire  
JEREMIAH DENTON, Alabama  
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EDWARD M. KENNEDY, Massachusetts  
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GEORGE W. PRITTS, Jr., *Chief Counsel*  
RENN M. PATCH, *Staff Director and General Counsel*  
LAWRENCE C. HOROWITZ, M.D., *Minority Staff Director*

(11)

Mr. CURRAN. I do.

Mrs. TUFTS. I do.

Mr. JONES. I do.

The CHAIRMAN. Thank you very much.

We will now call out of turn both Senators Humphrey and Rudman to the witness chair. You may introduce Mrs. Jean Tufts to us. Then I know that both of you have other schedules that you have to maintain. We will call Mrs. Tufts as our second nominee this afternoon.

**STATEMENT OF HON. GORDON J. HUMPHREY, A U.S. SENATOR  
FROM THE STATE OF NEW HAMPSHIRE**

Senator HUMPHREY. Thank you, Mr. Chairman.

I welcome this opportunity to introduce to the committee Mrs. Jean Tufts of my State of New Hampshire.

As a resident of New Hampshire, Mrs. Tufts has distinguished herself in service to her community, her State, and her country.

Her qualifications for the position of Assistant Secretary of the Office of Special Education and Rehabilitative Services demonstrate that unique blend of talents which have enabled her to accept the challenge of developing the grassroots leadership required in our education programing.

Mrs. Tufts has served as the chairman of a local school board, president of the New Hampshire State School Board Association, and the president of the National School Board Association.

Her national policymaking abilities have been demonstrated in her service on the National Council for Accreditation of Teacher Education, the policy options project of the Council for Exceptional Children, and the advisory committee on arts, education, and industry.

During her experience in policy positions however, she has been careful to maintain contact with children. In addition to being the proud mother of four, Mrs. Tufts has worked with both handicapped and nonhandicapped youth. She was a State consultant for preschool handicapped children in New Hampshire, director of a child care association, and the director of the Rehabilitation Center of Portsmouth.

It is with great personal pleasure that I introduce Mrs. Tufts and support her wholeheartedly for the nomination to the position of Assistant Secretary for Education.

Let me just close, Mr. Chairman, with a personal word. I have known Mrs. Tufts and her family for a number of years. Surely President Reagan could not hope for a more praiseworthy nominee for a position such as this.

The CHAIRMAN. Thank you, Senator Humphrey.  
Senator Rudman?

**STATEMENT OF HON. WARREN RUDMAN, A U.S. SENATOR  
FROM THE STATE OF NEW HAMPSHIRE**

Senator RUDMAN. Thank you, Mr. Chairman.

I have known Jean Tufts for many, many years. I think it is significant that she has been chosen for this post, because in our State of New Hampshire people who devote a lifetime to the public

good often do it without compensation whatsoever. Mrs. Tufts is such a person.

I have known her and her work personally. I have known of her deep concern for handicapped children and for children who need special education. I know that she has been on the forefront of fighting for these youngsters at a time when those kinds of battles were not very popular with those who were trying to keep the budgets down in our State.

I know that Senator Weicker will be particularly interested to know that this is a woman who has demonstrated for a lifetime a devotion to a singular purpose of helping youngsters who need special help with their education.

I hope that this administration will give her the backing that she needs to do what has to be done for these youngsters. She is a fine person from a fine family. It is a special pleasure to be here and tell you that today.

The CHAIRMAN. Thank you so much.

Mrs. Tufts, it is certainly a credit to you that both of your U.S. Senators are here to testify for and on your behalf.

With that, we know that you both have other duties. We are really happy to have had you come before our committee.

Senator Weicker, I apologize to you for not extending you the opportunity to make an opening statement if you would care to make one.

Senator WEICKER. Mr. Chairman, I thank you very much; however, I think that my statements will come through during the course of my questions to the nominee.

The CHAIRMAN. That will be fine.

Senator Randolph, did you have an opening statement to make?

Senator RANDOLPH. Mr. Chairman, is it appropriate for me to make some statement prior to Mrs. Tufts?

The CHAIRMAN. She is going to be the second witness. I will call on you then—right before Mrs. Tufts comes to the witness chair.

Senator RANDOLPH. Thank you.

The CHAIRMAN. We will begin with Mr. Edward Curran of Maryland who has been nominated for Director of the National Institute of Education under the Department of Education.

Mr. Curran, welcome to our committee. We are happy to have you here.

We will note for the record that Senator Mathias intended to be here to introduce you today, but because of other conflicts he is unable to be here.

**STATEMENT OF EDWARD ARTHUR CURRAN, NOMINEE FOR DIRECTOR, NATIONAL INSTITUTE OF EDUCATION, DEPARTMENT OF EDUCATION**

Mr. CURRAN. Thank you, Mr. Chairman.

In lieu of reading my prepared statement, with the permission of the committee I will submit it for the record and simply summarize.

The CHAIRMAN. Without objection, your full statement will be placed in the record at the completion of your oral testimony. We would appreciate summaries.

Mr. CURRAN. I would like to say, first, that it is indeed a rare honor and privilege to be here as the nominee of the President of the United States for the position of Director of the National Institute of Education.

I might say also that it is a privilege to be before this committee in these chambers.

Mr. Chairman and members of the committee, although I am today from Maryland, I grew up on a small farm in the southern part of Vermont. I attended a three-room schoolhouse in Stanford, Vt. I went on to Massachusetts to public high school and then on to Yale and Duke University for my graduate work.

I have spent the last 25 years of my life as teacher, counselor, and administrator.

I feel very strongly that I am a product of the public school system of this country. I am deeply committed to that system.

I believe, Mr. Chairman, that the primary responsibility for the support and direction of educational programs resides at the State and local levels.

I am also convinced, however, that the Federal Government can play an essential role by providing leadership in the examination of important national education issues through support of research and the dissemination of findings of such research in order to continue to improve education in the United States.

Thank you.

The CHAIRMAN. Thank you, Mr. Curran.

I have heard it argued that too much of the research and demonstration which is paid for with Federal funds is valuable only to other researchers. That is, the average school principal or teacher who gets a report finds countless tables or exotic statistical procedures and few, if any, descriptive materials that can translate into improving education.

First, do you think that there is justification for this position?

Second, if there is, how would you go about translating research jargon into practical classroom application?

Let me say first, Senator Hatch, that one of my first priorities at the Institute will be to see just how much paperwork is involved with grants that are made as the result of decisions made by the institute.

I think that we are beginning to see that some of that research is, in fact, being applied in the world of the practitioner.

From the many years that I spent in the classroom at practically every level—elementary through secondary school—I longed for an opportunity to have some research that would help me be an even more effective and better teacher.

I think now we are beginning to get reports that the research is being applied. Just recently, Tom Minter, formerly of the Department of Education and now of the New York City schools, pointed out that reading is showing, through testing, great improvement in the New York City school system.

In Austin, Tex., where the time on task research findings were applied, apparently similar findings are being reported.

Right here in Washington, D.C., we are beginning to see this to be true, particularly with youngsters in the elementary grades—through grade 5.

I think there are ways. I do not pretend to know what they are yet.

The CHAIRMAN. During the reconciliation process, there was considerable discussion about the research centers funded by the National Institute of Education. Our conference report calls for them to be bid in the marketplace when the current contract period runs out.

Only Ohio State University's vocational education has preserved status.

Do you have any good reason why that center, also, should not be required to compete in the marketplace?

Mr. CURRAN. I think one of the fortunate things about being before you today, rather than 5 weeks from now when perhaps I would have to respond to the same question in front of this committee or subcommittee, is that I am just now really beginning to learn what the Institute's work is about.

I am familiar with the 17 labs and centers. I am familiar, but barely so, with the discussions that have taken place in terms of these labs and centers being required or asked to compete in the open marketplace.

I would really rather reserve an opinion on this until I have a chance to get back to the Institute and study the issue and be briefed thoroughly and talk to people who are associated with the labs and centers and with the Institute.

Is that answer satisfactory?

The CHAIRMAN. Yes.

Would you be kind enough to submit that in writing to us when you feel that you have a handle on that and can give us your opinion on it?

Mr. CURRAN. Absolutely.

The CHAIRMAN. The report of the National Commission on Employment and Unemployment Statistics suggests that much of the data available for economic planning purposes, and particularly for job training, is of questionable value.

While data systems are actually under the National Center for Educational Statistics which in turn falls under Gary Jones' supervision, what kind of relationship do you see necessary to develop with NCES to enhance the validity of the data your research people will be working with?

Mr. CURRAN. I think there is a great opportunity for these two agencies to work together—both of which, as you say, report directly to the Assistant Secretary for Education, Research, and Improvement, Donald Senese.

I know personally, and have known for some years, the present director of the National Center for Educational Statistics. We have already had conversations and have agreed to get together, assuming I am confirmed to work on just these problems.

I believe that the data bases they have help enrich the kind of research and work that we do.

The CHAIRMAN. We received a lot of pressure during the development of the reconciliation process that continue to pour money into reading demonstrations and fundamentals. I really wonder what we actually know about the pathology of reading that we did not already know 10 years before we spent all this money.

Test scores continue to fall. Only with the minorities has reading actually been improved. Would you comment on this?

Mr. CURRAN. This is a matter of some concern to me. I think that this is a very good time, in terms of the life of the Institute, to think of evaluating what the people at the Institute have referred to as a decade of research. In other words, has this money really been well spent?

As I commented on in my response to your first question, we are beginning to see, I think, very encouraging signs of the improvement of reading at the elementary school level, particularly in some of our large urban school systems.

I think we have to do more, in terms of research on how one learns to read, and then perhaps to distinguish that from how one learns to comprehend. I am not sure that enough work has been done in terms of the comprehension of reading.

We see the improvement at the younger level, while at the same time we are witnessing a decline of scores at the upper levels. This is something I feel we should address, and can address, but I would like to evaluate it before saying to you that I feel more money necessarily is going to solve that problem.

The CHAIRMAN. I congratulate you on this position and on your nomination. I am sure you have contemplated this assignment.

Could you give us some indication of what you have in mind for the National Institute of Education and for its future?

Mr. CURRAN. As this committee well knows, by statute, the National Institute of Education is committed to equity and the improvement of practice. I think we must continue to work toward equality of educational opportunity for all of America's youngsters.

I know that in the reauthorization of 1980 particular attention was asked of the institute to be paid to the adolescents in our society. I know that Secretary Bell has expressed again and again his great concern that our youngsters do not understand technology, yet they must function in a technological world.

The reauthorization also asked us to take a look at research on international education.

As I mentioned to someone on the NIE staff, my style, I think, in terms of being a school principal and director of the National Institute of Education, is to move into the agency, see what is there, evaluate it, and then work from there.

There are certain mandated priorities to which we must continue to give our attention.

The CHAIRMAN. I am pleased to note in your employment history your rich experiences in the supervision of instruction and in the management of the private school community.

Recently, the new Coleman report on achievement in church-related private schools, as compared with public schools, suggested that youngsters do better in private school settings. Do you plan to either validate Coleman's findings or delve more deeply into what is making more and more people opt to place their youngsters in the private schools?

Mr. CURRAN. I am not sure what our own priorities are within the institution. I think it can be healthy to delve more deeply. The National Assessment for Educational Progress, for example, has been gathering material from both public and private schools.

I think we should approach these studies not out of fear or out of any other emotional feeling in terms of what we might learn, but I think it would be good—not only to compare private and public schools but to compare public and public schools.

I think it is our job as a research institute to identify those schools where effective teaching and learning is taking place. If we can identify those schools, then it is up to us to disseminate that information so that other youngsters will have the same benefits.

The CHAIRMAN. If private schools are doing a better job, then the public schools can benefit from having made the observation is what you seem to be saying.

Mr. CURRAN. I like to believe that.

As you know from my statement, I have always believed in a close relationship between the public and private schools. Even in my second year at Cathedral School, it was through my suggestion that Vince Reed, who at that time was principal of Woodrow Wilson High School, became a member of our board.

We undertook in my last year as headmaster a joint program with the District of Columbia schools to work together to see if there were better ways to reach the middle range child—the child who was neither gifted nor a problem.

Yes, to answer your question; I do.

The CHAIRMAN. I appreciate that response.

The Reagan administration seems committed to dismantling the Department of Education. I assume there will be some Federal presence, even if they accomplish that, in education. What do you think the proper Federal presence should be in education in this country?

Mr. CURRAN. Speaking not for the administration, it seems to me that if there is a valid role for the Federal Government in education it would be in the area of research and dissemination of that research.

I do not have any problem with that.

The CHAIRMAN. Thank you so much.

Senator Randolph, do you have any questions for Mr. Curran?

Senator RANDOLPH. May I take 30 seconds?

The CHAIRMAN. Sure.

Senator RANDOLPH. I may decide to provide the questions and then have responses from Mr. Curran for our record.

The CHAIRMAN. That will be fine, Senator Randolph.

Senator Weicker?

Senator WEICKER. Mr. Chairman, I have had a chance to read Mr. Curran's background. It is true that it is devoid of any formal role in the public education system. By the same token, Mr. Curran's background is almost totally, except for his own schooling, within the private sector.

On the other hand, I do not think in any way that is a drawback to duties which are going to place him in the middle of the public sector.

The CHAIRMAN. It might even be a help.

Senator WEICKER. I do not think anybody has legislatively been more involved in that than I have. Quite frankly, I come out of the private sector as far as education is concerned.

I think your formal statement is a little more sensitive than most of the statements I have seen come forth in this administration as it relates to education.

I like the fact that you do not apologize for the achievements of public education in this country at a time when a lot of people are trying to make it their whipping boy and point out where we have failed. Both you and I know, without question, it has been a huge success.

Mr. CURRAN. I believe that.

Senator WEICKER. Probably more so than anything in the history of man.

I notice that Mr. Curran went to Yale. As I have said many times before, I went to Yale.

The CHAIRMAN. We will try not to hold that against you, Mr. Curran. [Laughter.]

Senator WEICKER. When he and I went to Yale, a large percentage—indeed, the heaviest percentage—of students probably came out of the private school system. Whether you attended or not depended to a large degree on whether you had the money.

Today a large percentage comes from the public school system. It makes no difference how much money you have. Speaking for myself, I would have a great deal of difficulty getting in there right now.

That, in itself, is the testimony of what has taken place in terms of public education in this country.

Without getting into any back and forth at all, Mr. Curran, on the administration's plan to dismantle the Department of Education, which I disagree with, I just hope that you live up to your own words here and your own statement.

I think you really have a very unique opportunity—in the sense of both your professional experience and your education—to make a tremendous contribution to the public side of education in this country. I wish you nothing but the best of luck.

Mr. CURRAN. Thank you very much, Senator.

The CHAIRMAN. Thank you, Senator Weicker.

Senator Randolph, I am sorry. I thought you were through.

Senator RANDOLPH. No problem, Mr. Chairman.

I am delighted to be with you and Senator Weicker during this very important hearing.

You understand the commitments that we have in other committees. I have had one such this afternoon which has been very important.

I do want to comment on what Senator Weicker has just said and what Mr. Curran has said in a sense about not apologizing for public education.

I have no hesitancy in saying for the record that Mrs. Randolph and I determined—and this, of course, was some 30 years ago or more that we would have our children in the public school system.

More difficult now, Senator Weicker, would be that determination; because I have seen the deterioration within the public school system. This is not the time to discuss it, but it is there, Mr. Curran.

Am I right or wrong?

Mr. CURRAN. I would say only, Senator, that you and I discussed this yesterday afternoon when you were good enough to talk to me.

Senator RANDOLPH. Yes.

Mr. CURRAN. There are problems, and we must strive to correct them. At the same time I think that we have youngsters coming out of the public schools today who can take pride in the fact that they have been well prepared and are qualified for the next step in life.

In answer to your question, yes, there are problems. They must be addressed.

Senator RANDOLPH. I return to the decision which we made to say that the educational process, as it worked with our two sons within the public school system, was a good one. It was, I would think, largely because of the—not only informed but inspired—teachers from whom they had the privilege of receiving instruction and discipline and information during those years of junior high and high school, and even before.

I want to pass on to this very important subject which has been raised here about Yale University. You are from Yale; is that correct?

Mr. CURRAN. I graduated from Yale University; yes, sir.

Senator RANDOLPH. And you, Senator Weicker, are from Yale also?

Senator WEICKER. I received my liberal education at Yale for undergraduate and my conservative education from the University of Virginia for my law degree. [Laughter.]

The CHAIRMAN. I am going to have to revise my analysis of the University of Virginia. [Laughter.]

Senator RANDOLPH. You can well understand my shortcomings when I tell you that I am simply from a small college in the hills of West Virginia.

I do want to say this: If you will study the reasons why Yale came into being, you will find that it was the desire of its founding fathers that the school be formed to correct the mistakes at Harvard. [Laughter.]

That is in the official document.

That will not mean much, and I should not mention it. However, it does show that there is some competition, even among the so-called elite.

I have decided, at long last, that we will submit these questions.

Mr. Curran, we know that you will answer them in the spirit in which they are asked of you.

I enjoyed our conversation very much.

Mr. CURRAN. I did too.

Senator RANDOLPH. I think it is important perhaps when we feel the way we do to say that I will support your nomination for this important position.

Mr. CURRAN. Thank you.

The CHAIRMAN. Thank you, Senator.

We want to commend you for this nomination. We see no difficulties with your nomination. Frankly, we have enjoyed chatting with you today and have appreciated the answers to the questions.

Mr. CURRAN. Thank you very much, Senator.

The CHAIRMAN. Thank you.

[The prepared statement, biographical sketch, and responses to questions subsequently submitted to Mr. Curran follow:]

STATEMENT OF  
EDWARD A. CURRAN  
FOR CONFIRMATION AS  
DIRECTOR  
NATIONAL INSTITUTE OF EDUCATION  
BEFORE THE  
COMMITTEE ON LABOR AND HUMAN RESOURCES  
UNITED STATES SENATE  
WASHINGTON, D.C.  
SEPTEMBER 22, 1981

Mr. Chairman, members of the Committee, I count it a high honor to have been nominated by the President of the United States for the position of Director of the National Institute of Education. It is a privilege to appear before you today to share my perceptions of this position, and to discuss my background and experiences as they relate to it.

The National Institute of Education was created in 1972 to support inquiry through research, development, and dissemination focused on critical problems in American education, funded through the competitive grant and contract-making process with a heavy reliance on peer review by outside experts. Its authorizing statute stressed:

While the direction of the education system remains primarily the responsibility of State and local governments, the Federal government has a clear responsibility to provide leadership in the conduct and support of scientific inquiry into the educational process.

The National Institute of Education is a paradigm for the appropriate role of the Federal government in education. Two years ago, the statute that authorized merging NIE with the newly-founded Department of Education reaffirmed the distinction between the State and local role in education and Federal involvement, but specifically noted that one of its purposes was "to promote improvements in the quality and usefulness of

education through federally supported research, evaluation, and sharing of information."

A Senate report on the merger citing the special contribution Federal research can make to education further supported this view:

Support for research and improvement activities are the mechanisms through which the Federal Government can least intrusively and most productively increase the capacities of State and local governments, private organizations, and individuals to improve the quality of American education.

Mr. Chairman, I believe the primary responsibility for the support and direction of educational programs resides at the State and local level. I am also convinced that the Federal government can play an essential role by providing leadership in the examination of important national education issues through support for research and the dissemination of findings of such research.

Let me say a word about my own background.

Although my vita indicates extensive experience with private elementary and secondary schools, it does not tell you that I am a product of our public schools and that I am deeply committed to them. I grew up on a small farm and attended a three-room schoolhouse in rural Vermont through the eighth grade, before graduating from a public high school in neighboring Massachusetts.

I have spent most of my adult career in education, both here and abroad, as a teacher, counselor, admissions officer, and administrator. I therefore know firsthand, some of the problems facing our schools and our citizens.

I know how hard it is to motivate bright young people to use their abilities to the fullest. I have long been concerned with building bridges between the world of the public school and the private school, so that each can learn from the other.

My own experience convinces me of the importance of fully involving parents and the community in the educational programs of their children. Finally, I am familiar with the importance of education to employers in the private sector, as well as with the great need for education and training in the corporate world.

Mr. Chairman, in spite of the pessimism that pervades much of today's discussion of education, I am optimistic. The accomplishments of education are among this country's greatest achievements and, in many ways, the envy of the world. No other society educates such a large proportion of its citizenry to the literacy levels we enjoy. We have progressed from an era of one-room schools to an age of great research universities in little more than a generation. This is a remarkable record that speaks of our abilities.

We live in an age of increasingly global competition calling for the highest order of excellence in all fields of educational endeavor. Such educational excellence is vital if we are to continue to be a beacon to the rest of the world, demonstrating what daring and freedom can accomplish, whether in the exploration of space or the education of our youngsters. I believe the work of the National Institute of Education, through its research and dissemination, can help us make progress on the challenges we face and welcome.

Education in this country has helped generations to realize the rich promise of America: To progress as far as one's skills, talent, and perseverance will reach. We must restore confidence in the role education plays in the realization of this promise.

Thank you, Mr. Chairman. I will be pleased to answer any questions you may have.

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# STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

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

Name: Curran Edward Arthur  
(Last) (First) (Middle)

Position to which Director, National Institute Date of  
 nominated: of Education nomination: August 11, 1981

Date of birth: 22 8 33 Place of birth: North Adams, Massachusetts  
(Day) (Month) (Year)

Marital status: Married Full name of spouse: Nancy duPont Curran

Name and ages of children: Peter 29  
Peyton 26

Education:	Institution	Dates attended	Degree received	Date of degree
	<u>Drury High School</u> <u>North Adams, Mass.</u>	<u>1947-1951</u>	<u>High School</u> <u>Diploma</u>	<u>June 1951</u>
	<u>Yale University</u>	<u>1951-1955</u> <u>Summers</u>	<u>B.A.</u>	<u>June 1955</u>
	<u>Duke University</u>	<u>1964-1968</u>	<u>M.A.T.</u>	<u>July 1968</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.

Main courtyard of The National Cathedral School,  
Washington, D.C., named in my honor.

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	Offices held (if any)	Dates
<u>Assoc. of Independent Schools of Greater Wash. Country Day School</u>	<u>President</u>	<u>1968-1981</u>
<u>Headmasters Association</u>		<u>1976-1981</u>
<u>Headmasters Association</u>		<u>1974-Present</u>
<u>National Association of Independent Schools</u>		<u>1968-1981</u>
<u>National Association of Principals of Schools for Girls</u>		<u>1968-Present</u>
<u>National Association of Secondary School Principals</u>		<u>1968-1981</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.

1955-1957: Teacher, Englewood School for Boys, Englewood, NJ

1957-1968: Teacher (with various administrative duties in  
Middle School, Admissions, Student Affairs and  
College Guidance), St. John's School, Houston, TX

1968-1980: Headmaster and Teacher, The National Cathedral  
School, Washington, DC

1980: Reagan-Bush Campaign, Arlington, VA

1980-1981: Education Transition Team, Administrative  
Assistant, Washington, DC

1981-Present: Associate Director, Presidential Personnel,  
The White House, Washington, DC

**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.

None

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**Published writings:**

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

Wrote a regular column, "From the Headmaster," in The National Cathedral School Magazine (1968-1980)

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**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.

None

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**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

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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

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

No

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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

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**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

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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

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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  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

n/a  
\_\_\_\_\_  
\_\_\_\_\_

Senator Randolph: Mr. Curran, several years ago this committee instructed the National Institute of Education to begin soliciting research and development programs from the regional laboratories and research and development centers to insure that various geographical regions of this country had a chance to influence the research supported by the Federal Government.

We also wanted to make sure the research and development proposals submitted by the Labs and Centers reflected the needs of the regions to be served.

"NIE" responded by funding those proposals that had merit, including the Appalachian Educational Laboratory in my home State which works closely with educators in West Virginia and the entire Appalachian region on problems that plague our educational system.

Can you give me and this committee some assurances that the laboratories and centers will be continued under your leadership?

I would expect you to monitor them closely, review them often, and determine that they are still doing high quality work, of course. But I also want to make sure that they don't get put into jeopardy just because we've changed Directors again.

Answer: Since its inception NIE has played a strong leadership role in building and supporting a national research and development system. In addition to the 17 labs and centers there are now 700 other R&D organizations, several thousand university-based faculty, and hundreds of State and local education agencies with the capacity to provide needed services to educators. The breadth and diversity of this system is its strength.

We intend to continue to fund important components of this research system. Of course, we will as you suggest monitor each closely to guarantee the quality of its work and to ensure cost effectiveness and the best possible use of our limited resources.

Senator Randolph: Mr. Curran, I know that the President's budget doesn't provide you with the opportunity to begin very many new programs.

Therefore, I can see where you might be tempted to cut out some existing programs simply to free up funds for new programs.

If you are thinking along those lines, let me remind you of some history. This committee hasn't always agreed with the Institute during reauthorization procedures.

Yet, this committee has been good to "NIE" compared to the treatment it often received at the hands of the Senate Appropriations Committee.

Much of NIE's trouble stemmed from the fact that the authorizing and appropriations committees were never sure what it was up to or what it was all about.

In recent years however, the Institute has achieved some stability. A lot of that new stability resulted from the fact that NIE entered into long-term contracts and grants with a variety of institutions, including labs and centers, and I would hate to see those long-term relationships threatened simply to free up some money for new programs of unknown quality.

What assurances can you give us about maintaining existing contracts and grants and thereby ensuring some needed continuity in the research and development programs your agency funds?

Answer: In addition to the 17 labs and centers, the Institute funds 22 other organizations and, through open competitions, it supports hundreds of projects in universities and State and local education departments around the country. In West Virginia, for example, without the flexibility to fund projects competitively, NIE would not have been able to support the West Virginia Department of Education's efforts to develop a State-wide educational research dissemination capacity. There would have been no funds available to support the educational communications satellite demonstration project serving the educational needs of rural and remote areas of Appalachia, including West Virginia. Without funds for grant competitions, John Grasso at West Virginia University would not have had support for his project helping youth prepare themselves for careers. Taken together with the labs and centers, projects of quality such as these are an important part of the Nation's research and development capacity and I agree that continuity of support for these efforts is important. I believe the Institute should take prudent steps to ensure that all existing contracts and grants can be brought to fruitful completion under our new budget.

I should point out, that funds available for open competition for existing grants programs and contracted work declined by 67% from Fiscal 1980 to 1982.

Senator Randolph: As everyone in this hearing room knows, I am an outspoken advocate of private-school education, believing that the strength of this nation's education system derives from its diversity and a freedom of choice between private and public education at every level.

Given your background in private-school education, is it safe to assume that we will see "NIE" increasing the number of research projects that focus on private schools and academies? If so, can you give us some idea of the research questions that Agency might explore in this area?

Answer: If support for research on private-school education increases in the near future, I can assure you that decisions will be based on the need for that research as perceived by the educational community.

I understand that NIE has previously supported research on private-school education and a study on the issue of tuition tax credits. With the current fiscal problems that both public and private schools are facing, I am sure that the financing issue will continue to be explored within the constraints of our budget.

It should also be noted that much of the research supported by NIE in areas such as teaching and learning and school administration are applicable to both public and private schools.

Senator Randolph: Secretary Bell has recently appointed a blue-ribbon commission or task force on excellence in education comprised of nineteen members to obtain help and input in the administration's pledge to review and reorganize the Federal role in Education, to reinvigorate American schooling at every level, and to provide the best and most appropriate services for the Improvement of Teaching and Learning in both public and private schools.

Do you believe the Secretary will use the Educational Laboratories and Centers now funded by the National Institute of Education as resources for input on the above stated goals of the National Commission? If not, please state reasons why these labs and centers would not serve as a natural resource for the National Commission's work.

Answer: To meet its goals, the National Commission on Excellence will be able to draw on the work of all the Institute's resources. This means that the members of the Commission will be able to call on the expertise of the Institute's staff, and the work of all the Institute's contractors and grantees, including the 17 labs and centers. In each instance it will be the members of the Commission who determine which of these available resources they will draw upon.

Senator Randolph: The Labs and Centers now funded by NIE are scheduled for a third-year review in the near future. Can you tell the committee of your plans for this review?

Answer: The process for reviewing the Labs and Centers is only now being determined and I have not yet reviewed the alternatives. I want to assure you that future reviews and awards to these institutions will comply fully with the intent of Congress.

Senator Randolph: The National Institute of Education has a large number of non-civil service employees who work under contract with the Government. How many of those people are now employed at the Institute?

Answer: The National Institute of Education has an excepted service appointing authority which allows for the hiring of term employees. NIE currently employs 111 individuals hired under the excepted service appointing authority.

Senator Randolph: How many will have their contracts expire during the coming fiscal year?

Answer: Appointments for 56 of these employees will expire between October 1, 1981 and September 30, 1982.

Senator Randolph: Do you intend to replace these employees when their contracts expire?

Answer: NIE's excepted service appointing authority is based on the need to provide staff, to address changing research needs and issues, whose specialized experience are not available through the general schedule hiring authority. The requirement is for short- as well as long-term investigation and analysis, and some organizational continuity and capacity to manage the planned research program. The NIE policy in administering the excepted appointing authority provides for (1) nationwide competition to select staff for term appointments up to three years and (2) renewal of appointments up to an additional three years. In order to accomplish the Institute's mission, we will appoint new staff or extend current appointments as appropriate.

Senator Randolph: This Committee has seen a great number of NIE Directors come and go in the agency's short life. I believe you are number six or seven if I count the "Acting Directors." Each Director generally decides to ignore the mission of his or her predecessor. Can you give us any assurance of stability in your agency, or do you have some new priorities of your own?

Answer: The nature of research is such that stability is an important factor in conducting fruitful research. The collaborative involvement of the education community in development of the Institute's research agenda plays a significant role not only in maintaining the continuity of our research agenda but also assures that the research conducted is focused on the most critical education issues they face in their respective roles in educating the children of this country. I intend to continue to support the involvement of the education community in developing NIE's research agenda.

NIE's mission is stated with considerable clarity in Section 403 of the General Education Provisions Act. My mission — as I would expect that of my predecessors to have been — is to carry out the provisions of that Act. Like my predecessors, I will focus the work of the agency on its dual priorities of enhancing educational equity and improving local educational practice.

I heartily support Secretary Bell's initiatives on improving the quality of education and seeking applications of new technological innovations in advancing the teaching and learning of our children as the focus for the 1980's. These activities do not reflect a change in priority; they are fully in agreement with the agency's mission.

Senator Randolph: This administration is committed to the elimination of the Department of Education. I am not sure that Congress will go along with the notion. Nevertheless, I am interested in your views of the subject. What do you think should happen to your agency if the Department is abolished? Where should the Regional laboratories and R&D Centers end up under such a plan?

Answer: As you are aware, the President is considering several options on restructuring the Department of Education. Regardless of the structure, few dispute the appropriateness of the Federal leadership role in education research, development, and dissemination. I have called it a paradigm of appropriate Federal involvement in education. I believe that the National Institute of Education will continue to play an important part in fulfilling that role.

Since the President has not yet announced his reorganization plan, I cannot predict the organizational placement of NIE or its awards.

Senator Kennedy: What are the particular areas of educational research that would be emphasized by NIE through in-house research and outside grants?

Answer: The Institute will continue to pursue its dual statutory missions of advancing educational equity and improving local educational practice through research, development, and dissemination activities. Currently, these activities focus on issues such as: literacy (reading, writing, and mathematics), effective schools, testing, regional services, equality of opportunity, school finance, and educational technology.

Senator Kennedy: NIE has also funded grants for educational research in the area of educational equity. It has taken a leadership role in providing information on educational equity to the general public. Do you intend to de-emphasize the distribution of grants for this purpose or will educational equity continue to be a high priority for NIE? Will NIE continue in its leadership role in the dissemination of information?

Answer: I want to reiterate that NIE's statutory mission is that of increasing educational equity and improving educational practice. I also want to assure you that, under my direction, those themes will continue to pervade the Institute's work, that equity will continue to be a high priority, and that our leadership role in dissemination of information will continue.

Senator Kennedy: One of NIE's Congressionally mandated priorities is the promotion of educational equity. In the past, NIE has complied with this mandate by maintaining in-house staff groups with specific expertise and program responsibilities in areas such as bilingual education, school desegregation, and women's educational equity. I understand that staff groups in these three areas have been or will be phased-out. Under what circumstances will these staff groups be re-established? How will NIE be able to continue to meet its Congressional mandate without these in-house staff groups? Are any alternatives being considered?

Answer: The National Institute of Education was established with a legislative mandate to provide to every person an equal opportunity to receive an education of high quality regardless of race, color, religion, sex, national origin or social class.

NIE has accepted the challenge of this mandate and intends to continue to meet it. Let me address each of the three areas you have mentioned:

I understand that staff in bilingual education and desegregation studies have not been phased out, and I am not aware of any plans to do so. NIE has lost over 20% of its staff through attrition and transfers and both of these units have been particularly affected. Nevertheless, we place a high priority on both units and hope to correct some of these staffing problems.

With regard to educational equity for women, the Social Processes Team, which was responsible for much -- but not all -- of this work has been disbanded. Within NIE's organizational structure, teams are frequently changed as their research agendas are completed. In this case, the team has completed most of its work originally planned in 1977, including five monographs on the educational problems experienced by women from ethnic, Black, Asian-American, Native American, and Hispanic groups.

Research on women and education will continue to other units including the Testing, Assessment and Evaluation Division, which has published a major series on evaluating women's programs; the Effective Schools Team, which includes major projects looking at classroom opportunities for boys and girls; and the Mathematics Team which is responsible for studying women and mathematics.

I do want to stress that another effective means of insuring that equity concerns guide the agency's substantive work lies in involving women and minorities in the design and review of that work. NIE's record of hiring women and minorities in the Institute, as well as their representation among peer reviewers in the field, is exemplary.