

ciency, and professional integrity and imagination of the small, often overworked staff, despite its considerable turnover.

Mrs. GREEN. Thank you very much, Dr. Findley.

Mr. ERLBORN. Dr. Findley, my first question will relate to research and development work in colleges and universities.

Do you feel that too much of the time of university professors is now being taken up with this sort of activity? Is there more prestige connected with this than there is to teaching, nowadays?

I am thinking of an article that I read in the National News magazine just the other day, where many of the students were complaining that it was the assistant professor, or maybe a teaching fellow, who was teaching them, whereas the prestigious professor was busy going to Washington to get research projects, was busily engaged in research, and was no longer teaching.

Dr. FINDLEY. I am sure such dialog is taking place on every campus, and ours is not an exception. I would not say that in my view the matter has reached serious proportions. It may be treason to my fellow professors to say that sometimes a graduate assistant or teaching fellow, being closer to the learning process himself, may do as good or better job of teaching as the prestigious professor.

However, I do feel that it is well to maintain the balance between construction and research, and thus far at our university that balance has been maintained.

I think a few of us, in order to warrant the Government in supporting us and getting us started in this project, have had to be specified as giving full time at the start, but even within members of my own staff, a man I recruited last year expressed preference for doing some teaching.

We have made it feasible for him to do such teaching, sort of trading off a fraction of his time for a corresponding fraction of another faculty member's time in research.

Mr. ERLBORN. This is, however, a problem that people are aware of, and something that you think is a cause for concern, that you should watch?

Dr. FINDLEY. Let's put it this way. Right at the time, when we have recognized the need for the research and development activities, there has been this tremendous upsurge in the number of students wanting to go on into college. Someone must teach them. And who is to say, on the point?

Mr. ERLBORN. There also have been criticisms that within the Federal Government there is no one that knows the totality of research and development contracts that are put out by the various agencies and departments of Government.

Do you have any comment on this? Do you feel that there is not sufficient overall control, across the board, as to where the research and development contracts are going?

Dr. FINDLEY. The research and development contracts with which I am specifically familiar are those in the field of education.

Mr. ERLBORN. They would all come from the Office of Education, then?

Dr. FINDLEY. The ones I have spoken about do come from there. There are some that come from private foundations into local systems, with which we and others are collaborating.