

and sophisticating research techniques, we have passed them on to industry, but we have failed to apply them to our own products and our own methods.

This is starting, there are places and there are men where this is being done. This body of information is not being made available adequately, and is certainly not being utilized by faculties. I would think that these centers for the development of undergraduate teachers would make full use of this growing body of information.

Mr. BRADEMAs. This is kind of the reverse justification of the title V teacher fellowship program for elementary and secondary school teachers.

Dr. UMBECK. Precisely.

Mr. BRADEMAs. Where they felt they were getting plenty of pedagogy and needed more substance.

Dr. UMBECK. Yes. The idea as I presented it here—I happen to make a practice of reading regularly all the applications from students who are entering class and making notes. Anyone who does this cannot help but be impressed by the science in such areas, mathematics, chemistry, and so on. The preparation of college students has drastically improved.

You have done a great job here. Now we need to develop a structure as well as an organization for preparing teachers for the undergraduate program. We have gone so far in higher education that we measure our input carefully and pay little heed to our outputs, the value added.

Mr. BRADEMAs. Three other points.

Mr. QUIE. Would you yield so we can follow through on that?

Mr. BRADEMAs. Yes.

Mr. QUIE. Now, the main objective of the NDEA fellowship program was to prepare college teachers. That is what the main objective was. Also, I don't recall the section in the Higher Education Act, but we have a provision which is being utilized, I believe in the Northwest, where undergraduate institutions can band together in a cooperative venture for some graduate program. Could not that be utilized by you, with a number of other colleges with a similar concern, to get some Federal assistance and start such a program?

Dr. UMBECK. I am not prepared to answer, but quite possibly so. My feeling is they have been oriented quite largely in the area of predoctoral work and in the direction of scholarly production rather than an emphasis on teaching as such. I could be wrong, sir, I am not fully informed on this.

Mr. QUIE. Also, not knowing how the Office has written the guidelines, it may be the emphasis, but not the intent of Congress in passing it. It seems to me that you have the machinery right there that could be utilized.

Dr. UMBECK. Precisely where is this?

Mr. QUIE. It is in the Higher Education Act and I wish I could remember the section. I will get that for you.

Dr. MOUSOLITE. Title VI, I think.

Dr. UMBECK. Is it being used in this area?

Dr. MOUSOLITE. Not that I know.

Mr. MAUKSCH. I don't think that it comes in.