

They are not getting their fair share of these funds and I think in the long run the country would be served better if more institutions were raised in quality and a broader base were given to the whole higher education spectrum, particularly as it relates to quality because quality is there in many cases but funding cannot come to that institution because they have not had grants in the past, of any great amount at least and as a result they cannot qualify now.

The R. & D. centers, you know where they went as well as I do. How about small R. & D. centers for the emerging type university such as in the problem of teacher education, for example.

Mr. GAUL. Dr. Mars suggested a national center for teacher education, would this be in line with your thinking?

Dr. ADKINS. Exactly in line because these kinds of smaller centers could complement the national center and work in collaboration with it very nicely and at the same time give that local institution an opportunity to really contribute.

Mr. GAUL. Are some of the R. & D. centers doing the type of work you would envision the national center would do?

Dr. MARS. On paper, from what I have been able to gather, there their intent is to do this. We proliferate the task that needs to be put into operation. I think one of the major weaknesses that we have not yet come to grips with is the task of moving into the mainstream of education and particularly of teacher education, the results that have been discovered as a result of the kinds of research that have taken place.

I think that a national center can devote itself—its energies—to this kind of activity, to the research itself, and the dissemination of that research in a meaningful and knowledgeable manner on the campuses in a more efficient manner than a half dozen minor institutions working in isolated parts of the problem.

I think, too, that those individuals with a talent for and an inclination to do this kind of research can be pulled together where they can interact positively and we don't see the sentiments of a professor of English, for example, because we can get a grant in English education being asked to assume the directorship of this project when, in essence, his real love and desire is to teach.

So we can center the researcher, the experimenter, the disseminator at a place where he has someone to talk to and we can return the teaching function to the university.

Mr. ERLBORN. Along this line, what role do you see for the regional labs?

Dr. ADKINS. I think it is really too soon to say how effective they will be. I can reflect some concerns I have in terms of conversations with educators in the field who raise questions. Will these be regional offices of education; will these be—will they have the function of disseminating funds geographically? I don't know.

Mr. ERLBORN. You are saying you don't know what their role is.

Dr. ADKINS. That is right.

Mr. ERLBORN. I am afraid this is true. In talking with people involved in the labs across the country, apparently there is no unanimity of opinion as to what their role is. Mrs. Green and I and other