

ductive responsibility in the preparation of teachers who actually enter the field of teaching.

I am proposing some kind of institutional grants which do not bind the institution by applying a variety of categorical restrictions. A portion of these funds granted outright to institutions of higher education which prepare teachers should be devoted to research and development, a portion should be devoted to program support and improvement, and a portion should be devoted to knowledgeable dissemination throughout the educational community.

Finally, it is felt that the Federal Government needs to support the development of a national center for the study of teacher education. This might be in concept something on the model of the Princeton Institute for Advanced Study, the Brookhaven Laboratories, or the National Institutes of Health.

In such a center effort could be devoted to the study of teaching strategies and teaching competence and effectiveness. Almost everything that is done in teacher education and in the related enterprise of improving the process of children's learning is related to the need for definite answers as to what constitutes the most effective teaching style, for which groups of children, at what points in time, and in what subject areas.

To discover answers to these and other equally important queries would be the purpose of such a center.

I have appreciated the opportunity to support the Higher Education Amendments of 1967, and as I noted earlier, the comments of my colleagues in the field will, I am certain, be meaningful and helpful to the committee. Allow me to introduce them.

Dr. Jerome Sachs, former dean and now president of Illinois Teachers College, North Chicago, Ill.

Dr. Arthur Pearl, professor of education, University of Oregon, Eugene, Oreg.

Dr. Edwin P. Adkins, director of the Office of Research and Program Development, Temple University, Philadelphia, Pa.

Dr. Evan R. Collins, president, State University of New York at Albany.

In asking these gentlemen to respond to the committee's request for testimony, the AACTE has attempted to bring together a group which is both geographically and professionally representative of teacher education in the United States.

In addition to these gentlemen, each of whom will make a short statement, I have with me this morning my colleague, Dr. Mark C. Smith, AACTE associate secretary.

Dr. James Kelly, Jr., associate director of the National NDEA Institute for Advanced Study in Teaching Disadvantaged Youth.

May I suggest that we hear all the statements first and upon completion of the testimony, we would be pleased to respond (either as a team or individually) to any questions the committee might have.

Thank you.

Mr. SACHS. Mr. Chairman and members of the committee, I am Jerome Sachs, president of the Illinois Teachers College North in Chicago. My statements on H.R. 6232 reflect the focus of my home institution on fervent problems. We believe that a great deal of atten-