

Mr. BRADEMAs. If you will yield, I would like to mention to the Commissioner the article I wrote for the last issue of "Grade Teacher Magazine" in which I proposed the establishment of a Bureau of Educational Manpower, so if we have such a bureau, let us call it the Scheuer-Brademas proposal.

Mr. HOWE. I will read that with interest and I would appreciate it if your suggestions would remain in the form of articles and not in the form of legislation.

Mr. BRADEMAs. Well, Commissioner, I am carried away by your new found concern to do away with patchwork and to stimulate coordination.

Mr. SCHEUER. May I ask one more question.

On the matter of involving the professional institutions, the nurses' association, the doctors' association, the Association of Elementary School Principals, the teachers and whatnot, what plans have you developed for involving them in redesign of the professional job descriptions and the creation of other than professional job descriptions? How are you going to energize them to make a positive contribution and avoid the problems that are so often roadblocks in the paths of progress?

Mr. HOWE. I think the process is certainly an informal rather than a formal one. We are regularly in communication with a number of organizations particularly in health professions, and attempting through these informal dealings to reach toward flexibility. We have been brought into contact with a variety of new organizations as a result of legislation such as the National Vocational Student Loan Insurance Act, which confronted us with a whole new spectrum of technical training activities for which we had not had responsibility before.

We are just establishing contact with organizations in that realm.

I think through the kind of informal contacts I mentioned, through the inclusion of forward-looking people from these organizations in our advisory committee structures, and such measures, we can bring about the accommodation of which you are speaking.

Mr. SCHEUER. Would it help if you had legislative authority to give grants for research or demonstration projects that would be carried on by these private institutions representing the various professions so they would be involved in a scholarly, thoughtful, process of scrutinizing, for example, the functions of a doctor, finding out that 50 or 60 percent of his time was spent in nonprofessional functions, redesigning the doctors' function, and creating a variety of other than professional career jobs which would fortify the doctors? You can carry it to the librarian, teacher, welfare official, correction official, the whole gamut of the professions. In other words, would it help if you had authorization and funds to give substantial grants to various professional groups so they would become deeply involved in ongoing scholarly demonstration programs to enhance the capability of the professional by making it unnecessary for him to fritter away time on nonprofessional functions and in designing the nonprofessional career jobs to aid and augment them?

Mr. HOWE. First of all, let me say I think we have, in the Education Professions Development Act, authority to give grants to professional