

This problem will be brought into even sharper focus if you will examine the extent to which these institutions, the very colleges which most need help, have failed to avail themselves of the many opportunities you have placed before them. For this failure they frequently plead lack of staff, without even recognizing the fact that they cannot afford to be inadequately staffed—that inadequate staff, in and of itself, may contribute to inefficiency.

I would urge the development of programs directed toward improving and strengthening the management processes and procedures at these colleges. Through such programs you could facilitate more efficient and effective utilization of institutional resources—including resources made available by the Federal Government.

I might say that I am well acquainted with existing efforts in this area of concern, and can say unequivocally that these efforts are not reaching and are not likely to reach significantly that group of institutions identified as “developing colleges.”

Fourth, perhaps most helpful of all would be the creation of programs directed toward the development of able, well-trained scholar-teachers for undergraduate liberal arts colleges. Historically, liberal arts colleges have been compelled to look to the great graduate centers to supply faculty personnel. The liberal arts colleges have had neither the resources nor the structure to provide personnel essential to the perpetuation of their own species.

The graduate centers have been fully occupied with tasks relating to their own objectives—most of them have not addressed themselves seriously to the preparation of teachers of the type we need. It is urgent that there be created programs of a postdoctoral character which have as their main objective the preparation of teachers for undergraduate liberal arts colleges. Such teacher-oriented postdoctoral centers should make full use of the growing body of information regarding most effective practices and procedures for attaining the ends of undergraduate liberal arts education.

Fifth, you must be well aware of the financial burden which many Federal programs have imposed on the private freestanding liberal arts colleges. Many Federal dollars are “so expensive” that we can’t afford to take them—and here I am supplementing in part Dr. Weil’s testimony in a conflict of basic objectives, programs that are designed to provide financial aid to the student which turn out to be a liability to the college because of the high cost of administration or because of the dollar-matching requirements.

Look, for example, if you will, at the economic opportunity grants. At Knox College in order for us to grant one student—

Mr. QUIE. Let me stop right here. Are these educational opportunity grants?

Dr. UMBECK. Yes. If you want students, and I am not sure you do or should, but if you want students under the educational opportunity grant to come to colleges of our type, the cost becomes prohibitive.

For example, at Knox College every such student that we take costs us in excess of \$2,000 per student. That is assuming we get the full grant of \$800, and that we can give him a full workload of up to \$600. We still have to put in over \$2,000. Perhaps you don’t want him at institutions of our kind. If you do, this is what it costs us. The Gov-