

50th Anniversary Scholars Fund Underway



"The relationship between what occurs in the classroom and what occurs in the corporate laboratory is inevitable, if not always immediately apparent." (Photo Center)

'Securing great teachers for America's schools is everybody's business.'

by Dean Burton Blatt
School of Education

To celebrate the 50th Anniversary of the Ball State University School of Education, faculty and administrators have dedicated themselves to the establishment of an endowment fund to provide opportunities for outstanding undergraduate and graduate students to prepare as teachers for tomorrow's schools.

Today there are serious shortages of teachers in mathematics and sciences, and in special education and certain foreign languages. Shortages will soon be upon us in elementary education, English, social studies, and other fields.

Furthermore, the best candidates for teaching—bright, psychologically healthy and lively people—are now being recruited for more lucrative and prestigious professional opportunities. Especially is this true of women, who historically provided the teaching fields with able and dedicated practitioners. Today, virtually every professional field is open to women and minority groups, where once those fields were closed to all but a few of them.

We are not complaining. America is growing up. America has become less prejudiced and more decent. But new oppor-

tunities for women and members of minority groups literally mean fewer women, blacks, Hispanics, and native Americans to serve our schools as teachers, principals, superintendents and educational scholars.

Securing great teachers for America's schools is everybody's business. Of course, it's the professional work of professors of Education. Of course, it's the professional responsibility of principals and other school administrators. But it's also the responsibility of the executive who runs a major pharmaceutical corporation and the professor of engineering in a research university. The relationship between what occurs in the first grade classroom and what occurs in the university or corporate laboratory is inevitable, if not always immediately apparent. Anyone who is concerned about the nation's pool of competent young professionals and other workers must see the full spectrum of the problem. When a child's teacher fails him, the consequences are compounded not only throughout his school life but throughout his life as a whole.

Austerity is the slogan of the day. Reducing expenses is more than a mood or a movement; it's an avalanche of moneysaving measures. And it has had its impact on Education, possibly more so than on any

Local Bey

Margaret
Professor
Early Child

These upper
important
tion. We face
which if addi-
tives, or wors
leave educatio
major portion
things they ne
satisfying live
society are be
for which we
concepts of w
dividual auton
the role of ins
eroded by high
of production
tion systems. I
solving comple
ed at an ever-i

Within this
Education at S
taking on lead
changes that n
our society thi
tional efforts. I
cellence in pas
isting wide sph
positioned with
ty to provide v
such as: Durin
span of an indi
most productiv

**Bristol-
\$20,000**

As this is
went to pre
nounced a
Scholars Fu
In the let
L. Pericola,
Laboratorie
Myers Com
very impres
dowment fu
bright youn
profession o
the fund to
made us wh
and graciou

To page 2

ool of
structured
is now
its 50th
port future
nts.
n outside
t qualified
induce
the drive
with the
ns came
ni. Its
the 50th
chool of

d sup-
suggested
ean Bur-
SU's
. Since
an
nearly
Educa-

ean Blatt
ty
articipa-
important
s, the
on.
he, ad-
To page 3

4
5
tion 6
7
8

SCHOLARS FUND

From page 1

other sphere of our nation's concerns.

When we spend less on education, we do not produce a cheaper model. Rather, we teach lessons qualitatively different from those taught previously. Education is not a commodity that we can buy more or less of, depending on how much we want to spend. Its volume cannot be adjusted or turned off. The only choices we can make pertain to the *kind* of education which shapes each individual life.

The child of good fortune learns that the world cares about him, that the world has a place for him in good schools with good teachers. The child of poverty and discrimination also is educated—in very different ways, but as forcefully and indelibly as the child of good fortune. Children who learn about the world in times when school budgets are reduced, when teachers' salaries are too low to make them self-supporting, and when schools of education are threatened are learning that education is not a very high social priority, and that teachers are not particularly respected members of society.

Society has a choice—not between expensive or cheap education, but between good or bad education, between the kind of education we want for our children and the kind we do not want. A good education begins with the assumption that each child will become an important component of the world's intellectual treasure. A good education begins with the unwillingness to surrender that assumption, the unwillingness to believe or behave as if one human being is more valuable as a human being than another. This view of education is not only a moral ideal, but the best practical means of meeting our society's needs for competent people in every sphere.

In this brief message we have sought to enlist your belief in the idea that everyone in this democratic society should support education and that this support is necessary if we are to guarantee to future generations opportunities to learn and thrive, to ensure that every individual will count. The great schools of education in our research universities which serve as leaders and models for excellence in teacher preparation and in the scholarly study of teaching must act now to avert this shortage and to insure quality in the schools.

But why Syracuse University's School of Education? Why should anyone support our particular efforts toward solving the teacher shortage and improving America's schools? While other schools of education were reduced in size and influence, or were eliminated entirely, ours has been strengthened during the past decade. We have as strong a faculty as ever in our history. The University has demonstrated its faith in our mission and programs by embarking on a \$3½ million renovation of our main facility. For the first time in the history of our School, the new Huntington Hall will provide opportunities for our faculty and students to work in a building designed for our specialized teaching and research activities.

And when our faculty realized the need for a scholarship endowment fund to attract outstanding people to Education, they made the first commitments toward the \$1 million goal of this campaign. In less than two months, the faculty itself contributed more than \$55,000 to this purpose.

The School of Education Scholars' Fund will provide scholarships for outstanding full- and part-time students preparing at Syracuse University to be teachers. Emphasis will be placed on support for master's

To page 3

students, a priority which relatively quickly meets the more immediate and serious needs of our schools. But scholarships will also be available for undergraduate and advanced graduate students. Outstanding minority students will be encouraged to apply for these awards. The Scholarship Fund Committee will set guidelines for priorities and criteria for awards, and the School's Faculty/Student Assembly will review the Committee's selection.

Whichever comes first—either with the realization of \$1 million in the Scholars' Fund or no later than with the beginning of the fall semester, 1985—a minimum of 75 percent but no more than 100 percent of the income of endowment principal will be allocated for the above purposes, from that time on and forever after.