

of higher education institutions are exploring the possibility of kind of an in-between degree, somewhere between M.A. and Ph. D. not requiring the intensive research on a focus project of Ph. D. but bringing a very broad background in a subject field to train a person for teaching.

Yale University has mounted such a program in the last year or two. It seems to me we ought to have the possibility of supporting endeavors of that kind. The fellowship program does address itself to Ph. D.'s. I think, also, within that language, you will find our interest in specialized training programs, perhaps not even for a degree but for people in special categories that might serve community colleges, technical institutes, and a variety of enterprises in postsecondary education.

Mrs. GREEN. Are there any other training programs in the Education Professions Development Act at the college level?

Mr. HOWE. Well, for administrators.

Mrs. GREEN. College administrators?

Mr. HOWE. This possibility is included within the language of the act. Also, there would be college or university trustees. There are a number of privately supported programs now for college administrators—fellowships offered to people who take internships in college or university administration by serving temporarily on the staffs of major universities and then being appointed to major administrative assignments after such internship service. We would be interested in that kind of thing.

Mrs. GREEN. Why would it not make more sense to transfer this part, if it is needed, subparagraph 1, over to title IV of NDEA or else transfer all of title IV of NDEA to the Education Professions Development Act?

Mr. HOWE. I think title IV of NDEA really recognizes a very major stable long-range element in the preparation of college faculty members and that is the Ph. D. degree and general esteem with which it is regarded by departments in colleges and universities. It seems to us this was a large program, a flexible program in the sense that it adjusts itself to every subject field and that it was an effectively operating program. We saw no need to move something of that size and scope; it justified itself in its own terms.

I can see that you could take the position you suggested. Mr. Alford would like to make a comment.

Mr. ALFORD. I would comment that we did consider this possibility and the matter of placing the new type of training authority for less than the Ph. D. in particular. We generally came to the conclusion it would be better to leave the present Ph. D. program alone rather than to take this newer approach under the umbrella of the Education Professions Act. It is a well operating program and it is on a pretty firm foundation.

Mrs. GREEN. Mr. Scheuer.

Mr. SCHEUER. I am very much interested and very much impressed with the innovative thinking just bubbling all over the place and the design of new training programs—presumably new career definitions. You have mostly described professional training programs this morning, of course, and there is a burst of activities in fields of nonprofes-