

than that to increase the number of dollars available for building funds.

Mr. BRADEMAs. My question is perhaps not clear. That 22-percent set-aside. Are you familiar with that?

Mr. SHABAT. Oh, yes; we have some of the money.

Mr. BRADEMAs. You go to the State higher education agency for that money; is that correct?

Mr. SHABAT. We make our application through them and we go to the Federal Government and we received \$2.1 million.

Mr. BRADEMAs. You have not found any problems with an operation of that type?

Mr. SHABAT. No, none at all.

Mr. BRADEMAs. President Umbeck, you were talking about the problem of developing more sophisticated managerial expertise for colleges and universities. What do we need, NDEA college institutes for college presidents?

Dr. UMBECK. Possibly. This has been done, sir, and I think with rather conspicuous success. Obviously the scope of it was confined to about 50 institutions.

Mr. BRADEMAs. You bring in management experts?

Dr. UMBECK. Yes, sir.

Mr. BRADEMAs. Is that what you have done?

Dr. UMBECK. Yes, sir, and the two particular programs to which I have reference at this point were sponsored by the Ford Foundation. There were seminars established in the fields of education, one of them on long-range planning, one broader in the field of management. At least 50 percent of the 50 schools participating in the educational program, were to be predominantly Negro schools. Participation of an institution required that the president, the academic dean, and the chief business officer participates. They extended over two summers and there was a consulting service in between.

Now, I am not urging that particular kind of group program but only an illustrative program, sir.

Mr. BRADEMAs. You spoke of the need in a small liberal arts college for a teacher program. What did you have in mind? Do you mean something like a title IV graduate fellowship, in return for which a recipient would guarantee that he would teach in a particular institution for a specific number of years?

Dr. UMBECK. Again I can only give you an illustration. I am not sure this is the best answer to the problem that exists. I do not favor the programs which would dilute the scholarly program. It could be a postdoctoral program. What I have in mind would be the establishment of centers, preferably away from universities, where the interest is on teachers. Our teachers in the liberal arts college have many meetings and they discuss the disciplines of physics or chemistry but there is little in the way of teaching institutional objectives.

I would favor the establishment, for example, of a center, let's say, for the training of science teachers to which you admit postdoctoral people and where these people are exposed to the latest know-how in teaching.

I may add a word there, it is a curious thing—and here the colleges are to blame, not anyone else. We have been very adroit in developing