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HIGHER EDUCATION AMENDMENTS OF 1966

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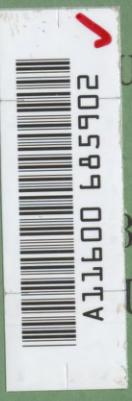

HEARINGS

BEFORE THE

SUBCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON

LABOR AND PUBLIC WELFARE

UNITED STATES SENATE

EIGHTY-NINTH CONGRESS

SECOND SESSION

ON

S. 3047

A BILL TO STRENGTHEN AND IMPROVE PUBLIC AND PRIVATE PROGRAMS OF ASSISTANCE FOR INSTITUTIONS OF HIGHER EDUCATION AND STUDENTS ATTENDING THEM

H.R. 14644

AN ACT TO AMEND THE HIGHER EDUCATION FACILITIES ACT OF 1963 TO EXTEND IT FOR THREE YEARS, AND FOR OTHER PURPOSES; AND TO AUTHORIZE ASSISTANCE TO DEVELOPING INSTITUTIONS FOR AN ADDITIONAL YEAR

JULY 12, 13, AND 14, 1966

Printed for the use of the
Committee on Labor and Public Welfare

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U.S. GOVERNMENT PRINTING OFFICE
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HIGHER EDUCATION AMENDMENTS OF 1966

TUESDAY, JULY 12, 1966

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, at 9:30 a.m., in room 4200, New Senate Office Building, Senator Wayne Morse (chairman of the subcommittee) presiding.

Present: Senators Morse (presiding), Yarborough, Randolph, and Javits.

Committee staff members present: Charles Lee, professional staff member; and Roy H. Millenson, minority clerk.

Senator MORSE. The hearing will come to order. In opening the 3-day hearings on the Higher Education Act Amendments of 1966, the subcommittee is pleased to welcome this morning the administration witnesses who will present the case in chief in support of the proposals set forth in S. 3047, which I had the honor to introduce in the Senate, and which are contained in the House-passed companion bill, H.R. 14644.

I direct that the bills, as well as the House Education and Labor Committee report on H.R. 14644, be printed at this point in the hearings record.

(The bills S. 3047 and H.R. 14644 follow:)

89TH CONGRESS
2D SESSION

S. 3047

IN THE SENATE OF THE UNITED STATES

MARCH 7, 1966

Mr. MORSE (for himself and Mr. MCGEE) introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

A BILL

To strengthen and improve public and private programs of assistance for institutions of higher education and students attending them.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Higher Education Amendments of 1966".

TITLE I—EXTENSION OF ASSISTANCE TO HIGHER EDUCATION

PART A—EXTENSION OF AND AMENDMENTS TO THE HIGHER EDUCATION FACILITIES ACT OF 1963

EXTENSION OF GRANTS FOR CONSTRUCTION OF UNDERGRADUATE ACADEMIC FACILITIES

SEC. 101. (a) Section 101 of the Higher Education Facilities Act of 1963 is amended to read as follows:

"SEC. 101. (a) For the purpose of enabling the Commissioner of Education (hereinafter in this Act referred to as the "Commissioner") to make grants to institutions of higher education for the construction of academic facilities in accordance with the provisions of this title, there is hereby authorized to be appropriated the sum of $230,000,000 for the fiscal year ending June 30, 1964, and for the succeeding fiscal year, $460,000,000 for the fiscal year ending June 30, 1966, $453,000,000 for the fiscal year ending June 30, 1967, and such sums as may be necessary for each of the four succeeding fiscal years. In addition to the sums authorized to be appropriated under the preceding sentence for each fiscal year, there is hereby authorized to be appropriated for that fiscal year for making such grants the difference (if any) between any specific sums authorized to be appropriated under the preceding sentence for the pre-

ceding fiscal year and the sums which were appropriated for such preceding year under such sentence.

"(b) Sums appropriated pursuant to subsection (a) of this section shall remain available for reservation as provided in section 109 until the close of the fiscal year next succeeding the fiscal year for which they were appropriated."

PAYMENTS FOR ADMINISTRATIVE EXPENSES AND FOR PLANNING

SEC. 102. Subsection (b) of section 105 of the Higher Education Facilities Act of 1963 is amended to read as follows:

"(b) The Commissioner is authorized to expend not exceeding $3,000,000 during the fiscal years ending June 30, 1965, and June 30, 1966, and not exceeding $7,000,000 for the fiscal year ending June 30, 1967, and each of the four succeeding fiscal years, in such amounts as he may consider necessary (1) for the proper and efficient administration of the State plans approved under this title and under part A of title VI of the Higher Education Act of 1965, including expenses which he determines were necessary for the preparation of such plans, and (2) for grants, upon such terms and conditions as the Commissioner determines will best further the purposes of this Act, to State commissions for conducting, either directly or through other

appropriate agencies and institutions, comprehensive planning to determine the construction needs of institutions (and particularly combinations and regional groupings of institutions) of higher education. Not more than $3,000,000 may be expended in any fiscal year for the purposes set forth in clause (1)."

EXTENSION OF GRANTS FOR CONSTRUCTION OF GRADUATE ACADEMIC FACILITIES; EXTENDING AVAILABILITY OF APPROPRIATIONS

SEC. 203. (a) Section 201 of the Higher Education Facilities Act of 1963 is amended to read as follows:

"SEC. 201. In order to increase the supply of highly qualified personnel critically needed by the community, industry, government, research, and teaching, the Commissioner shall, during the fiscal year ending June 30, 1964, and each of the seven succeeding fiscal years, make construction grants to assist institutions of higher education to improve existing graduate schools and cooperative graduate centers, and to assist in the establishment of graduate schools and cooperative graduate centers of excellence. For the purpose of making grants under this title, there is hereby authorized to be appropriated the sum of $25,000,000 for the fiscal year ending June 30, 1964, the sum of $60,000,000 for the fiscal year ending June 30, 1965, the sum of $120,000,000 for the fiscal year ending June 30,

1966, the sum of $60,000,000 for the fiscal year ending June 30, 1967, and such sums as may be necessary for each of the four succeeding fiscal years. In addition to the sums authorized to be appropriated under the preceding sentence for each fiscal year, there is hereby authorized to be appropriated for that fiscal year for making such grants the difference (if any) between any specific sums authorized to be appropriated under the preceding sentence for the preceding fiscal year and the sums which were appropriated for such preceding year under such sentence. Sums appropriated pursuant to this title for any fiscal year shall remain available for grants under this title until expended."

EXTENSION OF LOANS FOR CONSTRUCTION OF ACADEMIC FACILITIES

SEC. 104. Section 303(c) of the Higher Education Facilities Act of 1963 is amended—

(1) by striking out "four" in the first sentence and inserting "seven";

(2) by striking out in the second sentence all that follows "the two succeeding fiscal years" and inserting in lieu thereof ", $200,000,000 for the fiscal year ending June 30, 1967, and such sums as may be necessary for each of the four succeeding fiscal years."; and

(3) by amending the third and fourth sentences to read as follows: "In addition to the sums authorized

to be appropriated under the preceding sentence for each fiscal year, there is hereby authorized to be appropriated for that fiscal year, for making such loans, the difference (if any) between any specific sums authorized to be appropriated under the preceding sentence for the preceding fiscal year and the sums which were appropriated for such preceding year under such sentence. Sums appropriated pursuant to this subsection for any fiscal year shall be available without fiscal-year limitation for loans under this title."

CLARIFYING AMENDMENT OF DEFINITION OF DEVELOPMENT COST

SEC. 105. Subsection (c) of section 401 of the Higher Education Facilities Act of 1963 is amended (1) by inserting "(1)" immediately after "(c)", (2) by redesignating clauses (1) and (2) as clauses (A) and (B), respectively, (3) by redesignating subclauses (A) and (B) as subclauses (i) and (ii), and (4) by adding at the end thereof the following new paragraph:

"(2) In determining the development cost with respect to an academic facility, the Commissioner may include expenditures for works of art for the facility of not to exceed 1 per centum of the total cost (including such expenditures) to the applicant of construction of, and land acquisition and site improvements for, such facility."

REPEAL OF AUTHORITY TO PRESCRIBE A SCHEDULE OF FEES FOR CERTAIN INSPECTIONS AND RELATED ACTIVITIES

SEC. 106. The Higher Education Facilities Act of 1963 is amended by striking out subsection (b) of section 304 and by redesignating subsection (c) and references thereto as subsection (b).

PART B—EXTENSION OF ASSISTANCE TO DEVELOPING INSTITUTIONS

SEC. 111. Paragraph (1) of section 301(b) of the Higher Education Act of 1965 is amended by inserting "the sum of $30,000,000 for the fiscal year ending June 30, 1967, and such sums as may be necessary for each of the three succeeding fiscal years" after "1966,".

TITLE II—STUDENT LOAN PROGRAMS

LOAN REIMBURSEMENT PAYMENTS FOR TEACHERS

SEC. 201. Title II of the National Defense Education Act of 1958 is amended by redesignating subsection (c) of section 205 as subsection (d), and by inserting after subsection (b) the following new subsection:

"(c) In order to encourage students who have obtained a loan under this title to refinance such loan through the student loan program carried out under part B of title IV of the Higher Education Act of 1965, and likewise to encourage

students to obtain new loans under such part B program in lieu of obtaining such loans under this title, a student who does so with the approval of the educational institution involved shall, with respect to so much of the loan under such part B as—

"(1) is a refinancing of a student loan made by the institution under this title, or,

"(2) in the case of a loan under such part B obtained in lieu of a loan from the institution, does not exceed the amount which he was eligible to borrow from the institution,

be entitled, in accordance with regulations of the Commissioner, to have the following loan reimbursement payments made to him by the Commissioner: An amount equal to 10 per centum of the applicable total principal amount of any such loan shall be paid for each complete academic year or its equivalent (as determined under regulations of the Commissioner) of service as a full-time teacher in a public or other nonprofit elementary or secondary school in a State, in an institution of higher education, or in an elementary or secondary school overseas of the Armed Forces of the United States, until an amount equal to 50 per centum of such total has been paid. The annual amount shall be 15 per centum (rather than 10 per centum) for each complete academic year or its equivalent (as so determined) of serv-

ice as a full-time teacher in a public or other nonprofit elementary or secondary school which is in the school district of a local educational agency which is eligible in that year for assistance pursuant to title II of the Act of September 30, 1950, Public Law 874, Eighty-first Congress, as amended, and which for purposes of this paragraph and for that year has been determined by the Commissioner, pursuant to regulations and after consultation with the appropriate State educational agency, to be a school in which there is a high concentration of students from low-income families, except that the Commissioner shall not make such determination with respect to more than 25 per centum of the total of the public and other nonprofit elementary and secondary schools in any one State for any one year; and for the purpose of payments pursuant to this sentence, an aggregate amount equal to an additional 50 per centum of the applicable total principal amount of any such loan may be so paid. No payment shall be made under this subsection for service performed more than fifteen years from the execution of the note or written agreement evidencing it."

ENCOURAGING PRIVATE CAPITAL FOR NATIONAL DEFENSE STUDENT LOANS

SEC. 202. Section 203 of the National Defense Education Act of 1958 is amended by designating the present text

as subsection (a) and by inserting at the end thereof the following new subsection:

"(b) (1) For the purpose of substituting for direct Federal support to the maximum extent practicable private and other non-Federal funds for student loans, the Commissioner is authorized to provide the following forms of assistance, upon such terms and conditions as he may deem appropriate, for the benefit of students attending institutions of higher education:

"(A) If an institution of higher education borrows non-Federal funds (or otherwise receives or makes available repayable non-Federal funds) for use as capital contributions to a student loan fund established under this title, the Commissioner may (i) guarantee timely repayment of all or part of such funds (plus interest thereon), (ii) agree to reimburse the institution for up to 90 per centum of the loss to it from defaults on student loans made from such funds, (iii) agree to pay to the institution the amount of the interest differential (as defined in paragraph (3) of this subsection) with respect to such funds, and (iv) agree to pay the institution the amount of administrative expenses authorized by clause (3) of section 204 to be paid out of a student loan fund with respect to such funds.

"(B) If an institution of higher education arranges

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for a student assistance organization (as defined in paragraph (3) of this subsection) to make loans to students attending the institution, the Commissioner may enter into an agreement with the organization upon the terms set forth in section 204 and may (i) guarantee timely repayment of funds (plus interest thereon) borrowed by the organization for use as capital contributions to a student loan fund established under this title, (ii) agree to reimburse the organization for up to 90 per centum of the loss to it from defaults on student loans made from such borrowed funds, (iii) agree to pay to the organization the amount of the interest differential with respect to such borrowed funds, and (iv) agree to pay to the organization the amount of administrative expenses authorized by clause (3) of section 204 to be paid out of a student loan fund with respect to such funds. A student assistance organization with which the Commissioner makes an agreement pursuant to this subparagraph shall be deemed to be an institution of higher education for purpose of applying the other provisions of this title.

"(C) If an institution of higher education enters into arrangement with one or more lenders pursuant to which the lender makes loans (upon terms and conditions set forth in section 205(b)) in such amounts and to such students as the institution may determine on the

basis of the criteria set forth in section 205, the Commissioner may (i) guarantee to the lender timely repayment of the loans (including amounts thereof which are canceled). (ii) agree to pay to the lender such amount as the Commissioner determines will give the lender, considering the interest on the loan, a reasonable rate of return on such loans, and (iii) agree to pay to the institution, with respect to the aggregate amount of outstanding principal on such loans, an amount equal to the amount of administrative expenses authorized by clause (3) of section 204 to be paid from a student loan fund. The Commissioner shall condition any such assistance upon agreement by the institution to pay the Commissioner promptly an amount equal to 10 per centum of the amount paid by him to the lender on account of defaults on such student loans.

"(2) The assistance provided by the Commissioner pursuant to paragraph (1) shall be subject to the following limitations:

"(A) If the interest on an obligation is exempt from income taxation by reason of section 103(a) of the Internal Revenue Code of 1954, the Commissioner shall not guarantee timely payment of that obligation except during such time or times as it is held beneficially

by a holder which is exempt from income tax because it is a State or an instrumentality of a State or because of section 501 (c) of such Code.

"(B) No payment shall be made under this subsection with respect to a loan if the rate of interest on that loan exceeds such per centum per annum on the principal obligation outstanding as the Secretary (after consultation with the Secretary of the Treasury) determines to be reasonable, taking into account the range of interest rates prevailing in the private market for similar loans and the rate of interest the borrower pays or would have to pay with respect to other loans of a similar duration.

"(3) For purposes of this subsection—

"(A) the term 'interest differential' means the excess of (i) the amount of interest paid by an institution or organization with respect to sums deposited by it as capital contributions to a student loan fund established under this title, over (ii) the amount of interest received by it on student loans made from such funds.

"(B) The term 'student assistance organization' means a nonprofit organization authorized to make loans to students in one or more institutions of higher education.

REVOLVING FUND; APPROPRIATIONS AUTHORIZED

SEC. 203. (a) Section 203 of the National Defense Education Act of 1958 is further amended by adding at the end thereof the following new subsections:

"(c) There is hereby created in the Treasury a separate fund (hereinafter in this section called 'the fund') which shall be available to the Commissioner without fiscal year limitation as a revolving fund for making Federal capital contributions to institutions which have agreements with the Commissioner under this title but which for legal or other reasons are unable (as determined by the Commissioner) to take adequate advantage of assistance under subsection (b). Federal capital contributions made from the fund shall be made upon such terms and conditions as the Commissioner may deem appropriate, and they may be made without regard to the allocation provisions of sections 202 and 203(a). There shall be deposited in the fund all amounts appropriated pursuant to subsection (d) of this section, all sums appropriated pursuant to section 201 and not obligated prior to the date of enactment of this subsection, amounts received by the Commissioner as repayments of capital contributions, and any other moneys, property, or assets derived by him from his operations in connection with the fund, including any moneys derived directly or indirectly from the sale of assets, or beneficial

interests or participations in assets, of the fund. There shall be paid from the fund all payments to institutions of higher education required by section 208 with respect to student loans financed from capital contributions from the fund and all expenses and payments of the Commissioner in connection with the sale (through the Federal National Mortgage Association or otherwise) of participations in obligations acquired under this title. If at any time the Commissioner determines that moneys in the fund exceed the requirements of the fund, such excess shall be transferred to the general fund of the Treasury.

"(d) (1) There are authorized to be appropriated $150,000,000 for the fiscal year ending June 30, 1967, and such sums for the succeeding fiscal year as may be necessary for making payments into the fund established under subsection (c).

"(2) In order to receive Federal capital contributions from the fund (and notwithstanding section 205(b) (8)), an institution must agree to require each student who receives a loan financed from such capital contributions to authorize in writing assignment to the Commissioner of the note or other agreement evidencing that loan, and the note or other agreement evidencing each prior loan made by the institution to the student under this title, and the institution must agree to assign to the Commissioner so much of these

notes and agreements as he may determine. The institution shall continue to collect, as agent of the Commissioner and for so long as he may determine, payments of principal and interest with respect to any such notes and agreements which may be assigned, and while the institution is so collecting the provisions of clause (3) of section 204 (regarding administrative expenses and collection costs) shall continue to apply to the loans evidenced by such notes and agreements. Ten per centum of such payments with respect to notes and agreements which have been assigned shall be retained by the institution and 90 per centum of such payments shall be paid to the Commissioner.

"(e) (1) For any fiscal year, the aggregate of (A) the amount of loans which may be guaranteed under clause (i) of subparagraph (A), (B), or (C) of subsection (b), (B) the amount of any other loans with respect to which the Commissioner agrees to pay the interest differential authorized by subsection (b), (C) the amount of Federal capital contributions made from the fund established under subsection (d), and (D) the amount of student loans with respect to which the Commissioner may become liable, by virtue of section 205(c), to make loan reimbursement payments may not exceed such maximum amount as may be authorized by an appropriation Act, except that this amount in turn may not exceed the amount authorized to be appro-

priated for that year by section 201. Whenever a specified maximum amount is so authorized by an appropriation Act, there shall be established on the books of the Treasury as indefinite appropriations such sums as may be necessary from time to time to enable the Commissioner to make payments required by a contract of guaranty or by any other undertaking made by him pursuant to subsection (b) with respect to such maximum amount.

"(2) For any fiscal year, the share of the maximum amount determined under paragraph (1) which shall be available for students attending any institution shall be determined by the Commissioner by allocating such maximum amount among institutions and organizations with which he has agreements under this title in a manner which he deems to be consistent, considering the availability of student loan assistance under title IV-B of the Higher Education Act of 1965, with the provisions of sections 202 and 203."

(b) Section 206(b) of such Act is amended to read as follows:

"(b) After September 30, 1966, each institution with which the Commissioner has made an agreement under this title shall pay to the Commissioner, not less often than quarterly, 90 per centum (or such lesser proportion as the Commissioner may deem to be equitable in light of the relative Federal and non-Federal contributions to the loan fund)

of the amounts received by the institution after that date in payment of principal or interest on student loans made from the student loan fund established pursuant to such agreement (which amount shall be determined after deduction of any administrative costs or collection costs authorized by clause (3) of section 204 to be paid from the student loan fund and not already reimbursed), and the remainder of such amounts shall be retained by the institution."

AUTHORIZING LOAN INSURANCE FOR LOANS TO REFINANCE LOANS MADE FROM FEDERALLY ASSISTED STUDENT LOAN FUNDS

SEC. 204. (a) Title IV of the Higher Education Act of 1965 is amended by redesignating subsections (b) and (c) of section 427, and references thereto, as subsections (c) and (d), respectively, and by inserting after subsection (a) the following new subsection:

"(b) A loan by an eligible lender shall also be insurable by the Commissioner under the provisions of this part if it is made for the purpose of enabling the borrower to repay one or more loans obtained by him from a loan fund established under title II of the National Defense Education Act of 1958. The Commissioner shall promulgate such regulations as he may deem appropriate to assure that loans which are insurable by virtue of this subsection shall be used for the purpose for which they are made. A loan shall be

insurable by virtue of this subsection only if it is evidenced by a note or other written agreement which meets the requirements of clause (2) of subsection (a), except that if the repayment period has begun for any loan which is to be repaid, the new loan may not be insured under this part unless its repayment period begins when the loan is paid to the borrower. The amount of any loan which is made insurable by virtue of this subsection shall not be included in determining whether a student has exceeded the annual or aggregate limits set forth in section 425(a)(1)."

(b) Section 428(c)(1)(A) (as redesignated by section 101(b) of this Act) is amended by inserting at the end thereof and before the semicolon ", except that there shall not be included in determining such amount the amount of any loan made pursuant to regulations of the Commissioner for the purpose of enabling the borrower to repay one or more loans obtained by him from a loan fund established under title II of the National Defense Education Act of 1958".

89TH CONGRESS
2D SESSION

H. R. 14644

IN THE SENATE OF THE UNITED STATES

MAY 3, 1966

Read twice and referred to the Committee on Labor and Public Welfare

AN ACT

To amend the Higher Education Facilities Act of 1963 to extend it for three years, and other purposes; and to authorize assistance to developing institutions for an additional year.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Higher Education Amendments of 1966".

EXTENSION OF GRANTS FOR CONSTRUCTION OF UNDERGRADUATE ACADEMIC FACILITIES

SEC. 2. (a) Section 101 (a) of the Higher Education Facilities Act of 1963 is amended by striking out "four succeeding fiscal years" and inserting in lieu thereof "seven succeeding fiscal years".

(b) Section 101 (b) of such Act is amended to read as follows:

"(b) For the purpose of making grants under this title, there is hereby authorized to be appropriated the sum of $230,000,000 for the fiscal year ending June 30, 1964, and for the succeeding fiscal year, $460,000,000 for the fiscal year ending June 30, 1966, $453,000,000 for the fiscal year ending June 30, 1967, $700,000,000 for the fiscal year ending June 30, 1968, and $900,000,000 for the fiscal year ending June 30, 1969; but for the fiscal year ending June 30, 1970, and the succeeding fiscal year, only such sums may be appropriated as Congress may hereafter authorize by law. In addition to the sums authorized to be appropriated for each fiscal year for which an appropriation is authorized by the preceding sentence, there is hereby authorized to be appropriated for that fiscal year for making such grants the difference (if any) between any specific sums authorized to be appropriated under the preceding sentence for the preceding fiscal year and the sums which were appropriated for such preceding year under such sentence."

PAYMENTS FOR ADMINISTRATIVE EXPENSES AND FOR PLANNING

SEC. 3. Subsection (b) of section 105 of the Higher Education Facilities Act of 1963 is amended to read as follows:

"(b) The Commissioner is authorized to expend not exceeding $3,000,000 during the fiscal years ending June 30, 1965, and June 30, 1966, and not exceeding $7,000,000 for the fiscal year ending June 30, 1967, and each of the two succeeding fiscal years, in such amounts as he may consider necessary (1) for the proper and efficient administration of the State plans approved under this title, including expenses which he determines were necessary for the preparation of such plans, and (2) for grants, upon such terms and conditions as the Commissioner determines will best further the purposes of this Act, to State commissions for conducting, either directly or through other appropriate agencies and institutions, comprehensive planning to determine the construction needs of institutions (and particularly combinations and regional groupings of institutions) of higher education. Not more than $3,000,000

may be expended in any fiscal year for the purposes set forth in clause (1). For the fiscal year ending June 30, 1970, and the succeeding fiscal year, the Commissioner may expend for purposes of this subsection only such sums as Congress may hereafter authorize by law."

EXTENSION OF GRANTS FOR CONSTRUCTION OF GRADUATE ACADEMIC FACILITIES; EXTENDING AVAILABILITY OF APPROPRIATIONS

SEC. 4. Section 201 of the Higher Education Facilities Act of 1963 is amended to read as follows:

"SEC. 201. In order to increase the supply of highly qualified personnel critically needed by the community, industry, government, research, and teaching, the Commissioner shall, during the fiscal year ending June 30, 1964, and each of the seven succeeding fiscal years, make construction grants to assist institutions of higher education to improve existing graduate schools and cooperative graduate centers, and to assist in the establishment of graduate schools and cooperative graduate centers of excellence. For the purpose of making grants under this title, there is hereby authorized to be appropriated the sum of $25,000,000 for the fiscal year ending June 30, 1964, the sum of $60,000,000 for the fiscal year ending June 30, 1965, the sum of $120,000,000 for the fiscal year ending June 30, 1966, the sum

of $60,000,000 for the fiscal year ending June 30, 1967, the sum of $90,000,000 for the fiscal year ending June 30, 1968, and the sum of $120,000,000 for the fiscal year ending June 30, 1969; but for the fiscal year ending June 30, 1970, and the succeeding fiscal year, only such sums may be appropriated as Congress may hereafter authorize by law. In addition to the sums authorized to be appropriated for each fiscal year for which an appropriation is authorized by the preceding sentence, there is hereby authorized to be appropriated for that fiscal year for making such grants the difference (if any) between any specific sums authorized to be appropriated under the preceding sentence for the preceding fiscal year and the sums which were appropriated for such preceding year under such sentence. Sums appropriated pursuant to this title for any fiscal year shall remain available for grants under this title until expended."

EXTENSION OF LOANS FOR CONSTRUCTION OF ACADEMIC FACILITIES

SEC. 5. Section 303 (c) of the Higher Education Facilities Act of 1963 is amended—

(1) by striking out "four" in the first sentence and inserting "seven";

(2) by striking out in the second sentence "; but for the fiscal year ending June 30, 1967," and inserting

in lieu thereof ", the sum of $200,000,000 for the fiscal year ending June 30, 1967, and for each of the two succeeding fiscal years; but for the fiscal year ending June 30, 1970,"; and

(3) by amending the third and fourth sentences to read as follows: "In addition to the sums authorized to be appropriated for each fiscal year for which an appropriation is authorized by the preceding sentence, there is hereby authorized to be appropriated for that fiscal year, for making such loans, the difference (if any) between any specific sums authorized to be appropriated under the preceding sentence for the preceding fiscal year and the sums which were appropriated for such preceding year under such sentence. Sums appropriated pursuant to this subsection for any fiscal year shall be available without fiscal-year limitations for loans under this title."

CLARIFYING AMENDMENT OF DEFINITION OF DEVELOPMENT COST

SEC. 6. Subsection (c) of section 401 of the Higher Education Facilities Act of 1963 is amended (1) by inserting "(1)" immediately after "(c)", (2) by redesignating

clauses (1) and (2) as clauses (A) and (B), respectively, (3) by redesignating subclauses (A) and (B) as subclauses (i) and (ii), and (4) by adding at the end thereof the following new paragraph:

"(2) In determining the development cost with respect to an academic facility, the Commissioner may include expenditures for works of art for the facility of not to exceed 1 per centum of the total cost (including such expenditures) to the applicant of construction of, and land acquisition and site improvements for, such facility."

REPEAL OF AUTHORITY TO PRESCRIBE A SCHEDULE OF FEES FOR CERTAIN INSPECTIONS AND RELATED ACTIVITIES

SEC. 7. The Higher Education Facilities Act of 1963 is amended by striking out subsection (b) of section 304 and by redesignating subsection (c) and references thereto as subsection (b).

ONE-YEAR EXTENSION OF ASSISTANCE TO DEVELOPING INSTITUTIONS

SEC. 8. Paragraph (1) of section 301 (b) of the Higher Education Act of 1965 is amended by inserting after "June

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30, 1966," the following: "and the sum of $30,000,000 for the fiscal year ending June 30, 1967,".

Passed the House of Representatives May 2, 1966.

Attest: RALPH R. ROBERTS,

Clerk.

(The House Committee on Education and Labor Report, House Report No. 1467 on H.R. 14644 follows:)

89TH CONGRESS } HOUSE OF REPRESENTATIVES { REPORT
2d Session } { No. 1467

HIGHER EDUCATION AMENDMENTS OF 1966

APRIL 29, 1966.—Committed to the Committee of the Whole House on the State of the Union and ordered to be printed

Mr. POWELL, from the Committee on Education and Labor, submitted the following

REPORT

[To accompany H.R. 14644]

The Committee on Education and Labor, to whom was referred the bill (H.R. 14644) to amend the Higher Education Facilities Act of 1963 to extend it for 3 years, and for other purposes; and to authorize assistance to developing institutions for an additional year, having considered the same, report favorably thereon without amendment and recommend that the bill do pass.

PURPOSE OF THE LEGISLATION

H.R. 14644 is designed to renew and strengthen two Federal assistance programs essential to the advancement of educational opportunities in the Nation:

(1) The construction of higher education facilities; and
(2) The improvement of developing colleges.

In 1963, the Congress in approving the Higher Education Facilities Act authorized a 5-year program of grants and loans for the construction of undergraduate and graduate facilities. For the first 3 fiscal years of the program, fiscal years 1964, 1965, and 1966, the act contained specific authorizations for each of the three programs carried on under the act, i.e., grants for the construction of undergraduate facilities, grants for the construction of graduate facilities, and loans for the construction of academic facilities.

It is the purpose of H.R. 14644, in addition to proposing minor revisions in the Facilities Act, to specify authorizations for the remaining 2 years of the programs and to extend the act for 3 additional years, specifying authorizations for the first year of the 3-year extention.

It is also the purpose of H.R. 14644 to extend title III of the Higher Education Act of 1965, a program of Federal assistance for developing institutions, for an additional year, fiscal year 1967.

Background of the Legislation

The Higher Education Facilities Act of 1963 is designed to assist the Nation's institutions of higher education to construct needed classrooms, laboratories, and libraries in order to accommodate mounting student enrollments and to meet demands for skilled technicians and for advanced graduate education. Enactment of the program in 1963 demonstrated the congressional recognition that colleges and universities needed assistance immediately if they were to provide a college education for what was described as "the tidal wave" of students seeking admission.

President Johnson stated, when signing the act, that it was "the most significant education bill passed by Congress in the history of the Republic." The progress made under the act during the last 3 years has been noteworthy. Nevertheless, the needs which prompted congressional action then are still pressing, and require continued assistance. Perhaps the existing situation was best described by the U.S. Commissioner of Education, Harold Howe II, in hearings before the Special Subcommittee on Education, when he said, "Even with the expenditure of an estimated $1 billion in non-Federal construction of undergraduate facilities, plus $600 million in Federal grants and loans, the gap between need and resources is estimated to exceed $4 billion."

In order that the Congress might review the implementation of the Higher Education Facilities Act at the end of a 3-year period, specific sums were not authorized for the last 2 years of the 5-year program. Thus, without authorizing legislation, the program would not be operative after June 30 of this fiscal year, as the act contained no authorization of appropriations. With respect to title III of the Higher Education Act of 1965, Congress wished to review the program after the first year of its operation. Thus, legislation is also required to extend this program, as it too would have expired on June 30 of this year.

H.R. 14644 reflects the testimony presented to the Special Subcommittee on Education in hearings conducted on bills to extend and amend the Higher Education Facilities Act of 1963 and title III of the Higher Education Act of 1965. Public hearings were held on 5 days. In addition to the testimony presented in the hearings, the Special Subcommittee on Education has received numerous letters from college and university administrators and faculty, requesting the extension of the two programs.

Summary of the Major Provisions and Discussion

Higher Education Facilities Act 1963

TITLE I—GRANTS FOT THE CONSTRUCTION OF UNDERGRADUATE FACILITIES

Title I of the act established a program of grants to public and private nonprofit colleges and universities for undergraduate classroom, laboratory, and library construction. These grants are used to pay up to 40 percent of the construction costs for public community colleges, and up to one-third of such costs for other colleges and universities.

In fiscal year 1965 there was a demand for some $250 million in excess of the $225 million in Federal funds made available under the title. A recent survey by the U.S. Office of Education suggests that during 1966 public community colleges and technical institutes had a demand for more than three times their allotment for the year of grant funds for facilities construction, if the additional Federal funds had been available; and 4-year institutions had a demand of more than twice their allotment.

This is understandable since in the last decade college enrollments have doubled. There are now nearly 6 million students in American colleges. By 1975 enrollment is expected to reach 8.6 million. Freshman enrollments for 1965 are 18 percent above those of the previous year. The number of colleges and universities rose from 866 at the end of World War II to almost 2,200 in 1966, and there is every indication that this spectacular growth will continue.

The U.S. Office of Education indicates that there is a need for well over $2 billion annually in new academic facilities during the coming 2 years. The committee views these figures as conservative for a number of reasons, foremost of which is that they do not take into account the stimulation that will be given by new financial aid legislation, and, in particular, the GI bill, which potentially can provide enormous and as yet unestimated enrollment increases.

For fiscal year 1967 the administration requested an authorization of $453 million for the program of grants to assist in the construction of undergraduate academic facilities. As previously indicated the testimony and evidence presented to the committee suggests that this is a minimal figure; however, the administration's recommendation has been incorporated in the provisions of H.R. 14644. The bill further proposes the following authorization for title I:

	Million
Fiscal year 1968	$700
Fiscal year 1969	900

The following tables show the proposed distribution of the title I funds in each of the next 3 fiscal years.

Estimated distribution of legislative authorization, Higher Education Facilities Act of 1963, title I, as proposed to be amended by H.R. 14644, fiscal year 1967

	Total estimated amounts	For public community college and public technical institutes	For other undergraduate institutions
Grand total, 50 States, District of Columbia, and territories	$453,000,000	$99,660,000	$353,340,000
Total, 50 States and District of Columbia	448,567,702	98,440,595	350,127,107
Alabama	7,438,984	2,173,591	5,265,393
Alaska	341,485	70,063	271,422
Arizona	4,250,554	812,246	3,438,308
Arkansas	4,538,426	1,355,470	3,182,956
California	46,466,535	7,678,149	38,788,386
Colorado	5,195,847	999,713	4,196,134
Connecticut	5,776,242	1,048,611	4,727,631
Delaware	986,067	167,166	818,901
Florida	11,471,782	2,790,161	8,681,621
Georgia	8,847,606	2,450,732	6,396,874
Hawaii	1,667,257	432,040	1,235,217
Idaho	1,883,319	490,094	1,393,225
Illinois	22,524,663	4,167,489	18,357,174
Indiana	11,759,773	2,590,944	9,168,829
Iowa	7,448,867	1,742,242	5,706,625
Kansas	6,095,816	1,367,651	4,728,165
Kentucky	7,114,630	1,945,432	5,169,198
Louisiana	8,527,508	2,269,571	6,257,937
Maine	2,231,064	618,126	1,612,938
Maryland	7,252,885	1,507,173	5,745,712
Massachusetts	13,709,518	2,503,517	11,206,001
Michigan	20,071,095	4,248,524	15,822,571
Minnesota	9,897,108	2,374,968	7,522,140
Mississippi	5,336,965	1,416,635	3,920,330
Missouri	10,292,502	2,128,927	8,163,575
Montana	1,848,584	439,988	1,408,596
Nebraska	3,786,445	841,877	2,944,568
Nevada	669,896	111,876	558,020
New Hampshire	1,656,340	385,389	1,270,951
New Jersey	12,031,745	2,796,381	9,235,364
New Mexico	2,527,967	602,230	1,925,737
New York	38,002,961	6,882,318	31,120,643
North Carolina	11,441,062	2,980,394	8,460,668
North Dakota	1,924,242	492,600	1,431,642
Ohio	23,345,230	5,224,826	18,120,404
Oklahoma	6,746,210	1,583,801	5,162,409
Oregon	5,250,447	1,111,417	4,139,030
Pennsylvania	26,449,497	6,686,989	19,762,508
Rhode Island	2,121,386	459,425	1,661,961
South Carolina	5,491,257	1,647,126	3,844,131
South Dakota	1,952,388	503,140	1,449,248
Tennessee	8,848,030	2,352,419	6,495,611
Texas	23,114,291	5,054,549	18,059,742
Utah	3,580,299	641,192	2,939,107
Vermont	1,166,097	256,926	909,171
Virginia	8,583,149	2,142,662	6,440,487
Washington	8,212,676	1,719,176	6,493,500
West Virginia	4,606,773	1,312,448	3,294,325
Wisconsin	10,748,928	2,523,732	8,225,196
Wyoming	853,546	173,041	680,505
District of Columbia	2,481,758	165,438	2,316,320
American Samoa	38,674	13,650	25,024
Canal Zone			
Guam	146,378	41,640	104,738
Puerto Rico	4,195,714	1,147,183	3,048,531
Virgin Islands	51,532	16,932	34,600

NOTE.—Distribution based on fiscal year, 1966 data.

Estimated distribution of legislative authorization, Higher Education Facilities Act of 1963, title I, as proposed to be amended by H.R. 14644, fiscal year 1968

	Total estimated amounts	For public community college and public technical institutes	For other undergraduate institutions
Total, States, District of Columbia, and territories	$700,000,000	$154,000,000	$546,000,000
Total, 50 States and District of Columbia	693,150,974	152,115,710	541,035,264
Alabama	11,495,119	3,358,750	8,136,369
Alaska	527,680	108,265	419,415
Arizona	6,568,185	1,255,126	5,313,059
Arkansas	7,013,020	2,094,545	4,918,475
California	71,802,592	11,864,690	59,937,902
Colorado	8,028,903	1,544,811	6,484,092
Connecticut	8,925,795	1,620,370	7,305,389
Delaware	1,523,725	258,314	1,265,411
Florida	17,726,815	43,115,070	13,415,308
Georgia	13,671,798	3,787,003	9,884,795
Hawaii	2,576,336	667,612	1,908,724
Idaho	2,910,207	757,320	2,152,887
Illinois	34,806,322	6,439,828	28,366,494
Indiana	18,171,835	4,003,666	14,168,169
Iowa	11,510,389	2,692,205	8,818,184
Kansas	9,419,585	2,113,369	7,306,216
Kentucky	10,993,910	3,006,187	7,987,723
Louisiana	13,177,165	3,507,063	9,670,102
Maine	3,447,559	955,161	2,492,398
Maryland	11,207,548	2,328,965	8,878,583
Massachusetts	21,184,686	3,868,569	17,316,117
Michigan	31,014,938	6,565,048	24,449,890
Minnesota	15,293,545	3,669,928	11,623,617
Mississippi	8,246,965	2,189,061	6,057,904
Missouri	15,904,528	3,289,732	12,614,796
Montana	2,856,532	679,894	2,176,638
Nebraska	5,851,020	1,300,914	4,550,106
Nevada	1,035,159	172,877	862,282
New Hampshire	2,559,466	595,524	1,963,942
New Jersey	18,592,101	4,321,119	14,270,982
New Mexico	3,906,350	930,598	2,975,752
New York	58,724,222	10,634,929	48,089,293
North Carolina	17,679,344	4,605,465	13,073,879
North Dakota	2,973,442	761,192	2,212,250
Ohio	36,074,305	8,073,682	28,000,623
Oklahoma	10,424,607	2,447,374	7,977,233
Oregon	8,113,273	1,717,421	6,395,852
Pennsylvania	40,871,187	10,333,096	30,538,091
Rhode Island	3,278,081	709,929	2,568,152
South Carolina	8,485,386	2,545,227	5,940,159
South Dakota	3,016,935	777,479	2,239,456
Tennessee	13,672,452	3,635,085	10,037,367
Texas	35,717,448	7,810,562	27,906,886
Utah	5,532,471	990,805	4,541,666
Vermont	1,801,915	397,015	1,404,900
Virginia	13,263,144	3,310,957	9,952,187
Washington	12,690,669	2,656,563	10,034,106
West Virginia	7,118,634	2,028,065	5,090,569
Wisconsin	16,609,824	3,899,807	12,710,017
Wyoming	1,318,946	267,392	1,051,554
District of Columbia	3,834,947	255,644	3,579,303
American Samoa	59,761	21,092	38,669
Canal Zone	226,192	64,345	161,847
Guam	6,483,442	1,772,688	4,710,754
Puerto Rico	79,631	26,165	53,466
Virgin Islands			

NOTE.—Distribution based on fiscal year 1966 data.

Estimated distribution of legislative authorization, Higher Education Facilities Act of 1963, title I, as proposed to be amended by H.R. 14644, fiscal year 1969

	Total estimated amounts	For public community college and public technical institutes	For other undergraduate institutions
Total: States, District of Columbia, and territories	$900,000,000	$198,000,000	$702,000,000
Total, 50 States and the District of Columbia	891,194,109	195,577,341	695,616,768
Alabama	14,779,438	4,318,392	10,461,046
Alaska	678,446	139,198	539,248
Arizona	8,444,810	1,613,734	6,831,076
Arkansas	9,016,740	2,692,987	6,323,753
California	92,317,620	15,254,602	77,063,018
Colorado	10,322,874	1,986,185	8,336,689
Connecticut	11,475,976	2,083,332	9,392,644
Delaware	1,959,074	332,118	1,626,956
Florida	22,791,619	5,543,366	17,248,253
Georgia	17,578,026	4,869,004	12,709,022
Hawaii	3,312,432	858,358	2,454,074
Idaho	3,741,696	973,698	2,767,998
Illinois	44,750,985	8,279,779	36,471,206
Indiana	23,363,788	5,147,571	18,216,217
Iowa	14,799,072	3,461,407	11,337,665
Kansas	12,110,894	2,717,188	9,393,706
Kentucky	14,135,028	3,865,098	10,269,930
Louisiana	16,942,069	4,509,081	12,432,988
Maine	4,432,576	1,228,064	3,204,512
Maryland	14,409,704	2,994,383	11,415,321
Massachusetts	27,237,454	4,973,875	22,263,579
Michigan	39,876,347	8,440,775	31,435,572
Minnesota	19,663,129	4,718,479	14,944,650
Mississippi	10,603,240	2,814,506	7,788,734
Missouri	20,448,680	4,229,656	16,219,024
Montana	3,672,683	874,149	2,798,534
Nebraska	7,522,740	1,672,604	5,850,136
Nevada	1,330,918	222,270	1,108,648
New Hampshire	3,290,742	765,674	2,525,068
New Jersey	23,904,131	5,555,725	18,348,406
New Mexico	5,022,450	1,196,483	3,825,967
New York	75,502,572	13,673,480	61,829,092
North Carolina	22,730,586	5,921,312	16,809,274
North Dakota	3,822,997	978,676	2,844,321
Ohio	46,381,249	10,380,448	36,000,801
Oklahoma	13,403,066	3,146,624	10,256,442
Oregon	10,431,351	2,208,113	8,223,238
Pennsylvania	52,548,669	13,285,408	39,263,261
Rhode Island	4,214,675	912,766	3,301,909
South Carolina	10,909,782	3,272,435	7,637,347
South Dakota	3,878,917	999,616	2,879,301
Tennessee	17,578,867	4,673,681	12,905,186
Texas	45,922,433	10,042,151	35,880,282
Utah	7,113,177	1,273,892	5,839,285
Vermont	2,316,748	510,448	1,806,300
Virginia	17,052,614	4,256,945	12,795,669
Washington	16,316,575	3,415,581	12,900,994
West Virginia	9,152,529	2,607,512	6,545,017
Wisconsin	21,355,488	5,014,038	16,341,450
Wyoming	1,695,787	343,789	1,351,998
District of Columbia	4,930,646	328,685	4,601,961
American Samoa	76,835	27,118	49,717
Canal Zone			
Guam	290,818	82,729	208,089
Puerto Rico	8,335,855	2,279,171	6,056,684
Virgin Islands	102,383	33,641	68,742

NOTE.—Distribution based on fiscal year 1966 data.

Again, the evidence presented to the committee indicates that the proposed authorizations for 1968 and 1969 are less than what will be required to meet the anticipated needs. The proposed authorizations are, however, within the program plans projected by the Department of Health, Education, and Welfare.

H.R. 14644 extends the title I program through fiscal year 1971. In order that the Congress may review the operation of the program at the end of the next 3-year period, further authorization of appropria-

tions are required for the last 2 years of the program. Another amendment to title I will permit the continuation of grants to assist in meeting the expenses incurred in the administration of State plans required under the act, and in addition, authorize grants to continue comprehensive planning within a State to determine the construction needs of colleges and universities. Seven million dollars is authorized for each of the next 3 fiscal years for these purposes.

TITLE II—GRANTS FOR THE CONSTRUCTION OF GRADUATE FACILITIES

Similar to title I, this part of the Higher Education Facilities Act provides Federal grants to pay up to one-third of construction costs for graduate classroom, laboratory, and library construction at institutions of higher education. During fiscal year 1965, the U.S. Office of Education received applications amounting to far more than the funds appropriated. Demand for assistance in construction for graduate facilities remains strong. At the time of the hearings conducted by the Special Subcommittee on Education, it was reported that if the demand for title II funds continues at its present rate, the total amount requested by graduate schools across the country will exceed $100 million by the end of this fiscal year.

Increasing numbers of students with bachelor's degrees are seeking to go on to graduate school. Colleges, vocational and technical schools, business, and industry are requiring professional employees to have postgradutate education as a prerequisite for work in an increasing number of specialized fields. Ten years ago, approximately 240,000 students were enrolled in graduate school. Last September, that number had increased to 570,000. The demand for graduate education is not expected to abate. Projections indicate that by 1974 there will be almost 1.1 million graduate students. It is estimated that an additional 40 strong graduate centers are needed to meet the Nation's manpower requirements.

As part of the Higher Education Act of 1965, the Congress doubled the 1966 authorization for title II from $60 to $120 million. Under this title, grants may be provided for the construction of cooperative graduate centers, and in doubling the authorization the Congress wished to encourage a more extensive development of cooperative arrangements at the graduate level. In addition the Congress also wished to promote a wider geographical distribution of quality graduate education.

It was, therefore, with great reluctance that the committee approved the administration's recommendation that title II be funded at only $60 million for fiscal year 1967. For fiscal years 1968 and 1969 the bill proposes authorizations of $90 million and $120 million, respectively, amounts which are within the Department of Health, Education, and Welfare's projected program. In order that the Congress may also review the operation of this program by the end of the next 3-year period, further authorization of appropriations will be required for the last 2 years of the program. Also the amendments provide that sums appropriated to assist in the construction of graduate academic facilities will remain available for grants until they are expended rather than merely for the 2 succeeding fiscal years as is now authorized. This will bring the title II program into line with other Federal programs providing assistance in the construction of graduate academic facilities.

TITLE II—LOANS FOR THE CONSTRUCTION OF ACADEMIC FACILITIES

The loan provisions of the Higher Education Facilities Act are patterned after the loan provisions of the college housing program. In 1965 almost $108 million was provided under title III. This year due in part to the lowering of the interest rate to 3 percent, the demand for loans is even higher. Both public and private colleges and universities now find the program much more attractive and although the fiscal year is not yet over, applications received by the U.S. Office of Education already exceed the amount authorized for 1966.

H.R. 14644 proposes a fiscal year 1967 authorization of $200 million for title III, $80 million more than in previous years. Rather than authorize an appropriation of funds without a ceiling for the succeeding fiscal years as was proposed, the committee wished to set specific authorizations for fiscal years 1968 and 1969 as was done in the other titles. While the committee is convinced that borrowing for academic facilities will increase in proportion to the grants provided, the authorization of funds for title III was limited to $200 million for fiscal years 1968 and 1969. This was due primarily to the uncertainty of the impact that the Participation Sales Act of 1966 might have rather than to any lack of evidence or support for a continued expansion of the program.

H.R. 14644 also proposes a deletion of an existing provision providing the Commissioner of Education with discretion to prescribe a schedule of fees to cover the expenses of audits and inspections of construction undertaken with title III assistance, since this authority has not been used and is not needed.

Higher Education Act of 1965

TITLE III—STRENGTHENING DEVELOPING INSTITUTIONS

Last year, the Congress approved as part of the Higher Education Act of 1965 a 1-year program of grants to assist in the strengthening of developing institutions. President Johnson, in his message to Congress on health and education, reiterated the need for a program of assistance to developing institutions when he observed that "one out of every four of our institutions of higher learning is not good enough to get accreditation." The need and desirability for Federal assistance to developing institutions to help them strengthen their academic programs was clearly demonstrated this year, as it was last, in hearings before the Special Subcommittee on Education. But at the same time, concern was also expressed that the program might not reach those institutions for whose needs it was designed. It was primarily because of this concern that the Congress authorized only a 1-year program in 1965, so that there would be an opportunity to review the efficacy of the program this year.

The following is a U.S. Office of Education report on the status of title III of Public Law 89–329, the strengthening of developing institutions:

> As of April 15, 1966 (the deadline for accepting applications), 309 institutions of higher education had submitted proposals for participation in the program. Included among the proposals were 283 cooperative arrangement proposals involving 700 institutions and requests for 1,003

national teaching fellowships. Public community colleges submitted 66 proposals. The total request for funds was far in excess of the $55 million authorization for fiscal year 1966. Institutions in 46 States, Guam, and Puerto Rico submitted applications. On May 13 and 14, the proposals will be evaluated, the eligibility of applicants will be determined, and the consistency of the proposals with the regulations promulgated by the Office of Education will be ascertained.

In the light of this status report, which precludes a meaningful evaluation at this time, and because of the continued concern of the committee, H.R. 14644 proposes only a 1-year extension of title III; that is, through fiscal year 1967. A $30 million authorization is proposed. Thus the Congress will have an opportunity next year to review and evaluate this innovative program.

The committee also wishes to express again its intention that assistance under title III be exclusively provided on behalf of those institutions which are "struggling for survival" and "isolated from the main currents of academic life". The committee concurs in the description of the program as stated by Secretary Gardner when he said that this is "a program to help only the most grievously afflicted minority of a very large and important category of institutions".

The American Council on Education, in testimony given before the subcommittee, declared:

> There can be no question about the need to strengthen our so-called developing institutions, particularly those whose student body is predominantly Negro and is drawn largely from inadequately supported, previously segregated secondary schools in the South.

It is precisely the institutions described and emphasized in this statement which the committee intends to be the primary—if not the exclusive—recipients of assistance under this title. These are the institutions beset with problems which must often appear insoluble, and these are the institutions for which the program is intended.

Section-by-Section Analysis

Section 1

This section provides that this act may be cited as the "Higher Education Amendments of 1966."

Section 2. Extension of grants for construction of undergraduate academic facilities

Section 2 of the bill amends section 101 of the Higher Education Facilities Act of 1963 (referred to in the analysis of secs. 2 through 7 as "act"). Section 101 established the title I program of grants to institutions of higher education for the construction of undergraduate academic facilities. The program presently expires on June 30, 1968, but for the last 2 fiscal years of the program no appropriations have been authorized to carry it out. The amendment made by the bill would extend the program for 3 years, until June 30, 1971, and would authorize appropriations for the fiscal years ending in 1967, 1968, and 1969, of $453 million, $700 million, and $900 million, respectively. This section, in addition, makes a technical change in the provision of section 101(b) relating to carryover of unused authorizations to con-

form it to a comparable provision added to section 201 (described in the analysis of sec. 4 of the bill).

Section 3. Payments for administrative expenses and for planning

This section amends section 105(b) of the act, which presently authorizes the Commissioner to expend not more than $3 million yearly for the administration of State plans under title I, for the first 2 fiscal years of the title I program. The amendment made by this section authorizes the expenditure for the fiscal years ending in 1967, 1968, and 1969 of $7 million yearly, of which not more than $3 million may be expended yearly for the administration of State plans under title I. The remainder is to be available for grants, to the State commissions which submit the State plans under title I, for comprehensive planning to determine construction needs of institutions of higher education (and combinations thereof).

Section 4. Extension of grants for construction of graduate academic facilities; extending availability of appropriations

Section 4 of the bill amends section 201 of the act, which established the title II program of grants to institutions of higher education for the construction of graduate academic facilities. This program presently expires on June 30, 1968, but for the last 2 fiscal years of the program no appropriations have been authorized to carry it out. The amendment made by this section of the bill would extend the program through the fiscal year ending in 1971, and would authorize appropriations of $60 million, $90 million, and $120 million for the fiscal years ending in 1967, 1968, and 1969, respectively.

This section also makes two technical changes in section 201. First, any excess of (1) a specific authorization for title II for a fiscal year, over (2) the appropriation pursuant to such authorization, may be carried over and added to the authorization for the succeeding year (if there otherwise is an authorization for such year). Second, appropriations for a fiscal year for title II would remain available until expended, instead of remaining available through the second succeeding fiscal year, as under present law.

Section 5. Extension of loans for construction of academic facilities

This section amends section 303(c) of the act which contains provisions applicable to the title III program of loans to institutions of higher education for the construction of academic facilities. Section 303(c) presently provides that the title III loan program will expire on June 30, 1968, but does not provide an authorization of appropriations for the last 2 years of the program. The amendment made by this section would extend the program through the fiscal year ending in 1971, and would authorize $200 million yearly for the fiscal years ending in 1967, 1968, and 1969, for carrying out the program. In addition, the amendment makes several technical changes in the provisions relating to carryover of unused authorizations and of unexpended appropriations to conform these provisions to the comparable provisions added to section 201 (described in the analysis of sec. 4 of the bill).

Section 6. Clarifying amendment of definition of development cost

This section amends the definition of "development cost" in section 401(c) of the act. Development cost presently encompasses the cost to the institution of construction of an academic facility

(including necessary site acquisition and improvement) less the amount of Federal assistance made available, and certain non-Federal contributions required, under other Federal programs. The amendment would include in development cost the cost of acquisition of works of art for the facility, to the extent that such cost does not exceed 1 percent of the cost of construction and site acquisition and improvement (computed without any deduction on account of Federal assistance made available, or of non-Federal contributions required, under other Federal programs).

Section 7. Repeal of authority to prescribe a schedule of fees for certain inspections and related activities

Section 7 of the bill repeals section 304(b) of the act which permitted the Commissioner to condition loan agreements under title III upon the payment of fees (a schedule of which the Commissioner could prescribe) covering the costs of inspections at the site of projects being constructed with title III loans. The section also permitted the Commissioner to utilize other agencies on a reimbursable basis for making such inspections.

Section 8. One-year extension of assistance to developing institutions

Title III of the Higher Education Act of 1965 established a 1-year program (expiring on June 30, 1966) designed to encourage cooperative arrangements for assistance to certain financially handicapped colleges ("developing insitutions"), and to provide fellowships to encourage outstanding graduate students and junior faculty members to teach at such colleges. This section amends section 301(b)(1) of that title to extend the program for another year by authorizing $30 million for the fiscal year ending in 1967.

CHANGES IN EXISTING LAW MADE BY THE BILL, AS REPORTED

In compliance with clause 3 of rule XIII of the Rules of the House of Representatives, changes in existing law made by the bill, as reported, are shown as follows (existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italics, existing law in which no change is proposed is shown in roman):

HIGHER EDUCATION FACILITIES ACT OF 1963

* * * * * * *

TITLE I—GRANTS FOR CONSTRUCTION OF UNDERGRADUATE ACADEMIC FACILITIES

APPROPRIATIONS AUTHORIZED

SEC. 101. (a) The Commissioner of Education (hereinafter in this Act referred to as the "Commissioner") shall carry out during the fiscal year ending June 30, 1964, and each of the [four] *seven* succeeding fiscal years, a program of grants to instititions of higher education for the construction of academic facilities in accordance with this title.

(b) For the purpose of making grants under this title, there is hereby authorized to be appropriated the sum of $230,000,000 for the fiscal year ending June 30, 1964, and for the succeeding fiscal year,

[and the sum of] $460,000,000 for the fiscal year ending June 30, 1966, *$453,000,000 for the fiscal year ending June 30, 1967, $700,000,000 for the fiscal year ending June 30, 1968, and $900,000,000 for the fiscal year ending June 30, 1969*; but for the fiscal year ending June 30, [1967] *1970*, and the succeeding fiscal year, only such sums may be appropriated as [the] Congress may hereafter authorize by law. In addition to the sums authorized to be appropriated [under] *for each fiscal year for which an appropriation is authorized by* the preceding sentence, there is hereby authorized to be appropriated for [the fiscal year ending June 30, 1965, and the succeeding fiscal year,] *that fiscal year* for making such grants the difference (if any) between [the] *any specific* sums authorized to be appropriated under the preceding sentence for *the* preceding fiscal [years] *year* and the [aggregate of the] sums which were appropriated for such preceding [years] *year* under such sentence.

* * * * * * *

STATE COMMISSIONS AND PLANS

SEC. 105. (a) * * *.

(b) The Commissioner is authorized to expend not exceeding $3,000,000 during [each of the first two fiscal years of the program under this title] *the fiscal years ending June 30, 1965, and June 30, 1966, and not exceeding $7,000,000 for the fiscal year ending June 30, 1967, and each of the two succeeding fiscal years*, in such amounts as he may consider necessary (*1*) for the proper and efficient administration of the State plans approved under this title, including expenses which he determines were necessary for the preparation of such plans, *and (2) for grants, upon such terms and conditions as the Commissioner determines will best further the purposes of this Act, to State commissions for conducting, either directly or through other appropriate agencies and institutions, comprehensive planning to determine the construction needs of institutions (and particularly combinations and regional groupings of institutions) of higher education. Not more than $3,000,000 may be expended in any fiscal year for the purposes set forth in clause (1). For the fiscal year ending June 30, 1970, and the succeeding fiscal year, the Commissioner may expend for purposes of this subsection only such sums as Congress may hereafter authorize by law.*

* * * * * * *

TITLE II—GRANTS FOR CONSTRUCTION OF GRADUATE ACADEMIC FACILITIES

APPROPRIATIONS AUTHORIZED

SEC. 201. In order to increase the supply of highly qualified personnel critically needed by the community, industry, government, research, and teaching, the Commissioner shall, during the fiscal year ending June 30, 1964, and each of the [four] *seven* succeeding fiscal years, make construction grants to assist institutions of higher education to improve existing graduate schools and cooperative graduate centers, and to assist in the establishment of graduate schools and cooperative graduate centers of excellence. For the purpose of making

grants under this title, there is hereby authorized to be appropriated the sum of $25,000,000 for the fiscal year ending June 30, 1964, the sum of $60,000,000 for the fiscal year ending June 30, 1965, [and] the sum of $120,000,000 for the fiscal year ending June 30, 1966, *the sum of $60,000,000 for the fiscal year ending June 30, 1967, the sum of $90,000,000 for the fiscal year ending June 30, 1968, and the sum of $120,000,000 for the fiscal year ending June 30, 1969*; but for the fiscal year ending June 30, [1967] *1970*, and the succeeding fiscal year, only such sums may be appropriated as [the] Congress may hereafter authorize by law. *In addition to the sums authorized to be appropriated for each fiscal year for which an appropriation is authorized by the preceding sentence, there is hereby authorized to be appropriated for that fiscal year for making such grants the difference (if any) between any specific sums authorized to be appropriated under the preceding sentence for the preceding fiscal year and the sums which were appropriated for such preceding year under such sentence.* Sums appropriated pursuant to this [section] *title* for any fiscal year shall remain available for grants under this title until [the end of the second succeeding fiscal year] *expended.*

* * * * * * *

TITLE III—LOANS FOR CONSTRUCTION OF ACADEMIC FACILITIES

* * * * * * *

ELIGIBILITY CONDITIONS, AMOUNTS, AND TERMS OF LOANS

Sec. 303. (a) * * * .

* * * * * * *

(c) The Commissioner shall, during the fiscal year ending June 30, 1964, and each of the [four] *seven* succeeding fiscal years, make loans to institutions of higher education for the construction of academic facilities in accordance with the provisions of this title. For the purpose of making loans under this title, there is hereby authorized to be appropriated the sum of $120,000,000 for the fiscal year ending June 30, 1964, and each of the two succeeding fiscal years [; but for the fiscal year ending June 30, 1967,], *the sum of $200,000,000 for the fiscal year ending June 30, 1967, and for each of the two succeeding fiscal years; but for the fiscal year ending June 30, 1970*, and the succeeding fiscal year, only such sums may be appropriated as the Congress may hereafter authorize by law. In addition to the sums authorized to be appropriated [under] *for each fiscal year for which an appropriation is authorized by* the preceding sentence, there is hereby authorized to be appropriated for [the fiscal year ending June 30, 1965, and the succeeding] *that* fiscal year, for making such loans, the difference (if any) between [the] *any specific* sums authorized to be appropriated under the preceding sentence for *the* preceding fiscal [years] *year* and the [aggregate of the] sums which were appropriated for such preceding [years] *year* under such sentence. Sums appropriated pursuant to this subsection for any fiscal year shall [remain] *be* available *without fiscal-year limitation* for loans under this title [until the end of the next succeeding fiscal year]. ▌

GENERAL PROVISIONS FOR LOAN PROGRAM

SEC. 304. (a) Such financial transactions of the Commissioner as the making of loans and vouchers approved by the Commissioner in connection with such financial transactions, except with respect to administrative expenses, shall be final and conclusive on all officers of the Government.

[(b) The Commissioner is authorized (1) to prescribe a schedule of fees which, in his judgment, would be adequate in the aggregate to cover necessary expenses of making inspections (including audits) and providing representatives at the site of projects in connection with loans under this title, and (2) to condition the making of such loans on agreement by the applicant to pay such fees. For the purpose of providing such services, the Commissioner may, as authorized by section 402(b), utilize any agency, and such agency may accept reimbursement or payment for such services from such applicant or from the Commissioner, and shall, if a Federal agency, credit such amounts to the appropriation or fund against which expenditures by such agency for such services have been charged.]

[(c)](*b*) In the performance of, and with respect to, the functions, powers, and duties vested in him by this title, the Commissioner may—

(1) prescribe such rules and regulations as may be necessary to carry out the purposes of this title;

(2) sue and be sued in any court of record of a State having general jurisdiction or in any district court of the United States, and such district courts shall have jurisdiction of civil actions arising under this title without regard to the amount in controversy, and any action instituted under this subsection by or against the Commissioner shall survive notwithstanding any change in the person occupying the office of Commissioner or any vacancy in such office; but no attachment, injunction, garnishment, or other similar process, mesne or final, shall be issued against the Commissioner or property under his control, and nothing herein shall be construed to except litigation arising out of activities under this title from the application of sections 507(b) and 2679 of title 28 of the United States Code and of section 367 of the Revised Statutes (5 U.S.C. 316);

(3) foreclose on any property or commence any action to protect or enforce any right conferred upon him by any law, contract, or other agreement, and bid for and purchase at any foreclosure or any other sale any property in connection with which he has made a loan pursuant to this title; and, in the event of any such acquisition (and notwithstanding any other provisions of law relating to the acquisition, handling, or disposal of real property by the United States), complete, administer, remodel and convert, dispose of, lease, and otherwise deal with, such property: *Provided,* That any such acquisition of real property shall not deprive any State or political subdivision thereof of its civil or criminal jurisdiction in and over such property or impair the civil rights under the State or local laws of the inhabitants on such property;

(4) sell or exchange at public or private sale, or lease, real or personal property, and sell or exchange any securities or obligations, upon such terms as he may fix;

(5) subject to the specific limitations in this title, consent to the modification, with respect to the rate of interest, time of payment of any installment of principal or interest, security, or any other term of any contract or agreement to which he is a party or which has been transferred to him pursuant to this section; and

(6) include in any contract or instrument made pursuant to this title such other covenants, conditions, or provisions (including provisions designed to assure against use of the facility, constructed with the aid of a loan under this title, for purposes described in section 401(a)(2)) as he may deem necessary to assure that the purposes of this title will be achieved.

TITLE IV—GENERAL PROVISIONS

DEFINITIONS

SEC. 401. As used in this Act—

* * * * * * *

(c) (*1*) The term "development cost", with respect to an academic facility, means the amount found by the Commissioner to be the cost, to the applicant for a grant or loan under this Act, of the construction involved and the cost of necessary acquisition of the land on which the facility is located and of necessary site improvements to permit its use for such facility, but excluding any cost incurred before, or under a contract entered into before, the enactment of this Act. There shall further be excluded from the development cost—

[(1)] (*A*) in determining the amount of any grant under title I or II of this Act, an amount equal to the sum of [(A)] (*i*) any Federal grant which the institution has obtained, or is assured of obtaining, under any law other than this Act, with respect to the construction that is to be financed with the aid of a grant under title I or II of this Act, and [(B)] (*ii*) the amount of any non-Federal funds required to be expended as a condition of such other Federal grants; and

[(2)] (*B*) in determining the amount of any loan under title III of this Act, an amount equal to the amont of any Federal financial assistance which the institution has obtained, or is assured of obtaining, under any law other than this Act, with respect to the construction that is to be financed with the aid of a loan under title III of this Act.

(*2*) *In determining the development cost with respect to an academic facility, the Commissioner may include expenditures for works of art for the facility of not to exceed 1 per centum of the total cost (including such expenditures) to the applicant of construction of, and land acquisition and site improvements for, such facility.*

* * * * * * *

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HIGHER EDUCATION ACT OF 1965

* * * * * * *

TITLE III—STRENGTHENING DEVELOPING INSTITUTIONS

STATEMENT OF PURPOSE AND APPROPRIATIONS AUTHORIZED

SEC. 301. (a) * * *.

(b)(1) There is authorized to be appropriated the sum of $55,000,000 for the fiscal year ending June 30, 1966, *and the sum of $30,000,000 for the fiscal year ending June 30, 1967*, to carry out the provisions of this title.

* * * * * * *

OPENING STATEMENT OF CHAIRMAN

Senator MORSE. Mr. Commissioner, we welcome you and your colleagues: Dr. Samuel Halperin, the Deputy Assistant Secretary for Legislation of the Department of Health, Education, and Welfare; Dr. Peter Muirhead, Associate Commissioner of Education for Higher Education, and Dr. Albert Alford, Assistant Commissioner of Education for Legislation, to the witness table.

As you know, Mr. Commissioner, following your testimony here today, the subcommittee will hear from representatives of higher education and public interest groups on July 13 and 14. From this testimony questions may very well develop. I shall, therefore, as is my practice, once again enroll you and your colleagues in our seminar which is designed to develop the factual basis upon which the subcommittee decision should be based. I know I can count on you for such position papers bearing on the requests as may issue from either the majority or minority side. All such papers and related data will be incorporated in our hearings record at appropriate places.

If I may have the attention of counsel for a moment, I want to make very clear to counsel of the subcommittee that these hearings will be held only for 3 days to meet our requirements for public hearings, and I instruct counsel to see to it that the witnesses following the witnesses from whom we will hear this morning are limited in time—a restriction which will be strictly enforced—in the presentation of any oral statement, with the understanding that they may file whatever written supplemental statements they wish in support of their positions.

So far as this chairman is concerned, we have reached that point in the calendar in this session of Congress, when I must do everything I can to complete the hearing record on the higher education legislation within the 3 days that have been set aside for this purpose, so we can have ample time for an executive discussion of the record made here. We have already a large body of material on higher education problems before the subcommittee. I see no reason or justification for a longer hearing than the chairman has prescribed. The witnesses must be notified of this, and of the fact that they have permission to file supplemental statements.

Furthermore, counsel should make clear to all witnesses appearing before the subcommittee, that when we come to the executive markup of the bill, we may call upon any witnesses who have submitted a supplemental statement to supply further information, if we feel their testimony in the record shows that such additional information is needed. As to the administration witnesses we shall expect that they will give us their cooperation as they have in the past, in making representatives of the Department available to us during the markup period, to answer questions that may be raised by the subcommittee in executive session.

I am now going to call on our first witness, Senator Church, for his statement. I am delighted to have the Senator from Idaho with us this morning. The record should show that he has never failed to give to this subcommittee his cooperation in helping us to present these educational bills to the Senate, reserving, as he should at all times, his duty to respectfully dissent from any recommendations that we make which do not agree with his views. He has been very helpful to the subcommittee, and I want the record to show that on behalf

of the subcommittee I thank him. We are delighted to have you testify this morning, Senator Church. You may proceed in your own way.

STATEMENT OF SENATOR FRANK CHURCH, A U.S. SENATOR FROM THE STATE OF IDAHO

Senator CHURCH. Mr. Chairman, first of all I want to thank you for your courtesy permitting me to testify at this time. I am tempted to extemporize my statement, but as I have gone through the prepared statement, I notice that I have many figures and I think perhaps that I would be saving more of the subcommittee's time if I read it, and with your permission I will proceed on that basis.

Senator MORSE. You have it.

Senator CHURCH. When the first session of this Congress approved the Higher Education Act of 1965, it was with the intention of providing needed financial aid to accelerate and improve college education throughout the country. Title II of that act was designed to give incentive funds to further expand college library facilities that they might keep pace with expanding curriculum developments.

TITLE II: MAINTENANCE OF EFFORT; HIGHER EDUCATION ACT OF 1965

I feel certain that the relatively small base support figure approved under title II was intended to be of the greatest benefit to our smaller colleges and universities. But because of an unanticipated local fiscal situation, the careful language of one section of title II now serves to thwart the intent of Congress. That section, setting further "maintenance of effort" requirements, is depriving a worthy institution of the basic assistance grant.

UNFAIR PENALIZATION

While the situation specifically penalizes Idaho State University, I have been told that other schools were similarly affected but did not bring the matter to legislative attention.

In essence, because of the language of the "maintenance of effort" provisions in title II, Idaho State University will lose its eligibility for the basic assistance grants, not because it failed to do enough for its library facilities, but rather, because it did too much.

Section 202 provides a basic assistance grant not to exceed $5,000 but limits such grants to schools that will spend as much as the annual average amount they spent for library improvements in the 2 years prior to June 30, 1965, and also not less than the amount of the grant.

INTENT REASONABLE—LANGUAGE FAULTY

The intent of that language is quite evident and, I feel, quite reasonable. The institutions should be as much concerned in making the effort to improve their library facilities as is the Federal Government.

THE ONE-TIME EFFORT

Unfortunately, in the case of Idaho State University, the school and the State legislature were too much concerned.

In the 1961, 1962, and 1963 fiscal years, Idaho State University expended an average $42,000 annually on library inventories, using the funds allocated by Idaho's biennial legislature which had met in 1959 and 1961.

When the 37th session of the Idaho State Legislature convened in January of 1963, a new spirit of progress was evident. The problems of State aid to education had become acute and a determined legislature moved to meet financial shortcomings that had plagued Idaho's institutions for many years.

One of the results of that determination was a one-time funding to sharply upgrade Idaho State University library inventories. After an average annual expenditure of $42,000 for the 3 preceding fiscal years, ISU was authorized to nearly double that amount in fiscal 1964, spending $86,055 on its library.

Having made this drastic effort, the legislature and university had no intention of falling back upon the small sums spent prior to 1964. But Idaho is not a wealthy State and every educational dollar is precious. Accordingly, the legislature authorized $64,297 for fiscal 1965—an amount still $20,000 more than had been spent prior to the one-time upgrading effort. The 1966 fiscal budget authorized $68,547 or $24,000 more than the previous average. Quite obviously, Idaho State University is making an outstanding "maintenance of effort" within the context of section 202 of title II.

But the practical effort of the surge expenditure in fiscal 1964 was to have established an average annual expenditure during the 2-year base period required by section 202 of $75,076. Then, in 1965, although still budgeting 50 percent more than in the 3 years prior to the base period, the ISU budget allowance went to $64,055—or $10,000 less than in the prescribed base period—and thus, not meeting the requirement of an annual "maintenance of effort" equal to the $5,000 of the basic assistance grant.

Clearly, Mr. Chairman, the school had proven its intention of library improvement far beyond any implied requirement of the legislation. But because of one atypical budget year which fell in the period prescribed in section 202, Idaho State University not only could not qualify in 1966 for the basic assistance grant, but would continue to be disqualified in future years unless they received and spent continuously high amounts far in excess of the ability of the State and the university.

INTENT OF CONGRESS

I do not think, Mr. Chairman, that it was ever the intent of Congress to deprive or penalize a small school for making an unexpected and outstanding improvement of its library facilities. Certainly, at the time that the Idaho State Legislature appropriated the "one-shot" boost to the ISU library in February of 1963, there was no knowledge that a year later Congress would create title II of the Higher Education Act. Nor do I think, Mr. Chairman, that the dedicated people who drafted title II realized that such a situation would occur.

AMENDMENT TEXT

It is to solve the dilemma that ISU and other schools in similar situations have found themselves because of section 202 but without

affecting those schools who do use the prescribed base period figures, that I now offer a short amendment to S. 3047, the Higher Education Act bill now before the Senate.

The amendment is quite brief. It reads as follows:

PART C—MAINTENANCE OF EFFORT FOR BASIC GRANTS FOR COLLEGE LIBRARY ASSISTANCE

SEC. 121. Section 202(a)(1) of the Higher Education Act of 1965 is amended by adding immediately after "June 30, 1965" the following: "or during the two fiscal years preceding the fiscal year for which the grant is requested, whichever is the lesser."

Thus, while retaining the original base period for those schools that find it satisfactory, this amendment would allow schools such as Idaho State University to use the 2-year period prior to the year the grant is requested in order to comply with the letter of the law in proof of maintenance of effort. It allows such schools to receive the much-needed basic Federal assistance grant under title II, while maintaining their own library budgets at a realistic and fiscally sound level and does not penalize them for doing too much in a one-time bootstrap effort, simply because that effort happened to fall in the 2 years prior to June 30, 1965.

OUTSIDE SUPPORT FOR AMENDMENT

I have the assurances, Mr. Chairman, of both the U.S. Office of Education and the American Library Association that such an amendment is not only aceptable to them but that it is necessary in order to correct this anticipated inequity in title II as it stands today.

In additional support of the amendment, I have two separate letters, from Dr. Donald F. Kline, director of development and institutional research, and from Mr. Eli M. Oboler, university librarian, both of Idaho State University.

I therefore urge your subcommittee approval, Mr. Chairman, to correct an obvious inequity.

Senator MORSE. The letters you have offered, Senator, will be included in the record at this point.

(The letters with attachments referred to follow:)

IDAHO STATE UNIVERSITY,
OFFICE OF THE DIRECTOR,
Pocatello, Idaho, June 7, 1966.

Hon. FRANK CHURCH,
Senate Office Building,
Washington, D.C.

MY DEAR SENATOR CHURCH: As you know from our earlier discussions, we have had some difficulty in complying with the letter of the law in relation to Title II of the Higher Education Act. This title provides for basic Institutional Assistance Grants for libraries, providing the institution can show a "maintenance of effort" and meet other requirements.

Attached is a breakdown of our Library's expenditures from 1960 through 1965. You will note a steady increase in the state's effort to improve the library reources of Idaho State University. Unfortunately, we would have been unable to qualify for the basic Institutional Assistance Grant because of the unusual expenditures in 1963 and 1964. These expenditures resulted from a significantly greater appropriation from the legislature in order to assist us in the development of our library facilities. Because of our state effort we seem, therefore, to have jeopardized our ability to qualify for a Title II grant.

I suspect that other institutions may have experienced similar difficulties, especially those institutions that may have received a significant contribution from private sources or, as in the case of Idaho State University, received significantly greater appropriations from the state legislature creating atypical expenditures during the two years that must be used as the base years, according to the law.

You will be pleased to learn that in this instance we were able to combine our library expenditures with those in our Department of Audio-Visual Services and by increasing our budget for 1965, met the legal requirements for this year.

I would strongly recommend, Senator, that legislation be drafted to amend this title of Public Law 89–329 to provide that an institution may use the 1963, 1964, and 1965 data or permit them to use the two fiscal years preceding the fiscal year for which the grant is made, whichever is the lesser.

My analysis of the legislation suggests that it is the intent of the Congress to improve libraries at institutions similar to Idaho State University. Unfortunately, there is nothing in the committee hearings, or in the recorded testimony, or arrangements on the floor of the Senate that reflects the intent of Congress. The law must, therefore, be administered rigidly, and institutions that have atypical expenditures during the "base years" are automatically eliminated from consideration. The expenditures at I.S.U. for library resources are, in my opinion, typical of this problem.

Any assistance that you can give us in amending the present legislation will be most sincerely apreciated.

Respectfully yours,

DONALD F. KLINE, *Director.*

Analysis of library expenditures, 1960–61—1965–66

	1960–61	1961–62	1962–63	1963–64	1964–65	Budget, 1965–66
Total expenditures [1]	$143,332	$157,972	$173,451	$231,220	$212,633	$235,511
Total capital outlay expenditures	41,899	45,040	47,138	91,095	67,556	74,329
Less capital equipment	1,373	3,920	2,647	5,040	3,259	5,782
Total books, periodicals, binding	40,526	41,120	44,491	86,055	64,297	68,547

[1] Excludes salaries and wages, travel, other expense, and capital outlay.

THE LIBRARY,
IDAHO STATE UNIVERSITY,
Pocatello, Idaho, June 10, 1966.

Hon. FRANK CHURCH,
Senator from Idaho,
Senate Office Building,
Washington, D.C.

DEAR FRANK: As you have already been informed, this library has had some difficulty in matching the "maintenance-of-effort" requirements as stated in "Guidelines for Fiscal Year 1966 Only: The College Library Resources Program", as issued by the U.S. Office of Education in May, 1966, to define the requirements for getting the basic grants for library materials under Title II, Part A, Section 202 of the Higher Education Act of 1965; Public Law 89–329.

According to the maintenance-of-effort requirements, (see xerox pages attached), "the applicant institution . . . will expend . . . during the fiscal year ending June 30, 1966 (from non-Federal funds) for *all allowable library purpose expenditures* in . . . an amount at least equal to the average annual amount it expended from other than Federal sources, for allowable library purposes . . . during the two year period ending June 30, 1965. . . ." Also, it is required that "the applicant institution . . . will expend during the fiscal year ending June 30, 1966, from non-Federal funds for *allowable library materials*, an amount at least equal to the average annual amount it expended from other than Federal sources, for allowable library materials during the two-year period ending June 30, 1965. . . ." The details of what funds are excluded for matching purposes are indicated on page 5 of the attached 2 pages.

As you know, the Idaho State University Library could *not* match, in funds from strictly library expenditures, the "average annual amount spent for such use, during the two-year period ending June 30, 1965 . . .", as pertains to strictly "allowable library materials." Interpretation was made by the Department of Education attorney that enabled us to match by using expenditures on audio-visual services, which are not really under the control of the ISU Library, but were stated as meeting the legal requirements for this year.

The reason for our not being able to match is that for biennium 1963–65 the library was granted an exceptionally large amount as a more or less "one-shot" effort by the State of Idaho to help improve our library resources. It was not planned that this would continue during the succeeding biennium at the same rate, and therefore there was an indicated decrease for 1964–65 and for 1965–66. We will probably not get back, as far as funds coming to us from State funds, to anything close to our library materials expenditures, until the biennium 1967–69, when it will again come up to and probably beyond this increase.

Since this kind of situation might recur, has undoubtedly occurred in other states, and also because, particularly in those institutions which get significant amounts from private sources, this could occur regularly where those contributions vary from year to year, I urge that you promote legislation to amend Title II of the Higher Education Act of 1965 to provide that an institution may *either* use the 1963–64–65 figures, or else use the two fiscal years *immediately* preceding the fiscal year for which the grant is made, whichever is the lesser.

I do not believe it was the intent of Congress, when passing the Higher Education Act of 1965, to penalize institutions which just happen to have somewhat larger amounts one year than another, within the base period being used. We certainly can indicate a maintenance-of-effort, so far as *general* increase in amount spent for the library, but there will be variations in particular years and variations within the biennium, especially when an institution such as ours is suddenly thrust in a position of going from a college to a university and is given constantly added responsibilities by the State, so far as number of students involved and additions to curriculum are concerned.

Anything you can do to amend Title II, so we shall not run into troubles for the succeeding 4 years of this law of a nature similar to those we ran into for 1965–66, will be very much appreciated.

Sincerely yours,

ELI M. OBOLER,
University Librarian.

AMOUNT, DURATION, AND NUMBER OF GRANTS

Basic grants in amounts not to exceed $5,000 per institution or as a member of a combination and/or $5,000 per branch (definition (c)) are authorized for all eligible institutions—irrespective of size or financial need—which submit satisfactory applications.

During any fiscal year, an institution may apply for a basic grant either individually and/or on behalf of a branch(s) or as a member of a combination. Therefore, a new application must be submitted each year for a basic grant.

INSTITUTIONAL ASSURANCES REQUIRED FOR AWARDS

In order to receive a basic grant, an applicant must provide the following assurances in its application: (See Chart Summary on the following page.)

Maintenance-of-effort requirements

A. The applicant institution and each branch for which application is made and each member of a combination will expand (definition (f)) during the fiscal year ending June 30, 1966, (from non-Federal funds), for *all allowable library purpose expenditures* (*definition* (k)), an amount at least equal to the average annual amount it expended from other than Federal sources, for allowable library purposes, (See limitation above) during the two-year period ending June 30, 1965 (section 202(a)(1)).

and

B. *within* the category of library purpose expenditures, the applicant institution and each branch for which application is made and each member of a combination will expend during the fiscal year ending June 30, 1966, from non-Federal funds for *allowable library materials*, an amount at least equal to the

average annual amount it expended from other than Federal sources, for allowable library materials during the two-year period ending June 30, 1965 (Section 202(b)).

MATCHING REQUIREMENT

The applicant institution and each branch for which application is made and each member of a combination will expend during the fiscal year ending June 30, 1966, for *allowable library purpose expenditures*, an amount at least equal to the amount of each basic grant. Only non-Federal funds and funds not used for matching in any other Federal program may be used for matching these basic grants. (Section 202(a)(2)).

The matching requirement is *in addition* to the maintenance-of-effort requirements.

The maintenance-of-effort requirements and the matching requirement pertain to each applicant institution, to each branch on behalf of which application is made, and to each institution participating as a member of a combination.

Summary of funds excluded for matching purposes

(1) Basic grant requested
(2) Other Federal funds
(3) Matching funds for other Federal funds (item 2 above)
(4) Funds for materials used for sectarian instruction or religious worship.

Chart summary of maintenance of effort and matching requirements

Maintenance of effort		Matching (in addition to maintenance of effort)	
Use of funds	Amount	Use of funds	Amount
1. Library purpose expenditures.	At least equal to average annual amount spent for such use in the 2-year period ending June 30, 1965.	Library purpose expenditures.	At least equal to amount of grant.
2. Library materials	do		

Senator MORSE. In the interest of saving time and also to assure complete clarity on the point, the Chair requests Commissioner Howe, to submit for the record a memorandum setting forth the Department's position on Senator Church's amendment.

I think, obviously, he has made a prima facie case in support of the amendment. This is the first time that I have heard of the problem. The amendment makes sense to me, but I have the duty to doublecheck it and to make certain that it will operate as I think it will operate, and as the Senator has explained it. Mr. Reporter, I want Commissioner Howe's memorandum on Senator Church's amendment to follow immediately at this point. Thank you very much.

Senator CHURCH. Thank you, Mr. Chairman.

(The memorandum referred to follows:)

MEMORANDUM FROM OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE ON SENATOR CHURCH'S AMENDMENT

We concur in Senator Church's statement that it was surely not "the intent of Congress to deprive or penalize * * * (an institution) * * * for making an unexpected or outstanding improvement of its library facilities" during one or both of the years on which maintenance-of-effort requirements are based. It is true that institutions which had a "one shot" boost during the fiscal 1964–65 base years are disadvantaged in an unreasonable way under the present wording of the statute; and that the statute should therefore be amended to rectify this situation.

RECOMMENDATION

The provision in sections 202(a)(1) and 202(b) as to maintenance of effort reading "an amount not less than the average annual amount it expended * * * during the 2-year period ending June 30, 1965," be amended to read "an amount not less than the average annual amount it expended during the 2 fiscal years preceding the fiscal year for which the grant is requested, subject to such regulations as the Commissioner may promulgate in connection with exceptional circumstances."

INSTITUTIONS WHICH WERE DISAPPROVED FOR BASIC GRANTS IN FISCAL YEAR 1966 BECAUSE OF FAILURE (BY $1,000 OR MORE) TO MEET MAINTENANCE-OF-EFFORT REQUIREMENTS BASED ON AVERAGE ANNUAL EXPENDITURES FOR FISCAL YEARS 1964 AND 1965

(NOTE.—Figures in columns 1 and 2 indicate the extent to which institutions fell short of base-years averages, for "all library purposes" and/or for "library materials" respectively.)

	All library purpose expenditures	Library materials expenditures
Alabama: Alabama State College		$6,604
California:		
Pepperdine College	$1,362	
University of California at Los Angeles		62,759
Rio Hondo Junior College District		23,085
California State College at San Bernardino		126,847
Humboldt State College		17,094
Napa Junior College		1,094
Georgia: Georgia Institute of Technology	3,147	13,060
Indiana: Indiana University, Wayne Campus	13,704	50,102
Louisiana: McNeese State College		7,352
Massachusetts:		
Massachusetts State College at Fetchburg		3,340
Becker Junior College of Business Administration		1,099
Michigan: Michigan Christian Junior College	4,405	
Mississippi: Perkinston College	7,903	3,917
Nebraska: North Platte Junior College	803	1,443
New Jersey: Archangel College	65,000	
New York:		
St. Bernardine of Sierra College	5,700	
Long Island University, C.W. Post College		7,518
Cornell University		102,197
North Carolina:		
Fayetteville State College	3,357	2,846
Pitt Technical Institute	3,140	4,523
Ohio:		
University of Akron	5,370	
Dyke College	900	56
Pennsylvania:		
Bucks County Community College		5,000
St. Vincent College	6,279	
Rhode Island:		
Johnson and Wales Junior College of Business	691	1,556
South Dakota:		
South Dakota State University		9,511
Tennessee:		
Maryville College		3,004
Lane College	2,219	
Texas:		
Texas Southwest College		1,938
McMurray College	2,925	
Virginia: Old Dominian College		10,822

Senator MORSE. Are there any comments?

Senator JAVITS. I, like the chairman, want to commend Senator Church for his statement. It makes sense to me, but I would like to know what the Commissioner thinks about it.

Mr. HOWE. I think that Senator Church has identified a real problem. We would like to go into it in detail, as to the effect of the amendment. I quite agree that we need to find a reasonable solution to what, in effect, is the way that the act now works in denying some institution funds.

Senator MORSE. Be sure that the memorandum, Mr. Commissioner, includes a survey of other institutions, which like the University of Idaho, are adversely affected by the present law.

Do you gentlemen have anything further?

Senator JAVITS. I have something further.

Senator MORSE. Senator Javits?

JUNIOR COLLEGES

Senator JAVITS. I would like to zero in on junior colleges. You have not testified about that particular category. I should like to go into that, because this new bill raises all sorts of questions.

Our figures show that over one-third of the entering freshmen college students are now enrolled in junior colleges. We have a 22-percent allocation in title I of the Higher Education Facilities Act and title III of the Higher Education Act for the junior colleges. Should that now be reevaluated is the question, in view of the obvious attraction of the junior colleges to prospective college students and their growth?

Mr. HOWE. I would like Mr. Muirhead to comment on this.

Mr. MUIRHEAD. Yes, sir.

As the Senator has indicated, under title I of the grants for undergraduate colleges, 22 percent of the moneys are earmarked for the junior colleges, and 78 percent for the 4-year institutions.

ADMINISTRATION POSITION ON JUNIOR COLLEGES

Our analysis indicates that at this particular time the enrollment in the junior colleges is not out of line with the allotment which is in the legislation. That, of course, does not indicate that this will continue to be the case in the years ahead. The junior colleges are growing and growing very rapidly.

REDEPLOYMENT OF STATE FUNDS

We also would like to indicate that the subcommittee has already addressed itself to this problem in an indirect way by the amendments which were made in the act last year. These permit States where the present allotments of 22 and 78 percent do not work out satisfactorily, to redeploy funds from either the 4-year college allotment to the 2-year college allotment, or vice versa, depending upon the particular needs of the State.

GRANT STATUS OF 4-YEAR COMMUNITY COLLEGES

Senator MORSE. Some of these formerly 2-year community colleges are now 4-year colleges.

Mr. MUIRHEAD. Yes. If they are, then, of course, they are not eligible under section 103. Under section 103, they have to be 2-year public institutions.

Senator MORSE. But the 4-year community college shares under the section of the bill that covers what we usually refer to as the standard 4-year college.

Mr. MUIRHEAD. That is right.

Senator MORSE. But there still is considerable difference in regard to many problems between the State university or the State college or the former community college with 4 years in duration in many small towns of the States.

Mr. MUIRHEAD. You are quite right, Senator Morse, and those institutions, as you have indicated, are eligible under section 104, under that portion of the act that provides the 78 percent.

NDEA LOAN DELINQUENCIES

Senator JAVITS. One other question: What is the delinquency rate now for National Defense Education Act loans? Do you have any new information on that?

Mr. MUIRHEAD. Yes, we do have new information on the NDEA loan program. This subcommittee was gracious enough at our last meeting to permit us to provide a detailed report on the school collection loan problem. We have in process now a followup to that report, and we would like to submit that for the record.

In brief, the student loan collection problem continues to be a problem, but there are signs that it may be improving. Next year we shall have data to judge the impact upon collections of the amendments that this subcommittee made last year, which permitted the colleges to use some of student loan funds to pay administrative expenses of collection and also reduced the period of waiting before the student starts to repay his loan. These amendments are being implemented, and we are giving more attention to helping the smaller colleges who do not have as much competence as some of the other colleges in this collection problem.

Senator MORSE. The Chair rules, and may it have the attention of the counsel of the committee, that the memorandum on the delinquency facts referred to by Dr. Muirhead, when submitted, will be printed in the record at this point, following the questions of the Senator from New York and myself. I have found that if we do not do it this way, you have to direct a Senator's attention to many parts of the record, and we ought to try, Mr. Counsel, this year, when you print the final record, to get these memorandums in the record at the points where the question was raised.

(The requested information follows:)

RESPONSE OF OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, TO QUESTIONS SUBMITTED BY SENATOR MORSE IN LETTER DATED JULY 13, 1966

Question 1. Title III—College facility loan program

"On page 6 of your mimeographed testimony you indicated that for fiscal year 1966 available funds permitted the processing of only 143 out of 279 loan applications received whose dollar value totaled $157.2 million. I understand you are requesting authorization for the coming fiscal year of $200 million for loans with the expectation that an additional $100 million would be made available through the FNMA operation.

"Do I understand correctly that although you have a backlog amounting to $157.2 million you anticipate fewer loan requests so that you would need only an additional $143 million for new loans? In view of your previous statement that because of the lowering of interest rates to 3 percent the demand for loans was higher in 1966, would not this imply an even greater loan demand next year? Based solely upon the criterion of expected and justifiable demand for academic facility loan in the next fiscal year, what is your best estimate of the dollar amounts needed fully to fund the demand?"

Answer

It is true that at present there is a backlog of $157.2 million in requests for loans for construction of undergraduate and graduate facilities under Title III of the Higher Education Facilities Act of 1963. On the basis of current requests we estimate that there will be another $150–200 million demand for such loans during fiscal year 1967. Such an estimate takes into account both the statutory limitation of the share of all institutions in any State to 12½ percent of the appropriation and an administrative ruling which limits to $4 million the value of applications which any one institution can file under Title III.

We are not at this time able to estimate the effect of the lowering of the interest rate to 3 percent on the total demand for loan funds which may be received during fiscal year 1967. There is a high probability that demand for such loans could follow the experience of the College Housing Loans. The original intent of the loan provisions in Title III was to provide a loan source for institutions that could not obtain loans from other sources or that could not take advantage of the grant provisions in Titles I and II. It is quite possible that the subsidized interest rate of 3 percent, which is, in effect, a partial grant, will attract many public and private institutions to this loan source that are capable of and would ordinarily use other sources. If this does, in fact, happen, we believe that a full reevaluation of the purpose of Title III loans should be instituted.

(Note addendum on p. 335.)

Question 2. Title II—Graduate facilities grant program

"I note from page 6 of your testimony that $60 million is recommended as the authorization for the Graduate Facilities Grant Program. Since the Act now specifies $120 million as the authorization for this program, what is the rationale for the proposed reduction? Is there within the next four or five years in the foreseeable future a justifiable need for an annual provision for the Federal share of graduate facilities of more than $60 million a year? I note that on page 5 of your testimony you were unable to fund from the $60 million authorized and appropriated 35 applications for grant assistance. Could you provide a geographical listing by State of the unprocessed applications of the 35 showing from a professional standpoint how many would have been funded had monies been available and at what cost?"

Answer

The total value of the unprocessed applications listed below amounts to $30.5 million. From a professional standpoint we estimate that the 35 applications would result in grant recommendations in the amount of about $25–$27 million. The reductions would be due to ineligible development costs often found in applications, recommendation for disapproval for all or part of some applications, and possible award of grants by National Institute of Health for construction of all or part of the facilities. This agency awards grants for construction of graduate research space, and there are at times overlapping requests.

These 35 applications will be the first to be processed in fiscal year 1967 and were received prior to a July 1 deadline. The filing of applications normally accelerates at the turn of the fiscal year since there is pressure to establish priority of consideration in the new year. Thirteen additional applications had been filed by July 19, with the additional total value of $11.5 million. It is not expected that applications for grants under Title II during fiscal year 1967 will substantially exceed the requested authorization of $60 million.

Institution	*Amount requested*
Alabama: University of Alabama	$241,200
California:	
University of California, Irvine	1,743,000
University of California, La Jolla	1,250,000
University of California, Riverside	146,793
University of Southern California	1,100,000
Connecticut:	
Rensselaer Polytechnic Institute of Connecticut	2,000,000
University of Connecticut	900,000
District of Columbia:	
Catholic University of America	244,225
Georgetown University	3,255,900
Hawaii: University of Hawaii	890,000
Indiana: Indiana University, Indianapolis	1,023,849
Kansas:	
Kansas State University	122,639
University of Kansas	298,665

Institution	*Amount requested*
Massachusetts:	
Boston College	$1,1275,011
Harvard Graduate School of Education	1,538,333
Nebraska: University of Nebraska	401,165
New Jersey: Princeton University	50,533
New Mexico:	
New Mexico State University	323,500
New Mexico State University	424,833
University of New Mexico	618,086
New York:	
Adelphi University	607,903
Adelphi University	246,380
Columbia University	305,000
New School for Social Research	2,246,385
Polytechnic Institute of Brooklyn	1,530,000
State University of New York at Syracuse	1,436,000
Ohio:	
Kent State University	295,550
University of Cincinnati	978,552
University of Dayton	1,137,832
Oklahoma:	
Oklahoma State University	328,709
Oklahoma State University	425,960
Texas:	
Southern Methodist University	1,105,306
University of Houston	780,000
Utah: University of Utah	478,524
Washington: University of Washington	721,608
Total	30,471,441

Question 3. Title I—Undergraduate facilities construction grant program

"As you know, the formula under Title I provides that up to 40 percent of the cost of construction and improvement of public community colleges and up to ⅓ of these costs for all of the institutions of higher education may be made. Would you array a table which would set forth on a State-by-State basis the actual Federal share in percentage form of the grants made? If the array indicates that many institutions are receiving less than 40 percent and 33⅓ percent respectively, could you indicate the additional dollar amount which would have been required to fully fund to the limitation level the grant program under Title I?"

Answer

Summary of grants under title I of Public Law 88–204 for fiscal years 1965 and 1966

	Distribution of grants with Federal percentages at			Additional dollars needed for full funding [1]
	Maximum	Less than maximum; more than 20 percent	Less than 20 percent	
Sec. 103:				
Fiscal year 1965	57	42	3	$8,861,278
Fiscal year 1966	118	73	23	33,766,869
Total	175	115	26	42,628,147
Sec. 104:				
Fiscal year 1965	212	158	34	31,143,341
Fiscal year 1966	463	229	60	56,160,435
Total	675	387	94	87,303,776
Grand total	850	502	120	129,931,923

[1] Does not include additional dollars needed for projects which were received by State commissions but were not funded at all.

Analysis of fiscal year 1965 grants under sec. 103 of Public Law 88–204

	Average grant percentage	Distribution of grant percentages			Additional amount needed for full funding
		40 percent	20 to 39.9 percent	Less than 20 percent	
Total		57	42	3	$8,861,278
Alabama	40.00	2			
Alaska	None				
Arizona	39.14	1	1		9,620
Arkansas	None				
California	32.35		1		891,007
Colorado	39.89	1	1		1,600
Connecticut	25.61		1		292,535
Delaware	None				
District of Columbia	None				
Florida	33.24	1	1		278,502
Georgia	35.35	2	1		181,969
Hawaii	39.86		1		800
Idaho	40.00	2			
Illinois	31.38		1		703,415
Indiana	32.60	1	4		311,253
Iowa	38.44	3	3		36,353
Kansas	40.00	2			
Kentucky	40.00	2			
Louisiana	40.00	2			
Maine	None				
Maryland	19.19			1	825,924
Massachusetts	20.59		1		1,132,569
Michigan	23.50	1		1	1,588,756
Minnesota	36.50	1	2		114,019
Mississippi	39.80	4	2		2,360
Missouri	31.50	1	1		50,768
Montana	40.00	1			
Nebraska	35.00		1		15,151
Nevada	None				
New Hampshire	40.00	1			
New Jersey	38.56		1		49,370
New Mexico	None				
New York	40.00	3			
North Carolina	27.20	1	3		838,405
North Dakota	35.76		1		32,000
Ohio	34.30	1	1		498,356
Oklahoma	40.00	3			
Oregon	37.80	3	1		33,918
Pennsylvania	37.10	3	4		271,192
Rhode Island	33.00		1		2,167
South Carolina	36.04	2	2		100,370
South Dakota	None				
Tennessee	39.52	1	1		22,352
Texas	40.00	3			
Utah	40.00	2			
Vermont	37.57		1		11,542
Virginia	31.66	1	1		107,467
Washington	36.76	1	1		139,497
West Virginia	37.44	1	1		43,818
Wisconsin	40.00	3			
Wyoming	24.85		1		61,718
U.S. service schools					
Canal Zone					
Guam	None				
Puerto Rico	40.00	1			
Virgin Islands	10.48			1	212,505

Analysis of fiscal year 1965 grants under sec. 104 of Public Law 88–204

	Average grant percentage	Distribution of grant percentages			Additional amount needed for full funding
		33⅓ percent	Under ⅓, over 20 percent	Less than 20 percent	
Total		212	158	34	31,143,341
Alabama	33.24	6	3		37,911
Alaska	33.24	1	1		367
Arizona	22.68		1	2	767,328
Arkansas	33.12	7	1		10,409
California	26.30	20	9	3	5,642,477
Colorado	31.87	2	2		144,435
Connecticut	26.58	5		1	617,966
Delaware	16.03	1		1	450,608
District of Columbia	33.33	5			
Florida	25.26	2	7	1	1,460,507
Georgia	33.07	7	1		23,801
Hawaii	32.50		1		16,571
Idaho	33.33	2	1		5
Illinois	27.61	12	6	1	2,074,132
Indiana	29.51	9	4	1	741,074
Iowa	29.13	2	8	1	453,757
Kansas	32.47	5	2		64,521
Kentucky	32.99	2	2		29,516
Louisiana	29.65	1	6		368,980
Maine	25.40		3	1	315,032
Maryland	31.20	3	2		288,911
Massachusetts	19.43	4	2	4	3,402,918
Michigan	27.30	6	6	3	1,632,659
Minnesota	30.97	4	3		313,416
Mississippi	30.19	5	4		66,938
Missouri	30.11	5	7		263,440
Montana	33.33	1			
Nebraska	26.70	2	1	1	371,719
Nevada	None				
New Hampshire	33.33	3			
New Jersey	32.60	7	4		94,608
New Mexico	33.33	2			
New York	29.56	7	7	1	2,120,554
North Carolina	32.50	12	5		109,863
North Dakota	33.33	4			
Ohio	31.80	9	3		413,624
Oklahoma	22.10	7	4	1	1,145,819
Oregon	19.70	3	3	3	1,601,738
Pennsylvania	25.70	1	18		2,682,178
Rhode Island	29.22	2		1	121,132
South Carolina	31.52	1		6	79,135
South Dakota	33.33	3			
Tennessee	26.69		10		804,404
Texas	32.75	11	5		161,959
Utah	29.25	3		1	201,824
Vermont	31.52	1	3		30,451
Virginia	23.48	3	7	1	1,394,357
Washington	33.00	4	1		39,399
West Virginia	30.38	3	2		178,527
Wisconsin	31.62	6	1		268,512
Wyoming	None				
U.S. service schools					
Canal Zone					
Guam	None				
Puerto Rico	21.44	1	2		135,859
Virgin Islands	None				

Analysis of fiscal year 1966 grants under sec. 103 of Public Law 88–204

	Average grant percentage	Distribution of grant percentages			Additional amount needed for full funding
		40 percent	20 to 39.9 percent	Less than 20 percent	
Total		118	73	23	33,766,869
Alabama	26.16		6	1	1,161,731
Alaska	None				
Arizona	30.94		3		240,233
Arkansas	40.00	3			0
California	20.33	9	5	6	7,505,664
Colorado	32.75	2	1		194,646
Connecticut	32.17		4		257,690
Delaware	None				
District of Columbia	None				
Florida	38.13	6	2		137,762
Georgia	38.35	5	1	1	140,795
Hawaii	26.70		1		108,466
Idaho	37.02		1		19,299
Illinois	13.94	2		4	7,868,941
Indiana	29.08	4	1		1,691,089
Iowa	40.00	4			0
Kansas	29.81	1	6	1	949,229
Kentucky	29.54	3		1	714,666
Louisiana	39.38	3	1		800
Maine	None				
Maryland	33.33	2	1		713,074
Massachusetts	29.53		1		897,003
Michigan	23.60	2	4	2	3,444,010
Minnesota	38.60	5	1		86,398
Mississippi	39.50	7	4		17,242
Missouri	28.90	1		1	414,035
Montana	27.80	2		1	219,524
Nebraska	None				
Nevada	None				
New Hampshire	None				
New Jersey	38.00	2	1		442,944
New Mexico	30.50	1		1	281,933
New York	32.55	4	1	1	1,359,287
North Carolina	19.00		6	2	2,705,765
North Dakota	34.40		2		84,516
Ohio	27.20	1	1		237,482
Oklahoma	40.00	6			
Oregon	29.50	1	2		401,182
Pennsylvania	40.00	11			
Rhode Island	32.39	1	1		109,046
South Carolina	29.90	4	4		544,809
South Dakota	None				
Tennessee	40.00	2			
Texas	38.85	13	6		138,037
Utah	40.00	4			
Vermont	27.45		2		100,132
Virginia	39.24	2	2		40,705
Washington	40.00	1			
West Virginia	40.00	1			
Wisconsin	31.94	3	1	1	487,685
Wyoming	30.96		1		51,049
U.S. service schools					
Canal Zone					
Guam	None				
Puerto Rico	None				
Virgin Islands	None				

Analysis of fiscal year 1966 grants under sec. 104 of Public Law 88–204

	Average grant percentage	Distribution of grant percentages			Additional amount needed for full funding
		33⅓ percent	Under ⅓—over 20 percent	Less than 20 percent	
Total		463	229	60	56,160,435
Alabama	31.33	10		1	353,127
Alaska	33.21		1		261
Arizona	32.08	7		1	135,517
Arkansas	31.99	10	1		173,881
California	28.93	33	18	2	6,484,839
Colorado	31.18	4	2		216,803
Connecticut	21.42	7	2	3	2,606,051
Delaware	20.65	1	1	1	633,000
District of Columbia	30.02	3	2		536,211
Florida	27.85	15	7	2	1,695,592
Georgia	32.38	12	3		167,089
Hawaii	28.82		2		195,481
Idaho	28.13	2	3		343,148
Illinois	24.27	26	6	6	930,788
Indiana	32.24	13	2		211,938
Iowa	24.32	9	10	3	2,124,527
Kansas	29.23	9	1	1	489,274
Kentucky	32.32	7	2		124,279
Louisiana	29.31	7	9		894,092
Maine	27.70	2	4	4	487,883
Maryland	29.20	4	4	1	464,028
Massachusetts	23.26	6	10	4	4,755,475
Michigan	26.70	15	6	3	3,869,898
Minnesota	31.70	9	4		369,825
Mississippi	32.60	14	3		89,221
Missouri	30.50	10	4	1	759,856
Montana	33.20	8	1		3,082
Nebraska	29.10	4	1		578,669
Nevada	16.30	1		1	1,033,780
New Hampshire	24.90	1	2		434,325
New Jersey	32.90	14	4		110,158
New Mexico	29.60	5		1	214,134
New York	28.78	26	11	1	4,875,441
North Carolina	32.10	19	6	1	309,000
North Dakota	32.60	1	1		17,463
Ohio	24.20	19	8	10	6,828,308
Oklahoma	31.90	12	1	1	262,084
Oregon	33.33	10			
Pennsylvania	29.80	24	22	1	2,131,886
Rhode Island	32.42	5	4		47,448
South Carolina	27.38	6	7		973,266
South Dakota	31.72	4	3		112,752
Tennessee	27.51	2	12	4	1,339,103
Texas	32.76	29	5	1	321,660
Utah	29.98		2		453,781
Vermont	24.70	2	1	1	303,166
Virginia	25.99	3	17	1	2,047,955
Washington	28.93	12	2	1	903,767
West Virginia	25.83	7	5		972,958
Wisconsin	29.38	7	5	2	1,008,453
Wyoming	14.05			1	1,415,385
U.S. Service Schools					
Canal Zone					
Guam	32.44		1		54,100
Puerto Rico	30.59	7	1		296,227
Virgin Islands	None				

RESPONSES OF OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, TO QUESTIONS SUBMITTED BY SENATOR JAVITS, DATED JULY 12, 1966

1. Last year, for FY 1966 under Title VII of P.L. 89–329, the Congress authorized $120 million for Title II of the Higher Education Facilities Act. However, the Administration bill, S. 3047, proposes half that amount, $60 million, for FY 1967 with no specified amounts for future years. In the light of the growing demands upon the colleges for facilities, what is the explanation for this decrease?

Answer: Thirty-five applications, with a requested total of $30.5 million, remained unprocessed at the end of fiscal year 1966. It is estimated that these ap-

plications would result in grant recommendations amounting to $25 to $27 million. The reductions would be due to ineligible development costs, disapproval of all or part of some applications, and possible award of construction grants by other Federal agencies prior to approval under Title II.

These 35 applications will be the first to be processed in fiscal year 1967. Thirteen additional applications had been filed by July 19, with an additional total value of $11.5 million. This level of interest will not continue throughout the fiscal year, however. The filing of applications normally accelerates at the turn of the fiscal year, since there is pressure to establish priority of consideration in the new year. It is not expected that applications for grants under Title II during fiscal year 1967 will substantially exceed the requested authorization of $60 million.

2. Last year the Congress authorized for FY 1966 $55 million for Title III of the Higher Education Act (Developing Institutions). This year, the Administration has asked for an authorization of $30 million for FY 1967 with no amounts specified for subsequent years. Why this difference?

Answer: During the last fiscal year, the value of total applications received under this program was somewhat over $32 million. The total cost of proposed programs which were judged eligible for funding amounted to $12.5 million, which exceeded the funds appropriated by $7.5 million.

We are confident that we will utilize the $30 million requested. There are, as noted above, proposals which were approved but not funded last year. In addition, there will be a requirement for the continued funding, in their second phase, of programs already funded in part.

We believe, however, that these expenses, combined with the value of approvable new proposals for the current year will approximate, or in any event will not substantially exceed, the proposed authorization of $30 million.

That the Administration has not asked authorization to appropriate specific sums of money in subsequent years reflects the policy of the Administration, designed to establish the future level of program operation in the light of additional experience.

3. What has been the effect of the reforms in NDEA loan procedures enacted by Title IV of the Higher Education Act last year?

Answer: It is far too early to make any final judgments on the effectiveness of the reforms in NDEA loan procedure enacted in the Higher Education Act only last year. The impact of the innovations will be upon operations during FY 1967, rather than FY 1966. Regulations have already been revised to incorporate the changes authorized in the operation and management of the program, and certain sections have been included to require that institutions provide better records, maintain better internal control, and make stronger collection efforts. Some forms have already been revised and others are in the process of being revised. The Manual of Policy and Procedures is being completely rewritten to take into account such changes in procedures as are required by the amended act.

Coordinated efforts of the Office of Education and the Audit Agency of the Department of Health, Education, and Welfare are being exerted vigorously to reach every institution participating in the National Defense Student Loan Program. Individual and special attention is being given to those institutions which have exhibited administrative difficulties in the past. In each of these cases, the institution's chief administrative officer has been advised that its record would be considered in connection with making future Federal contributions to its program.

As the full impact of the recently enacted amendments takes effect, and with the increased cooperation of the academic community, it is our strong belief that a marked improvement in the collection of loans and the general administration of the National Defense Student Loan Program will be reflected in the future.

4. What effect will the Administration's new NDEA loan proposal have on the guaranteed loan program established by Title IVB of the Higher Education Act of 1965?

Answer: There will be no direct effect since the funds involved, the Federal administrative mechanism, and the private sources of credit will all be different. Purchases by private investors of participation certificates issued by FNMA will, however, constitute a degree of demand upon private credit just as applications by students for insured loans will.

For FY 1967, we estimate total demands upon private credit of about $808 million: about $50 million under NDEA; $698 million under the Title IVB Insured Loan Program; and $60 million under the National Vocational Student Loan Insurance Act of 1965.

We are confident that participation certificates sold by FNMA will prove as attractive to private investors in the future as they have in the past. We are similarly optimistic about the response of the banking community to insured loan programs. We cannot, to be sure, predict the behavior of the private money market nor guarantee in advance that insured loans will be available to every eligible student who applies for one. However, the support of the American Banking Association continues to be enthusiastic. Large numbers of banks, credit unions, and savings and loan associations continue to write to ask how they can participate in the program.

5. Under the Administration's new NDEA loan proposal, what are the estimated costs—

(a) for administration funds for the colleges?

(b) for discounting the college loans under the participation sales program?

(c) for loan forgiveness?

(d) for interest subventions to the colleges?

(e) for administration by the Federal Government?

Answer: The costs of the Administration's NDEA loan proposal can best be illustrated with the table below. It will be noted that:

(a) Administrative costs paid to the colleges would be 1 percent of the outstanding balance, as it now is under the existing law.

(b) Loan notes are not discounted before they are placed in the participation pool. However, certificates of participation are issued in an amount equal to 95 percent of the loan notes which back them up—i.e., a 5-percent reserve is retained in the participation pool. FNMA will not issue certificates of more than $9,500 for every $10,000 in notes received from colleges in evidence of money loaned to them. Service charges by FNMA will be negligible, being a very small fraction of 1 percent.

(c) Teacher cancellation costs have been 1.83 percent of the amount of the outstanding loans.

(d) The proposed amendments provide that the colleges would be repaid the amount of the difference between what they receive in interest payments from student repayments and the interest which the institution pays the Commissioner of Education on the institution's loan note. This interest rate would be the going Federal rate plus the amount necessary to cover losses through defaults—probably about 6 percent in total, declining as students began repaying loans.

(e) The cost of the administration generally runs about 1 percent of the amount of the outstanding balance.

Estimated costs of National Defense Education Act student loans

[In thousands]

Amounts available for NDSL:	*1967*
Federal capital contributions (FCC) [1]	190,000
Federal loans to institutions (appropriated)	30,000
Federal loans to institutions (from proceeds of participation sales)	
Subtotal, Federal share	220,000
Institutional contribution (1/9 of FCC)	21,000
Cash collections	34,000
Subtotal funds available (gross)	275,000
Less administrative costs	—7,500
Net total funds available	267,500

[1] Although it is certain that some of the amount appropriated for capital contributions will be taken as loans, it is impossible, at this time, to ascertain how many colleges will elect to take the funds as a loan. Therefore, for the purposes of this table, it is assumed that the total appropriations will be taken as capital contributions.

Estimated costs of National Defense Education Act student loans—Continued

[In thousands]

	1967
Costs of participation pool:	
Interest costs on loans to institution, at 6 percent	1,800
Administrative and collection costs, 1 percent of pool	
Teacher cancellation costs, 1.83 percent of pool	
Defaults	
Total costs	1,800
Costs of NDSL funds not in participation pool:	
Administrative and collection costs, 1 percent of outstanding	7,500
Teacher cancellation cost, 1/9th of amount canceled	1,150
Total	8,650

6. What is your view of an amendment to the Higher Education Facilities Act providing that in facilities constructed due consideration should be given to compliance with standards to make the facilities usable by the handicapped, where appropriate?

Answers: We intend to urge applicants for assistance to comply with these standards and consult with their architects about them. While we believe that this can be achieved administratively, we have no basic objection to the sense of a provision as outlined in the question. We feel, and the statement in the question implies, that there should be some discretion in the provision of such special facilities.

7. What are the projections for junior college enrollment over the next five years?

Answer: Estimated percent public 2-year degree and nondegree credit fall enrollment is of—

	Percent
A. Total degree and nondegree credit enrollment, all institutions:	
1966	17.7
1967	17.9
1968	18.1
1969	18.3
1970	18.5
B. First-time degree and nondegree credit enrollment, all institutions:	
1966	31.0
1967	31.7
1968	32.2
1969	32.3
1970	32.5

REPORT BY PETER P. MUIRHEAD, ASSOCIATE COMMISSIONER FOR HIGHER EDUCATION, OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, ON THE COLLECTION OF NATIONAL DEFENSE STUDENT LOANS

Mr. Chairman and members of the Subcommittee on Education, it has been more than a year since my last report to you on NDSL collections. I am glad to have the opportunity at this time to present to you our findings from repayment reports of institutions as of June 30, 1965. My presentation will provide you with a comparison of current findings with the findings as of October 31, 1964, that I reported to you on March 16, 1965.

As before, my report consists of three parts: The dimensions of the collection situation, the peculiarities of the NDSL collection task, and action which we are taking or propose be taken.

Before I go into my detailed report, however, I must tell you that we are encouraged by our latest figures. While total advances to borrowers increased in the fiscal year 1964–65 by 38 percent, the deliquency rate remained steady at .7 percent.

I. DIMENSIONS OF THE COLLECTION SITUATION

As we reexamine the collection situation, we will look first at which has happened to all of the money loaned. Then we will look at what has happened to those accounts that have entered repayment status.

Cumulative data on total advance to borrowers

Your attention is invited first to Exhibit I, which is a comparative analysis of all money loaned from February 1959 to June 30, 1964, and from February 1959 to June 30, 1965. As I have just mentioned, advances to students increased 38 percent in fiscal 1965. In dollars the increase was from $443 million to $610 million. The number of accounts increased by 30 percent, from about 640,000 to nearly 834,000. The number of institutions participating in the NDSL program increased from 1,559 to 1,597.

The amounts shown on the bar graphs include Federal capital contributed to college loan funds; contributions by the institutions, amounting to one tenth of the total loan fund; interest earned, and collections on outstanding loans.

At the top of each graph is a segment labeled "Not yet in collection status." These amounts are those loaned to borrowers who were still enrolled at the end of each period, or who were taking advantage of the grace period to which they were entitled.

At the bottom of each bar are figures for cancellations. On the left bar, the figure of $8 million represents teacher cancellations for 62,000 borrowers. On the bar at the right is a comparable figure of $14.7 million for nearly 101,000 borrowers. The amount cancelled increased nearly 84 percent. The number of cancelling borrowers increased by 63 percent.

Cancellations because of death, disability, or bankruptcy totaled approximately $1 million at the end of each period.

Total cancellations through the period 1959–64 amounted to $9 million or 2 percent of total advances. By June 30, 1965, total cancellations had risen to $15.7 million, or 2.6 percent.

Of total advances in the 1959–64 period, $191 million was in collection status—43 percent. By June 30, 1965, amounts in collection status had risen $103 million to a total of $294 million, or 48.2 percent of the total advances up to that date. The number of accounts in collection status rose from 274,495 to 371,201 and the percentage of such accounts to all accounts from 42.9 to 44.5.

The greater portion of the amounts in collection status represented payments deferred because the borrower was in military service, the Peace Corps, or VISTA; or payments not yet due. Deferred or not-yet-due payments totaled $167 million in the 1959–64 period and $239 million in the 1959–65 period. The corresponding percentages were 37.7 and 39.2.

Cash collections amounted to $21 million, 4.7 percent of total advances, in 1959–64 and $35.1 million, which was 5.8 percent of total advances, in the longer 1959–65 period.

Approximately $3 million was past due in 1964 and approximately $4.4 million in 1965.

Annual repayment record

Exhibit 2 shows how, in two 12-month periods, borrowers did or did not discharge their obligations under the NDSL program. Both bar graphs are a percentage analysis of forgiveness, payment, and non-payment of amounts due by the end of those two years. It will be noted that payments past due are analyzed by length of time past due. Four points are of interest:

First, payments past due expressed as a percentage of amounts due increased slightly. Contrary to practice in commercial banking, virtually no accounts have yet been written off as hopeless. The increase from 16.4 percent to 17 percent does not accordingly indicate a turn for the worse in the collection problem. I have already noted that as a percentage of *total* advances to date, delinquencies are the same for both periods: .7 percent.

Second, it is evident that the majority of payments past due have been past due for a relatively short time, suggesting in turn that the incidence is highest for new accounts. In the 1964–65 period the accounts of earlier generations of borrowers (those who left school years ago) represent a higher percentage than

they did in the 1963–64 period. Accounts of more recent generations represent a slightly lower percentage.

The point suggests that we are making more progress in obtaining payments not long overdue than payments long past due. Even so, the average amount per payment past due 3 years or more was reduced from $80 to $72 between the two periods.

Third, it is significant that in spite of the war in Vietnam, a smaller proportion of payments were deferred in the later year. This may well mean that our figures for payments past due for the later year reflects a substantially larger number of accounts delinquent only in the sense that borrowers in military service failed to complete applications for the deferment to which they are legally entitled. As noted below, we are taking steps to ensure that such applications are completed.

Finally, it is noteworthy that cash collections in the later period were substantially higher, $9.6 million against $6.5 million, an increase a trifle short of 50 percent. This is a reassuring development, especially when we consider that these figures do not include accelerated payments.

After taking account of legal deferments and cancellations, there was an actual excess of payments, including accelerated payments, over the remainder due, *including* past due, at the end of both of the two reporting periods. Moreover, in each year the amount of accelerated payments, made *before* they were due, was in excess of the amount *past* due.

Exhibit 3 shows this.

Exhibits 4 and 5 show the variations in collection difficulties among Federal regions and from State to State. A comparison of the amount past due as a percent of total amount due for each region can be readily made. Federal regions I, II, III, and VI have decreased their percent of amount past due of total due. The other Federal regions show an increased percent.

When the States are ranked according to the change in Annual Repayment Record the distribution is as follows:

Alaska	+30.8	Nevada	+ 0.8
New Mexico	+12.5	Arkansas	+ .7
Alabama	+ 8.8	Oklahoma	+ .3
Mississippi	+ 8.8	Indiana	— .1
Delaware	+ 8.1	Montana	— .7
South Carolina	+ 7.4	Massachusetts	— 1.1
Arizona	+ 7.0	Vermont	— 1.1
Maine	+ 5.8	Wisconsin	— 1.2
Maryland	+ 5.7	North Dakota	— 1.3
Iowa	+ 5.4	District of Columbia	— 1.6
Tennessee	+ 4.0	Idaho	— 2.0
Virginia	+ 3.2	Michigan	— 2.1
Florida	+ 2.7	New York	— 2.2
Nebraska	+ 2.6	New Hampshire	— 2.3
Colorado	+ 2.4	Pennsylvania	— 2.5
New Jersey	+ 2.4	South Dakota	— 2.7
Illinois	+ 2.2	Georgia	— 3.0
Minnesota	+ 2.0	Hawaii	— 3.2
Ohio	+ 1.8	Louisiana	— 3.6
Texas	+ 1.5	Kentucky	— 4.5
Oregon	+ 1.4	Missouri	— 5.0
West Virginia	+ 1.3	Rhode Island	— 5.8
California	+ 1.3	Wyoming	— 6.0
Washington	+ 1.2	Connecticut	— 6.8
Utah	+ 1.0	Puerto Rico and Virgin Islands	—12.6
Kansas	+ .9		
North Carolina	+ .8		

From 1963–1964 to 1964–65, Alaska had the greatest increase (30.8) in percent past due to total amount due of any of the States. Connecticut had the greatest decrease (—6.8) of any of the States.

II. PECULIARITIES OF THE COLLECTION TASK

I point out last year that certain characteristics of the program invite difficulty. To recapitulate these characteristics, along with some others not previously mentioned:

1. Recipients of loans are borrowers who, by terms of the legislation, must be in *need* and whose credit worthiness, by commercial loan standards, is very difficult to judge because of their youth.

2. No endorsement or security is required on a loan made under the program, although an endorsement is permitted on loans to minors in States where they may not make binding obligations.

3. Prior to November 8, 1965, no repayment was required until two years after a borrower terminated his studies. A grace period of one year was in effect. Payments were required annually thereafter, but the first payment did not have to be made until the end of the first year following the grace period.

4. The borrower is entitled by law to no less than ten years in which to repay his loan.

5. The repayment period may be extended by the borrower if he serves in the armed forces, the Peace Corps, or VISTA. This is not a collection problem *per se*, but it makes our delinquency situation look worse than it should. If a man is serving in the armed forces and is not making payments, but has failed to claim the deferment to which he is legally entitled, he will be reported as delinquent when he should not be.

6. Persons becoming elementary or secondary teachers are entitled to cancellations of portions of their indebtedness, but, if they do not claim them, they too will be reported as delinquent when they should not be. We have no way of knowing how many cases of unclaimed deferments and cancellations there are, but from informal discussions with officials of numerous institutions we believe they could run into the thousands.

7. Extension of time is provided if the borrower is enrolled in an institution of higher education (as defined in the Act) and is carrying at least half of the normal full-time academic workload.

8. Extension of time is provided also if the borrower's financial circumstances reasonably warrant further postponement of repayments.

9. Each institution of higher education participating in the Program administers its own fund, governed only by such general guidelines and regulations as can be developed so as to be applicable on a uniform basis. Collection practices, and indeed the ability to collect, vary from institution to institution. They are not dictated by the Federal government.

10. No provision is made for writing off uncollectible accounts as is the practice in commercial credit operations. To continue to carry such accounts year after year results in a cumulative effect on dollar amounts and percentage computations of delinquent borrowers. The statistical results tend to exaggerate the delinquency rate.

It would be captious of me, however, if I were to imply that the whole blame for NDSL delinquencies flow from these particular characteristics of the program.

The plain fact is that serious rates of delinquency have occurred, and still occur, among borrowers from certain institutions. Last year we reported to you that where these delinquencies were found they were for the most part attributable to failue on the part of these institutions to effectively organize the various aspects of loan fund administration, to assign responsibilities for and to supervise its operation. An analysis of reviews and audits conducted since then supports the same conclusion.

Corrective steps we have taken, several of them with immense assistance from the NDEA Amendments of 1965, and other steps we propose to take, are discussed in the third and final section of this report.

III. ACTION TAKEN AND PROPOSED

In reporting on action which we have taken in our efforts to improve NDSL collections, and action which we propose, I will tell you first what we have been doing more or less on our own, and second what we look forward to accomplishing under last November's amendments to the National Defense Education Act.

In each of the nine Federal regions many colleges and universities of varying types and sizes show exceptionally good records in NDSL collec-

tions. What we have learned from the procedures followed by these institutions encourages us to believe that the major collection difficulties can in time be overcome by all, or at least most, other institutions. The amount of time required will depend largely upon the extent to which attention can be given to those participants requiring individual assistance. The Office of Education already has begun giving greater assistance to faltering institutions on an individual basis.

Coordinated efforts by the Office of Education and the Audit Agency of the Department of Health, Education, and Welfare, are being exerted vigorously to reach every institution of higher education participating in the National Defense Student Loan Program. Individual and special attention is being given where the need is apparent. Communication has been established with those institutions identified as having poorly administered programs. In each of these cases, the institution's chief administrative officer has been advised that its record would be considered in connection with making future Federal contributions to its Program.

Greater encouragement has been given to the establishment of cooperative programs of collection that would effect reduced administrative costs and prompt regular billing and collection procedures.

Every effort has been made to assist institutions to understand the program better by providing qualified representatives from the Federal staff at meetings and conferences of regional and national organizations of college and university officials who are primarily concerned with the responsibilities of the administration of the loan program.

In order to give more frequent and more individual attention to participants, the personnel of regional offices has been expanded. This permits better and more prompt assistance to be offered within the immediate geographical area.

We are also undertaking a comparative study of the characteristics of delinquent and non-delinquent borrowers. We do not now have good current data on individual borrowers owing to their large number and the already heavy reporting responsibilities of institutions. The study should give us deeper insight into the collection problem and suggest further steps we can take to prevent and reduce delinquency.

Turning now to the NDEA amendments of November 8, 1965:

These amendments, embodied in Title IV of the Higher Education Act of 1965, were proposed by the Office of Education on the basis of our experience over several years, and after consultations with members of the academic community and other knowledgeable persons. The action which the Congress took should materially strengthen the NDSL program and ease the collection problems which the institutions face.

One of these problems has been that of underwriting the full cost of effective and prudent management of these loans. Amending legislation has now been enacted which permits partial reimbursement of the costs of administering the Program. This provision should help in enabling institutions to provide adequate and competent staff to assume responsibility for proper management. Reimbursement of other collection costs, in addition to costs of litigation, has been authorized. Elimination of this cost factor to the institution should give great impetus to more vigorous pursuit of collection efforts on the part of colleges and universities.

In addition, the new legislation requires payments quarterly, bimonthly, or monthly, instead of annually, on loans made after November 8, 1965, and shortens the grace period to nine months. The maximum time that may elapse before a borrower may begin payments after completing his studies, therefore, is now one year instead of two.

The new legislation also permits institutions to assess charges for failure to make payments on time and for failure to file timely and satisfactory certification of entitlement to cancellation or deferment. This should be of great assistance to colleges and universities in their efforts to improve collections.

Regulations have already been revised to incorporate the changes authorized in the operation and management of the program, and certain sections have been included to require institutions to provide better records, maintain better internal control and make stronger collection efforts. Some forms used in the program have already been revised and others are being revived. The Manual of Policy and Procedures is being completely rewritten to take into account such changes in procedures as may be required by the amended Act.

It will of course be some time before we will have any real indication of the effect of these reforms. They did not come in time to have an impact on operations during Fiscal Year 1966, and reports on Fiscal Year 1967 will not be filed until the fall of 1967. It will be some time thereafter before the reports can be evaluated.

Nevertheless, with the help of the recently enacted amendments, and with the increased cooperation of the academic community, it is our strong belief that a marked improvement in the collection of loans and the general administration of the National Defense Student Loan Program will be reflected in future reports.

EXHIBIT 1

Analysis of Total Advances to Borrowers Under the National Defense Student Loan Program

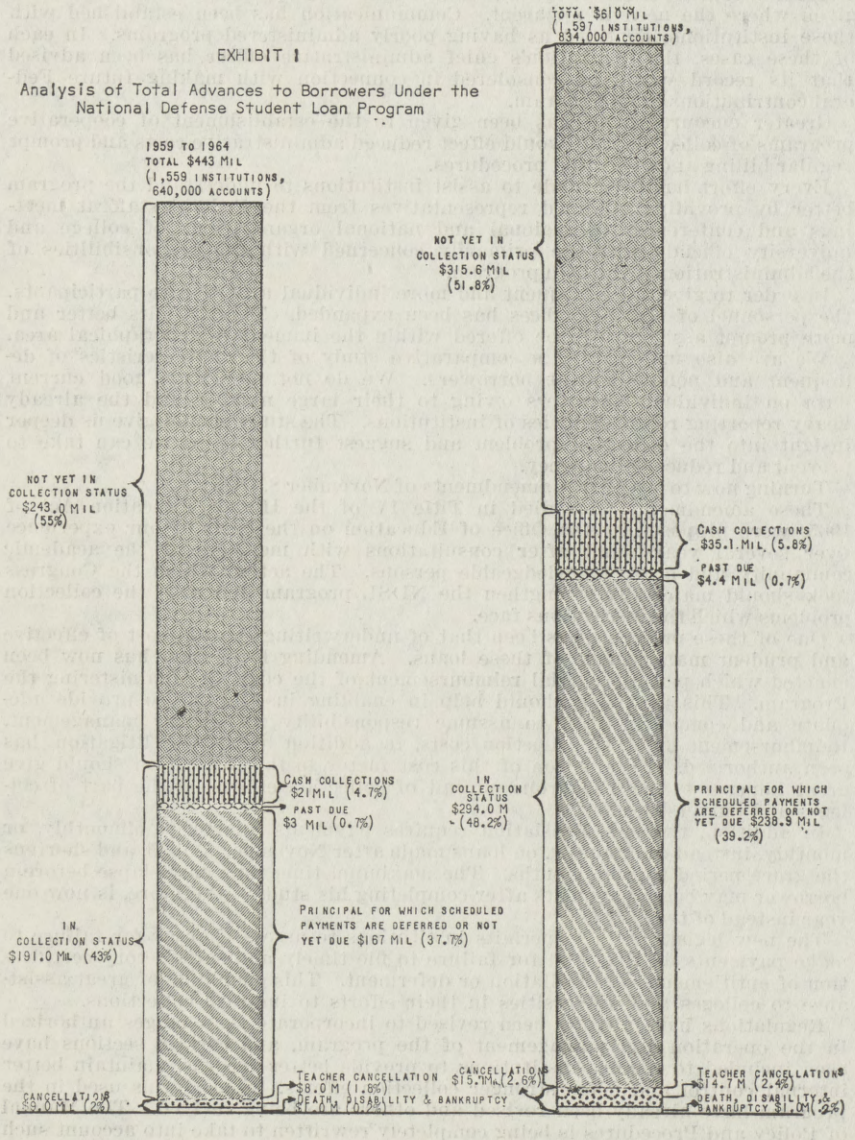


EXHIBIT 2

Comparison of annual repayment records, National Defense Student Loan Program

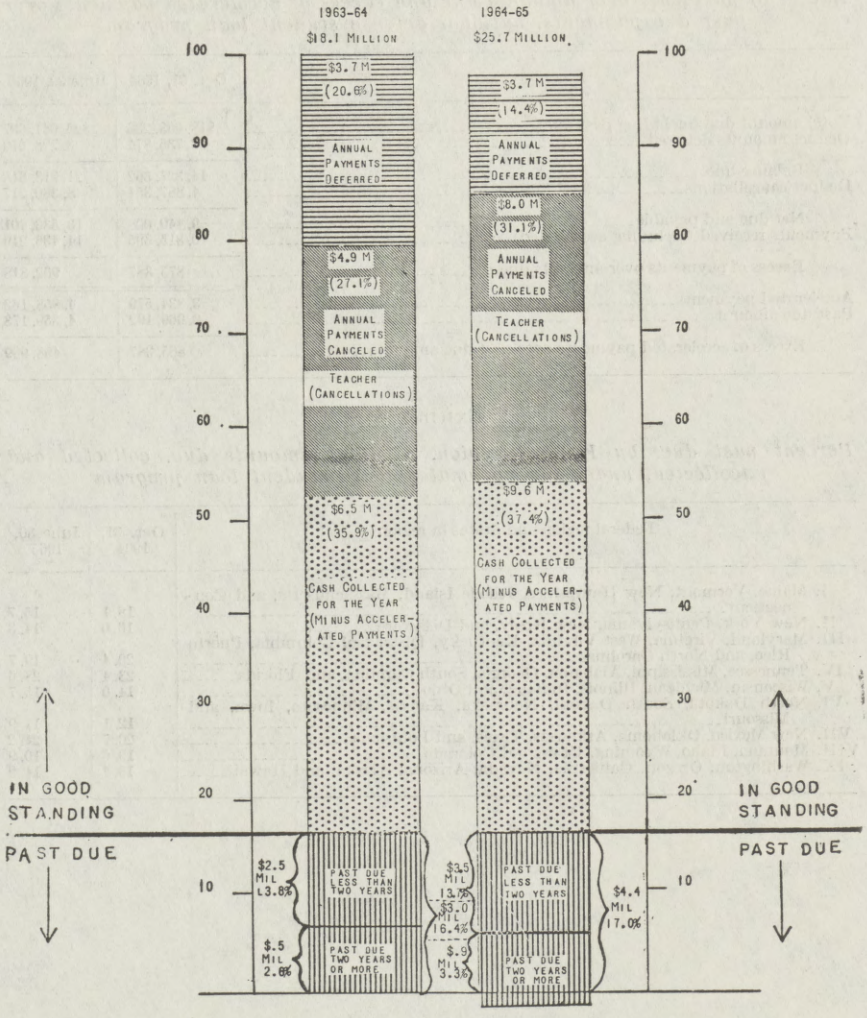


EXHIBIT 3

Excess of payments over amounts due and excess of accelerated payments over past due payments, national defense student loan program

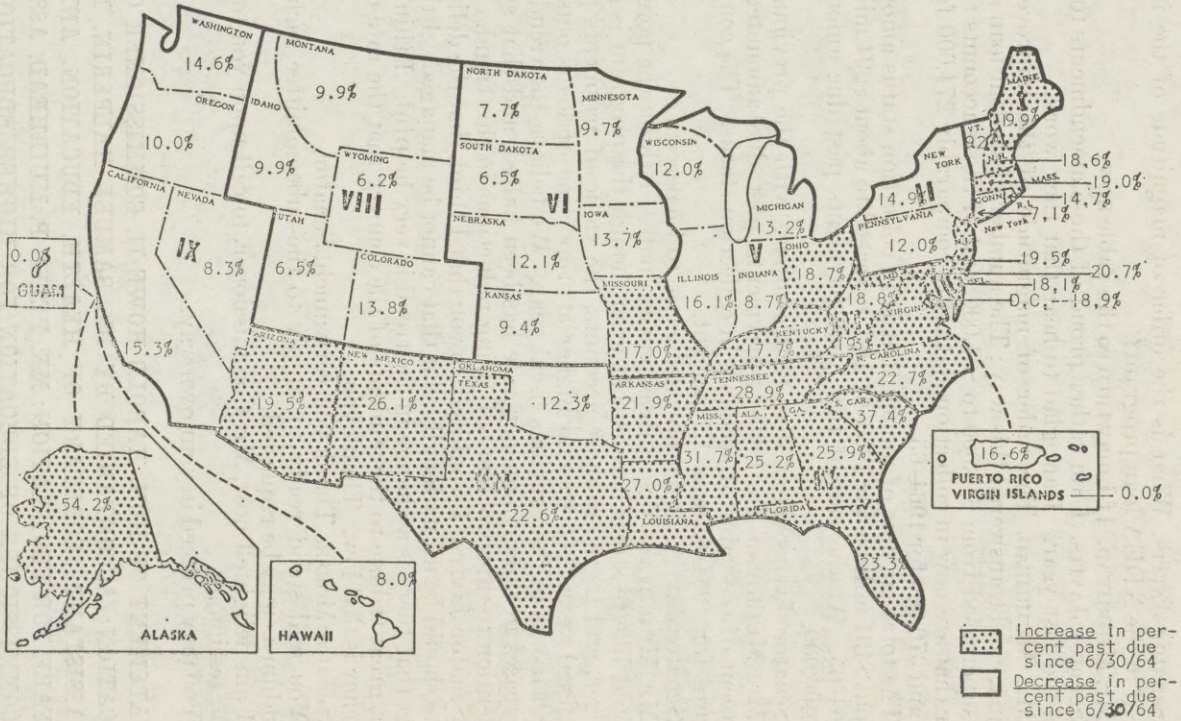
	Oct. 31, 1964	June 30, 1965
Total amount due (including past due)	$18,063,236	$25,641,697
Deduct amounts deferred	3,735,874	3,728,079
Balance due	14,327,362	21,913,618
Deduct cancellations	4,887,354	8,380,217
Net due and payable	9,440,008	13,533,401
Payments received (including accelerated)	10,315,395	14,436,219
Excess of payments over amounts due	875,387	902,818
Accelerated payments	3,834,579	4,858,162
Past due amount	2,969,192	4,359,173
Excess of accelerated payments over past due amount	865,387	498,989

EXHIBIT 4

Percent past due, by Federal region, of total amounts due, collected and uncollected, under the national defense student loan program

Federal region and States in region	Oct. 31, 1964	June 30, 1965
I. Maine, Vermont, New Hampshire, Rhode Island, Massachusetts, and Connecticut	18.1	15.7
II. New York, Pennsylvania, New Jersey, and Delaware	16.0	14.3
III. Maryland, Virginia, West Virginia, Kentucky, District of Columbia, Puerto Rico, and North Carolina	20.4	19.7
IV. Tennessee, Mississippi, Alabama, Georgia, South Carolina, and Florida	23.4	28.6
V. Wisconsin, Michigan, Illinois, Indiana, and Ohio	14.0	15.7
VI. North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, and Missouri	12.1	11.9
VII. New Mexico, Oklahoma, Arkansas, Texas, and Louisiana	20.7	21.2
VIII. Montana, Idaho, Wyoming, Utah, and Colorado	10.6	10.9
IX. Washington, Oregon, California, Nevada, Arizona, Alaska, and Hawaii	13.4	14.9

Percents past due by State, as of June 30, 1965, of the total amount due, collected and uncollected, under the National Defense Student Loan Program (National average percent past due: 17.0 percent)



Senator JAVITS. What is the order of magnitude of the improvement in the NDEA loan program?

Mr. MUIRHEAD. If I may turn to this table now.

Senator JAVITS. I am rather proud of those amendments to NDEA enacted last year. I am glad to hear that they work.

Mr. MUIRHEAD. The order of magnitude of the improvement, I think, can be answered this way: The number of student loan accounts has increased from 640,000 to 834,000, and of those accounts the number that are now in collection status are comparably 274,000 for 1963–64 and 370,000 for 1964–65.

The total amount of money that is in collection status amounted to about $191 million for 1963–64 and increased to about $294 million for 1964–65. At the end of that year payments past due amounted to $4,400,000.

Senator JAVITS. How does that compare with the previous years?

Mr. MUIRHEAD. In 1963–64 payments past due amounted to 1.6 percent of the value of accounts in collection status. The comparable figure for 1964–65 was 1.5 percent.

Senator JAVITS. It has now decreased to 1.5 percent?

Mr. MUIRHEAD. Yes; this is our estimate. I think the point that I would like to stress here is that even though the program is growing larger, and there are more accounts, the value of payments past due in fiscal year 1965 was no higher a proportion of loans outstanding than it was in the previous fiscal year. We believe the trend toward increases in the delinquency rate has been halted, and that sustained attention to this problem will bring reductions in this trend.

Senator JAVITS. I would say to you that I think that the delinquency rate should be nil nationally, but that cannot be managed. I think the fact that there is a change in the trend is very helpful. I think that it is a great tribute to the students of the country that the rate of delinquency is that low. Thank you.

Senator MORSE. Thank you very much, Senator.

You will stand ready to supply to the subcommittee such memorandum as may be requested.

I am delighted now, Mr. Commissioner, to call upon you to present your testimony.

You may proceed in your own way.

STATEMENT OF HON. HAROLD HOWE II, COMMISSIONER OF EDUCATION; ACCOMPANIED BY DR. SAMUEL HALPERIN, DEPUTY ASSISTANT SECRETARY OF HEALTH, EDUCATION, AND WELFARE FOR LEGISLATION; MR. PETER P. MUIRHEAD, ASSOCIATE COMMISSIONER OF EDUCATION FOR HIGHER EDUCATION; AND DR. ALBERT L. ALFORD, ACTING ASSISTANT COMMISSIONER OF EDUCATION FOR LEGISLATION, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. HOWE. Thank you, Mr. Chairman. In line with your view just expressed, and also because we have been in communication with some of the committee staff, we would like not to present the full written testimony that we have but to submit a portion of it for the record, and if we may we would like specifically to present the first 14 pages of our

testimony for the record. We believe that adequately presents both the need for the programs suggested there and explains the nature of those programs. In brief, they are the Higher Education Facilities Act of 1963, for which we are asking a 5-year extension, and title III of the Higher Education Act, but, if I may, sir, I would like to present in detail the testimony which relates to the national defense student loan program.

Senator MORSE. The procedure you have outlined is certainly satisfactory.

We will put in the record at this point, the entire statement of the Department, so that there will be continuity in the record; then, the Commissioner can present his prepared comments.

Senator Yarborough has come in.

Before you came in, Senator Yarborough, I announced that the hearings will not last beyond 3 days; to meet all committee requirements, I have instructed counsel to see to it that the witnesses are limited in their oral testimony on the basis of the time that they and counsel have worked out, so that they will make their statements in that period of time and no longer, and then they will file supplemental statements to support their oral testimony. We will call witnesses back during executive sessions, if we decide that we need further discussion from them, particularly, the administration witnesses.

I want to say to the witnesses this morning that Senator Yarborough is the chairman of the Subcommittee on Labor. He will have to leave about 10 o'clock for a session of that subcommittee. I shall have to suspend these hearings soon thereafter when I am advised that one more person is needed to make a quorum.

I will go down to that hearing then.

The two subcommittees have almost identical membership and we sometimes have difficulty in getting a quorum for the markup. I hope that counsel can find some member of the full committee who is not on the subcommittee to preside, so that we can finish these hearings this morning. If counsel cannot, the witnesses will have to file the rest of their statements this morning.

Senator YARBOROUGH. I desire to commend the chairman for his diligence on all of these educational problems and these special educational measures. Except for this commitment in the executive session, I will give priority to this subcommittee, although I have six meetings today, but, as I say, except for the executive session, I will give priority to the Education Subcommittee. I commend the chairman on his diligence and his efficiency in pushing these hearings through. I hope that they be long enough and yet short enough to save the National Defense Education Act from the Bureau of the Budget's effort to destroy it.

Senator MORSE. We have the votes to do that. That is the answer to the Bureau of the Budget—just the votes. I am not interested in their reaction.

Their position is obviously fallacious. I will not waste any time on it but just vote.

Senator YARBOROUGH. I desire to associate myself with the statement of the chairman, Senator Morse.

Senator MORSE. I want to say to the gentleman from Texas that his complete cooperation has made it possible for us to expedite the edu-

cational bills. Counsel will go to work and see if he can get somebody to take my place after 10 o'clock.

You may proceed in your own way, Mr. Howe.

Mr. HOWE. One further observation, Mr. Chairman, with the testimony that we are submitting for the record, there are four exhibits which we would like also to accompany this testimony in the record.

Senator MORSE. They will be inserted in the record.

(The prepared statement of Mr. Howe and accompanying exhibits read in full as follows:)

PREPARED STATEMENT OF HON. HAROLD HOWE II, COMMISSIONER OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. Chairman and members of the Subcommittee on Education, I am happy to have this opportunity to meet with the distinguished Subcommittee which has played such a prominent role in expanding educational opportunities for the college students of our Nation. Major changes in the National Defense Education Act of 1958, the Higher Education Facilities Act of 1963, and the Higher Education Act of 1965—all these products of this Committee have had a substantial impact on the course and quality of American higher education. All reflect this Subcommittee's recognition that, if the goals of our Nation's higher educational system are to be met, every college must be developed to its full potential.

The increased complexity of modern-day life, a thirst for knowledge on the part of young people, and a growing demand on the part of all employers for college graduates have had a profound effect upon our higher education system. College enrollments have doubled in the past decade; there are today nearly 6 million students in our Nation's colleges and universities. By 1975 enrollments are expected to reach 8.6 million. Freshman enrollments for 1965 were 18 percent above those of the previous year.

Our society is trying to rise to the challenge presented by burgeoning enrollments. The number of colleges has tripled since the end of World War II—from 866 to 2,200 in 1966. There is every indication that this spectacular growth will continue.

Such rapid growth has not been limited to undergraduate enrollments and institutions. Students with bachelor's degrees are entering graduate school in ever-increasing numbers. Increasingly, colleges, vocational and technical schools, business, and industry are requiring their professional employees to have some postgraduate education. Ten years ago, there were about 240,000 students enrolled in graduate school; last September, there were 570,000. By 1971, it is expected that there will be almost 1.1 million students in graduate schools across the country.

Although increasing numbers of students are seeking undergraduate and graduate educations, rising costs of such education are making it increasingly difficult. Costs to the undergraduate student in public institutions averaged $850 in 1940; last year that cost had almost doubled—$1,560. By 1980, the cost of an undergraduate education in a public institution will be even higher—an estimated $2,400. In private institutions, the costs have risen from $1,100 in 1940 to $2,370 in 1965; by 1980, it is estimated that the average annual cost will be $3,640.

Programs created by this Committee recognize the importance of a national investment in higher education. Financial assistance offered to college students furnishes a good example of this investment in educated manpower. Until 1964, as you know, the National Defense Education Act of 1958 was the only major Federal program for the support of undergraduate students needing financial assistance. Since then, you have authorized the College Work-Study Program, for which the 1967 budget provides $134 million. You have established the Opportunity Grant Program for able but exceptionally needy students; the budget figure for 1967 is $120 million. You have also provided a loan guarantee program with Federal interest subsidies for students at almost all income levels.

These programs will be larger in FY 1967 than ever before. We expect well over 1 million students to borrow money under the NDEA Loan Program and the Subsidized Guarantee Loan Program; 210,000 to hold work-study grants; and 220,000 to receive opportunity grants.

The proposed Higher Education Amendments of 1966, S. 3047, would strengthen three basic elements of our overall program of Federal assistance to higher education: (1) construction of higher education facilities, (2) the strengthening of developing colleges, and (3) our student loan programs.

AMENDMENTS TO THE HIGHER EDUCATION FACILITIES ACT OF 1963

When the Higher Education Facilities Act was enacted in 1963, President Johnson hailed it as "the most significant education bill passed by the Congress in the history of the Republic." It is the cornerstone of Federal legislation for higher education and has a significance that goes far beyond bricks and mortar.

The capacity of our colleges and universities must be enlarged to accommodate the increased enrollments of students, both graduate and undergraduate. Without Federal assistance colleges and universities would be under tremendous pressure to impose upon the student population, in the form of increased tuition, the added expense of financing the expansion of American higher education. It is clear, then that the construction of higher education facilities, as well as programs specifically concerned with student financial aid, have a direct bearing upon the welfare of the student and upon equality of educational opportunity.

During the first year of operation, fiscal year 1965, the three programs authorized by the Act got off to a good start, even though funds were not appropriated until several months after the beginning of the fiscal year. At this point, Mr. Chairman, I would like to introduce for the record Exhibits 1 and 2 which report on all three programs for fiscal year 1965 and for fiscal year 1966.

Title I of the Act establishes grants to public and private nonprofit colleges and universities for undergraduate classroom, laboratory, and library construction. These grants are used to pay up to 40 percent of construction or improvement costs of public community colleges and up on one-third these costs for all other institutions of higher education.

In 1965 under Title I, State commissions were established and State plans approved for all of the States. A total of 516 construction grants to 475 different institutions were approved within the year. Grants awarded for these projects amounted to $224.4 million, making possible construction of almost $1.4 billion in value.

Grants went to 98 community college campuses which plan to educate 110,776 additional undergraduate students by the fall of 1968.

Grants also went to 377 institutions or branch campuses other than public community colleges. These institutions plan to educate 535,329 additional undergraduate students by the fall of 1968 (28.6 percent of the total expected nationally).

During the fiscal year 1966, the demand for assistance under the Higher Education Facilities Act remained high. On June 30, approval actions had been completed on all applications received under Title I. The value of the 241 approved construction grants to community colleges and public technical institutes amounted to about $105 million. The value of construction grants to other institutions amounted to $362.1 million. Of the total—about $467 million—$10.6 million represents reallocated funds appropriated for fiscal year 1965, and the remainder funds appropriated for fiscal year 1966. An unobligated balance of $1.5 million of the appropriation for fiscal year 1966 will be reallotted among the States. Probably a large part of the funds will be allocated to Kansas, where the campus of Washburn University was partially destroyed by a tornado.

Title II of the law establishes grants to public and nonprofit private colleges and universities for graduate classroom, laboratory, and library construction. These grants are also used to pay up to one-third of construction of improvement costs.

Under Title II, an Advisory Committee was formed, along with six panels to evaluate applications prior to final action by the Advisory Committee. During fiscal year 1965, 125 applications were received and 85 approved, at a total cost of $60 million, the full appropriation. Demand for assistance in construction of graduate facilities remains strong but at about the same level. Ninety-five grants were approved during fiscal year 1966 with a total value of $60 million, the full amount of the funds appropriated for the year. This assistance will enable colleges to construct graduate facilities with a total value of nearly $325 million.

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Federal loans are available for undergraduate and graduate school construction under Title III of the Act. This program complements the grant programs embodied in Titles I and II. Under a combination of these programs, the Federal share may not exceed three-fourths of the total cost of construction.

Almost $108 million in loans to build graduate and undergraduate facilities were obligated in fiscal year 1965. Of the over 140 applications received, 133 were approved. In fiscal year 1966, due in part to the lowering of interest rates to 3 percent, the demand for loans was even higher. Public institutions now find the interest rate attractive. Under Title III, the funds available permitted the processing of only 143 out of 279 loan applications received. There are accordingly already 136 loan requests for fiscal year 1967, with a total value of $157.2 million. The value of the applications approved for fiscal year 1966 was $101.2 million.

The strong demand which we have experienced under all three Higher Education Facilities programs is an expression of what President Kennedy called "the long predicted crisis in higher education facilities." The essence of the crisis is a gap between the resources needed to build facilities and the resources available for this purpose. Even with the expenditure of an estimated $1 bilion in non-Federal construction of undergraduate facilities, plus $600 million in Federal grants and loans, the gap between needs and resources is estimated to exceed $4 billion.

It is for these reasons that we propose the extension of the Higher Education Facilities Act for 5 years, through fiscal 1971. The authorization level for fiscal year 1967 would be $453 million for grants for construction of undergraduate facilities, $60 million for grants for construction of graduate facilities, and $200 million for loans for graduate and undergraduate construction. An additional $7 million is requested to cover the costs of administration of State plans and for comprehensive planning of construction needs of institutions of higher education. We propose that the latter sum should be available for administrative expenses of State commissions not only under Title I of the Facilities Act, but also under Title VI of the Higher Education Act of 1965, which authorizes grants for instructional equipment. In keeping with this, we propose an amendment to provide for authorization of appropriations for both purposes in only one place, namely Section 105(b) of the Higher Education Facilities Act.

Although funds have been made available in past years for the expenses of State administration no money has been available to allow States or institutions to project their construction needs over an extended period of time. Under the proposed amendment, grants for this latter purpose would be made to State commissions on application to the Office of Education. Planning to be supported might be conducted by institutions of higher education or by State commissions, in cooperation with colleges and universities, or by independent agencies, under contract.

The planning supported would be comprehensive in scope and directed toward the preparation of master plans in terms of what are generally called program requirements, rather than of actual specifications for construction. In view of the limited funds available, they would in only exceptional cases be available to cover architectural and engineering fees.

There is an acute need for comprehensive forward planning under this program. It is a program which involves massive amounts of money and hundreds of institutions throughout the country. The State plans which have been prepared are essentially administrative documents for the purpose of arbitrating competition in application. Only in a few States are these plans based upon systematic projections of enrollments, careful definitions of optimum size, detailed assessments of financial resources and local needs, or intensive space utilization studies. When such studies have been well conducted at the campus level and are reflected in State plans, resources have been more wisely allocated. Provision of funds for such planning can result in dramatic improvement of planning efforts leading to more efficient and effective utilization of Federal construction funds.

The need for inter-State and regional planning is also dramatic. The necessity for this has been particularly conspicuous under the Appalachian Regional Development Act of 1965. There are in being in various regions of the country institutions established by the States which concern themselves with higher education over entire regions—the Western Interstate Commission for Higher Education, for example; the New England Board of Higher Education; and the Southern Regional Education Board. State commissions might wish to engage

the cooperation of institutions like these. Colleges and universities are not islands unto themselves and their planning should take account of their locale; their importance to other levels of education; community service; and potentialities of cooperative development which could lead to a more economic use of development funds.

We consider that this amendment could materially strengthen our assessment of needs under this program, sharpen our evaluation of our efforts, and generally contribute to more effective administration of the program.

Another amendment which we propose would delete a provision in the original Act which gives the Commissioner of Education the discretion to prescribe a schedule of fees, payable by borrowers under the loan program to cover the expenses of audits and inspections of construction. This authority has not been used and is not needed.

A third amendment would permit inclusion of the cost of works of art for placement in facilities constructed under the Act in developmental costs for which the institutions may receive assistance. Expenditures for such purpose could not exceed 1 percent of the total cost of construction.

The purpose of this amendment is to acknowledge the importance of aesthetics in our college facilities. There is precedent for this change in Federal programs for the construction of college dormitories. The expense for art works is a normal concomitant of much of the construction which this program helps to finance; the allowance of 1 percent of the cost of construction is suggested by our experience to date. We propose that this type of provision be included henceforth in all federally assisted construction programs so that our schools and colleges may be a delight to the eye as well as a source of nourishment for the intellect.

Finally, the amendments would provide that sums appropriated to assist in the construction of graduate academic facilities under Title II would remain available for grants until they are expended, rather than merely for the two succeeding fiscal years.

The authority requested by this amendment would bring the program into line with other Federal programs to help in the construction of graduate academic facilities. In addition, it is a distinct advantage to an institution in raising matching funds for a large project to have continuing assurance of Federal support to accompany the generosity of private donors.

The bidding for construction contracts and the letting of contracts often take place in a fiscal year subsequent to that in which a grant is obligated. If contract costs are less than the estimate on which a grant was based, there is reason for reducing the grant. As the law is now written, funds thus diverted may not be reallocated to another project, but instead are lost to the program. Amendment would allow such funds to remain available for reallocation without fiscal-year limitation.

EXTENSION OF TITLE III OF THE HIGHER EDUCATION ACT OF 1965 (DEVELOPING INSTITUTIONS)

If we are to offer the opportunity for high quality education to all American young people, we must assure them that quality is available in all our colleges. I, for one, firmly believe this can be achieved. It will require vigorous support from many sources if many of our developing institutions are to continue to play a vital role in higher education.

Many of these developing institutions are small colleges, but by no means all of them. Today, many small colleges offer quality equal to that offered in the Ivy League. Unfortunately, many others offer no more advanced information than is taught in some of our high schools. With the implementation of Title III, we hope that many more small colleges will be able to offer quality education and that the weaker medium-sized and larger institutions will be strengthened.

This year, almost half of our college students are studying in institutions having an enrollment of less than 2,500. More than 1,700 of the 2,200 institutions of higher education fall into this category. Although many of these schools offer courses of study which any educator must admire, there are many which simply cannot fulfill all of the demands that quality makes. One-fourth of our institutions of higher education are unaccredited. Most of the unaccredited colleges fall into the category of small colleges. However, there are also many medium-sized and even relatively large institutions which are not providing the quality of higher education which every student has a right to expect.

Federal research contracts, which have done much to improve the quality research competence in many institutions, have done little to help the developing institution. Ninety percent of the Federal research money has gone to fewer than 100 institutions—40 percent to the 10 largest universities. Very little has gone to this type of institution. The Congress has rightly demanded top quality research and competition for the contracts. This has prevented the weaker institutions from participating in federally financed research, for these schools simply cannot maintain a research staff which can compete with the "giants" in the field.

The President has taken measures to spread contracts among colleges by ordering that consideration be given to schools which offer high quality research capabilities but which have not received substantial research contracts in the past. However, the Federal Government cannot support research where there are no research facilities. Research programs are primarily designed to obtain results, not to assist the institution.

There are other factors which compound the problems of the developing college. Even if they have the funds necessary to hire the professional staff they need, they are often not able to find enough qualified candidates. Today, American universities supply only about half the number of Ph. D.'s demanded. Business and industry are absorbing more than half of them each year. The stronger universities producing Ph. D's generally can offer positions in research or teaching to many of their own graduates. Developing institutions, on the other hand, normally do not have graduate schools and frequently do not have the resources to hold the Ph. D's they are able to attract.

Fiscal and faculty weakness and isolation are the heart of the problem. The establishment of strong connections among institutions is essential to its solution. The needs of the developing colleagues require a broad and flexible concept of assistance which cooperative relationships seem best adapted to meet.

Cooperative arrangements will present opportunities for dealing with the difficult personnel problems of these institutions. Such arrangements may include supporting faculty self-improvement programs, encouraging highly qualified graduate students and junior faculty members in strong institutions to undertake 1- to 2-year appointments in the weaker colleges as National Teaching Fellows, and making senior scholars and administrative advisers available to the developing colleges on a visiting basis.

The Title III program is a limited response to a very large problem. Because of limited funds, it is a program which of necessity can focus on only a few members of a large and important category of institutions—institutions in which the majority of our elementary and secondary school teachers are educated and in which the pressures of soaring enrollments are most deeply felt.

During fiscal year 1966, applications requesting $32 million were received by the U.S. Office of Education. Given an appropriation of $5 million, only a fraction of the 310 proposals involving 685 colleges could be funded. In accordance with the Act, 78 percent of the appropriation, or $3.9 million, was allocated to 4-year, degree-granting institutions. The remaining $1.1 million was allotted to institutions offering less than a bachelor's degree which met the criteria established by the Advisory Council for "developing institutions."

At this point, Mr. Chairman, I should like to insert for the record Exhibit 3 which is a list of the successful applicants for Title III grants. The grantee institutions are located in 38 States and the District of Columbia. At this point, I would also like to introduce into the record Exhibit 4 which presents some examples of the programs funded under Title III.

Eighty-four of the grants involve cooperative arrangements designed to strengthen areas of weakness in developing institutions. Under a cooperative arrangement, two or more institutions submit a joint application under the direction of a coordinating institution which will be the recipient of Federal funds. Although the law permits 100 percent Federal financing, we are requiring the participant to demonstrate that it is and has been making a reasonable effort to update its curriculum, improve facilities, and increase faculty calibre.

In addition, 263 National Teaching Fellowships have been awarded. These fellowships offer another method of strengthening developing institutions. There are many highly qualified graduate students and junior faculty members in our stronger universities who can offer a wealth of education and experience to the students in developing colleges. Among the criteria used to award Na-

tional Teaching Fellowships are (1) the basic need of the institution for such fellowships in the light of its academic program; (2) enrichment and improvement of the learning environment; (3) the potential of the program to strengthen the institution's curriculum; (4) creative or innovative aspects of the program; and (5) the extent to which the program enhances any cooperative arrangement operative in the institution.

The Administration is requesting that the program be extended for 4 years with a fiscal year 1967 authorization of $30 million.

I would be less than candid with this Committee if I were not to admit that I am excited about the future of this program.

AMENDMENTS TO THE NATIONAL DEFENSE STUDENT LOAN PROGRAM

In his Message on Health and Education of March 1, 1966, President Johnson asked the Congress to consider with him the objective of encouraging private capital to participate in the funding of the National Defense Student Loan Program. Title II of the bill you are now considering, S. 3047, was developed to carry out that objective. It is essential to stress the Administration's commitment to insure that every needy student requiring an NDEA loan will receive it. In fact, our goal has been to *increase*, rather than to diminish, the availability of federally-supported student loans.

As you know, the proposal we presented to the Congress in March has not been well received by the higher education community. It was argued that our proposal was subject to vagaries and uncertainties which might conceivably work a hardship on certain needy students. Consequently, the House Committee on Education and Labor, in considering the Administration's proposal, voted to defer consideration of our NDEA conversion plan to a future date. Following the Education Committee's recommendation, the House of Representatives as a whole voted, in the appropriations act for the fiscal year 1967 (H.R. 14745), to continue the NDEA Student Loan Program with an appropriation of $190 million for the current fiscal year.

In view of the House's action, and recognizing that we had a great deal of work to do in order to assure the higher education community that the NDEA program would operate without detriment to either institutions or students, and would, in fact, benefit both, the Administration undertook a quite extended restudy of the entire problem. Over a period of 3 months, we have had extensive discussions with student financial aid officers, representatives of major higher education associations, and financial experts in and out of the Federal Government. As a result, I am pleased to report, we have now developed a new Title II for your consideration in connection with S. 3047—a proposal which I am fully confident can enjoy the support of the higher education community and of the Congress as well.

The Members of the Committee will recall that the NDEA program involves a fixed authorization and a State allotment formula for the distribution of the funds appropriated by the Congress. Several months ago it became evident that the total of $190 million likely to be appropriated by the Congress would not be sufficient to meet all of the approved institutional requests of America's colleges and universities. In the first place, the total approved requests aggregated some $213.5 million, as detailed on the accompanying table. In the second place, because of the operation of the State allotment formula, institutions of higher learning in certain States would receive only 53 or 54 percent of their approved requests and, consequently, many needy students would be adversely affected by the unavailability of Federal capital contributions. Rather than seek expanded appropriations for the NDEA program, we have been discussing a course of action more nearly in keeping with the Administration's desire to transfer credit programs out of the administrative budget of the Federal Government and into the private commercial credit market wherever possible.

Bearing in mind that our objective is to provide an NDEA loan to every needy student who requires it, the new proposal before you would work as follows:

Colleges and universities would continue to offer National Defense Student Loans in exactly the same manner in which they are now making loans to students, and additional Federal funds would be made available to institutions for making these loans.

NATIONAL DEFENSE STUDENT LOAN PROGRAM—FISCAL 1967

	State allotment	Approved request	Estimated proposed allocation	Percent of approved request
Total	190,000,000	213,588,463	190,000,000	
Alabama	2,691,695	3,448,530	2,959,952	85.8
Alaska	81,081	105,351	89,162	84.6
Arizona	2,137,150	1,593,503	1,593,503	100.0
Arkansas	1,800,482	2,689,546	1,979,920	73.6
California	19,057,903	15,567,186	15,567,186	100.0
Colorado	2,776,517	3,364,795	3,047,730	90.6
Connecticut	2,363,160	2,881,808	2,598,675	90.2
Delaware	361,210	202,941	202,941	100.0
District of Columbia	1,603,080	2,463,638	1,762,844	71.6
Florida	4,496,921	4,760,836	4,760,836	100.0
Georgia	3,203,014	2,714,163	2,714,163	100.0
Hawaii	668,833	226,827	226,827	100.0
Idaho	788,301	651,296	651,296	100.0
Illinois	9,350,501	9,944,672	9,944,672	100.0
Indiana	5,265,085	7,507,705	5,789,809	77.1
Iowa	3,679,867	6,538,130	4,046,607	61.9
Kansas	3,219,036	4,746,197	3,589,848	74.6
Kentucky	2,951,299	4,225,953	3,245,428	76.8
Louisiana	3,546,361	3,132,605	3,132,605	100.0
Maine	762,936	1,097,147	838,971	76.5
Maryland	2,803,272	2,184,070	2,184,070	100.0
Massachusetts	6,987,245	9,647,239	7,683,602	79.7
Michigan	8,589,792	8,460,349	8,460,349	100.0
Minnesota	4,496,146	6,094,433	4,944,237	81.1
Mississippi	2,271,333	4,048,656	2,497,696	61.7
Missouri	4,845,061	6,073,690	5,327,925	87.8
Montana	854,231	943,128	939,365	99.6
Nebraska	1,825,266	1,736,015	1,736,015	100.0
Nevada	221,315	172,755	172,755	100.0
New Hampshire	790,431	1,209,086	869,206	71.9
New Jersey	3,352,251	3,560,846	3,560,846	100.0
New Mexico	1,013,633	1,252,410	1,114,653	89.0
New York	14,948,284	18,647,373	16,438,045	88.2
North Carolina	4,494,404	5,447,714	4,942,321	90.7
North Dakota	932,504	1,874,527	1,025,438	54.7
Ohio	9,208,089	9,137,221	9,137,221	100.0
Oklahoma	3,237,721	4,192,807	3,560,395	84.9
Oregon	2,502,571	2,650,958	2,650,958	100.0
Pennsylvania	9,532,800	12,196,953	10,482,850	86.0
Rhode Island	1,075,448	1,459,083	1,182,628	81.1
South Carolina	1,796,706	1,718,693	1,718,693	100.0
South Dakota	911,495	1,866,130	1,002,336	53.7
Tennessee	3,878,140	4,581,813	4,364,640	93.1
Texas	10,439,746	8,007,724	8,007,724	100.0
Utah	2,283,095	1,097,086	1,097,086	100.0
Vermont	601,597	889,038	661,553	74.4
Virginia	3,082,384	2,815,661	2,815,661	100.0
Washington	3,949,394	4,312,764	4,312,764	100.0
West Virginia	1,799,272	2,046,734	1,978,589	96.7
Wisconsin	4,751,878	6,085,690	5,225,455	85.9
Wyoming	405,114	354,248	354,248	100.0
U.S. service schools	0	0	0	0
Canal Zone	29,576	0	0	0
Guam	28,705	3,114	3,114	100.0
Puerto Rico	1,257,748	950,273	950,273	100.0
Virgin Islands	3,921	7,353	4,314	58.7

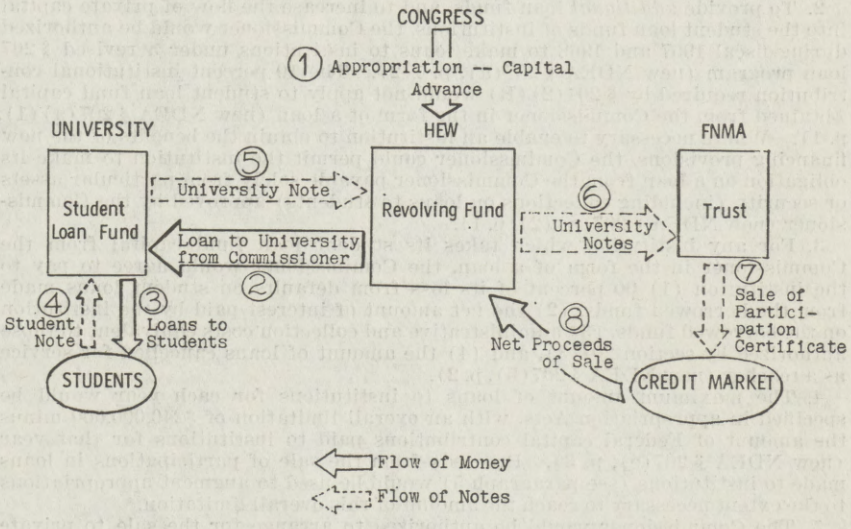
Under the present program, the Commissioner aids colleges by using appropriated funds to make Federal capital contributions to their student loan funds. Our new proposal would leave this authority untouched, but it would authorize the Commissioner *in addition* to make *loans* of Federal funds to institutions for use in their student loan programs. To provide capital for these loans, our proprosal would authorize the appropriation of $30 million—in addition to the $190 million now voted by the House of Representatives for Federal capital contributions—and it would permit all or part of the sums appropriated under the present authorization to be paid to colleges in the form of loans. The chart which follows describes the flow of funds under this new proposal.

This proposal would provide substantial benefits to institutions of higher education, to the students attending institutions of higher learning, and to the Federal Government. In brief, for needy college students, the proposal would

authorize the appropriation of an additional $30 million for student loans. Institutions electing to receive Federal money for student loan funds in the form of loans rather than Federal capital contributions would be relieved of their present obligation to contribute at least 10 percent of the capital of any federally assisted student loan fund. (They would not be relieved of their obligation to assume 10 percent of any defaulted notes.) For the United States, the proposal would permit it to reduce its net expenditures by enabling the Commissioner, through the Federal National Mortgage Association, to sell to private investors participations in the obligations given by institutions which elect to borrow from him for their student loan needs. The proceeds from these sales would then be deposited in a revolving fund from which additional loans could be made to institutions.

HEW STUDENT LOAN FUND (Proposed)

MAKING LOANS



Submitted with my statement is a complete text of the new Title II proposal as well as a detailed summary of the operation of this title.

Let me stress once again that my colleagues and I assure you that the present NDEA program will be maintained at its currently authorized level through direct appropriations of the Congress and that, with the help of the participation sales method, we shall be able to support *additional* lending. No college need borrow from the Commissioner of Education; Federal contributions will be available as usual in the event that a college does not borrow all or a portion of its NDEA student loan needs from the Commissioner of Education.

On the other hand, the new proposal holds out the hope that we shall be able to reduce budgetary expenditures under the NDEA program and at the same time give to every institution of higher learning its full approved institutional request for NDEA funds.

It should further be stressed that our new proposal does not involve banks or financial institutions in any way in student financial aid affairs. It does not alter in the slightest the terms affecting student borrowing. Loan forgiveness, interest rates, and the like remain as at present. Neither are institutions affected other than positively, since they will now be able to free up their matching funds for NDEA purposes and direct them at their discretion to the host of financial needs afflicting every institution of higher learning.

In sum, we believe that this approach will expand student aid opportuities while at the same time it will reduce the fiscal impact on the Budget by substituting private capital for the growing pressures for direct Federal appropriations.

We urge the Committee to give this new NDEA proposal the same careful consideration it has always accorded to the Administration's requests, and we assure you of our sincere desire to work together with you in the development of the best possible program for the advancement of full educational opportunity.

Thank you, Mr. Chairman and Members of the Subcommittee for the opportunity to present the Administration's proposals in the field of higher education. My colleagues and I are now available to try to answer any questions you may have.

SUMMARY OF NDEA AMENDMENTS TO ENCOURAGE THE AVAILABILITY OF NON-FEDERAL CAPITAL FOR NATIONAL DEFENSE STUDENT LOANS

1. There would be no change in the terms of NDEA student loans, and the Commissioner of Education would continue to offer 90 percent Federal capital contributions to student loans funds of institutions of higher education.

2. To provide *additional* loan funds, and to increase the flow of private capital into the student loan funds of institutions, the Commissioner would be authorized during fiscal 1967 and 1968 to make loans to institutions under a revised § 207 loan program (new NDEA § 207(a), p. 1–2). The 10 percent institutional contribution required by § 204(2)(B) would not apply to student loan fund capital obtained from the Commissioner in the form of a loan (new NDEA § 207(a)(1), p. 1). Where necessary to enable an institution to obtain the benefits of the new financing provisions, the Comimssioner could permit the institution to make its obligation on a loan from the Commissioner payable solely from particular assets or security (including collections on loans to students) approved by the Commissioner (new NDEA § 207(a)(2), p. 1).

3. For any institution which takes its student loan fund capital from the Commissioner in the form of a loan, the Comimssioner would agree to pay to the institution (1) 90 percent of its loss from defaults on student loans made from the borrowed funds, (2) the net amount of interest paid by the institution on the borrowed funds, (3) administrative and collection costs equivalent to those authorized by section 204(3), and (4) the amount of loans cancelled for service as a teacher (new NDEA § 207(b), p. 2).

4. The maximum amount of loans to institutions for each year would be specified in appropriation Acts, with an overall limitation of $240,000,000 minus the amount of Federal capital contributions paid to institutions for that year (new NDEA § 207(c), p. 3). Proceeds from the sale of participations in loans made to institutions (see paragraph 5) would be used to augment appropriations to the extent necessary to reach the amount of this overall limitation.

5. The Commissioner would be authorized to arrange for the sale to private investors, through the Federal National Mortgage Association, of participations in loans made under the revised NDEA § 207 (§ 202(d) of the bill, p. 5). For the purpose of making the proceeds from the sale of participations in these loans more readily available for student loan funds, the bill would establish a revolving fund similar to the fund which was established for academic facilities constructions loans by the Participation Sales Act of 1966 (new NDEA § 207(d), p. 3). In addition to the appropriations now authorized by section 201 of the Act, the bill would authorize the appropriation of $30,000,000 to the revolving fund in fiscal 1967 (new NDEA § 207(d)(4), p. 4), and it would also permit funds appropriated under the existing § 201 to be paid into the revolving fund (§ 203(b) of the bill, p. 4).

6. Sums appropriated under the existing § 201 of the NDEA would be allocated among States and institutions in the same manner as at present, but an institution could take the amount allocated to it in the form of *either* a Federal capital contribution or a loan. Any remaining funds available either for Federal capital contributions or for loans to institutions would be allocated on such basis as the Comimssioner determines would best carry out the purposes of the NDEA loan program. (§ 203 of the bill, p. 5–6.)

TITLE II—ENCOURAGING THE AVAILABILITY OF NON-FEDERAL CAPITAL FOR NATIONAL DEFENSE STUDENT LOANS

PURPOSE

SEC. 201. The purpose of this title is to increase the amount of capital available for student loan funds by stimulating non-Federal investment in the capitalization of these funds, and at the same time to reduce the amount of institutional capital required for student loan funds.

ESTABLISHING A REVOLVING FUND FROM WHICH INSTITUTIONS MAY OBTAIN LOANS TO CAPITALIZE STUDENT LOAN FUNDS

SEC. 202. (a) Section 207 of the National Defense Education Act of 1958 (relating to loans to institutions) is amended to read as follows:

"LOANS TO INSTITUTIONS; REVOLVING FUND

"LOANS TO INSTITUTIONS

"SEC. 207. (a)(1) During the fiscal years ending June 30, 1967, and June 30, 1968, the Commissioner may make loans, from the fund established by subsection (d), to institutions of higher education to provide all or part of the capital needed by any such institution for making loans to students under this section (other than capital needed to make the institutional contribution required by section 204(2)(B)). Loans to students from such borrowed sums shall be subject to the terms, conditions, and limitations set forth in section 205. The requirement in section 204(2)(B) with respect to institutional contributions to student loan funds shall not apply to loans made to institutions under this section.

"(2) A loan to an institution under this section may be upon such terms and conditions, consistent with applicable provisions of section 204, as the Commissioner deems appropriate. If the Comissioner deems it to be necessary to assure that the purposes of this section will be achieved, these terms and conditions may include provisions making the institution's obligation to the Commissioner on such a loan payable solely from such revenues or other assets or security (including collections on loans to students) as the Commissioner may approve. Such a loan shall bear interest at a rate which the Commissioner determines to be adequate to cover (A) the cost of the funds to the Treasury as determined by the Secretary of the Treasury, taking into consideration the current average yields of outstanding marketable obligations of the United States having maturities comparable to the maturities of loans made by the Commissioner under this section, and (B) probable losses.

"PAYMENTS TO INSTITUTIONS TO COVER CERTAIN COSTS INCURRED IN MAKING STUDENT LOANS FROM BORROWED FUNDS

"(b) If an institution of higher education borrows funds from the Commissioner from the fund established under subsection (d), the Commissioner shall agree to pay to the institution (1) an amount equal to 90 per centum of the loss to the institution from defaults on student loans made from such funds, (2) the amount by which the interest payable by the institution on such funds exceeds the interest received by it on student loans made from such funds, (3) an amount equal to the amount of expenses authorized by clause (3) of section 204 to be paid out of a student loan fund with respect to such funds, and (4) the amount of principal which is canceled pursuant to section 205(b)(3) with respect to student loans made from such funds. There are authorized to be appropriated without fiscal-year limitation such sums as may be necessary to carry out the purposes of this subsection.

"LIMITATION ON LOANS FROM REVOLVING FUND

"(c) The total of the loans made in any fiscal year from the fund established by subsection (d) shall not exceed the lesser of (1) such limitations as may be specified in appropriation Acts, and (2) the difference between $240,000,000 and the amount of Federal capital contributions paid under this title for that year.

"REVOLVING FUND

"(d)(1) There is hereby created within the Treasury a National Defense Education Loan Fund (hereafter in this section called 'the fund') which shall be available to the Commissioner without fiscal-year limitation as a revolving fund for the purposes of this section. A business-type budget for the fund shall be prepared, transmitted to the Congress, considered, and enacted in the manner prescribed by law (sections 102, 103, and 104 of the Government Corporation Control Act, 31 U.S.C. 847–849) for wholly owned Government corporations.

"(2) The fund shall consist of appropriations paid into the fund pursuant to section 201, appropriations made pursuant to this subsection, all amounts received by the Commissioner as interest payments or repayments of principal on loans, and any other moneys, property, or assets derived by him from his operations in connection with this section (other than subsection (b)), including any moneys derived directly or indirectly from the sale of assets, or beneficial interests or participations in assets, of the fund.

"(3) All loans, expenses (other than normal administrative expenses), and payments pursuant to operations of the Commissioner under this section (other than subsection (b)) shall be paid from the fund, including (but not limited to) expenses and payments of the Commissioner in connection with the sale, under section 302(c) of the Federal National Mortgage Association Charter Act, of participations in obligations acquired under this section. From time to time, and at least at the close of each fiscal year, the Commissioner shall pay from the fund into the Treasury as miscellaneous receipts interest on the cumulative amount of appropriations paid out for loans under this section, less the average undisbursed cash balance in the fund during the year. The rate of such interest shall be determined by the Secretary of the Treasury, taking into consideration the average market yield during the month preceding each fiscal year on outstanding Treasury obligations of maturity comparable to the average maturity of loans made from the fund. Interest payments may be deferred with approval of the Secretary of the Treasury, but any interest payments so deferred shall themselves bear interest. If at any time the Commissioner determines that moneys in the fund exceed the present and any reasonably prospective future requirements of the fund, such excess may be transferred to the general fund of the Treasury.

"(4) In addition to the sums authorized to be appropriated by section 201, there are authorized to be appropriated to the fund established by this subsection $30,000,000 for the fiscal year ending June 30, 1967."

(b) Section 201 of the National Defense Education Act of 1958 is amended by striking out the last sentence and substituting therefor the following: "Sums appropriated under this section for the fiscal year ending June 30, 1967, or any subsequent fiscal year shall be available to the Commissioner (1) for payments into the loan fund established by section 207(d), and (2) in accordance with agreements between the Commissioner and institutions of higher education, for payment of Federal capital contributions which, together with contributions from the institutions, shall be used for establishment and maintenance of student loan funds."

(c) Section 208 of such Act is amended by substituting "title" for "subsection" in the parenthetical phrase.

(d) Section 302(c)(2)(B) of the Federal National Mortgage Association Charter Act is amended by adding at the end thereof and before the period: ", and loans to help finance student loan programs".

ALLOTMENT AMONG STATES OF FUNDS FOR FEDERAL CAPITAL CONTRIBUTIONS AND LOANS TO INTITUTIONS

SEC. 202. (a) Section 202 of the National Defense Education Act of 1958 (relating to allotments of appropriations among States) is amended by inserting "(for payment as Federal capital contributions or as loans to institutions under section 207)" after "the Commissioner shall allot to each State" in the first sentence of subsection (a), and by redesignating subsection (b) as subsection (c) and inserting after subsection (a) the following new subsection:

"(b) Funds available in any fiscal year for payment to institutions under this title (whether as Federal capital contributions or as loans to institutions under section 207) which are in excess of the amount appropriated pursuant to section

201 for that year shall be allotted among the States in such manner as the Commissioner determines will best carry out the purpose of this Act."

(b) Section 203 of such Act (relating to the payment of Federal capital contributions to institutions) and the title thereto are amended to read as follows:

"DISTRIBUTION AMONG INSTITUTIONS OF FEDERAL CAPITAL CONTRIBUTIONS AND INSTITUTIONAL LOANS

"SEC. 203. (a) The Commissioner shall from time to time set dates by which institutions of higher education in a State must file applications for Federal capital contributions, and for loans pursuant to section 207, from the allotment of such State under section 202(a). In the event the total requested in such applications (which meet the requirements established in regulations of the Commissioner) exceeds the amount of such allotment of such State available for such purpose, the total of the Federal capital contributions and loans from such allotment to each such institution shall bear the same ratio to the amount requested in its application as the amount of such allotment available for such purpose bears to the total requested in all such applications. In the event the total requested in such applications which are made by institutions in a State is less than the amount of the allotment of such State available for such purpose, the Commissioner may reallot the remaining amount from time to time, on such date or dates as the Commissioner may fix, to other States in proportion to the original allotments to such States under section 202 for such year.

"(b) Sums allotted among States pursuant to section 202(b) shall be allocated among institutions within States in such manner as the Commissioner determines will best carry out the purposes of this Act.

"(c) The Federal capital contribution to an institution shall be paid to it from time to time in such installments as the Commissioner determines will not result in unnecessary accumulations in the student loan fund established under its agreement under this title."

EXHIBIT 1

HIGHER EDUCATION FACILITIES CONSTRUCTION FISCAL YEAR 1965

Attached is an itemized list of college construction projects by States and institutions for which loans and/or grants were made through the Higher Education Facilities Act of 1963 (Public Law 88-204) during the fiscal year ending June 30, 1965.

Government funds were allotted as follows:

Title I; grants for the construction of undergraduate facilities	$224,362,675
Title II; grants for the construction of graduate academic facilities	60,000,000
Title III; loans to institutions of higher learning	107,706,000
Total grants and loans	392,068,675
Approximate total development cost of the listed projects	1,373,914,000

State	Institution	Type of facility	Title I grant amount	Title II grant amount	Title III loan amount	Approximate total development cost
Alabama	Alabama State College	Science	$359,913			$1,079,742
	Auburn University	Modern foreign language	173,057			3,668,362
	Birmingham-Jefferson State Junior College	Academic complex	856,656			2,234,443
	Birmingham Southern College	Science	72,921			223,764
	Florence State College	Science and library	115,421			346,263
	Gadsden Technical Junior College	Academic complex	304,578			1,744,668
	Jacksonville State College	Academic building	573,750			2,194,365
	Tuskegee Institute	Engineering	574,992			1,724,975
	do	Math and language	67,585			563,287
	do	Library	54,532			163,597
	University of Alabama	Multidiscipline		$420,900		1,262,700
	University of South Alabama	do	430,100		$537,000	3,065,341
Alaska	University of Alaska	Foreign language laboratory	17,396			61,165
	do	Science	116,651			3,555,604
Arizona	Arizona State College	Library	183,811			1,289,503
	Arizona State University	Mathematics		178,285		1,337,144
	do	Library	649,302			4,011,577
	Arizona Western College	Technology building	241,424			627,611
	Glendale Community College	Business education	200,014			500,035
	University of Arizona	Multidiscipline	800,761			2,726,248
Arkansas	Arkansas Agricultural and Mechanical College	Library	50,288			360,000
	Arkansas College	Language	224,573			673,719
	Arkansas Polytechnic College	Library	150,000			450,000
	Arkansas State Teachers College	Science	400,000			1,200,000
	Crowley's Ridge Junior College	Library	79,438			238,314
	Harding College	Science	344,352			1,033,056
	Little Rock University	Classrooms	166,654		777,000	1,133,961
	do	Science	134,852			404,556
	Southern Baptist College	Library	79,429			238,288
California	California College of Arts and Crafts	Library	205,158		464,000	1,121,037
	California State Polytechnic College	Science	578,169			1,734,510
	California Western University	do	272,000			815,000
	Chapman College	Library	250,000			750,000
	College of the Holy Names	Foreign language and mathematics	221,193		275,000	663,580
	Claremont Graduate School and University	Classrooms and library		397,800		1,193,500
	De Anza College	New campus	3,770,269			11,102,465
	Golden Gate College	Library	81,941			464,491
	Humphreys College	Science, mathematics and library	125,355		200,000	476,134
	Monterey Institute of Foreign Studies	Academic building	126,503		158,000	416,976
	Pacific College of Fresno	Science	56,984			170,952
	Pitzer College	Academic building	176,779		221,000	535,132
	San Francisco College for Women	Library	201,089			603,267
	San Francisco State College	Science	1,000,000			6,508,000
	San Jose State College	Science	1,000,000			6,829,761
	Scripps College	Library	112,333			337,000

	Southern California College	Science and math	51,000		51,000	156,730
	Stanford University	Library	1,000,000			4,903,720
	do	Business		1,330,293		4,988,601
	St. Mary's College	Library	332,845		429,000	1,016,486
	St. Patrick's College	do	536,815			1,610,440
	University of California, (Davis campus)	do	974,333			3,073,001
	do	Science	1,000,000			4,195,290
	do	Engineering	646,883			4,965,000
	University of California (Irvine campus)	Science	1,000,000			4,609,000
	do	library	488,890			2,171,500
	do	Physical science		1,514,300		9,006,000
	University of California (Los Angeles campus)	Math	1,000,000			5,054,000
	do	Psychology		1,110,000		9,006,000
	University of California (Riverside campus)	Academic building	1,000,000			3,800,400
	University of California (San Diego campus)	do	1,000,000			4,415,844
	University of California (Santa Barbara campus)	Chemistry	905,808			4,101,324
	do	Library	1,000,000			4,349,638
	do	do	1,000,000			3,914,693
	University of California (Santa Cruz campus)	do	1,000,000			3,087,000
	University of the Pacific	do	172,759		964,000	1,517,196
	University of Santa Clara	Science	452,424			1,357,274
	University of Southern California	Library	700,000	154,207		2,100,000
	do	Social sciences		1,216,583		3,649,750
	Westmont College	Library	340,000		407,000	1,083,000
	Whittier College	Science	867,943			2,603,830
Colorado	Fort Lewis College	Library and classrooms	333,333			1,040,000
	Mesa College	Library	346,300			865,750
	Regis College	Science	731,933			2,195,799
	Southern Colorado State College	do	994,398			3,376,500
	Trinidad State Junior College	Library	142,684			683,510
	University of Colorado	Engineering and science	41,493			3,744,010
	University of Denver	International studies		264,166		792,500
Connecticut	Albertus Magnus College	Library			1,133,000	1,577,868
	Annhurst College	do	277,913			833,738
	Danbury State College	do	466,667			1,400,000
	New Haven College	Engineering and science			1,007,000	1,343,245
	Quinnipiac College	Multidiscipline	468,204		1,858,000	2,478,275
	University of Connecticut	Academic building	520,836			2,033,427
	do	Social sciences		375,000		1,125,000
	do	Physics	340,521			3,444,853
	University of Hartford	Science	500,000		1,000,000	3,034,500
	Willimantic State College	Science, math	350,000			1,050,000
	Yale University	Law library annex		298,682		1,196,048
Delaware	University of Delaware	Science	136,214			408,641
	do	Science and metallurgy	281,347			2,210,451
District of Columbia	American University	Science	333,666			1,001,000
	Catholic University of America	Classrooms and laboratorys	42,026			959,048
	Dunbarton College of the Holy Cross	Library	253,208			758,625
	Georgetown University	do	585,302	1,253,000		5,990,500
	George Washington University	Law library		529,100		1,587,300
	Immaculate College of Washington	Library	9,194			27,582

State	Institution	Type of facility	Title I grant amount	Title II grant amount	Title III loan amount	Approximate total development cost
Florida	Bethune-Cookman College	Laboratories	142,979			428,937
	Brevard Engineering College	Library	45,618			136,854
	Florida Atlantic University	Academic building	478,426			1,687,780
	Florida Presbyterian College	Music and library			284,000	378,902
	Florida State University	Library	523,513			2,013,513
	do	Social science		880,000		3,380,000
	Miami-Dade Junior College	Learning resources	977,710			2,444,274
	New College	Renovation of estate	125,000			375,000
	do	Science	15,667			78,337
	Rollins College	do	606,437		1,603,000	3,143,417
	Stetson University	Library			1,100,000	1,467,800
	St. Petersburg Junior College	New campus	393,738			1,305,296
	University of Florida	Library	582,131			2,238,965
	do	International studies		400,000		1,200,000
	do	Engineering		357,145		4,824,116
	do	do		314,940		1,518,484
	do	do		458,227		1,374,682
	University of Miami	Science	1,183,965		2,500,000	5,334,594
	University of South Florida	do	638,584			2,844,737
Georgia	Abraham Baldwin Agricultural College	Gym	121,359			553,989
	Atlanta University	Education		200,000		600,000
	Berry College	Math and science	183,892			732,923
	Emory University	Library		1,747,481		5,401,318
	Georgia Institute of Technology	Lecture room and auditorium	279,560			838,680
	do	Chemistry		672,000		3,600,000
	do	Library		1,000,000		3,250,000
	do	Space science and technology		492,717		1,589,411
	Gordon Military College	Multidiscipline	151,497		189,000	454,492
	Marietta-Cobb County Junior College	New campus	993,911			2,484,777
	Middle Georgia College	Science	125,878			314,696
	Morehouse College	Multidiscipline	200,000			600,000
	Morris Brown College	do	483,079		466,000	1,449,239
	University of Georgia	Math	998,993			2,996,980
	do	Graduate studies		740,903		5,561,944
	West Georgia College	Multidiscipline	698,192			2,094,577
	Young Harris College	Library	81,215			243,645
Hawaii	Maui Community College	Academic building	238,400			598,000
	University of Hawaii	Modern language	649,095			1,997,000
	do	Library		1,088,000		3,451,000
Idaho	Boise Junior College	Science	142,519			356,298
	do	Classrooms	130,934			925,603
	Idaho State University	Library	54,956			164,887
	Northwest Nazarene College	Science	71,667		89,000	215,000
	do	Library	132,000		165,000	396,000

Illinois	Augustana College	Science	130,004			390,012
	Barat College of the Sacred Heart	do	234,033			708,098
	Bradley University	Business		78,589		235,766
	Chicago City Junior College	Academic building	2,099,039			7,006,134
	College of St. Francis	Library			929,000	1,240,189
	De Paul University	Library and language	755,100		2,680,000	4,587,086
	Elmhurst College	Science			1,600,000	2,320,000
	Eureka College	Library	235,093			705,281
	Illinois Institute of Technology	Science and language	460,517			1,381,552
	Illinois Wesleyan University	Library and classrooms	442,702		553,000	1,328,106
	Judson College	Library			225,000	301,226
	Lewis College	Science	200,527			601,582
	Loyola University	Academic building	731,984		2,746,000	5,814,824
	McKendree College	Science and math	210,822			632,582
	do	Library improvement	5,573			16,719
	Mundelein College	Library	1,000,000		1,000,000	3,956,014
	National College of Education	do	337,984		1,524,000	2,959,548
	North Park College	Science	512,903		900,000	2,367,180
	Northwestern University	Library	294,330	2,164,136		9,738,615
	Olivet Nazarene College	Science and math	475,723			1,498,113
	Southern Illinois University (Carbondale campus)	Science	1,000,000			7,190,212
	Southern Illinois University (Edwardsville campus)	do	202,465			607,394
	Springfield Junior College	Library	133,005			339,017
	University of Chicago	Chemistry		346,210		4,995,091
	University of Illinois (Chicago Circle)	Library	1,000,000			4,990,000
	University of Illinois (Urbana campus)	do	1,000,000			3,666,725
Indiana	Ball State University	Science and math	784,422			3,918,000
	do	Physical science		446,129		3,918,000
	do	Library		108,676		978,085
	Indiana Institute of Technology	Renovation	208,160			624,307
	Indiana State University	Academic building	197,305			591,915
	do	Science	766,400	564,600		2,299,250
	Indiana University	Classrooms	128,573			426,130
	Marion College	do	140,000		205,000	573,270
	Purdue University (main campus)	Math and science	427,235			1,281,704
	Purdue University (north central regional campus)	New campus	1,120,000			2,800,000
	Purdue University	Engineering	251,100			753,300
	Rose Polytechnic Institute	Chemistry	50,000			150,000
	do	Chemistry and physics	97,510			154,575
	St. Francis College	Science and math	400,000			3,207,324
	Taylor University	Science	410,371		521,000	1,242,141
	Tri State College	Science building	400,000			1,301,637
	University of Indiana	Library		2,656,000		14,412,000
	University of Notre Dame Du Lac	Engineering	132,000			396,000
	Valparaiso University	Science	433,333			1,300,000
	Vincennes University	Academic facilities	16,444			41,110
	do	Science	38,625			96,564
	do	Library addition	25,422			63,232

State	Institution	Type of facility	Title I grant amount	Title II grant amount	Title III loan amount	Approximate total development cost
Iowa	Buena Vista College	Library	140,450			440,000
	Clarinda Community College	Academic	57,876			144,689
	Clarke College	Science and classrooms	496,392		1,143,000	2,344,261
	Clinton Community College	Academic	315,707			789,268
	Dordt College	Library	117,120		146,000	849,373
	Drake University	do	444,318			1,621,591
	Dubuque University	Science			465,000	621,000
	Eagle Grove Junior College	Classrooms and library	140,000			350,000
	Ellsworth Junior College	Classrooms and laboratory	21,958			54,894
	Estherville Junior College	Academic	152,000			380,000
	Graceland College	Science	283,124			849,373
	Marshalltown Community College	New Campus	210,989			527,473
	Northwestern College	Science			392,000	523,560
	Parsons College	Modern language	301,722			908,613
	State College of Iowa	Science and library	510,000			1,760,012
	State University of Iowa	Engineering		366,514		2,062,000
	University of Iowa	Library	321,700			1,039,500
	Upper Iowa University	do			270,000	647,808
	Waldorf College	Science	29,519			433,894
	Wartburg College	Laboratories and classrooms	250,771			1,349,778
Kansas	Butler County Junior College	Academic	525,446			1,352,660
	Fort Hays Kansas State College	Library	500,000			1,500,000
	Hutchinson Junior College	Library and science	220,000			605,000
	Kansas State Teachers College	Science	476,500			1,429,500
	Kansas State University	Chemistry	422,240			1,226,720
	do	Engineering	103,192			309,575
	do	Biological sciences	482,632			1,900,389
	Sacred Heart College	Science	218,375			655,124
	Washburn University	Math and modern language	182,626			547,879
Kentucky	Centre College of Kentucky	Academic			1,039,000	1,455,000
	Eastern Kentucky State College	Library	1,092,243			3,276,730
	Hopkinsville Community College	Academic	477,750			1,194,374
	Morehead State College	do	287,313			862,028
	Murray State College	Library	275,241			825,724
	Somerset Community College	Academic	379,379			948,448
	University of Kentucky	do	508,755			2,675,621
	Western Kentucky State College	Library	439,566			1,318,699
Louisiana	Francis T. Nicholls State College	Academic	500,000			1,585,344
	Louisiana Polytechnic Institute	Engineering	260,000			780,000
	Louisiana State University (Eunice branch)	Science and classrooms	347,179			1,159,241
	Louisiana State University (Shreveport branch)	do	765,374			1,913,435
	Loyola University	Chemistry	500,000		767,000	1,689,755
	do	Academic			907,000	1,876,270
	Northeast Louisiana State College	do	500,000			1,500,000
	St. Mary's Dominican College	Library	211,852			718,145

	Tulane University	do	500,000			4,731,860
	do	do		1,327,833		5,793,500
	University of Southwestern Louisiana	do	500,000			2,099,002
Maine	Bates College	Chemistry	76,438			772,206
	Bowdoin College	Library	388,476			1,968,092
	Nasson College	Science	212,694		326,000	722,064
	University of Maine	Modern language and science	175,000			1,175,000
Maryland	College of Notre Dame of Maryland	Science and math	764,667			2,294,000
	Coppin State College	Science and modern foreign language	369,306			1,280,357
	Johns Hopkins University	Humanities and social sciences		225,267		1,225,500
	Montgomery Junior College	New campus	761,870			4,942,709
	Salisbury State College	Academic	507,403			1,522,363
	St. Joseph College	Science	248,474			1,985,650
	University of Maryland	Chemistry and math	1,000,000			3,552,300
	do	Animal science		441,000		1,674,686
Massachusetts	Bentley College of Accounting & Finance	Library	513,173			1,539,518
	Boston Architectural Center	Academic			750,000	1,203,993
	Boston College	Science	750,000	501,585		4,929,195
	Boston University	Library	750,000			6,335,545
	Brandeis University	Humanities		355,716		1,108,213
	Cape Cod Community College	New Campus	1,202,327			5,837,240
	Dean Academy & Junior College	Science	282,256			854,322
	Lowell Technological Institute	Nuclear physics	532,250			3,363,420
	Merrimack College	Library	604,241		700,000	1,857,452
	Massachusetts Institute of Technology	Engineering		987,000		2,961,000
	do	Library		348,333		1,045,000
	Newton College of the Sacred Heart	Academic			1,137,000	1,516,452
	Northeastern University	Chemistry	666,888			2,000,665
	do	do		223,641		2,671,590
	Southeastern Massachusetts Technological Institute	Science and engineering	750,000			5,404,848
	Tufts University	Library		547,582		2,795,500
	do	International relations		160,966		482,900
	University of Massachusetts	Academic	402,711			4,115,203
	do	Physical science		2,404,653		11,722,032
Michigan	Wentworth Institute	Academic	550,761			1,652,283
	Detroit Institute of Technology	do	98,159			311,744
	Eastern Michigan University	Library	750,000			2,880,000
	Grand Valley State College	Science	477,800			1,433,400
	Kalamazoo College	Library	586,516			1,759,549
	Lansing Community College	Academic	501,628			5,295,319
	Macomb County Community College	do	1,761,370			4,403,424
	Madonna College	do	483,973			4,488,771
	Michigan State University	Forestry conservation	750,000			3,663,225
	Michigan Technological Institute	Library	693,822			2,201,647
	Northern Michigan University	Science	750,000			3,000,000
	Olivet College	Science and math	750,000			2,330,600
	Saginaw Valley College	Academic	750,000		940,000	3,914,895
	Suomi College	Library	133,333		166,000	401,300
	University of Detroit	Science	226,915		1,405,000	1,910,500
	Wayne State University	do	750,000			2,778,800
	do	Library		488,818		2,296,000
	do	Language and speech		435,000		4,500,000
	University of Michigan	Library		1,458,333		4,375,000
	Western Michigan University	Engineering	750,000			4,250,000

State	Institution	Type of facility	Title I grant amount	Title II grant amount	Title III loan amount	Approximate total development cost
Minnesota	Austin Junior College	Academic	440,000			1,117,186
	Bemidji State College	Library	464,967			1,394,901
	Concordia College	Physical science	306,072			1,787,092
	Hibbing Junior College	New campus	398,015			1,000,000
	Mankato State College	Library	850,000			3,400,000
	St. John's University	do			1,202,000	1,829,631
	do	Science			2,136,000	2,883,687
	University of Minnesota (Minneapolis)	Library	1,000,000	2,066,666		5,046,885
	University of Minnesota (Duluth)	do	466,329			1,398,988
	University of Minnesota (Morris)	Science	315,333			946,000
	Winona State College	Library	422,450			1,269,996
	Worthington Junior College	Academic	355,000			951,870
Mississippi	Delta State College	Science and library	333,333			1,000,000
	Itawamba Junior College	Classrooms and science	40,636			114,240
	Jackson County Junior College	Classrooms and library	150,000			1,292,988
	Jefferson Davis Junior College	Classrooms and science	150,000			1,868,031
	Jones County Junior College	Science and teaching	121,896			384,442
	Meridian Junior College	Classrooms and science	150,000			1,481,742
	Mississippi State College for Women	Science and administration	160,463			687,093
	Mississippi State University	Engineering	125,000			375,000
	do	Library and classrooms	287,500			862,500
	do	Science and classrooms	212,500			637,500
	do	Science	12,500			37,500
	Mississippi Valley State College	Science and classrooms	197,856			731,192
	Pearl River Junior College	Classrooms	133,334			333,334
	University of Mississippi	Academic	115,761			969,570
	Do	Mathematics	153,785			645,500
	University of Southern Mississippi	Library	300,000			900,000
	Do	Academic building	87,669			263,006
Missouri	Central Missouri State College	Library	250,000			750,000
	Fontbonne College	do			808,000	1,077,620
	Forest Park Community College	Library and classrooms	951,681			4,973,934
	Jasper County Junior College	Teaching	236,036			590,092
	Lindenwood College	Laboratory and classrooms	283,789			1,625,824
	Missouri Valley College	Science and classrooms	235,000			710,000
	Northeast Missouri State Teacher College	Library	250,000			750,000
	Rockhurst University	do			675,000	900,000
	Southeast Missouri State College	Science and classrooms	51,556			1,563,142
	Southwest Missouri State College	Library and laboratory	166,667			666,667
	St. Louis University	Classrooms	537,465			1,810,691
	Tarkio College	Library and classrooms	200,000		200,000	600,000
	University of Missouri (Columbia)	Science		306,506		2,130,000
		General classrooms	411,995			2,449,295
	University of Missouri (Rolla)	Library	750,000			2,250,000
		Ceramic and metallurgical engineering		342,000		1,092,000

	Washington University	Social sciences		534,600		1,604,100
	Webster College	Laboratories and classrooms	400,000			1,200,000
	Westminister College	do	333,000			1,000,000
	Williams Woods College	do	136,003		170,000	408,050
Montana	Carroll College	do	129,620			700,000
	Dawson County Junior College	Classrooms	160,000			400,000
Nebraska	Chadron State College	Library and teaching facilities	315,000			945,000
	College of St. Mary	Science and math	329,779			991,339
	Fairbury Junior College	Laboratories and library	120,000			300,000
	Kearney State College	Science	699,893			2,623,837
	Midland Lutheran College	Classrooms and laboratories	144,000		600,000	1,079,078
	North Platte Junior College	Academic	106,082			303,082
Nevada	University of Nevada	Social science		116,011		1,665,404
New Hampshire	New England College	Library	22,381		386,000	545,452
	New Hampshire Technical Institute	Academic	176,297			1,290,975
	University of New Hampshire	Chemistry	491,948			1,533,987
	do	Physics	111,392			483,300
New Jersey	Bloomfield College and Seminary	Laboratories and classrooms	525,935		500,000	1,602,453
	Drew University	Laboratory	833,325		1,040,000	2,500,000
	Fairleigh Dickinson University, (Hackensack campus)	Laboratories and classrooms	239,623		299,000	718,869
	Fairleigh Dickinson University, (Madison campus)	Library and teaching	258,083		322,000	774,250
	Fairleigh Dickinson University, (Rutherford campus)	Classrooms and teaching	428,399		535,000	1,285,197
	Fairleigh Dickinson University	Library and teaching	68,484		114,000	244,835
	Middlesex County College	Teaching	1,330,510			3,626,000
	Princeton University	Mathematics, physics, and library		2,259,935		14,242,450
	Rider College	Labs and classrooms	292,793		1,300,000	2,178,423
	Rutgers University	Library		367,916		1,103,750
	Seton Hall University	Classrooms and faculty offices	367,991			1,969,374
	Stevens Institute of Technology	Library		600,000	900,000	2,430,000
	St. Peter's College	Library and classrooms	550,194			1,678,808
	Union Junior College	Labs and classrooms	307,330			922,000
	Upsala College	do	734,839		849,000	2,228,005
New Mexico	New Mexico State University	Library	160,378			1,061,247
	University of New Mexico	do	802,134			2,529,247
New York	Briarcliff College	Classrooms and labs	260,006			3,578,450
	City College of the City University of New York	Science	1,500,000			21,032,480
	Columbia University	International affairs		2,500,000		12,250,000
	D'Youville College	Science and classrooms	761,159			3,405,599
	Fordham University	Library and classrooms	985,030			14,929,018
	Hartwick College	do	521,555			1,564,665
	Hofstra University	Library	1,458,656			4,597,790
	Ithaca College	do	644,953			1,934,858
	Long Island University	Classrooms			2,402,000	3,405,599
	(C.W. Post College)	Labs and library	1,500,000		2,099,000	4,798,790
	Long Island University	Lecture hall			555,000	740,800
	(main campus)	Humanities			2,994,000	4,449,600
	Marymount College	Library and classrooms	407,000		500,000	1,228,000
	Monroe Community College	Science	988,894			17,200,634
	New York City Community College	Library and classrooms	1,074,352			11,870,485
	New York University	Library	1,500,000	3,303,940		19,455,775

State	Institution	Type of facility	Title I grant amount	Title II grant amount	Title III loan amount	Approximate total development cost
New York	Queen of the Apostles College	Science			852,000	1,352,811
	Queensborough Community College	do	1,230,273			12,722,644
	Rochester Institute of Technology	do	1,500,000			4,813,180
	State University of New York, (Albany)	Library	1,500,000			8,479,000
	State University of New York, (Stony Brook)	Engineering		1,229,774		5,240,000
	St. Francis College	Classrooms and labs	1,115,916		1,394,000	3,347,749
	do	Library			1,016,000	1,355,428
	Teachers College, Columbia University	Education		126,286		539,725
	Wagner College	Science	906,835		1,136,000	2,720,507
	Yeshiva University	Library	1,448,565		1,117,000	4,345,695
	do	Social work		340,000		2,640,000
North Carolina	Agricultural and Technical College of North Carolina	Science	266,630			1,151,630
	Belmont Abbey College	Labs and classrooms	212,233			636,699
	Bennett College	do	138,325			1,119,316
	Charlotte College	do	536,666			1,610,000
	Duke University	Library		1,372,170		4,116,512
	East Carolina College	do	259,500			823,452
	Elizabeth City State College	do	199,953			617,870
	Fayetteville State College	do	200,000			600,000
	Gaston College	do	387,902			1,131,297
	High Point College	Labs and classrooms	322,884		403,000	968,652
	Johnson C. Smith University	Library	272,160			816,480
	do	Science	413,658			1,309,824
	Livingston College	Labs	167,051			501,154
	Louisburg College	Library and classrooms	117,066			351,200
	Mount Olive Junior College	Labs and classrooms	113,437			470,300
	Pembroke State College	Library and classrooms	463,000			1,390,000
	Pfeiffer College	Library and research	261,666		323,000	785,000
	Queens College	Labs and classrooms	223,300		279,000	670,000
	Rockingham Community College	New campus	337,730			2,876,105
	Sandhills Community College	Labs and classrooms	568,013			2,727,105
	Southeastern Community College	Multidiscipline	337,730			1,845,003
	Winston-Salem State College	Library and offices	185,000			555,000
North Dakota	Lake Region Junior College	General purpose	270,000			675,000
	Mayville State College	Library	55,000			165,000
	Minot State College	Science	75,000			225,000
	North Dakota State University of Agriculture and Applied Science.	Lecture hall	32,410			340,311
	University of North Dakota	Math and Physics	416,667			1,250,000
Ohio	Bowling Green State University	Library	1,133,833			4,535,333
	Kent State University	Labs and classrooms	614,322			2,900,000
	Lorain County Comm. College	Multidiscipline	1,343,162			2,940,852
	Mary Manse College	Library	235,000			705,000
	Miami University (Middletown)	Library and classrooms	1,200,000			3,010,000
	Ohio State University	Engineering	619,074			2,109,000

	do	Chemistry		427,933		1,310,000
	Ohio University	Labs and offices	896,000			4,863,354
	do	Library		536,304		3,707,171
	Ohio Wesleyan University	do	582,715			2,208,600
	Rio Grande College	do	140,141			420,425
	University of Akron	Labs and classrooms	2,142,336			8,488,921
	University of Toledo	do	981,017			4,336,278
	Ursuline College	Labs and library	530,779			2,965,910
	Youngstown University	Laboratories	561,985			1,685,956
	Xavier University	Library	572,608			1,717,823
Oklahoma	Altus Junior College	Labs and classrooms	44,044			110,109
	Bethany Nazarene College	Science	315,184		743,000	1,621,300
	do	Library	155,553			466,660
	Northeast Oklahoma A. & M. College	Labs and classrooms	175,950			439,875
	do	Library	348,999			872,498
	Oklahoma Christian College	do	300,110			1,609,864
	do	Classrooms	67,692			516,267
	Oklahoma State University	Labs and library	275,000			900,000
	do	Business and education		357,885		1,582,000
	do	Laboratories	99,050			297,150
	do	Labs and research	80,894			2,281,315
	do	Library and air conditioning	27,251			310,969
	Oral Roberts University	Labs and library	573,280		2,933,000	4,675,209
	Southwestern College	Library and classrooms	46,466			140,807
	St. Gregory's College	Labs and classrooms	290,521			909,419
	University of Tulsa	Classrooms and offices	96,714			289,570
Oregon	Central Oregon College	Library and classrooms	142,734			372,242
	do	Labs and classrooms	88,236			228,509
	Eastern Oregon College	Science	233,497			965,834
	Lewis and Clark College	Library	278.500			1,285,000
	Oregon College of Education	Labs and classrooms	62,788			701,804
	Oregon State University	Multidiscipline	214,970			836,886
	Portland State College	Library	439,485			2,988,975
	do	Labs and research	341,400			3,068,597
	Pacific University	Library	200,000			1,396,076
	Reed Institute	Biology and physics	27,515		787,000	1,050,000
	Southwestern Oregon College	Labs and classrooms	267,300			668,250
	Treasure Valley Community College	do	83,896			440,310
	University of Oregon	Library	351,223			2,142,626
	Willamette University	do			450,000	625,629
	University of Oregon	Graduate center		25,000		75,000
	do	Social sciences		523,529		1,748,000
Pennsylvania	Allentown College of St. Francis de Sales	Academic	529,160		1,009,000	2,320,315
	Alliance College	Labs and classrooms	336,033			1,337,957
	Bloomsburg State College	Library	372,350			1,175,842
	Delaware Valley College	Science	293,812		695,000	927,726
	Eastern Baptist College	Library	23,423			90,196
	Elizabethtown College	Academic and library	387,750			1,292,498
	Franklin and Marshall College	Laboratories	788,128			2,955,485
	Harrisburg Area Comm. College	Library and classrooms	1,534,342			3,835,855
	Indiana State College	Science	1,026,000			4,104,000

State	Institution	Type of facility	Title I grant amount	Title II grant amount	Title III loan amount	Approximate total development cost
	Juniata College	Academic			1,710,093	3,023,825
	Lycoming College	Academic complex	894,988			3,970,273
	Marywood College	Library	522,662			1,834,168
	Mercyhurst College	Labs and classrooms	370,244		890,000	1,706,082
	Mount Mercy College	Library			1,429,000	1,906,428
	Pennsylvania Military College	Labs and classrooms	679,737			2,693,556
	Pennsylvania State University	Social sciences		1,212,499		3,688,583
	do	Library	669,910			2,430,192
	do	Library and study	257,096			1,043,178
	do	Labs and library	473,967			1,184,917
	do	Classrooms	225,100			765,100
	do	Laboratories and classrooms	168,460			420,150
	do	Laboratories and study	275,947			704,688
	do	Academic	211,685			1,480,565
	Philadelphia College of Textiles	Library	243,667			892,520
	Point Park Junior College	Academic			1,070,000	1,427,000
	St. Francis College	Academic and library	653,732		1,000,000	2,350,129
	Temple University	Business		518,068		3,090,422
	do	Science	631,895			6,987,418
	Thiel College	Physical education			243,000	325,000
	University of Pennsylvania	Fine arts		858,022		2,872,840
	University of Pittsburgh	Laboratories and classrooms	883,809		2,250,000	4,178,950
	Villanova University	Library	346,815			2,478,890
	Wilkes College	Instructional	605,891			2,138,438
Rhode Island	Rhode Island College	Multidiscipline	167,033			917,033
	Rhode Island Junior College	do	218,112			660,837
	Roger Williams Junior College	Library	372,552			1,117,660
	Salve Regina College	Science	320,122			1,364,456
	University of Rhode Island	Library		125,000		375,000
South Carolina	Benedict College	Science	211,551			750,186
	Central Wesleyan College	Multidiscipline	108,783		224,000	458,611
	Clemson University	Library		509,170		3,115,023
	Columbia College	do	332,100		415,000	996,299
	Furman University	Laboratories and instructional	611,898			1,899,300
	Greenville Technical Education Center	Science	399,044			997,612
	Lander College	do	135,087			414,873
	Morris College	Laboratories and classrooms	113,512			361,605
	Piedmont Technical Education Center	do	289,335			723,338
	Presbyterian College	Science	326,522			979,568
	University of South Carolina	Laboratories and classrooms	118,249			717,231
	do	Academic	52,553			179,405
	do	Physical science		702,850		5,132,790
	Voorhees College	Science	130,540		216,000	462,852

South Dakota	Black Hills State College	Library	50,000			150,000
	Sioux Falls College	do	169,682			616,421
	University of South Dakota	Instructional and library	500,000			1,500,000
Tennessee	Austin Peay State College	Library	323,920			1,119,601
	Bethel College	do			255,000	609.753
	Chattanooga State Technical Institute	Academic	787,199			2,015,499
	Christian Brothers College	Science	237,500		325,000	755,000
	David Lipscomb College	do	407,296			1,536,478
	East Tennessee State University	Library	499,861			1,999,303
	Knoxville College	do	194,368			611,987
	Memphis State University	Chemistry and mathematics	532,417			2,162,083
	South Central Commercial Junior College	Academic	428,808			2,722,706
	Tennessee Technological University	Science	244,817			779,267
	do	do	235,470			741,882
	Tennessee Wesleyan College	do	160,482			700,000
	University of Tennessee	Library	403,234		730,000	1,516,168
	do	Science			2,602,000	3,469,607
Texas	Arlington State College	Library	700,000			2,100,000
	Bishop College	Library and science	634,472			1,903,418
	East Texas State College	Science	311,000			933,000
	Grayson County Junior College	Multidiscipline	465,707			2,434,428
	Hill Junior College	Library			133,000	178,393
	Lamar State College of Technology	do	297,000			891,000
	LeTourneau College	Science and mathematics			485,000	647,604
	McMurry College	Science			786,000	1,048,440
	North Texas State University	Library and science	697,863			2,093,588
	Our Lady of the Lake College	Science		117,123		351,370
	Panola Junior College	Library			220,000	629,988
	Paul Quinn College	Science and mathematics			120,000	160,311
	Rice University	Humanities		985,333		2,956,000
	San Antonio College	Library	1,750,794			4,376,985
	San Jacinto College	do	501,202			1,253,006
	Southwest Texas State College	Science	260,000			780,000
	St. Mary's University	Library and science	1,500,000		2,040,000	4,721,279
	Texarkana Junior College	Science			75,000	167,062
	Texas A. & M. University	Biological sciences		394,579		2,437,705
	Texas Southern University	Library	140,219			904,210
	Texas Southmost College	Academic			330,000	499,090
	Texas Technological College	Foreign language and math	450,000			1,350,000
	Texas Western College	Science	666,667			2,000,000
	Trinity University	do			449,000	1,466,651
	University of Dallas	do	147,995		184,000	443,985
	University of Houston	Library	1,106,620			3,319,860
	Do	Engineering	1,188,515	346,472		3,565,546
	Do	Math and modern language	753,566			2,260,698
	Do	Chemistry	111,397			334,193
	Do	History and political science		208,558		4,957,760
	University of St. Thomas	Science			545,000	727,804
	University of Texas	Humanities		439,365		1,400,000
	West Texas State University	Library	109,029			327,089
	Wiley College	do			1,302,000	1,736,862

State	Institution	Type of facility	Title I grant amount	Title II grant amount	Title III loan amount	Approximate total development cost
Utah	College of Eastern Utah	Science	206,152			515,381
	Dixie Junior College	Library	149,693			374,233
	University of Utah	Science	159,985			2,199,972
	Do	do	811,666			3,355,000
	Do	Engineering		588,944		2,539,650
	Weber State College	Library	434,885			1,304,656
	Westminster College	do	61,885			185,656
Vermont	Castleton State College	do	134,575			403,726
	Johnson State College	do	130,699			392,098
	Lyndon State College	do	113,010			393,444
	Middlebury College	do			300,000	889,418
	Norwich University	Science			750,000	1,062,534
	St. Michael's College	do			895,000	1,194,000
	Vermont Technical College	Classrooms	138,043			447,049
	Windham College	Library	100,024		199,000	400,000
Virginia	College of William and Mary	do	647,495			3,562,606
	George Mason College	do	373,333			933,333
	Hollins College	Science	459,929			2,164,558
	Marion College	Library	82,287			246,774
	Mary Baldwin College	do	326,676		639,000	1,288,359
	Marymount Junior College	Library and classrooms	286,260		429,000	2,235,268
	Old Dominion College	Chemistry	268,625			913,000
	Randolph-Macon Women's College	Library	300,828			1,098,679
	St. Paul's College	Science	47,394			142,183
	Sullins College	do	98,376		120,000	295,129
	University of Virginia	Classrooms	34,640			86,601
	do	Library	333,493			1,866,305
	Virginia Union University	Science and language	436,061		1,092,000	2,028,598
Washington	Eastern Washington State College	Library	750,000			2,250,000
	Green River Community College	Classrooms	172,039			2,900,000
	Seattle University	Library	820,438		850,000	2,514,001
	Tacoma Community College	Multipurpose	705,469			1,771,760
	University of Puget Sound	Science	604,288		1,027,000	2,688,267
	University of Washington	Engineering	455,639			2,819,657
	do	Social work		182,076		546,229
	do	Science	685,281			3,863,737
West Virginia	Alderson-Broaddus College	Laboratories and classrooms	333,000		333,000	1,000,070
	do	Science			115,000	345,470
	Fairmont State College	do	221,000			1,821,000
	Glenville State College	Library	72,777			750,000
	Marshall University	do	500,000			1,796,000
	Ohio Valley College	Science			180,000	241,070
	Potomac State College of West Virginia University	Classrooms	533,332			1,333,330
	West Liberty State College	Classrooms	109,544			273,860
	West Virginia Institute of Technology	Engineering	550,000			1,650,000

Wisconsin	Marquette University	Chemistry	704,077		1,634,000	3,241,775
	Milwaukee Institute of Technology	Laboratories and classrooms	539,169			1,347,922
	Mount Senario College	Academic	197,944		582,000	1,148,312
	Northland College	Science			400,000	647,049
	St. Norbert College	do	61,338			2,796,458
	University of Wisconsin	Academic	610,677			1,865,954
	do	Classrooms	219,330			1,604,561
	do	do	1,014,821	363,000		3,850,000
	do	Library	475,766			3,857,563
	do	Statistics and computer		68,500		1,521,440
	do	History		331,660		9,851,300
	do	Chemistry		269,016		6,760,000
	Wisconsin State University	Science	796,658			2,389,975
	do	Laboratories	989,300			2,695,000
Wyoming	Casper Community College	Classrooms	101,338			590,088
	University of Wyoming	Multidiscipline	342,632			4,891,000
	do	Biological sciences		413,000		3,307,000
Puerto Rico	Puerto Rico Jr. College	Library	75,900		135,000	967,900
	University of Puerto Rico	Academic	616,857		929,000	2,061,323
	do	Library	1,058,000		1,346,000	3,206,000
	do	Multidiscipline	386,687		1,749,000	3,210,000
	do	Classrooms			901,000	1,202,000
Virgin Islands	College of the Virgin Islands	Instructional and library	8,724			720,000

EXHIBIT 2

ANNUAL REPORT OF TITLE I OF PUBLIC LAW 88–204, GRANTS FOR CONSTRUCTION OF UNDERGRADUATE ACADEMIC FACILITIES, JUNE 30, 1966

Grant application data

	Sec. 103 [1]	Sec. 104 [2]	Total
Project applications received:			
New project applications	216	762	978
Supplemental project applications	32	71	103
Total project applications	248	833	1,081
Project applications withdrawn	4	8	12
Project applications combined with other projects from same institution	3	6	9
Grant agreements executed:			
New projects	211	752	963
Supplemental projects	30	67	97
Total executed grant agreements	241	819	1,060

[1] Grants for public community colleges and public technical institutes.
[2] Grants for institutions of higher education other than public community colleges and public technical institutes.

Appropriation data

	Sec. 103 [1]	Sec. 104 [2]	Total
Fiscal year 1966 (756/70281):			
Allotment	$103,090,546	$354,909,454	$458,000,000
Amount obligated	102,632,921	353,838,546	456,471,467
Balance available for reallotment	457,625	1,070,908	1,528,533
Fiscal year 1965 (755/60281):			
Amount available for reallotment	2,377,225	8,240,030	10,617,255
Amount obligated	2,338,920	8,229,130	10,568,050
Balance returned to Treasury	38,305	10,900	49,205

[1] Grants for public community colleges and public technical institutes.
[2] Grants for institutions of higher education other than public community colleges and public technical institutes.

Sec. 103. Status summary by State

State	Number received (1)	Number approved (2)	Total State allotment [1] (3)	Approved and obligated Federal funds (4)	Unused balance of allotment [2] (5)
Total (all States)	248	241	$105,467,771	$104,971,841	$495,930
Alabama	7	7	2,197,582	2,197,582	0
Alaska	0	0	105,476	0	105,476
Arizona	3	3	821,211	821,000	211
Arkansas	3	3	1,066,192	827,970	238,222
California	20	20	7,762,896	7,762,896	0
Colorado	4	4	1,010,748	1,010,748	0
Connecticut	4	4	1,060,185	1,060,185	0
Delaware	0	0	0	0	0
Florida	8	8	2,820,958	2,820,958	0
Georgia	9	8	3,387,715	3,387,715	0
Hawaii	1	1	436,809	436,809	0
Idaho	3	3	495,504	495,504	0
Illinois	6	6	4,213,488	4,213,488	0
Indiana	6	6	4,544,396	4,544,136	260
Iowa	5	4	1,593,661	1,593,661	0
Kansas	8	8	2,777,465	2,777,465	0
Kentucky	4	4	2,020,221	2,020,221	0
Louisiana	6	5	2,141,225	2,141,225	0
Maine	0	0	0	0	0
Maryland	3	3	3,596,375	3,596,375	0
Massachusetts	1	1	2,531,150	2,531,150	0
Michigan	8	8	4,977,689	4,977,689	0
Minnesota	6	6	2,401,181	2,401,181	0
Mississippi	13	12	1,633,950	1,623,204	10,746
Missouri	3	3	2,152,425	2,152,425	0
Montana	4	4	517,669	517,669	0
Nebraska	0	0	0	0	0
Nevada	0	0	0	0	0
New Hampshire	1	1	265,926	265,926	0
New Jersey	3	3	2,827,247	2,827,247	0
New Mexico	2	2	915,370	915,370	0
New York	8	8	6,958,281	6,958,281	0
North Carolina	10	10	3,013,290	3,013,290	0
North Dakota	2	2	521,322	521,322	0
Ohio	3	3	5,282,494	5,282,494	0
Oklahoma	6	6	1,413,489	1,413,489	0
Oregon	4	4	1,154,461	1,154,461	0
Pennsylvania	14	12	7,998,532	7,874,982	123,550
Rhode Island	2	2	464,497	464,497	0
South Carolina	10	10	1,665,306	1,665,306	0
South Dakota	0	0	0	0	0
Tennessee	4	3	2,626,696	2,626,696	0
Texas	20	20	5,155,703	5,155,703	0
Utah	4	4	623,697	623,697	0
Vermont	3	3	259,762	259,762	0
Virginia	4	4	2,107,136	2,107,136	0
Washington	2	2	1,788,215	1,788,215	0
West Virginia	1	1	1,141,458	1,141,458	0
Wisconsin	7	7	2,551,588	2,551,588	0
Wyoming	1	1	174,951	174,951	0
District of Columbia	0	0	0	0	0
American Samoa	0	0	17,465	0	17,465
Guam	0	0	0	0	0
Puerto Rico	1	1	207,943	207,943	0
Virgin Islands	1	1	66,771	66,771	0

[1] State allotment includes amounts transferred from sec. 104 and/or reallotted funds from fiscal year 1965.
[2] $38,305 of the allotment balance is applicable to fiscal year 1965 appropriation.

Sec. 104. Status summary by State

State	Number received (1)	Number approved (2)	Total State allotment [1] (3)	Approved and obligated Federal funds (4)	Unused balance of allotment [2] (5)
Total (all States)	833	819	$363,149,484	$362,067,676	$1,081,808
Alabama	11	11	5,332,271	5,532,271	0
Alaska	1	1	278,774	75,530	203,244
Arizona	8	8	3,476,258	3,476,258	0
Arkansas	13	13	4,293,519	4,275,762	17,757
California	63	61	40,025,238	40,025,238	0
Colorado	7	7	4,393,683	4,393,683	0
Connecticut	13	13	4,847,442	4,847,442	0
Delaware	3	3	1,080,531	1,080,531	0
Florida	26	26	8,840,070	8,840,070	0
Georgia	16	16	5,750,263	5,750,263	0
Hawaii	2	2	1,248,851	1,248,851	0
Idaho	5	5	1,858,259	1,858,259	0
Illinois	41	39	18,704,652	18,704,652	0
Indiana	20	20	7,361,766	7,326,292	35,474
Iowa	24	24	5,987,281	5,987,281	0
Kansas	11	11	3,485,760	3,485,760	0
Kentucky	10	10	5,226,254	5,226,254	0
Louisiana	16	15	6,517,038	6,517,308	0
Maine	15	13	2,583,193	2,583,193	0
Maryland	10	10	3,736,563	3,736,563	0
Massachusetts	21	21	11,329,688	11,329,688	0
Michigan	25	25	16,203,315	16,203,315	0
Minnesota	14	14	7,608,916	7,608,916	0
Mississippi	18	18	4,216,698	4,216,698	0
Missouri	18	16	8,708,455	8,708,455	0
Montana	10	10	2,008,059	2,008,059	0
Nebraska	6	6	4,059,805	4,059,805	0
Nevada	2	2	999,901	999,901	0
New Hampshire	4	4	1,408,696	1,408,696	0
New Jersey	21	19	9,491,591	9,491,591	0
New Mexico	7	7	1,946,991	1,946,991	0
New York	41	41	31,464,137	31,464,137	0
North Carolina	31	30	8,554,052	8,554,052	0
North Dakota	2	2	1,575,735	853,860	721,875
Ohio	38	38	18,437,109	18,437,109	0
Oklahoma	14	14	6,034,874	6,034,874	0
Oregon	18	16	4,237,738	4,237,738	0
Pennsylvania	48	48	18,812,218	18,812,218	0
Rhode Island	9	9	1,680,683	1,680,683	0
South Carolina	14	14	4,498,460	4,498,460	0
South Dakota	8	8	2,246,438	2,246,438	0
Tennessee	19	19	6,369,038	6,369,038	0
Texas	36	36	18,445,973	18,445,973	0
Utah	2	2	3,017,799	3,017,799	0
Vermont	6	6	919,206	919,206	0
Virginia	23	23	7,279,718	7,279,718	0
Washington	16	16	6,565,172	6,565,172	0
West Virginia	14	14	3,516,162	3,516,162	0
Wisconsin	15	15	8,367,962	8,367,962	0
Wyoming	1	1	1,030,649	1,030,649	0
District of Columbia	7	7	2,598,771	2,598,771	0
American Samoa	0	0	36,201	0	36,201
Guam	1	1	217,257	150,000	67,257
Puerto Rico	9	9	4,034,081	4,034,081	0
Virgin Islands	0	0	0	0	0

[1] State allotment includes amounts transferred from sec. 103 and/or reallotted funds from fiscal year 1965.
[2] $10,900 of the allotment balance is applicable to fiscal year 1965 appropriation.

Projects received by State

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	Stage of processing completed [2]
ALABAMA							
3-0088(s)		Gadsden State Technical Junior College	70	$1,733,668	$1,725,973	$385,811	21
3-1685		Wenonah State Technical Junior College	21, 26, 28, 29	1,637,840	1,501,056	457,293	21
3-1686		John C. Calhoun State Technical Junior College	21, 10, 40	1,340,240	1,262,091	378,627	21
3-1687		Alexander City State Junior College	70	1,019,062	1,019,062	299,230	21
3-1688		Northeast Alabama State Junior College	70	1,249,349	1,157,544	325,978	21
3-1689		Gadsden State Technical Junior College	26	740,000	740,000	222,000	21
3-1690		Wm. L. Yancey State Junior College	71	1,060,331	992,564	128,643	21
4-1252	2-1252	Auburn University	27, 21	3,268,393	1,281,778	74,326	21
4-1570	2-1570	do	20, 26	6,487,942	3,920,900	1,306,966	21
4-1587		Alabama College	21, 23	2,828,430	2,828,430	942,716	21
4-1588		Troy State College	10	1,528,100	1,528,100	509,367	21
4-1589		Auburn University	29	5,356,656	2,056,997	685,597	21
4-1590		Troy State College	21, 23	485,149	485,149	161,716	21
4-1591		Florence State College	26	1,922,835	1,870,045	623,348	21
4-1592		Livingston State College	20	1,548,925	1,548,925	516,257	21
4-1593		Jacksonville State College	20	1,063,758	642,694	214,231	21
4-1594		Alabama Agriculture and Mechanical College	10	1,240,150	1,240,150	413,342	21
4-1595		Jacksonville State College	20	2,009,300	253,217	84,405	21
ALASKA							
4-1060(s)	5-1060	Alaska Methodist University	10	227,374	227,374	75,530	21
ARIZONA							
3-1970		Mesa Community College	10, 21	1,230,091	1,230,091	360,000	21
3-1971		Eastern Arizona Junior College	28	310,590	310,590	101,000	21
3-1972		Cochise Junior College	21, 10, 29	1,257,470	1,112,403	360,000	21
4-1563		Arizona State College	21	2,000,000	2,000,000	666,667	21
4-1564		University of Arizona	24	2,279,760	2,279,760	759,920	21
4-1565	2-0114	Arizona State University	23	1,337,144	802,286	267,428	21
4-1566		University of Arizona	21, 23	507,116	507,116	169,039	21
4-1567		Arizona State University	22, 28	331,883	331,883	110,627	21
4-1605		do	40, 20	1,566,459	610,918	68,122	21
4-1751		do	40, 20	2,547,963	2,547,963	849,321	21
4-1752		University of Arizona	29, 20	1,755,402	1,755,402	585,134	21

See footnotes at end of table, p. 130.

Projects received by State—Continued

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
ARKANSAS							
3-1538		Westark Junior College	20, 21	$398, 000	$398, 000	$159, 200	21
3-1994		Phillips County Community College	71	1, 298, 725	1, 186, 926	474, 770	21
3-1995		Westark Junior College	29	485, 000	485, 000	194, 000	21
4-0323(s)		Little Rock University	21	505, 888	505, 888	33, 777	21
4-0324(s)		Arkansas Agricultural and Mechanical College	10	360, 000	360, 000	69, 712	21
4-1308	5-1308	Arkansas Agricultural, Mechanical, and Normal College	10	800, 000	800, 000	266, 667	21
4-1309		Henderson State Teachers College	10	800, 000	800, 000	266, 667	21
4-1310		Hendrix College	10	966, 146	919, 333	306, 444	21
4-1260	5-1260	University of Arkansas	10	3, 543, 777	3, 521, 643	1, 000, 000	21
4-1902	5-1464	Arkansas State College	21	2, 302, 000	2, 250, 000	75 , 000	21
4-1904		Henderson State Teachers	21	600, 000	600, 000	200, 000	21
4-1905		Arkansas State Teachers	26	1, 200, 000	1, 200, 000	400, 000	21
4-1906		Henderson State Teachers	10	300, 000	300, 000	100, 000	21
4-1907		Arkansas State Teachers	20	442, 500	442, 500	147, 500	21
4-1908	5-1682	Arkansas College	10, 29	707, 026	704, 986	234, 995	21
4-1909	5-1833	University of Arkansas	21	1, 505, 000	1, 500, 000	500, 000	21
CALIFORNIA							
3-2144		Rio Hondo Junior College	70	12, 242, 712	2, 563, 237	500, 000	21
3-2145		Merced College	10, 40, 29	1, 547, 450	1, 547, 450	500, 000	21
3-2146		Chabot College	10, 21, 23, 26	4, 436, 798	3, 117, 117	500, 000	21
3-2147		Riverside City College	10, 20	1, 227, 456	1, 227, 456	490, 982	21
3-2148		Gavilan College	10	867, 091	867, 091	346, 836	21
3-2149		College of San Metao south campus	70	10, 764, 534	6, 589, 063	500, 000	21
3-2150		Los Angeles Pierce College	23, 24	616, 674	573, 927	229, 571	21
3-2151		Monterey Peninsula College	20, 28, 24	1, 414, 760	1, 414, 760	500, 000	21
3-2152		Napa Junior College	10	738, 611	738, 611	295, 444	21
3-2153		San Bernardino Valley College	29	788, 419	722, 553	289, 021	21
3-2154		Los Angeles Valley College	24	824, 549	768, 799	299, 200	21
3-2155		Sacramento City College	29	1, 615, 791	1, 615, 791	500, 000	21
3-2156		Mount San Jacinto College	20	100, 000	100, 000	40, 000	21
3-2157		Shasta College	21	8, 098, 590	6, 713, 700	500, 000	21
3-2158		Citrus College	10, 20	1, 264, 395	1, 236, 522	494, 609	21
3-2159		College of the Desert	10, 29	1, 557, 203	1, 555, 646	500, 000	21
3-2160		Mount San Antonio College	24	3, 017, 993	2, 960, 723	500, 000	21
3-2161		Riverside City College	21	802, 458	802, 458	320, 983	21
3-2162		City College of San Francisco	20	1, 119, 500	1, 119, 500	447, 800	21
3-2163		College of Marin	21	2, 485, 000	1, 937, 000	8, 450	21
4-0252(s)	5-0122	Pitzer College	20, 10	627, 043	612, 043	27, 235	21

4-0257(s)		Golden Gate College	Withdrawn				96
4-0263(s)		Westmont College	10	1,203,965	1,165,277	48,425	21
4-0267(s)	5-0114	Southern California College	21, 23	162,930	158,010	1,670	21
4-0268(s)	5-1369	Pacific College of Fresno	21	217,464	211,680	13,576	21
4-0274(s)	5-0066	Humphreys College	70	466,407	403,165	9,033	21
4-0276(s)		Scripps College	10	393,000	384,814	15,938	21
4-0278(s)	5-0103	St. Mary's College of California	10	1,257,669	1,212,419	71,294	21
4-0280(s)		Whittier College	21	3,395,690	3,294,605	132,057	21
4-0286(s)		University of California, Davis	22	4,655,680	4,471,060	353,117	21
4-1399	5-1399 2-1399	Claremont Graduate School and University Center	21	2,397,215	1,262,173	420,724	21
4-1461	5-1461	California Institute of the Arts	70	8,419,077	6,518,115	2,172,705	21
4-1510	5-1510	La Verne College	10, 21, 25	1,100,000	1,087,760	362,586	21
4-1558	5-1558	Center for Early Education	29	300,088	300,088	100,000	21
4-1574	5-1574	Chapman College	21, 23, 24	2,150,756	2,105,111	701,704	21
4-1783		United States International University	70	2,832,910	2,832,910	934,860	21
4-1784		California State College at Fullerton	10	5,502,945	4,692,450	1,564,150	21
4-1785		California State College at Los Angeles	70	7,358,921	7,358,921	2,452,974	21
4-1786		San Diego State College	10	10,161,164	10,056,651	2,789,932	21
4-1787		Northrop Institute of Technology	10	1,172,908	1,172,908	390,969	21
4-1788		California State College at Hayward	20, 24	3,060,429	2,912,529	970,843	21
4-1789		San Francisco Art Institute	50, 60	916,270	822,822	274,274	21
4-1790		Sonoma State College	29	2,417,951	2,154,719	718,239	21
4-1791		Claremont Men's College	70	1,977,913	1,977,913	659,304	21
4-1792		California State Polytechnic College, Kellogg Campus	10	4,578,641	4,378,941	1,000,000	21
4-1793		San Francisco State College	10	4,841,400	4,841,400	1,000,000	21
4-1794		Sonoma State College	10	2,436,800	2,425,223	808,407	21
4-1796		University of California, Riverside	70	4,824,920	3,803,734	1,000,000	21
4-1797		Menlo College	20	543,322	543,322	181,107	21
4-1798		University of California, Santa Barbara	20	4,816,474	2,051,295	683,765	21
4-1799		University of the Pacific	21	1,090,097	1,028,238	234,745	21
4-1800		Humboldt State College	21, 24	3,155,169	3,155,169	1,000,000	21
4-1801		University of California, Santa Barbara	27	4,323,500	4,181,794	1,000,000	21
4-1802		Stanislaus State College	29	582,288	557,196	185,732	21
4-1803		University of California, Santa Barbara	26	2,384,200	2,314,432	765,933	21
4-1804		San Diego State College	26	3,308,169	3,160,635	1,000,000	21
4-1805		San Jose State College	29	4,758,283	4,523,479	1,000,000	21
4-1806		California State College at San Francisco	70	2,283,872	2,823,872	761,291	21
4-1807		University of California, Santa Cruz	21	3,847,650	3,628,554	1,000,000	21
4-1808		University of California, Santa Barbara	21	6,273,321	6,273,321	1,000,000	21
4-1809		California State College at Los Angeles	23, 29	6,169,843	5,279,710	1,000,000	21
4-1810		University of California, Santa Barbara	70	7,514,662	3,154,424	1,000,000	21
4-1811		Mills College	21, 23	1,362,536	1,362,536	454,179	21
4-1812		Northrop Institute of Technology	22	1,801,764	1,801,764	600,588	21
4-1813		Pitzer College	20	582,933	582,933	194,300	21
4-1814	5-1814	Golden Gate College	10, 20, 40	842,254	754,099	251,366	21
4-1815		California State College at Fullerton	24	4,214,519	4,011,437	1,000,000	21
4-1816		Humphreys College	10, 20	446,407	51,664	16,622	21
4-1817		University of California, Santa Clara	10	287,804	287,804	95,935	21
4-1818		University of California, Santa Cruz	21	4,264,000	4,264,000	1,000,000	21

See footnotes at end of table, p. 130.

Projects received by State—Continued

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
CALIFORNIA—con.							
4-1819		University of California, Davis	70	$3,688,000	$3,574,223	$1,000,000	21
4-1820		University of California, Riverside	20	5,366,399	2,528,699	842,899	21
4-1821		San Francisco State College	Withdrawn				96
4-1822		Humboldt State College	26	1,721,607	1,616,445	538,815	21
4-1823		University of California, Irvine	20	9,006,000	4,489,892	1,000,000	21
4-1824		California State College at San Bernardino	29	1,154,490	1,095,330	365,110	21
4-1825		do	21	2,426,750	2,426,750	808,916	21
4-1826		University of Southern California	20	736,343	736,343	245,423	21
4-1827		California State Polytechnic College, San Luis Obispo	22, 23	1,864,903	1,864,903	621,634	21
4-1828		Stanford University	26	2,338,785	2,338,785	779,595	21
4-1829		University of Santa Clara	20	740,234	190,994	63,665	21
4-1830		Mills College	25, 29	604,365	255,276	85,092	21
4-1831		University of Santa Clara	22	1,310,934	439,530	146,510	21
COLORADO							
3-0062(s)		Trinidad State Junior College	10, 20	687,510	683,510	130,720	21
3-1586		Otero Junior College	28	692,269	692,269	276,907	21
3-1987		Lamar Junior College	10	847,030	847,030	338,812	21
3-1988		Northeastern Junior College	26	1,147,389	1,147,389	264,309	21
4-0295(s)		University of Colorado	22, 21	8,525,000	3,744,010	1,206,507	21
4-1585		Colorado State University	22, 23	624,800	624,800	208,267	21
4-1989		Colorado State College	20	3,169,000	3,108,519	1,027,066	21
4-1990		Western State College	26, 20	1,540,049	1,524,655	508,218	21
4-1991		Adams State College	20	1,439,790	1,347,890	449,296	21
4-1992	5-1992	Colorado Women's College	26	1,771,628	1,761,428	587,142	21
4-1993		Southern Colorado State College	21	1,853,650	1,853,650	407,187	21
CONNECTICUT							
3-1942		Manchester Community College	20, 10	354,230	296,832	98,944	21
3-1943		Hartford State Technical Institute	20	1,741,592	1,502,398	500,000	21
3-1944		Norwalk Community College	20	1,018,789	1,018,789	339,596	21
3-1945		Thames Valley State Technical Institute	20	500,000	476,674	121,645	21
4-0214(s)	2-1278	University of Connecticut	21	2,900,000	1,500,000	159,479	21
4-1603	5-1603	Fairfield University	10	1,900,000	1,893,880	500,000	21
4-1616		University of Hartford	29	1,662,000	1,564,386	500,000	21
4-1661		Post Junior College, Incorporated	40, 10, 20	1,200,699	1,116,101	372,034	21
4-1933		Central Connecticut State College	21, 23, 29	5,291,118	5,291,118	500,000	21
4-1934		Southern Connecticut State College	10	3,500,000	3,489,545	500,000	21

4-1935		Danbury State College	21	1,130,000	1,130,000	376,667	21
4-1936		New Haven College	21, 22	1,343,245	1,303,082	434,361	21
4-1937		Willimantic State College	10, 20	1,351,015	1,247,106	415,702	21
4-1938		Mitchell College	10, 29	1,300,000	1,300,000	433,333	21
4-1939		Albertus Magnus College	20	1,577,868	73,895	24,632	21
4-1940		University of Connecticut	24	1,026,339	1,026,339	342,113	21
4-1941		Connecticut College for Women	26	2,446,592	2,446,592	289,121	21
DELAWARE							
4-1061	2-1061	University of Delaware	26	2,555,993	905,749	284,750	21
4-1703		Delaware State College	24	1,350,000	1,350,000	450,000	21
4-1901		University of Delaware	46	2,974,847	2,974,847	345,781	21
DISTRICT OF COLUMBIA							
4-0387(s)		American University	21	1,222,618	1,222,618	73,873	21
4-0388(s)	5-1482 2-0045	Georgetown University	10	6,554,000	2,281,667	175,253	21
4-1493	5-1493	Trinity College	20	2,568,248	807,259	202,279	21
4-1951		Catholic University of America	20	1,831,688	1,080,945	360,315	21
4-1952		American University	21, 25	987,668	987,668	329,223	21
4-1953	5-1953	George Washington University	40	1,413,720	1,413,720	471,240	21
4-1954	5-1954	do	20	4,367,976	4,367,976	986,588	21
FLORIDA							
3-1429		Junior College of Broward County	70	2,035,728	2,035,728	814,291	21
3-1430		Palm Beach Junior College	10, 20	1,057,277	1,057,277	422,911	21
3-1735		Lake City Junior College and Forest Ranger School	29	281,833	275,378	110,151	21
3-1736		Junior College of Broward County	20	648,231	572,970	186,500	21
3-1737		Miami-Dade Junior College	26	1,275,845	1,275,845	415,270	21
3-1738		Edison Junior College	10	897,640	897,640	350,050	21
3-1739		Pensacola Junior College	40	437,349	437,349	174,939	21
3-1740		The Tallahassee Junior College	70	844,615	844,615	337,846	21
4-0175(s)		Bethune-Cookman College	21	461,477	461,477	10,002	21
4-0176(s)	5-0095	University of Miami	21	6,074,173	5,774,128	201,826	21
4-0334(s)	5-0064	Rollens College	21, 23	3,143,417	3,133,305	145,556	21
4-1196	5-1196	Brevard Engineering College	22, 21	393,633	390,680	130,226	21
4-1368	5-1368	Florida Southern College	10	1,262,546	1,237,046	412,348	21
4-1393	5-1393	New College	20, 25	476,318	473,604	157,868	21
4-1431		University of West Florida	10	1,643,470	1,643,470	374,179	21
4-1432		Barry College	10	2,083,412	1,945,118	648,372	21
4-1433		St. Leo College	21	706,200	706,200	235,400	21
4-1434		University of Miami	21	1,378,044	539,392	136,293	21
4-1435	2-0089	University of Florida	22	6,109,187	2,648,761	826,236	21
4-1436	2-0090	do	22	436,741	144,125	38,567	21
4-1437		do	21	2,024,183	512,497	126,959	21
4-1438		do	22	566,153	303,602	78,253	21

See footnotes at end of table, p. 130.

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Projects received by State—Continued

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
FLORIDA—Con.							
4-1723	5-1723	Florida Memorial College	70	$3,289,550	$3,289,550	$979,157	21
4-1724		University of South Florida	20	1,724,806	1,724,806	574,935	21
4-1725		University of West Florida	20, 21, 26	2,426,680	2,426,680	479,656	21
4-1726		Florida State University	21	1,650,000	1,650,000	550,000	21
4-1727		Florida A. & M. University	20	1,437,904	1,437,904	479,301	21
4-1728	5-1728	Embry-Riddle Aeronautical Institute	20	1,299,307	1,274,827	424,942	21
4-1729		Bethune-Cookman College	10	355,929	355,929	118,643	21
4-1730		Florida State University	22	1,202,000	,202,000	400,666	21
4-1731		Florida A. & M. University	26	1,354,539	1,354,539	451,513	21
4-1732*		Florida Presbyterian College	26	384,902	354,402	118,134	21
4-1733		University of Florida	20	550,000	550,000	183,333	21
4-1734	5-0010	John B. Stetson University	21	1,700,832	1,673,088	557,696	21
GEORGIA							
3-0001(s)		Middle Georgia College	21	407,715	407,715	37,208	21
3-0099(s)		Abraham Baldwin Agricultural College	29	598,608	569,303	106,362	21
3-1041		Gainesville-Hall County Junior College	71	1,929,021	1,880,606	752,242	21
3-1041(s)		do	Combined with 3-1041.				99
3-1042		Albany-Dougherty County Junior College	71	1,683,786	1,638,743	655,497	21
3-1176		Southern Technical Institute of Georgia Institute of Technology	10	583,333	583,333	233,333	21
3-1177		Gerogia Military College	10	314,639	314,639	125,856	21
3-1667		DeKalb College	70	1,899,812	1,899,812	759,925	21
3-1668		Dalton Junior College	71	1,935,000	1,830,523	717,292	21
4-0006(s)		Morehouse College	21, 23, 25	671,544	671,544	23,848	21
4-1013	2-1013	University of Georgia	21	1,946,288	812,060	267,491	21
4-1180		Clark College	21, 23, 25	1,750,000	1,750,000	583,333	21
4-1181		University of Georgia	22	2,159,217	2,030,982	676,994	21
4-1182		do	25	5,575,091	247,612	82,537	21
4-1275	2-1275	do	20, 24, 26	5,611,810	3,279,349	1,000,000	21
4-1662		West Georgia College	24	2,849,602	703,313	234,437	21
4-1663		University of Georgia	24	1,253,777	861,976	287,325	21
4-1664		Spelman College	24, 25, 26	636,684	636,684	212,228	21
4-1665		Wesleyan College	10	728,944	728,944	242,980	21
4-1666		Berry College	20	949,999	372,411	124,137	21
4-1960		Georgia State College	10	2,641,684	2,601,949	867,316	21
4-1961		Georgia Southern College	29	1,633,018	1,240,635	413,545	21
4-1962		Andrew College	10	225,000	225,000	75,000	21
4-1963		Emory University	10	600,000	600,000	200,000	21
4-1964		Georgia Institute of Technology	21	4,092,426	1,589,611	459,092	21

GUAM							
4-1596		College of Guam	21	774,800	462,300	150,000	21
HAWAII							
3-1967		University of Hawaii	20	1,635,825	1,635,825	436,809	21
4-1573	5-1573	do	21	4,895,000	983,000	248,851	21
4-1575	5-1575	do	24	3,350,000	3,350,000	1,000,000	21
IDAHO							
3-0055(s)		Boise Junior College	70	396,180	396,180	15,953	21
3-0056(s)		do	25, 26, 20	925,603	925,603	239,307	21
3-1777		College of Southern Idaho	20	648,857	648,857	240,244	21
4-1048		University of Idaho	22	2,196,640	2,196,640	657,000	21
4-1049		do	21	152,678	152,678	50,892	21
4-1050		Lewis-Clark Normal School	10, 21, 23, 25	321,714	321,714	102,136	21
4-1741		Idaho State University	70	2,058,000	1,843,284	614,428	21
4-1742		University of Idaho	24, 26	2,089,908	2,089,908	433,803	21
ILLINOIS							
3-1910		Triton College	70	6,323,767	6,185,350	1,000,000	21
3-1911		Black Hawk College	10, 40, 20, 31	6,185,166	6,185,166	1,000,000	21
3-1912		Wabash Valley College	70	497,702	471,663	188,665	21
3-1913		Sauk Valley College	70	9,106,971	7,947,174	1,000,000	21
3-1914		Mount Vernon Community College	20	177,504	177,504	71,002	21
3-2113		Rock Valley College	20	10,972,747	9,239,214	953,821	21
4-0095(s)		Olivet Nazarene College	70	1,787,159	1,727,461	100,097	21
4-0105(s)		Barat College of the Sacred Heart	21	704,502	704,502	43,556	21
4-0310(s)	2-0032 5-1517	Northwestern University	10	9,738,615	3,246,205	705,670	21
4-1022	5-1022	St. Procopius College	21	1,500,000	1,500,000	500,000	21
4-1052	5-1052	Quincy College	10	1,248,787	1,079,837	359,946	21
4-1145	5-1145	Bradley University	21	948,498	938,298	312,766	21
4-1276	2-1276	Southern Illinois University (Carbondale campus)	21	9,800,000	3,373,410	1,000,000	21
4-1307	5-1307	Loyola University	10	3,117,445	3,117,445	1,000,000	21
4-1443	5-0138	Judson College	10, 25	301,226	298,880	99,627	21
4-1444	5-1444	Central YMCA Community College	25, 23, 21, 10	3,251,600	1,437,358	479,119	21
4-1445		Eastern Illinois University	10	2,013,300	2,013,300	671,100	21
4-1446	5-0093	Elmhurst College	21	2,199,901	2,029,010	676,337	21
4-1447		University of Illinois (Chicago Circle campus)	21, 22	10,908,947	10,096,629	1,000,000	21
4-1448	5-1448	Roosevelt University	25, 21, 23, 10	1,988,045	1,899,845	633,282	21
4-1449		Illinois State University at Normal	25, 23	3,949,252	2,822,166	940,722	21
4-1450		Western Illinois University	21	4,271,100	3,959,310	1,000,000	21
4-1451		Trinity College	23, 21	564,518	551,023	183,674	21
4-1452		Northern Illinois University	21	5,064,978	2,154,408	718,136	21
4-1453	5-0102	College of St. Francis	10	1,240,209	1,216,749	405,583	21
4-1454	5-1454	Monmouth College	21, 10	3,495,340	3,495,340	1,000,000	21
4-1455		Illinois Institute of Technology	22, 23	4,300,030	2,481,635	827,212	21
4-1456	5-1456	Augustana College	10	735,036	735,036	245,012	21

See footnotes at end of table, p. 130.

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
ILLINOIS—Con.							
4-1457		Parks College of Aeronautical Technology of St. Louis University	21, 22	$461,491	$461,491	$153,830	21
4-1458		University of Chicago	23, 21, 25	2,450,000	1,243,379	414,460	21
4-1459		MacMurray College	10	160,590	160,590	53,530	21
4-1460		do	25, 23, 21	167,303	167,303	55,767	21
4-1537	5-1537	Augustana College	21	608,239	218,227	72,742	21
4-2103		University of Illinois, Chicago Circle	26	5,157,806	4,925,626	250,000	21
4-2104		do	21, 22	7,435,312	7,077,906	1,000,000	21
4-2105	5-1444	Central YMCA Community College	20	3,251,600	619,055	206,351	21
4-2106		Southern Illinois University	29	2,750,000	2,750,000	916,667	21
4-2107		University of Illinois, Chicago Circle	20	1,936,743	1,182,848	118,285	21
4-2108		Loyola University	20	1,846,961	1,644,843	548,281	21
4-2109		Northern Illinois University	Withdrawn				91
4-2110	5-0007	De Paul University	20	4,538,000	2,225,455	727,335	21
4-2111		Southern Illinois University (Carbondale campus)	21	7,561,922	1,290,258	181,604	21
4-2112		National College of Education	20	978,092	968,731	322,910	21
4-2134		Illinois State University at Normal		4,506,035	1,314,431	438,144	21
4-2167	5-2167	Loyola University	26	6,021,142	549,728	183,243	21
4-2178		Lincoln University	29	296,988	296,988	98,996	21
4-2179		University of Chicago	Withdrawn				98
4-2185		University of Illinois	24	6,265,422	932,623	60,668	21
INDIANA							
3-0067 (s)		Indiana University (regional campus, South Bend)	20	672,200	430,000	43,427	21
3-1259		Purdue University (Indianapolis regional campus)	21, 28, 20, 50	1,047,000	1,047,000	418,800	21
3-1524		Vincennes University	20	330,046	330,046	132,018	21
3-1948		Indiana University	70	2,465,412	1,769,713	707,885	21
3-1949		do	70	10,186,126	8,924,081	1,874,543	21
3-1950	5-1905	Purdue University (Calumet campus)	28, 10	3,440,996	3,418,658	1,367,463	21
4-0075 (s)	2-0103	Ball State University	21, 23	4,167,651	2,642,705	96,480	21
4-0078 (s)		St. Francis College	21, 23	3,908,409	3,207,324	669,108	21
4-0080 (s)		Valparaiso University	21	1,538,561	1,538,561	79,520	21
4-0084 (s)		Purdue University	23	3,893,000	1,445,793	54,696	21
4-0306 (s)		do	22	1,725,000	1,198,224	148,308	21
4-1036	5-1036, 2-1036	Ball State University	20	4,385,700	1,290,038	430,012	21
4-1254		Indiana University	10	14,871,000	6,397,368	2,132,456	21
4-1255		Ball State University	10	1,139,450	720,153	240,051	21
4-1256		Tri-State College	21	2,298,728	1,135,175	378,392	21
4-1257		Purdue University	22	952,000	899,985	299,995	21
4-1258	5-1258	St. Mary-of-the-Woods College	21, 24	2,091,010	1,800,376	600,125	21
4-1407	2-1407	Indiana University	21	668,623	254,745	83,699	21

4-1518		Indiana Institute of Technology	21, 22	870,453	870,453	290,151	21
4-1519		do	10	420,413	420,413	140,137	21
4-1520		Valparaiso University	22, 23	1,050,000	1,050,000	350,000	21
4-1521		Rose Polytechnic Institute	21, 22	360,000	360,000	120,000	21
4-1522		Anderson College	20, 21, 10	300,000	300,000	100,000	21
4-1523		Valparaiso University	25	622,000	622,000	207,333	21
4-1946		Marian College	21	1,728,013	1,640,168	336,000	21
4-1947		St. Mary's College	20	1,709,488	1,709,488	569,829	21
IOWA							
3-1156		Mason City Junior College	21, 22, 70	398,364	398,364	159,346	21
3-1157		Fort Dodge Community College	10, 20	1,769,729	1,769,729	707,891	21
3-1158		Burlington Community College	Withdrawn				97
3-1621		Centerville Community College	20	252,380	252,380	100,952	21
3-1622		Boone Junior College	20	1,563,681	1,563,681	625,472	21
4-0036(s)	5-1426	Wartburg College	21	1,349,778	1,349,778	139,185	21
4-0316(s)		Waldorf College	21	433,894	433,894	114,481	21
4-106	5-1046	Luther College	10, 20	2,208,130	2,136,730	533,673	21
4-1147		Iowa State University of Science and Technology	10	2,753,000	2,753,000	595,300	21
4-1148		Northwestern College	10, 60	67,732	64,212	21,404	21
4-1149	5-0133	do	21, 23, 25	523,560	517,950	172,650	21
4-1150	5-0006	University of Dubuque	10	475,000	465,820	155,273	21
4-1151		Mount Mercy College	21	1,459,650	124,731	41,577	21
4-1152		Coe College	21	1,711,081	1,711,081	462,216	21
4-1153	5-0139	Upper Iowa University	10	780,198	637,608	212,536	21
4-1154		Cornell College	10	88,902	88,902	29,634	21
4-1155	5-1155	Simpson College	21, 23	298,155	298,155	98,455	21
4-1392	5-1392	Westmar College	21, 23	981,565	965,449	310,682	21
4-1400	5-1400	Morningside College	10, 21	1,624,998	1,597,869	439,573	21
4-1402	5-1402	Dordt College	21	300,000	296,940	98,980	21
4-1425	5-1425	Grand View College	10	845,667	825,267	275,089	21
4-1439	5-1439	Iowa Wesleyan College	10, 20	1,220,757	1,205,457	361,091	21
4-1562	5-1562	Buena Vista College	21	781,626	769,386	256,462	21
4-1617	2-1617	Iowa State University	23, 20	3,214,855	2,586,919	576,995	21
4-1618		State College of Iowa	21	1,527,067	1,527,067	425,413	21
4-1619		Marycrest College	10	51,958	51,958	17,319	21
4-1620		University of Iowa	26	2,303,000	983,591	316,718	21
4-1932	5-1932	Buena Vista College	29	1,085,830	1,077,670	32,798	21
4-1968	5-1425	Grand View College	21, 20	929,931	899,331	299,777	21
KANSAS							
3-0074(s)		Hutchinson Community Junior College	10, 21	720,200	649,704	39,882	21
3-1536	5-1536	Fort Scott Community Junior College	70	810,238	795,888	317,285	21
3-1612		Neosho County Community Junior College	10, 20, 40	1,664,290	1,560,397	470,187	21
3-1613		Cloud County Community Junior College	71	1,491,541	1,454,791	449,066	21
3-1614		Colby Community Junior College	70	1,028,026	1,007,963	359,699	21
3-1921		Pratt Community Junior College	70	1,900,000	1,670,330	492,173	21
3-1922		Highland Community Junior College	10, 20	306,385	277,666	111,066	21

See footnotes at end of table, p. 130.

Projects received by State—Continued

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
3-1923		Garden City Community Junior College	10, 40, 21, 23, 26	$1,900,000	$1,900,000	$538,107	21
4-0318(s)		Kansas State University of Agriculture and Applied Sciences	21	1,900,389	1,900,389	150,831	21
4-1191	2-1191	University of Kansas	21	2,890,041	948,577	316,192	21
4-1465	5-1465	Southwestern College	29	345,532	343,023	114,341	21
4-1466	5-1466	do	10	175,531	174,503	58,167	21
4-1572	5-1572	St. Benedict's College	10	1,126,417	1,116,217	372,072	21
4-1608		Kansas State College of Pittsburgh	25, 26	1,397,486	1,350,440	450,146	21
4-1609		Wichita State University	21	450,000	450,000	150,000	21
4-1610		Washburn University	26	3,030,259	1,785,065	595,155	21
4-1611		Hesston College	10	272,045	261,045	80,507	21
4-1924		University of Kansas	26	3,992,000	3,096,000	1,032,000	21
4-1925		Kansas State University of Agriculture and Applied Sciences	29	517,000	499,048	166,349	21
KENTUCKY							
3-1064		Paducah Junior College	20, 40, 50	1,711,390	217,590	87,036	21
3-1955		University of Kentucky (Ashland)	20	2,730,391	2,730,391	1,092,156	21
3-1956		Paducah Junior College	10, 20	1,152,450	1,152,450	460,980	21
3-1957		University of Kentucky (Northern Community College)	20	2,736,788	2,736,788	380,049	21
4-0030(s)		University of Kentucky	22	2,675,621	2,404,329	292,688	21
4-1029	5-1029	University of Louisville	22	1,135,414	1,121,134	293,694	21
4-1030	2-1030 5-1030	University of Louisville, Belknap campus	21	2,993,533	1,681,664	560,554	21
4-1066		Kentucky State College	10	496,989	496,989	165,663	21
4-1067		do	21	493,100	493,100	164,367	21
4-1068	5-1068	Murray State College	21	2,412,117	2,345,849	781,949	21
4-1069	5-1069	Western Kentucky State College	21	3,408,830	3,235,246	1,078,415	21
4-1070	5-1070	Eastern Kentucky State College	21	3,210,000	3,128,400	1,042,500	21
4-1071		Morehead State College	21	1,402,612	1,402,612	467,490	21
4-1072	5-1072	Villa Madonna College	10, 23, 25	4,733,791	1,269,449	378,934	21
LOUISIANA							
3-009(s)		Louisiana State University at Eunice	21	1,410,758	1,159,241	116,517	21
3-1504		do	Withdrawn				98
3-1505		Louisiana State University at Alexandria	29	832,000	832,000	332,000	21
3-1506		Southern University and Agricultural and Mechanical College, Shreveport Branch.	20, 21, 10	1,757,333	1,757,333	702,933	21
3-1842		Louisiana State University at Shreveport	10, 20	1,430,058	1,430,058	572,023	21
3-1843		Louisiana State University at Eunice	10, 20	1,044,381	1,044,381	417,752	21
4-1251	5-1251 2-1251	Tulane University	21	3,000,000	1,029,000	338,333	21

4-1496		McNeese State College	21, 23	1,750,000	1,750,000	500,000	21
4-1497		Southern University and A. & M. College	23, 24, 25	2,200,000	2,122,419	500,000	21
4-1498		Grambling College	21, 23, 25	1,250,000	1,250,000	415,000	21
4-1499		Louisiana State University in New Orleans	20	2,000,000	1,915,130	500,000	21
4-1500		Southeastern Lousiana College	21	1,200,000	1,200,000	400,000	21
4-1501		Louisiana State University and A. & M. College	23, 25	1,500,000	1,500,000	500,000	21
4-1502		Our Lady of Holy Cross College	20	1,460,306	647,640	172,531	21
4-1503	5-0013	Loyola University (New Orleans)	21, 23	1,689,755	1,658,255	500,000	21
4-1557	2-1557	Louisiana State University and A. & M. College		6,750,000	1,500,000	500,000	21
4-1844		Northwestern State College		3,225,000	3,225,000	712,523	21
4-1845		University of Southwest Louisiana		1,350,000	1,350,000	450,000	21
4-1846		McNeese State College		1,039,570	1,039,570	346,523	21
4-1847		Francis T. Nicholls State College		990,385	871,154	290,385	21
4-1848		Dillard University		1,176,038	1,176,038	392,013	21
4-1849		Tulane University	Withdrawn				97
MAINE							
4-0327(s)		University of Maine	21, 25	1,207,500	681,032	32,395	21
4-0329(s)		Bates College	21	659,263	650,263	127,795	21
4-1189	2-1189	University of Maine	21	1,350,000	661,083	203,169	21
4-1190	2-1190	do	21	1,262,857	434,420	86,522	21
4-1277	5-1277	Nasson College	10	493,109	481,481	159,820	21
4-1442	5-1442	Husson College	20, 29, 40	4,734,750	4,196,758	1,136,692	21
4-1511	5-1511	Ricker College	10	701,444	683,411	227,804	21
4-1656		Farmington State College	10	309,814	309,814	44,000	21
4-1657		Aroostook State College	21	671,000	671,000	150,000	21
4-1658		Westbrook Seminary and Junior College	21	586,583	379,147	126,382	21
4-2122		Husson College	Combined with 4-1442.				99
4-2123		do	Combined with 4-1442.				99
4-2124		University of Maine	20, 40	248,910	177,712	54,225	21
4-2125	2-1773	do	21	900,000	630,086	199,189	21
4-2126		do	26	120,200	107,759	35,200	21
MARYLAND							
3-1489	5-1489	Catonsville Community	21, 10, 20	2,981,861	2,981,861	1,192,744	21
3-1490		Harford Junior College	20, 26	3,562,638	1,578,921	631,568	21
3-2127		Anne Arundel Community College	10, 21, 23, 26, 29	7,003,763	6,212,843	1,772,063	21
4-0403(s)		St. Joseph College	21	1,985,650	1,985,650	413,409	21
4-1364		University of Maryland	21	6,900,000	3,339,000	1,000,000	21
4-1597		University of Maryland (Baltimore County campus)	21	3,474,500	3,007,266	1,000,000	21
4-1598		Western Maryland College	21	956,395	836,190	278,730	21
4-1599		Goucher College	21	153,200	143,900	47,967	21
4-2072		University of Maryland	20	1,792,000	1,792,000	250,000	21
4-2073		Johns Hopkins University	20	1,250,300	408,146	134,808	21
4-2074		Goucher College	10	897,100	897,100	299,000	21
4-2075		do	29	493,150	453,545	151,181	21
4-2076		St. John's College	10	489,486	484,406	161,468	21

See footnotes at end of table, p. 130.

Projects received by State—Continued

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
MASSACHUSETTS							
3-1701		Northern Essex Community College	70	$8,570,382	$8,570,382	$2,531,150	21
4-0396(s)	2-0108	University of Massachusetts	21, 10	13,300,208	4,111,664	347,289	21
4-1383	5-1383	Bentley College of Accounting and Finance (Waltham campus)	20, 40	6,086,854	5,340,531	750,000	21
4-1691		University of Massachusetts (Boston campus)	20	2,675,100	2,448,986	750,000	21
4-1692		Southeast Massachusetts Technical Institute	21	2,581,866	2,581,866	750,000	21
4-1693		State College at North Adams	10, 20	2,889,180	2,736,180	750,000	21
4-1964		State College at Framingham	10, 20, 25, 26	3,175,000	3,175,000	750,000	21
4-1695	5-1040	Boston Architectural Center	20	1,203,993	577,936	192,645	21
4-1696		Southeast Massachusetts Technical Institute	20, 40	4,658,261	4,419,421	750,000	21
4-1697		Clark University	10	4,797,115	4,722,097	750,000	21
4-1698		Dean Junior College	10	995,300	995,300	331,767	21
4-1699		Suffolk University	10, 23	2,784,514	643,750	214,583	21
4-1700		Northeastern University	20, 29	2,725,494	2,117,072	725,690	21
4-1748	5-1748	Springfield College	29	849,568	819,935	273,278	21
4-1893		Massachusetts Maritime Academy	21	892,592	892,000	273,592	21
4-1894		American International College	21	637,530	637,530	212,510	21
4-1895		University of Massachusetts	25	3,766,853	3,523,503	750,000	21
4-1896		Lasell Junior College	10	1,049,235	1,045,653	348,551	21
4-1897		University of Massachusetts	23	3,245,700	3,032,302	478,700	21
4-1898		Wheaton College	21	2,971,260	2,971,260	750,000	21
4-1899		Worcester Polytechnic Institute	10	2,528,112	2,528,112	750,000	21
4-1900		Lowell Technological Institute of Massachusetts	20	2,005,196	2,005,196	431,083	21
MICHIGAN							
3-1861		Oakland Community College	20	6,931,249	6,550,030	750,000	21
3-1862		Muskegon Community College	71	4,824,687	4,568,501	750,000	21
3-1863		North Central Michigan College	71	1,293,405	1,293,405	517,362	21
3-1864		Lansing Community College	21, 29	878,559	878,559	351,424	21
3-1865		Henry Ford Community College	20	2,154,760	2,099,657	750,000	21
3-1866		Oakland Community College	20	2,070,168	2,070,168	750,000	21
3-1867		Port Huron Junior College	10, 21	2,337,924	2,337,924	750,000	21
3-2181		School Craft College	20	1,256,003	1,256,003	358,903	21
4-0197(s)	5-0040	Suomi College	10, 21, 25	535,000	429,566	9,856	21
4-0193		Grand Valley State College	21	1,450,000	1,433,400	17,020	21
4-0419(s)		University of Detroit	21	1,996,714	1,996,714	438,656	21
4-1057	5-1057	Lawrence Institute of Technology	21, 23	2,236,974	2,178,485	726,162	21
4-1247	5-1247	Calvin College	21, 23	2,316,900	2,298,540	750,000	21
4-1615	5-1615	Nazareth College	10	1,382,956	1,347,256	449,085	21
4-1747	5-1477	Alma College	29	2,003,584	1,986,284	662,095	21
4-1756	5-1756	Davenport College of Business	20	1,001,556	948,660	316,220	21

4-1757	2-1757	Michigan Technological University	21	5,885,000	4,568,670	1,000,000	21
4-1781	5-1781	Suomi College	29	800,000	789,800	263,266	21
4-1850		Michigan State University	23, 25	5,450,000	4,935,600	750,000	21
4-1851		Western Michigan University	10	2,000,000	2,000,000	666,667	21
4-1852		Michigan Lutheran College	70	432,702	409,913	136,638	21
4-1853		Oakland University	21, 22	4,855,414	3,818,298	1,000,000	21
4-1854		Grand Valley State College	29	1,900,000	1,900,000	633,000	21
4-1855		do	70	2,715,400	2,715,400	905,133	21
4-1856		Eastern Michigan University	21	4,500,000	4,500,000	1,000,000	21
4-1857		Albion College	21	2,682,000	2,682,000	894,000	21
4-1858		Eastern Michigan University	25	630,000	630,000	210,000	21
4-1859		Michigan Technological University	29	1,270,000	1,270,000	423,333	21
4-1860		University of Michigan	20	4,200,000	4,200,000	1,000,000	21
4-2028		Northern Michigan University	29	5,400,000	5,400,000	1,000,000	21
4-2029		Central Michigan University	20	2,650,000	2,650,000	883,000	21
4-2031		Ferris State College	21	1,750,000	1,750,000	580,000	21
4-2032		Wayne State University	25	4,500,000	3,004,250	1,000,000	21
4-2033		Siena Heights College	20	1,501,552	1,467,552	489,184	21
MINNESOTA							
3-1886		Anoka-Ramsey State Junior College	10, 20, 40	2,237,948	2,150,000	860,000	21
3-1887		Virginia Junior College	10, 20, 40	1,031,326	1,000,000	400,000	21
3-1888		Rochester State Junior College	10, 20, 40	1,844,411	1,800,000	720,000	21
3-1889		Fergus Falls State Junior College	10, 20, 40	521,259	500,000	200,000	21
3-1890		Itasca Junior College	10, 20, 40	252,011	249,462	99,785	21
3-1891		Brainerd Junior College	10, 20, 40	534,642	519,486	121,396	21
4-0059(s)		Concordia College	21, 23	1,787,092	1,787,092	289,625	21
4-1073		Southwest State College	10, 21	5,034,654	1,904,860	617,941	21
4-1074	5-0096	St. John's University	21	2,548,862	2,439,097	813,032	21
4-1075		Bethany Lutheran College	10, 21, 23, 25	313,408	257,121	85,618	21
4-1076		University of Minnesota (Morris campus)	29	1,245,000	1,245,000	415,000	21
4-1077		St. Olaf College	21, 23	3,168,670	3,168,670	1,000,000	21
4-1078	5-0048	St. John's University	10	1,829,631	1,553,312	517,771	21
4-1079		College of St. Teresa	10	1,245,722	1,235,522	411,840	21
4-1080		University of Minnesota (Duluth campus)	21	1,281,000	1,281,000	427,000	21
4-1081		St. Olaf College	10, 60	854,468	854,468	284,822	21
4-1082		University of Minnesota (Minneapolis campus)	21, 23, 25	1,733,000	1,683,000	561,000	21
4-1749	5-1749	Gustavus Adolphus College	26	2,863,900	2,838,400	649,632	21
4-1884		St. Cloud State College	26	2,543,137	2,406,905	802,302	21
4-1885		College of St. Scholastica	21	2,200,000	2,200,000	733,333	21
MISSISSIPPI							
3-0085(s)		Itawamba Junior College	20, 21	114,240	114,240	5,000	21
3-1417		Mississippi Delta Junior College	20, 21	720,206	720,206	288,082	21
3-1418		Jones County Junior College	28	652,524	475,524	190,130	21
3-1419		Pearl River Junior College	10	300,000	300,000	120,000	21
3-1420		do	40	150,000	150,000	60,000	21
3-1421		do	20	120,000	120,000	48,000	21
3-1422		Northwest Mississippi Junior College	21	111,000	111,000	29,347	21
3-1423		do	26	79,000	79,000	29,890	21

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Projects received by State—Continued

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
MISSISSIPPI—Con.							
3-1424		Perkinston College	10, 20	$725,000	$725,000	$290,000	21
3-1600		Utica Junior College	20, 40	527,389	508,541	203,416	21
3-1601		Holmes Junior College	24	336,333	336,333	134,533	21
3-1602		Saints Junior College	Withdrawn				97
3-2008		Meridian Junior College	28	563,015	563,015	224,806	21
4-0350(s)		University of Mississippi (Oxford campus)	23	687,000	687,000	61,215	21
4-1009	2-1009 4-0349	University of Mississippi	24, 25, 26	1,124,990	392,078	130,692	21
4-1409		Mississippi State University	21	389,092	389,092	129,697	21
4-1410		University of Southern Mississippi	24	1,241,020	1,109,520	369,840	21
4-1411		University of Mississippi	21	585,000	322,110	107,370	21
4-1412	5-1412	Millsaps College	26	1,005,595	980,595	326,865	21
4-1413	2-1009	University of Mississippi (Oxford campus)	22	1,050,000	659,850	219,950	21
4-1414		Jackson State College	26	140,000	140,000	34,000	21
4-1415		do	21, 50	150,000	150,000	50,000	21
4-1416		Delta State College	20	405,000	405,000	135,000	21
4-1775	5-1775	Saints Junior College	20	120,000	120,000	40,000	21
4-2001		Mississippi State University	10	1,612,500	1,612,500	537,500	21
4-2002		do	21	846,500	723,303	241,101	21
4-2003		do	21	429,775	164,217	53,825	21
4-2004		Mississippi University Center	70	8,594,478	2,474,878	749,318	21
4-2005		University of Southern Mississippi	21	2,250,000	2,250,000	750,000	21
4-2006		Mississippi State College for Women	20, 40	732,000	680,976	226,992	21
4-2007		Mississippi Valley State College	26	160,000	160,000	53,333	21
MISSOURI							
3-0020(s)		Forest Park Community College	10	6,230,642	3,601,305	488,841	21
3-1174		Jefferson County Junior College	10, 20	2,637,468	2,457,802	983,121	21
3-1175		Forest Park Community College	70	3,283,494	3,283,494	680,463	21
4-0051(s)		Webster College	Withdrawn				97
4-0052(s)	5-1553	Lindenwood College	21, 23	1,532,953	1,531,735	258,166	21
4-1160		Southeast Missouri State College	10	3,246,000	3,246,000	1,000,000	21
4-1161		University of Missouri (St. Louis campus)	10	2,250,000	2,250,000	750,000	21
4-1162		University of Missouri (Kansas City campus)	10	3,000,000	3,000,000	1,000,000	21
4-1163		University of Missouri (St. Louis campus)	23, 25	1,800,000	1,800,000	600,000	21
4-1164		Lincoln University	21, 23, 25	1,702,445	1,702,445	567,482	21
4-1165		Northwest Missouri State College	21	3,066,435	3,066,435	1,000,000	21
4-1166	5-0099	Fontbonne College	10	1,077,620	1,054,772	351,590	21

4-1167	5-0026	Rockhurst University	10	997,035	990,405	300,000	21
4-1168		University of Missouri (Kansas City campus)	21	2,559,717	1,082,067	360,689	21
4-1169		Northeast Missouri State Teachers College	21	1,134,000	1,134,000	378,000	21
4-1170		Central Missouri State College	21	3,000,000	3,000,000	1,000,000	21
4-1171		Culver-Stockton College	Withdrawn				97
4-1172		University of Missouri (Columbia campus)	21	2,624,825	1,122,498	373,630	21
4-1173		Drury College	21	1,188,642	1,188,642	396,214	21
4-1468	2-1468	University of Missouri at Rolla	22	1,339,000	674,822	224,940	21
4-2129		Central Missouri State College	29	2,337,733	2,318,353	147,744	21
MONTANA							
3-0021(s)		Dawson County Junior College	20	440,940	440,940	16,376	21
3-1039		Custer County Junior College	70	666,333	666,333	266,533	21
3-2100		Northern Montana College	70	332,238	332,238	132,895	21
3-2101		do	21, 23	803,473	803,473	101,865	21
4-0311	5-1045	Carroll College	21, 25, 20	854,828	434,097	15,079	21
4-1193		Eastern Montana College	10	1,737,085	1,711,080	570,360	21
4-2071	5-2071	Western Montana College	29	840,000	791,142	263,714	21
4-2114		Montana State University	21, 22	2,060,000	1,818,200	606,067	21
4-2115		do	10	519,682	519,682	173,227	21
4-2116		do	21	350,000	350,000	116,667	21
4-2117		do	21, 29	50,000	50,000	16,667	21
4-2118		Western Montana College	10, 40, 20	540,000	536,713	178,904	21
4-2119		Montana College of Mineral Science and Technology	21	135,863	135,863	45,287	21
4-2120		do	20	75,508	75,508	22,087	21
NEBRASKA							
4-0138(s)		The College of St. Mary	21	1,039,996	1,037,996	16,220	21
4-1053	5-1053	Hiram Scott College	10, 21, 23	1,377,700	1,139,984	379,994	21
4-1481	5-1481	The Creighton University	20, 21	4,404,100	4,302,100	855,364	21
4-1720		University of Nebraska	29	2,142,100	2,142,100	714,033	21
4-1721		do	21	8,603,750	3,907,757	1,302,585	21
4-1722		do	20	2,506,713	2,374,828	791,609	21
NEVADA							
4-1031		University of Nevada (Nevada Southern campus)	10	1,588,500	1,588,500	529,500	21
4-1868		University of Nevada	21	4,512,545	4,512,545	470,401	21
NEW HAMPSHIRE							
3-0102s		New Hampshire Technical Institute	70	1,290,975	1,105,558	265,926	21
4-0406s	5-0119	New England College	10	545,452	545,452	159,436	21
4-2025		University of New Hampshire (Thompson School of Applied Science)	20	525,000	525,000	175,000	21
4-2026		University of New Hampshire	24	1,718,505	1,718,505	336,804	21
4-2027		do	21	3,047,250	2,807,250	737,456	21

See footnotes at end of table, p. 130.

Projects received by State—Continued

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
NEW JERSEY							
3-1237		Atlantic Community College	71	$2,964,060	$2,745,298	$1,098,119	21
3-1321		Cumberland County College	71	2,740,627	2,546,541	575,672	21
3-1375		Ocean County College	71	3,000,000	2,883,641	1,153,456	21
4-0134(s)		Upsala College	21, 23	2,582,600	2,564,600	119,974	21
4-1146	2-1146	Princeton University	25, 26	729,651	474,273	158,091	21
4-1231		Rutgers University (Newark campus, arts and sciences)	21, 23	4,369,582	2,993,537	997,746	21
4-1232		Monmouth College	10	884,595	884,595	294,865	21
4-1233		Alphonsus College	21, 10, 25	2,014,811	921,575	307,192	21
4-1234		Rutgers University (Camden campus)	Combined with 4-1513.				99
4-1235		Rutgers University (New Brunswick campus)	21, 20	7,702,855	3,746,564	1,223,121	21
4-1236	2-0074	Princeton University	21, 23	14,367,247	2,275,772	758,591	21
4-1371	5-1371	Fairleigh Dickinson University (Teaneck campus)	20	2,366,197	2,332,740	777,580	21
4-1509		Seton Hall University	20	2,084,320	817,696	272,565	21
4-1513		Rutgers, the State University (Camden campus)	20	2,967,697	2,811,466	937,155	21
4-1514		Rutgers University (New Brunswick campus)	Combined with 4-1235.				99
4-1515		Princeton University	20, 26	469,967	469,967	156,656	21
4-1516		do	10	1,520,280	563,395	185,965	21
4-2136		Jersey City State College	10	2,407,252	2,361,344	787,114	21
4-2137		Newark State College	10	1,813,328	1,810,833	603,628	21
4-2138		Montclair State College	26	940,896	893,907	297,968	21
4-2139		College of St. Elizabeth	10	1,618,855	1,618,855	539,618	21
4-2140		Fairleigh Dickinson University	21	691,880	682,190	200,000	21
4-2141		Rutgers, the State University (Camden campus)	10	1,300,000	1,300,000	433,333	21
4-2142		Newark State College	20	1,564,330	1,486,630	440,429	21
NEW MEXICO							
3-1958		New Mexico Junior College	10, 20, 29, 26	1,716,794	1,710,126	684,050	21
3-1959		do	40, 21, 29	1,283,139	1,283,139	231,320	21
4-0309s		New Mexico State University	10	1,186,075	1,186,075	234,980	21
4-1315		University of New Mexico	21	2,368,200	2,368,200	789,400	21
4-1316		New Mexico Highlands University	10	955,307	955,307	318,436	21
4-1317		New Mexico State University	22	1,133,277	1,133,277	377,759	21
4-1318		College of Santa Fe	22, 23, 25	832,646	402,231	133,924	21
4-1319		New Mexico Institute of Mining and Technology	21	262,500	262,500	87,500	21
4-1560	5-1560	College of Santa Fe	29	699,690	656,920	4,992	21

NEW YORK							
3-0031(s)		Monroe Community College	22, 23, 20	22,916,677	3,366,385	357,660	21
3-0059(s)		Queensborough Community College	21, 23, 28	11,722,644	4,716,557	656,350	21
3-1337		Ulster County Community College	10, 21, 28, 20	2,202,408	2,072,531	829,012	21
3-1338		Adirondack Community College	10, 21, 40, 70	4,359,429	3,370,312	1,295,086	21
3-1646		Staten Island Community College	21, 28	11,185,077	3,891,140	1,556,456	21
3-1647		Jefferson Community College	10, 29	2,301,257	1,909,451	763,780	21
3-1648		Hudson Valley Community College	21, 20	1,200,400	1,171,630	468,652	21
3-1980		Fulton-Montgomery Community College	20, 29 10, 40	7,092,366	5,843,832	1,030,385	21
4-0120(s)	5-0024	Wagner College	21, 23	3,471,921	3,069,340	116,278	21
4-0289(s)	5-1358	D'Youville College	21, 23, 25	3,790,700	2,612,552	109,683	21
4-0294(s)	5-1195	Fordham University (Lincoln Square campus)	10, 21, 23, 25	14,929,018	4,186,881	410,596	21
4-1005	2-1005	University of Rochester	10	5,795,750	1,969,555	656,518	21
4-1244	2-1244 5-1244	New York University (University Heights campus)	22, 21	8,465,126	2,986,589	995,530	21
4-1272	5-1272	Eisenhower College	10, 21, 23, 25	2,142,427	1,443,712	481,237	21
4-1312	5-1312	Pace College (New York campus)	10, 21, 23	17,380,421	5,918,546	1,500,000	21
4-1323		Thomas S. Clarkson Memorial College of Technology	21, 23, 25	6,006,384	4,664,815	1,500,000	21
4-1324		Skidmore College	10	1,873,731	1,695,912	565,304	21
4-1325		State University of Binghamton	21	7,749,845	7,142,891	1,500,000	21
4-1326		St. Bernardine of Siena College	21	2,271,879	2,271,879	757,293	21
4-1327		Pace College (Westchester campus)	10	1,194,821	311,321	103,773	21
4-1328		Queens College of the City University of New York	23, 25	7,926,488	3,973,835	1,209,077	21
4-1329	5-1329	Rosary Hill College	10, 21, 23, 25	1,021,277	636,595	212,198	21
4-1330		State University of New York, College at Oswego	21, 23	5,290,274	5,290,274	1,500,000	21
4-1331		Syracuse University (Utica College)	21, 23	391,688	391,688	130,562	21
4-1332		Adelphi University	21	3,914,747	2,168,434	722,811	21
4-1333		Hamilton College (main campus)	21, 23	1,042,856	1,020,954	338,359	21
4-1334	5-0142	Queen of the Apostles College	10, 21, 23, 25	1,310,247	540,851	180,284	21
4-1335		Mater Dei College	10, 23, 25	374,390	374,390	124,797	21
4-1336	5-1336	Alfred University	21	2,431,110	2,385,210	795,070	21
4-1428		St. Francis College	20	3,055,021	1,563,363	521,121	21
4-1634		Nazareth College of Rochester	26	3,731,558	3,521,448	1,173,816	21
4-1635		St. Lawrence University	21	3,397,441	3,397,441	1,132,480	21
4-1636		Mercy College	20, 21, 25	2,212,244	1,681,329	560,443	21
4-1637		Cazenovia College	21	724,760	724,760	241,587	21
4-1638		Rochester Institute of Technology	22	4,703,550	4,673,159	1,500,000	21
4-1639	5-1639	Barnard College	21	5,450,000	5,450,000	1,500,000	21
4-1640		State University of New York, College at Geneseo	21	2,780,208	2,713,211	904,404	21
4-1641		State University of New York, College at Buffalo	21	3,003,488	3,003,488	1,001,162	21
4-1642		Hartwick College	29	1,598,711	1,508,937	502,979	21
4-1643		State University of New York, College at Oneonta	20	2,082,552	1,885,030	628,343	21
4-1644		Junior College of Albany (division of Russell Sage College)	10	310,956	310,956	103,652	21
4-1645		Ithaca College (South Hill campus)	20, 23, 25	1,951,350	766,237	255,412	21
4-1974		New York Institute of Technology (Old Westbury campus)	70	2,362,112	2,362,112	787,371	21
4-1975		Long Island University (Brooklyn Center)	26, 20	5,418,692	4,373,683	1,457,894	21
4-1976	2-1976	Polytechnic Institute of Brooklyn	20	11,030,000	5,373,950	1,500,000	21
4-1977		St. John Fisher College	21	2,327,810	2,327,810	775,937	21
4-1978		Manhattan School of Music	20	5,854,078	4,368,850	1,500,000	21
4-1979		New York University at Stony Brook	21	6,834,637	6,817,998	1,500,000	21
4-2184		State University of New York at Fredonia	26	4,464,760	4,097,874	8,166	21

See footnotes at end of table, p. 130.

Projects received by State—Continued

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
NORTH CAROLINA							
3-0094(s)		Southeastern Community College	40, 20, 10, 21, 29	$1,876,299	$1,876,299	$258,679	21
3-0095(s)		Rockingham Community College	70	2,967,196	2,912,614	306,389	21
3-1262		Western Piedmont Community College	71	1,776,407	1,708,162	350,000	21
3-1263		Gaston College	28	1,394,500	1,390,854	20,000	21
3-1264		Surry Community College	71	1,730,000	1,697,918	350,000	21
3-1581		Wilkes Community College	71	1,730,000	1,730,000	350,000	21
3-1582		Isothermal Community College	71	1,764,487	1,723,859	350,000	21
3-1583		Lenoir County Community College	70	1,069,750	1,069,750	350,000	21
3-1584		Davidson County Community College	70	1,041,295	982,470	350,000	21
3-2143		Central Piedmont Community College	20	2,581,953	2,581,953	328,222	21
4-0157(s)	5-1380	Livingston College	21, 23	539,618	539,618	12,822	21
4-0158(s)2		The Agricultural and Technical College of North Carolina	21	1,327,500	1,327,500	175,876	21
4-0379(s)	5-0003	Queens College	21	770,000	770,000	33,008	21
4-0380(s)		Bennett College	21	1,119,316	1,119,316	234,780	21
4-1026	5-1026	Brevard College	10	453,000	441,006	147,002	21
4-1132		Western Carolina College	10	513,021	476,083	158,694	21
4-1133	5-1133	Mitchell College	10	671,557	663,907	220,883	21
4-1134		Lees-McRae College	10	600,000	580,957	193,633	21
4-1135		East Carolina College	21	2,104,549	2,104,549	701,516	21
4-1136		Elon College	10	825,386	825,386	275,129	21
4-1137		University of North Carolina at Chapel Hill	10	1,960,000	1,960,000	653,333	21
4-1138		St. Augustine's College	10	137,714	137,714	40,714	21
4-1139		do	21	160,697	160,697	53,565	21
4-1140		The Agricultural and Technical College of North Carolina	23, 20	1,210,000	662,652	164,765	21
4-1141		Lenoir Rhyne College	10, 21	767,828	767,828	218,529	21
4-1142		Duke University	21	4,993,977	2,692,007	897,336	21
4-1377	5-1377	Fayetteville State College	29	671,540	630,095	68,867	21
4-1378	5-1378	Livingstone College	24, 10, 29	823,627	805,968	268,656	21
4-1390	5-1390	Methodist College, Inc	26, 40	1,310,402	1,268,235	360,000	21
4-1484	5-1484	St. Andrews Presbyterian College	29	1,553,106	1,267,736	417,478	21
4-1485	5-1485	Montreat-Anderson College	21, 23	426,784	411,484	137,161	21
4-1488	5-1488	North Carolina Wesleyan College, Inc	10, 20	542,220	536,100	178,700	21
4-1527		Wilmington College	10, 21	2,482,000	2,482,000	827,000	21
4-1528		Appalachian State Teachers College	10	,800,000	1,800,000	600,000	21
4-1529		North Carolina College at Durham	21	765,000	765,000	255,000	21
4-1530		North Carolina State University at Raleigh	21	2,758,049	1,401,766	467,255	21
4-1531		Queens College	Withdrawn				97
4-1532		Fayetteville State College	21	431,000	431,000	143,667	21
4-1533		East Carolina College	24	825,000	818,742	272,914	21
4-1534		St. Augustine's College	25, 20	690,000	678,933	226,311	21
4-1535		Agricultural and Technical College of North Carolina	23, 24	1,028,330	448,394	149,464	21

NORTH DAKOTA							
3-1128		University of North Dakota (Williston Center)	70	975,000	959,289	300,000	21
3-1129		Bismarck Junior College	10, 20	553,305	553,305	221,322	21
4-1127		North Dakota State University of Agriculture & Applied Science	21	1,200,000	1,200,000	400,000	21
4-1162	5-1462	Mary College	21	1,864,502	1,413,968	453,860	21
OHIO							
3-0002(s)		Lorain County Community College	71	6,750,000	6,750,000	468,922	21
3-1229		Cuyahoga Community College	71	10,427,634	10,427,634	4,171,054	21
3-1230		Ohio State University (Mansfield branch)	71	2,200,000	2,200,000	642,518	21
4-0019(S)		Ohio Wesleyan University	10	2,208,600	2,092,320	153,485	21
4-1062	2-1062	Kent State University	21	3,200,000	1,952,000	650,667	21
4-1063	2-1063	do	20, 25	1,601,450	945,497	94,550	21
4-1144	5-1144	Defiance College	20, 40	857,910	857,910	285,970	21
4-1206		Notre Dame College	10	450,000	450,000	150,000	21
4-1207		Ohio State University (Dayton branch)	21, 22	3,000,000	3,000,000	1,000,000	21
411208		University of Cincinnati	21	5,640,993	4,631,993	1,000,000	21
4-1209		John Carroll University	21, 23	3,998,199	2,640,594	880,198	21
4-1210		Bluffton College	10, 25	366,652	366,652	122,217	21
4-1211		College of Steubenville (Appalachia grant: $243,707)	21	673,481	673,481	221,774	21
4-1212		Ohio Northern University	10	1,666,870	1,666,870	555,623	21
4-1213		Urbana College	10	326,602	326,602	108,867	21
4-1214		Wittenberg University	21	1,575,702	1,560,702	500,000	21
4-1215	2-0101	Ohio University	10	5,340,084	3,749,012	1,000,000	21
4-1216		Bowling Green State University	21, 23	4,474,250	4,070,633	1,000,000	21
4-1217		University of Cincinnati	21	13,819,820	5,059,994	1,000,000	21
4-1218		Heidelberg College	10	1,022,000	1,022,000	325,265	21
4-1219		Ohio State University	21	3,900,000	1,150,889	383,630	21
4-1220		Miami University	10	1,369,000	1,369,000	456,333	21
4-1221		do	21	4,990,000	4,720,260	1,000,000	21
4-1222		Denison University	21	1,991,112	1,991,112	663,704	21
4-1223		Tiffin University	10	112,710	86,786	28,929	21
4-1224		Miami University	21	1,673,400	1,307,348	435,782	21
4-1225		Baldwin-Wallace College	21	1,264,670	1,264,670	421,557	21
4-1226		Otterbein College	21	900,000	900,000	300,000	21
4-1227		Wilmington College	10	456,514	281,490	93,830	21
4-1228		Ohio Wesleyan University	21, 23	2,427,441	2,427,441	809,147	21
4-1389	5-1389	Findlay College	10	1,065,559	1,060,459	353,486	21
4-1669	5-1389	Cleveland State University	21	5,400,000	5,400,000	1,000,000	21
4-1670		Central State University	21	1,750,259	1,750,259	583,419	21
4-1671		Ohio State University (Wright State campus, Miami University-Ohio State University).	21, 22	3,000,000	3,000,000	300,000	21
4-1673		University of Cincinnati (University College, Blue Ash branch)	20, 21	2,493,200	2,428,886	242,889	21
4-1673		Bowling Green State University	26	1,985,144	1,841,120	184,112	21
4-1674		Kent State University	20	1,538,000	138,000	13,800	21
4-1675		Central State University	26, 21	964,320	916,034	91,604	21
4-1676		John Carroll University	24	3,998,199	891,474	89,147	21
4-1677		University of Dayton	22	6,579,654	2,936,656	937,124	21
4-1704		University of Akron	28, 26, 20	6,500,000	6,500,000	1,000,000	21

See footnotes at end of table, p. 130.

Projects received by State—Continued

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
OKLAHOMA							
3-2053		Cameron State Agriculture College	20	$595,200	$595,200	$238,080	21
3-2054		do	20	767,000	767,000	306,800	21
3-2055		Poteau Community College	20, 40	208,333	208,333	83,333	21
3-2056		Eastern Oklahoma A. & M. College	21, 10, 29	864,550	864,550	345,820	21
3-2057		Oklahoma Military Academy	10, 60	389,400	389,400	155,760	21
3-2058		Connors State Agricultural College	29, 10, 20	753,060	709,241	283,696	21
4-1311		University of Tulsa	10	243,364	243,364	81,121	21
4-2040		Central State College	10, 29, 26	3,215,700	3,215,700	1,071,900	21
4-2041		Northeastern State College	10	1,910,000	1,910,000	636,667	21
4-2042		Southwestern State College	10	1,332,000	1,332,000	444,000	21
4-2043		University of Oklahoma	24	2,985,000	2,985,000	995,000	21
4-2044		Southwestern State College	21	897,850	574,624	191,541	21
4-2045		East Central State College	20	1,262,000	1,262,000	420,667	21
4-2046		Oklahoma State University	29	2,657,877	2,657,877	885,959	21
4-2047		do	29	20,000	20,000	6,667	21
4-2048		Langston University	10, 21, 26	2,053,000	2,053,000	684,333	21
4-2049		Oklahoma State University	20	303,250	122,013	40,658	21
4-2050		Southeastern State College	10	705,000	705,000	234,333	21
4-2051		do	21	646,000	646,000	215,333	21
4-2052		Oklahoma City University	26	1,166,337	1,166,337	126,695	21
OREGON							
3-0066(s)		Treasure Valley Community College	21, 23, 25, 20	448,900	330,800	14,506	21
3-1204		South Western Oregon Community College	10, 20	904,434	904,434	361,774	21
3-1205		Treasure Valley Community College	20	448,000	332,909	124,061	21
3-1478		Portland Community College	21, 24, 28	2,615,502	2,615,502	654,120	21
4-0301(s)		Lewis & Clark College	10	1,353,267	1,353,267	6,827	21
4-0304(s)		Reed College	10	1,119,400	1,119,400	242,425	21
4-0304(s)2		do	Combined with 4-0304(s).				99
4-1056	5-1056	Willamette University	10, 27	1,086,000	512,677	170,892	21
4-1199		George Fox College	21, 25	471,438	393,227	131,076	21
4-1200		University of Portland	21, 25	2,737,033	423,003	141,001	21
4-1201		Linfield College	21, 23, 31, 33	376,892	376,892	125,631	21
4-1201(s)		do	Withdrawn				96
4-1202		Oregon State University	21	3,144,046	1,759,857	586,619	21
4-1203	5-0067	Willamette University	10, 25	582,000	569,056	189,685	21
4-1472		Southern Oregon College	10	1,614,884	1,614,884	538,295	21
4-1473		Portland State College	20	169,010	155,054	51,685	21
4-1474	5-1474	Marylhurst College	10	973,537	973,129	324,376	21

4-1475		Oregon College of Education	10	539,740	512,855	170,952	21
4-1476		University of Oregon	10, 20, 21	4,537,852	1,457,321	485,774	21
4-1477		do	24, 26	2,154,691	474,646	158,215	21
4-1872		Portland State College	20	2,623,630	2,324,575	774,858	21
4-1873		Eastern Oregon College	10	437,156	418,282	139,427	21
PENNSYLVANIA							
3-0104(s)		Pennsylvania State University (Scranton campus)	70	1,480,565	1,475,707	378,319	21
3-1266		Pennsylvania State University (New Kensington campus)	Combined with 3-1269.				99
3-1267		Pennsylvania State University (Beaver campus) (Appalachia grant, $600,000).	71	2,000,000	2,000,000	800,000	21
3-1268		Pennsylvania State University (Fayette campus) (Appalachia grant: $400,000).	71	1,860,000	1,860,000	744,000	21
3-1269		Pennsylvania State University (New Kensington campus)	10, 29, 70	2,416,666	2,416,666	966,666	21
3-1270		Pennsylvania State University (DuBois campus)	70	636,759	636,759	254,704	21
3-1271		Indiana State College	70	201,786	187,980	75,192	21
3-1554	5-1554	Bucks County Community College	20, 29, 10	6,259,700	5,194,138	2,077,655	21
3-2077		Pennsylvania State University (Altoona campus)	10, 29	1,468,993	1,468,993	587,597	21
3-2078		Pennsylvania State University (Scranton Center)	10, 29	1,411,788	1,411,788	564,715	21
3-2079		Pennsylvania State University (Wilkes-Barre campus)	20	487,913	469,783	187,913	21
3-2080		Pennsylvania State University (McKeesport campus)	20, 10	1,487,354	1,487,354	594,941	21
3-2081		Pennsylvania State University (Ogontz campus)	Withdrawn				97
3-2166		Pennsylvania State University (Hazelton campus)	20	1,608,200	1,608,200	643,280	21
4-0415(s)		Villanova University	10	2,478,890	2,478,890	314,223	21
4-1033	2-1033	Lehigh University	10	1,623,936	811,968	270,656	21
4-1281		Duquesne University	21	7,482,285	3,485,906	871,477	21
4-1282		Millersville State College	10	2,898,706	2,685,242	716,064	21
4-1283	5-0030	Mount Mercy College	10	1,954,250	1,923,650	545,035	21
4-1284		Point Park Junior College	10	1,138,400	59,400	19,800	21
4-1285	5-0008, 5-1836	Juniata College	21	3,023,825	2,854,755	761,268	21
4-1286		Moravian College	10	1,250,869	1,250,869	357,058	21
4-1287		Valley Forge Military Junior College	21	155,858	155,858	51,953	21
4-1288		Geneva College	21, 22, 23	1,657,835	1,657,835	497,351	21
4-1289		Geneva College	10	415,924	415,925	103,981	21
4-1290		Westminster College	10	521,243	452,583	143,318	21
4-1291		Waynesburg College	21	178,745	178,745	59,582	21
4-1292		Cedar Crest College	21	720,005	720,005	228,002	21
4-1293		Our Lady of Angels College	10, 21, 23, 25	3,769,494	1,521,462	326,444	21
4-1294		Westminster College	23, 25	925,340	259,337	64,834	21
4-1295	5-1295	St. Vincent College	21	2,112,369	2,076,669	588,390	21
4-1296		La Roche College	10	1,200,000	1,200,000	333,792	21
4-1297		Wilson College	21, 23	2,090,460	1,994,560	565,125	21
4-1298		Lincoln University	21, 23	751,354	697,808	220,814	21
4-1299		Seton Hill College	21, 23	1,397,434	1,397,434	419,230	21
4-1300		Pennsylvania State University (main campus)	25	2,541,460	1,196,799	378,986	21
4-1301	5-1301	Dickinson College	10	2,309,585	2,226,227	630,765	21
4-1302		Albright College	21	685,454	685,454	217,061	21

See footnotes at end of table, p. 130.

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Projects received by State—Continued

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
PENNSYLVANIA—con.							
4-1303		Eastern Baptist College	21	$57,594	$57,594	$19,198	21
4-1304		Haverford College	10	2,025,319	2,006,877	364,088	21
4-1305		Ursinus College	25, 23, 21	1,682,124	525,804	166,505	21
4-1480	5-1480	Holy Family College	10	1,308,624	1,293,324	431,108	21
4-1759	5-1759	Spring Garden Institute	10, 20, 40	1,849,703	1,799,219	599,740	21
4-1836	5-1836	Juniata College	21, 20	760,000	744,700	248,233	21
4-1839	5-1839	University of Scranton	29	1,798,770	1,776,330	592,110	21
4-2082	5-1928	Harcum Junior College	10, 20, 21	2,045,907	1,996,182	665,394	21
4-2083	5-0130	Point Park Junior College	70	1,427,000	1,251,850	417,283	21
4-2084		Lock Haven State College	10	1,747,259	1,747,259	582,420	21
4-2085		Clarion State College	21	4,596,206	4,397,433	1,465,811	21
4-2086		Manor Junior College	10	768,511	768,511	256,170	21
4-2087		Keystone Junior College	10	877,114	877,114	292,371	21
4-2088		Lock Haven State College	21	1,310,306	1,310,306	436,769	21
4-2089		Keystone Junior College	21	378,238	378,238	126,079	21
4-2090		Indiana University of Pennsylvania	20	2,302,345	2,221,880	740,627	21
4-2091		University of Pittsburgh (Johnstown campus)	20	3,847,500	545,469	181,823	21
4-2092		Philadelphia College of Textiles and Science	70	749,838	749,838	249,946	21
4-2093		Chatham College	21	566,330	412,512	137,504	21
4-2094		Pennsylvania State University (University Park campus)	29	2,385,691	2,246,611	636,540	21
4-2095		Pennsylvania State University	29, 10, 20	1,072,240	1,072,240	250,000	21
4-2096		Pennsylvania Military College	10	2,725,583	2,725,583	908,528	21
4-2097		Waynesburg College	25, 26	996,038	996,038	332,013	21
4-2098		Seton Hall College	29	80,247	80,247	26,749	21
PUERTO RICO							
3-0089(s)		Regional College of Humacao, University of Puerto Rico (Rio Piedras campus).	70	2,062,000	2,062,000	207,943	21
4-0365(s)	5-0125S	University of Puerto Rico (Rio Piedras campus)	20	4,459,173	3,350,524	730,154	21
4-1198		Catholic University of Puerto Rico	21, 23, 25	351,140	351,140	117,035	21
4-1715		University of Puerto Rico (Rio Piedras campus)	20	4,459,173	892,779	297,593	21
4-1716	5-1716	University of Puerto Rico (College of Agriculture and Mechanic Arts of Mayaguez).	22	1,848,540	1,803,540	601,180	21
4-1718	5-1718	Puerto Rico Junior College	20, 40, 10	880,000	794,750	264,916	21
4-1930		Metropolitan Regional College, University of Puerto Rico	20, 10, 40	4,562,150	4,452,150	1,187,834	21
4-2067	5-2067	College of the Sacred Heart	10	797,495	777,495	259,165	21
4-2068	5-2068	Catholic University of Puerto Rico (Main campus)	10	1,246,662	1,246,662	415,554	21
4-2069	5-2069	College of the Sacred Heart	20	493,950	481,950	160,650	21

RHODE ISLAND							
3-1398		Rhode Island Junior College	71	660,837	660,837	264,334	21
3-1778		do	21	773,022	773,022	200,163	21
4-1279	2-1279	Brown University	10	3,599,298	736,416	245,472	21
4-1394	5-1394	Roger Williams Junior College	21,23	1,043,620	1,003,840	334,608	21
4-1395	5-1395	Rhode Island College	21,25	755,300	755,300	251,300	21
4-1396		do	10	74,800	74,800	24,800	21
4-1397		do	21	32,900	32,900	10,900	21
4-1683	5-1683	Salve Regina College	21,20	1,628,131	466,321	155,440	21
4-1779		Barrington College	70	646,143	646,143	215,381	21
4-1780	5-1394	Roger Williams Junior College	40	454,200	412,940	90,868	21
4-1795	5-1394	do	20	1,160,890	1,055,738	351,914	21
SOUTH CAROLINA							
3-0037(s)		Piedmont Technical Education Center	71	809,449	809,449	34,444	21
3-0105(s)		University of South Carolina, Beaufort	71	179,405	178,405	18,809	21
3-1346		Berkeley-Charleston-Dorchester Technical Education Center	28,20	315,000	315,000	126,000	21
3-1347		Clemson University (Sumter branch)	71	1,179,111	1,179,111	71,644	21
3-1348		University of South Carolina (Union Center)	20	374,856	374,856	149,942	21
3-1349		Sumter Technical Education Center	28	139,376	139,376	40,790	21
3-1350		University of South Carolina (Coastal Carolina Regional Center)	70	390,192	350,540	140,216	21
3-1875		Florence-Darlington Technical Education Center	20	804,274	804,274	308,092	21
3-1876		Richland County Technical Education Center	20,10,40	649,000	649,000	256,667	21
3-1877		Greenville Technical Education Center	29	1,580,000	1,580,000	118,702	21
4-0142(s)		Voorhees College	21	462,852	462,852	23,744	21
4-1351	5-1351	Allen University	21	545,294	537,139	179,046	21
4-1352	5-1352	Claflin University	10	460,937	450,781	150,260	21
4-1353		Converse College	21,23,25	911,943	911,943	303,981	21
4-1354		University of South Carolina	21	6,234,628	1,805,232	601,745	21
4-1355		Erskine College	21,23,25	772,905	514,485	150,100	21
4-1356		Clemson University	10	3,042,196	1,426,631	475,543	21
4-1357		do	21	1,227,789	788,213	274,053	21
4-1878		Winthrop College	10	2,250,000	2,250,000	489,789	21
4-1879		South Carolina State College	10	960,000	960,000	291,477	21
4-1880		Converse College	29	2,096,507	2,096,507	466,216	21
4-1881		University of South Carolina	70	7,120,300	2,133,388	473,157	21
4-1882		Columbia College	29	471,633	471,633	157,211	21
4-1883		Clemson University	21,26	1,998,000	1,998,000	489,138	21
SOUTH DAKOTA							
4-003(s)		Sioux Falls College	10	604,100	574,900	31,685	21
4-1040		Augustana College	21	1,875,318	1,710,605	569,747	21
4-1384		Sioux Falls College	21,23	883,452	883,452	294,484	21
4-1996		Black Hills State College	21,25,24,29,20	1,350,000	1,306,516	435,505	21
4-1997		South Dakota State University	29,25	2,750,000	1,716,946	491,655	21
4-1998		Northern State College	20	165,000	165,000	55,000	21
4-1999		General Beadle State College	10	600,000	600,000	200,000	21
4-2000		Southern State College	10	600,000	600,000	168,362	21

See footnotes at end of table, p. 130.

Projects received by State—Continued

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
TENNESSEE							
3-0079(s)		South Central Community Junior College	71	$2,722,706	$2,531,443	$637,922	21
3-1654		Jackson State Junior College	71	2,701,583	2,586,533	1,034,613	21
3-1655		Cleveland State Junior College	71	2,493,696	2,385,403	954,161	21
3-1655(s)		do	Combined with 3-1655.				99
4-0339(s)		Tennessee Wesleyan College (Appalachia grant: $102,000)	21	670,282	670,282	39,518	21
4-1027	5-1027	Lambuth College	21, 23	1,474,880	1,432,222	368,630	21
4-1340		University of Tennessee	10	2,200,000	2,200,000	733,333	21
4-1341		Middle Tennessee State College	21	1,722,000	1,722,000	429,270	21
4-1342		Tennessee Technological University	22	977,672	977,672	294,418	21
4-1343		Vanderbilt University	25	777,011	622,882	202,996	21
4-1344		Southwestern College	21, 23	2,458,538	2,458,538	591,708	21
4-1345	5-0089	Bethel College	10, 21	609,753	602,409	200,602	21
4-1649		Memphis State University	10	2,773,308	2,773,308	654,661	21
4-1650		Maryville College	21, 23	1,235,774	1,228,210	345,642	21
4-1651		East Tennessee State	26	1,701,751	1,628,923	425,785	21
4-1652		Morristown College	21	368,610	368,610	120,999	21
4-1653		Trevecca Nazarene College	21	944,244	944,244	286,061	21
4-2034		Tennessee Agricultural and Industrial State College	26	775,300	735,418	233,854	21
4-2035		Knoxville College	26	995,000	995,000	298,750	21
4-2036		Fisk University	10	1,120,000	1,120,000	324,000	21
4-2037	2-1000	University of Tennessee	25	4,591,212	1,286,697	308,861	21
4-2038		Vanderbilt and Peabody Universities	10	2,100,000	210,000	70,000	21
4-2039		East Tennessee State University	20	1,798,109	1,699,751	439,950	21
TEXAS							
3-0048(s)		Grayson County Junior College	70	2,396,433	2,396,433	492,866	21
3-1083		San Jacinto College	20	1,105,240	1,105,240	442,096	21
3-1084		Temple Junior College	10, 21	578,302	540,233	216,093	21
3-1085		Odessa Junior College	21, 26	1,375,732	1,375,732	550,292	21
3-1086	5-0083	Panola College	10, 20, 21	661,797	661,797	264,719	21
3-1087	5-0051	Hill Junior College	10, 20	178,393	177,373	70,949	21
3-1088		Henderson County Junior College	10, 20, 40, 60	939,358	805,358	322,143	21
3-1089		Del Mar Junior College	10	1,039,600	1,039,600	370,185	21
3-1090	5-1090	Wharton County Junior College	10, 21, 26	1,716,354	1,691,568	676,627	21
3-1091		Cooke County Junior College	20	487,475	487,475	194,990	21
3-1092		Howard County Junior College	10, 21	881,174	804,452	304,935	21
3-1093	5-1093	Cisco Junior College	26	404,469	391,846	156,738	21
3-1094		Navarro Junior College	10, 20	830,682	830,682	332,273	21
3-1095		Kilgore College	10, 40	1,021,868	1,021,868	408,747	21

3-1096	5-0009	Texas Southmost College	10	430,000	371,280	148,512	21
3-1097		Texarkana College	21	192,898	135,189	47,296	21
3-2186		Texarkana Junior College	21	104,986	92,446	2,487	21
3-1098		Cooke County Junior College	60	415,196	34,387	13,755	21
3-1099	5-1099	Blinn Junior College	20	222,000	220,062	60,000	21
3-2169		Del Mar Junior College	29	215,579	215,579	80,000	21
4-0421(s)		Texas Southern University	10	1,005,174	1,005,174	194,839	21
4-0228		Texas Western College of the University of Texas	21, 23	2,067,000	2,048,391	14,318	21
4-1032		University of Houston	21	7,292,000	2,650,575	883,525	21
4-1100		Angelo State College	10	1,500,000	1,500,000	500,000	21
4-1101		Pan American College	21	1,500,000	1,500,000	500,000	21
4-1102	5-1102	St. Edward's University	21, 23, 25	974,273	749,846	249,949	21
4-1103		Angelo State College	21	1,960,682	1,960,682	653,561	21
4-1104	5-0111	Paul Quinn College	21, 23	160,615	156,792	52,264	21
4-1105		Midwestern University	21	2,011,364	1,905,508	635,169	21
4-1106		Sam Houston State Teachers College	21, 23, 25	1,006,273	1,006,273	335,425	21
4-1107		West Texas State University	23, 33, 50	467,603	467,603	155,867	21
4-1108		Texas A. & M. University	10	3,560,806	3,510,691	1,170,230	21
4-1109		Texas College of Arts and Industries	21	802,380	802,380	267,460	21
4-1110	5-0062	Trinity University	21, 22, 23	1,466,651	571,730	190,577	21
4-1111	5-0080	Wiley College	10, 21, 29, 40	1,736,862	1,568,453	522,818	21
4-1112	5-1112	Texas Wesleyan College	21, 24	1,659,749	1,659,749	500,000	21
4-1113		Texas Technological College	10	234,278	234,278	78,093	21
4-1114		Austin College	21	1,916,618	1,807,118	602,373	21
4-1115		University of Texas	10, 21, 22	2,464,556	1,049,429	345,443	21
4-1116		do	10	935,597	935,597	300,000	21
4-1117		Prairie View A. & M. College	10	554,616	554,616	184,872	21
4-1118		Arlington State College	23, 25	1,425,000	1,374,873	458,291	21
4-1119	5-1119	Abilene Christian College	21	1,324,054	1,324,054	441,351	21
4-1120	5-0113	McMurry College	21	978,275	912,547	304,182	21
4-1121	5-0092	University of St. Thomas	21	727,804	708,218	236,073	21
4-1122		Texas A. & M. University	21, 27	3,743,860	3,743,860	1,247,953	21
4-1123		West Texas State University	10, 50	725,628	189,003	63,001	21
4-1124		do	21	215,968	91,081	30,360	21
4-1125		Texas Lutheran College	21	760,175	760,175	253,392	21
4-1126	2-0039	Texas A. & M. University	21	3,493,894	1,184,776	394,925	21
4-1705		Stephen F. Austin State College	21, 23	4,638,077	4,638,077	1,500,000	21
4-1706		Sam Houston State College	10, 20	4,184,702	4,184,702	1,394,900	21
4-1707		Southwest Texas State College	10, 40	4,500,000	4,500,000	1,500,000	21
4-1708		Texas Technological College	24	4,565,066	4,543,060	1,500,000	21
4-1709		Lamar State College of Technology	21	1,319,479	1,319,479	439,826	21
4-1710	5-1710	Southwestern Assemblies of God College	40	481,997	422,551	140,850	21
4-2180		Sul Ross State College	10	1,187,659	1,187,659	204,086	21
UTAH							
3-1238		Snow College	10	524,166	524,166	209,666	21
3-1239		do	20	293,935	251,747	100,698	21
3-1240		College of Eastern Utah	26	200,000	200,000	80,000	21
3-1241		do	40, 20	583,333	583,333	233,333	21
4-1178		University of Utah	10	6,763,100	6,763,100	2,166,300	21
4-1179		Weber State College	21	3,651,644	3,651,644	851,499	21

See footnotes at end of table, p. 130.

Projects received by State—Continued

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
VERMONT							
3-0098(s)		Vermont Technical College	29	$475,906	$475,906	$40,777	21
3-1047		do	10	535,871	535,871	204,873	21
3-2096		do	20	261,924	261,924	14,112	21
4-0165(s)	5-0044	Windham College	10	463,000	463,000	33,309	21
4-0167(s)		Lyndon State College	10	393,444	393,444	18,138	21
4-1028	5-1028	Windham College	21	840,000	826,740	62,114	21
4-1058		Trinity College	21	872,400	687,846	229,282	21
4-1059	5-0079	St. Michael's College	10	1,194,000	1,169,100	300,000	21
4-1159	5-1159	Goddard College	10	845,410	829,090	276,363	21
VIRGINIA							
3-2130		Northern Virginia Technical College	20	1,612,766	1,600,592	639,573	21
3-2131		John Tyler Technical College	20	1,761,918	1,761,918	687,274	21
3-2132		Clinch Valley College of the University of Virginia	10	654,420	654,420	239,220	21
3-2133		Shenandoah Technical College	20	1,413,360	1,352,672	541,069	21
4-0064(s)		Hollins College	21	3,015,223	2,314,876	16,469	21
4-0248(s)	5-0069	Sullins College	21, 23	352,000	352,000	18,957	21
4-1359	5-1359	Virginia Wesleyan College	10	1,814,110	1,765,186	453,037	21
4-1360	5-1360	do	21	1,050,392	1,030,453	306,090	21
4-1361		Emory and Henry College (Appalachia grant: $225,000)	10	1,024,815	1,023,795	304,759	21
4-1362		The College of William and Mary in Virginia	21	2,870,720	2,353,000	568,600	21
4-1363		Hampden-Sydney College	21	1,573,196	1,573,196	414,639	21
4-2009		Richmond Professional Institute	20	1,781,144	606,167	201,542	21
4-2010		Virginia State College (Norfolk division)	21	1,700,000	1,700,000	440,000	21
4-2011		Old Dominion College	29	4,167,833	3,651,792	830,358	21
4-2012		Lynchburg College	29, 10	834,448	834,448	258,612	21
4-2013		Lynchburg College	29	1,025,669	1,025,669	305,134	21
4-2014		Virginia State College	29	2,007,000	1,982,500	496,500	21
4-2015		George Mason College	20	330,446	313,005	81,446	21
4-2016		College of William and Mary	29	3,395,990	1,347,205	369,441	21
4-2017		Hampton Institute	29	2,066,796	1,420,219	384,044	21
4-2018		Eastern Mennonite College	21	1,247,718	1,247,718	349,544	21
4-2019		Roanoke College	26	2,196,564	1,540,558	408,112	21
4-2020		do	70	1,537,132	1,537,132	407,426	21
4-2021		Hampton Institute	10	496,917	496,917	165,639	21
4-2022		do	29	662,132	531,095	177,032	21
4-2023		do	24, 29	2,371,309	183,209	61,069	21
4-2024		Mary Washington College	29	1,840,699	1,713,496	261,268	21

VIRGIN ISLANDS							
3-0101(s)		College of the Virgin Islands	10	720,000	720,000	66,771	21
WASHINGTON							
3-0024(s)		Green River Community College	70	2,828,712	2,671,721	757,152	21
3-1712		Highline College	70	2,577,658	2,577,658	1,031,663	21
4-0189(S)	5-0039	University of Puget Sound	21, 21, 10	3,818,892	3,771,892	613,610	21
4-1404	5-1404	St. Martin's College	29	547,800	547,297	182,432	21
4-1467	5-1467	Seattle Pacific College	20, 40	1,021,852	989,212	329,737	21
4-1526	5-1526	Seattle University	29	3,117,065	2,665,466	888,488	21
4-1623		Western Washington State College	21, 23	2,475,500	2,455,100	797,500	21
4-1624		Central Washington State College	21	2,100,000	2,100,000	700,000	21
4-1625		Pacific Lutheran University	10	1,715,360	1,715,360	571,786	21
4-1626		University of Washington	22	3,465,775	3,465,775	1,155,258	21
4-1627		Washington State University	23	507,500	507,500	168,998	21
4-1628		Eastern Washington State College	20, 24	753,000	753,000	251,000	21
4-1629		University of Washington	21, 10	1,783,409	1,368,571	456,190	21
4-1630		Western Washington State College	26	330,000	327,399	109,133	21
4-1631		Eastern Washington State College	28	525,000	525,000	175,000	21
4-1632		Fort Wright College	20, 10, 25	79,475	78,175	26,058	21
4-1633		Eastern Washington State College	26	255,000	247,350	82,450	21
4-2174		Washington State University	40	2,991,668	2,820,797	57,532	21
WEST VIRGINIA							
3-1986		West Virginia University (Parkersburg campus)	20	2,911,057	2,853,646	1,141,458	21
4-0074(s)		Glenville State College	10	915,973	716,250	165,973	21
4-1183		Morris Harvey College	21, 25	215,936	215,936	71,979	21
4-1184	5-1184	Salem College (Clarksburg campus)	21, 23, 25	760,491	679,624	226,541	21
4-1185	5-0135	Ohio Valley College, Inc	10, 25, 20	269,700	260,591	86,863	21
4-1186		Alderson-Broaddus College, Inc	10	345,470	341,073	113,691	21
4-1187		West Virginia Wesleyan College, Inc. (Appalachia grant: $250,612)	21	1,960,965	1,960,965	653,590	21
4-1188	2-1188	West Virginia University	21	2,775,170	1,040,245	346,742	21
4-1550	2-1550	do	26	7,932,638	4,156,770	928,000	21
4-1981		Beckley College	10, 21, 20	619,353	619,353	206,451	21
4-1982		Morris Harvey College	29	960,684	950,484	316,828	21
4-1983		West Liberty State College	26	175,000	175,000	58,275	21
4-1984		Bethany College	26	735,005	719,475	239,687	21
4-1985		Glenville State College	20	300,000	300,000	100,000	21
4-2165		Wheeling College	10	1,559,930	1,549,930	1,542	21
WISCONSIN							
3-0091(s)		University of Wisconsin (Waukesha County)	20, 10	2,522,837	2,059,622	213,171	21
3-0092(s)		University of Wisconsin (Rock County)	20	1,919,281	1,560,536	404,884	21
3-1546		Madison Vocational, Technical, and Adult Schools	28, 10, 40, 50	531,376	501,298	200,519	21
3-1547		University of Wisconsin (Waukesha County)	29	375,404	369,522	147,809	21
3-1548		University of Wisconsin (Marathen County)	20, 21, 10, 29, 50	2,686,525	2,355,545	939,197	21
3-1549		University of Wisconsin (Marinette County)	50, 20, 10	674,076	574,945	229,978	21
3-1604		Wisconsin State University (Richland)	71	2,296,152	2,521,831	416,030	21
4-0381(s)	5-1966	St. Norbert College	21, 23	2,796,458	2,796,458	870,815	21

See footnotes at end of table, p. 130.

Projects received by State—Continued

Project No.	Related project No.	Institution or branch campus	Type of facility [1]	Total cost	Eligible cost	Amount of Federal share	State of processing completed [2]
WISCONSIN—con.							
4-1370	5-1370	Beloit College	21	$3,793,385	$2,829,612	$900,000	21
4-1374	5-1374	Milton College	25, 10	457,977	452,469	150,143	21
4-1381	5-1381	Lakeland College	21	873,000	857,955	285,985	21
4-1541	5-1541	Marquette University	25	1,742,007	1,685,977	561,992	21
4-1542	5-1542	do	10	800,817	712,284	237,428	21
4-1543		Marion College of Fond du Lac	26, 21, 10, 40	2,590,459	1,569,282	523,094	21
4-1544	5-0091	Northland College	21	686,420	681,920	226,984	21
4-1545		Carthage College	10	106,569	106,569	35,523	21
4-1915	5-1915	Wisconsin State University, Stevens Point	20	3,369,404	3,240,884	1,000,000	21
4-1916	5-1916	Wisconsin State University, La Crosse	10	2,728,593	2,646,593	882,331	21
4-1917	5-1917	Wisconsin State University, River Falls	10	1,928,718	1,871,598	623,866	21
4-1918	5-1918	Stout State University	20, 21, 28	4,436,657	4,285,697	1,000,000	21
4-1919		Marquette University	21	747,481	747,481	200,580	21
4-1920	5-2065	Wisconsin State University, Platteville	29	3,958,030	3,828,490	869,221	21
WYOMING							
3-1580		Northwest Community College	20	565,000	565,000	174,951	21
4-1869		University of Wyoming	21	9,554,860	7,338,104	1,030,649	21

EXPLANATION OF CODES USED ON TITLE I STATUS REPORTS

[1] Type of facility:
10—Library.
20—Instructional, general.
21—Instructional, natural sciences.
22—Instructional, engineering.
23—Instructional, mathematics.
24—Instructional, social sciences.
25—Instructional, modern foreign languages.
26—Instructional, arts and humanities.
27—Instructional, professional training.
28—Instructional, technician training.
29—Instructional, other.
30—Research (not classified).
31—Research, natural sciences.
32—Research, engineering.
33—Research, mathematics.
34—Research, social sciences.
39—Research, all others.
40—Administrative.
50—Other instruction related.
60—Related supporting.
70—Multipurpose complex.
71—Multipurpose complex for new community college.

[2] Stage of processing completed:
10—Application received.
11—Preliminary review completed.
12—Sent for engineering review.
13—Engineering review completed.
14—Final review completed.
20—Project approved and applicant notified.
21—Grant agreement executed.
96—Withdrawn; project determined ineligible by Office of Education.
97—Withdrawn by applicant during various stages of processing.
98—Withdrawn by State commission during various stages of processing.
99—Combined for approval with another project from same institution.

HIGHER EDUCATION FACILITIES ACT, PUBLIC LAW 88-204

Title II grants by State, fiscal year 1966

State and project number	Institution and facility	Grant amount	Estimated total development cost
ALABAMA			
2-1130	Auburn University, Nuclear Research Center	$231,520	$1,414,195
2-1246	Auburn University, new wing to Forestry Building	57,946	410,000
2-1840	Tuskegee Institute, School of Home Economics and Food Administration (remodeling).	27,050	150,000
2-1841	Tuskegee Institute, facility for agricultural sciences (remodeling).	62,100	225,000
State total		378,616	2,199,195
ALASKA			
2-1892	University of Alaska, Library Building	1,263,094	5,350,000
State total		1,263,094	5,350,000
ARIZONA			
2-1243	Arizona State University, Law School Building	788,793	2,366,379
2-1280	University of Arizona, facility for engineering	129,909	389,728
2-1605	Arizona State University, School of Business Administration.	318,514	1,566,459
State total		1,237,216	4,322,566
CALIFORNIA			
2-1008	University of California (Riverside) Agricultural Sciences Building.	717,421	4,315,750
2-1314	University of California (San Diego) Center for Mathematics, Physics, and Aerodynamics.	1,868,176	6,827,100
2-1373	University of California (Berkeley) civil engineering facility.	1,830,608	6,770,000
2-1399	Claremont Graduate School and University Center, Psychology Building.	380,600	2,397,215
2-1469	University of California (Davis) Biological Sciences Building.	1,921,000	9,768,000
2-1568	University of California (San Francisco) Law School (new and remodeling).	759,798	2,729,000
State total		7,477,603	32,807,065
CONNECTICUT			
2-1278	University of Connecticut, Physics Building	466,666	2,900,000
State total		466,666	2,900,000
DELAWARE			
2-1061	University of Delaware, College of Education Building	370,710	2,284,164
2-1313	University of Delaware, Chemical Engineering Building	535,264	2,759,571
State total		905,965	5,043,735
DISTRICT OF COLUMBIA			
2-1578	Catholic University of America, facility for engineering, mechanics (remodeling).	78,166	276,000
State total		78,166	276,000
FLORIDA			
2-1366	Stetson University, Law School buildings at St. Petersburg.	286,861	899,691
2-1743	University of South Florida, facility for science center	767,194	2,680,000
State total		1,054,055	3,579,691

HIGHER EDUCATION FACILITIES ACT, PUBLIC LAW 88-204—Continued

Title II grants by State, fiscal year 1966—Continued

State and project number	Institution and facility	Grant amount	Estimated total development cost
GEORGIA			
2-1013	University of Georgia Forestry Facilities (new and remodeling).	$370,239	$1,916,288
2-1275	University of Georgia, psychology	567,728	5,611,810
State total		937,967	7,528,098
ILLINOIS			
2-1276	Southern Illinois University, Life Sciences Building	2,156,000	9,800,000
2-1441	University of Chicago, Library Building	3,410,772	18,633,075
2-1455	Illinois Institute of Technology, Engineering Building	606,131	4,300,030
2-1606	Northwestern University, biological sciences facility	1,327,097	5,811,335
State total		7,500,000	38,544,440
INDIANA			
2-1036	Ball State University, facilities for psychology and education.	775,584	3,377,000
2-1407	Indiana University, biological sciences facility (remodeling).	134,370	668,623
State total		909,954	4,045,623
IOWA			
2-1680	State University of Iowa, art facility (new and remodeling)	439,235	2,303,000
State total		439,235	2,303,000
KANSAS			
2-1191	University of Kansas, building for biology and biochemistry.	644,864	2,890,041
State total		644,864	2,890,041
KENTUCKY			
2-1055	Murray State College, addition to School of Education	214,833	644,500
2-1030	University of Louisville, psychology and biology facility	356,629	2,993,533
2-1555	University of Kentucky, social sciences and education classroom-office complex.	1,129,070	9,980,000
State total		1,700,532	13,618,033
MAINE			
2-1189	University of Maine, Zoology Building	229,639	1,350,000
2-1190	University of Maine, Forestry Building	271,935	1,262,857
2-1773	University of Maine, Chemistry Building (remodeling)	89,310	900,000
State total		590,884	3,512,857
MASSACHUSETTS			
2-1006	Worcester polytechnic Institute, engineering facility	361,333	1,144,000
2-1007	Harvard University, Graduate School of Design	2,018,333	6,055,000
State total		2,379,666	7,199,000
MICHIGAN			
2-1131	Michigan State University, Research Library (new and remodeling).	1,000,000	4,000,000
2-1249	Western Michigan University facility for chemistry (new and remodeling).	524,345	2,713,150
2-1757	Michigan Technological University, Chemistry and biological Sciences Building	545,147	5,885,000
State total		2,069,492	12,598,150

HIGHER EDUCATION FACILITIES ACT, PUBLIC LAW 88-204—Continued

Title II grants by State, fiscal year 1966—Continued

State and project number	Institution and facility	Grant amount	Estimated total development cost
MINNESOTA			
2-1274	University of Minnesota, underground wing to library	$300,000	$900,000
State total		300,000	900,000
MISSISSIPPI			
2-1009	University of Mississippi, Building for the Humanities	109,949	969,576
2-1411	University of Mississippi, Chemistry Building (remodeling).	81,237	585,000
State total		191,186	1,554,576
MISSOURI			
2-1192	Washington University (St. Louis), Law School Building	1,114,016	3,342,050
2-1261	University of Missouri (Columbia), mathematics and sciences facility.	337,492	1,115,800
2-1468	University of Missouri (Rolla), mechanical engineering facility.	213,975	1,125,000
State total		1,665,483	5,582,850
NEW JERSEY			
2-1043	Rutgers, the State University Library of Science	730,126	2,827,390
2-1146	Princeton University, facility for European languages and literature (remodeling).	83,371	771,160
State total		813,497	3,598,550
NEW MEXICO			
2-1001	New Mexico State University, facility for teacher education.	241,921	1,088,592
State total		241,921	1,088,592
NEW YORK			
2-1005	University of Rochester, Library addition (new and remodeling).	1,275,065	5,795,750
2-1017	Yeshiva University, Graduate School of Science	2,120,152	10,787,750
2-1379	Columbia University, School of International Affairs	199,944	600,000
2-1385	City University of New York, Graduate Center (remodeling).	1,309,731	9,350,000
2-1406	New York University (Washington Square campus), education and social work facility.	2,333,442	14,129,986
2-1483	Teachers College, Columbia University, teacher education facility (remodeling).	261,666	785,000
State total		7,500,000	41,448,486
OHIO			
2-1016	Ohio University, physical science complex	594,153	4,837,165
2-1044	The University of Akron, Science and Engineering Center	807,745	9,075,787
2-1062	Kent State University, Science Building-biology	137,280	3,200,000
2-1063	Kent State University, English and foreign languages	191,100	1,400,000
2-1217	University of Cincinnati, facility for chemistry and biological sciences.	1,895,759	15,539,012
2-1248	University of Toledo, Biology and Chemistry Building	481,735	4,725,640
2-1386	Ohio University, Radio, Television, and Speech Communication Building.	150,042	2,859,750
2-1492	Ohio University, facility for zoology and psychology	180,000	600,000
2-1551	Ohio Agriculture Research and Development Center, Library Statistics Laboratory and Building.	212,904	1,535,000
2-1678	University of Toledo, College of Business Administration (remodeling).	2,069	3,207
2-1765	Ohio State University, Biological Sciences Building	1,384,133	7,000,000
2-1768	Miami University, Behavioral Science-Psychology Building.	431,019	2,210,734
State total		6,467,939	52,989,295

HIGHER EDUCATION FACILITIES ACT, PUBLIC LAW 88-204—Continued

Title II grants by State, fiscal year 1966—Continued

State and project number	Institution and facility	Grant amount	Estimated total development cost
OREGON			
2-1200	University of Portland, facility for psychology (new and remodeling).	$186,953	$2,738,033
State total		186,953	2,738,033
PENNSYLVANIA			
2-1015	Pennsylvania State University facility for land and water resources, entomology, and plant pathology.	607,888	2,104,158
2-1033	Lehigh University, Science and Engineering Library	250,000	1,500,000
2-1552	Pennsylvania State University, Life Sciences Building	1,032,329	3,614,600
2-1769	University of Pittsburgh, Natural Sciences Building	1,143,138	4,035,557
State total		3,033,355	11,254,315
PUERTO RICO			
2-1014	University of Puerto Rico, Building for Social Sciences	400,600	1,201,800
State total		400,600	1,201,800
RHODE ISLAND			
2-1279	Brown University, Science Library	730,675	3,599,298
State total		730,675	3,599,298
SOUTH CAROLINA			
2-1035	Clemson University, Building for College of Engineering	198,835	1,995,000
State total		198,835	1,995,000
TENNESSEE			
2-1000	University of Tennessee, humanities and social sciences complex.	263,863	4,249,003
2-1019	George Peabody College for Teachers and Vanderbilt University, graduate wing to joint university library (new and remodeling).	630,000	2,100,000
2-1577	University of Tennessee, Plant Sciences Building	233,254	2,214,432
State total		1,127,117	8,563,435
TEXAS			
2-1032	University of Houston, Science Building	1,420,968	7,292,000
2-1054	Texas Woman's University Biology-Chemistry Building	134,654	665,312
2-1245	Texas A. & M. University, Engineering Building	312,000	936,000
2-1367	St. Mary's University of SanAntonio, Law School complex.	606,766	1,820,298
2-1470	Texas A. & M. University, Engineering and Geology Buildings (remodeling).	149,285	971,171
2-1579	Texas Woman's University, Biology and Chemistry Graduate Research Building.	161,788	486,629
State total		2,785,461	12,171,410
UTAH			
2-1018	University of Utah, College of Business Center	60,300	590,300
2-1021	University of Utah, facility for School of Social Work	310,000	930,000
2-1403	University of Utah, facility for mines and mineral industries.	1,050,000	4,190,000
State total		1,420,300	5,710,300
VERMONT			
2-1143	University of Vermont, Life Sciences Building	294,741	2,389,150
State total		294,741	2,389,150

HIGHER EDUCATION FACILITIES ACT, PUBLIC LAW 88-204—Continued

Title II grants by State, fiscal year 1966—Continued

State and project number	Institution and facility	Grant amount	Estimated total development cost
WASHINGTON			
2-1569	University of Washington, Center for Graduate Study	$437,653	$1,458,750
State total		437,653	1,458,750
WEST VIRGINIA			
2-1188	West Virginia University, Chemistry Building	215,817	2,322,170
2-1550	West Virginia University, Creative Arts Center	613,989	7,932,638
State total		829,806	10,254,808
WISCONSIN			
2-1010	University of Wisconsin (Milwaukee), Library Building	802,434	3,835,388
2-1038	University of Wisconsin (Madison), library addition (new and remodeling).	372,500	2,130,000
2-1659	The Cardinal Stritch College, reading laboratory facility	165,569	505,247
State total		1,340,503	6,470,635
95 grants [1] for total of.		60,000,000	323,686,777

[1] Average grant $631,579.

COLLEGE FACILITIES LOANS (TITLE III, PUBLIC LAW 88-204)

Status report as of June 30, 1966

I. Loans requested, 273 applications	$240,334,000
II. Fiscal year 1966 appropriation	110,000,000
143 loans approved and obligated	101,035,000
Appropriation balance (not available for loans because of enactment of Public Law 88-429 on May 4, 1966)	8,965,000
III. Loan applications deferred to fiscal year 1967: 130 applications	139,299,000
IV. Bonds purchased during fiscal year 1966	50,780,000
Loan advances outstanding	2,144,000

PART I.—*Fiscal year 1966 projects*

Project No. [1]	Related project No.	Institution or branch campus	Type of facility [2]	Total cost	Eligible cost	Amount of Federal share [3]	Stage of processing completed [4]
ALABAMA							
5-1376		Spring Hill College	21	$600,000	$600,000	$250,000	22
5-1495		University of South Alabama	10	1,923,460	1,923,460	809,000	22
ALASKA							
5-1060	4-1060	Alaska Methodist University	70	227,374	227,374	95,000	22
ARKANSAS							
5-1260	4-1260 4-1909	University of Arkansas	10	3,600,000	3,600,000	1,100,000	22
5-1308	4-1308	Agricultural, Mechanical, and Normal College	10	814,000	814,000	200,000	22
5-1464	4-1902	Arkansas State College	21	2,302,000	2,302,000	976,000	22
5-1479		do	26	1,242,300	1,242,300	793,000	22
5-1508	4-0319	Arkansas College	21, 23, 25	673,719	673,719	280,000	22
CALIFORNIA							
5-0066S	4-0274	Humphreys College	20	507,735	466,497	24,000	22
5-0103S	4-0278	St. Mary's College	10	1,237,571	1,237,221	85,000	22
5-0106S	4-0262	California College of Arts and Crafts	10, 21	1,121,037	1,121,037	166,000	22
5-0114S	4-0267	Southern California College	21	156,730	156,730	16,000	22
5-0122S	4-0252	Pitzer College	10, 20	535,132	535,132	40,000	22
5-1369	4-0268	Pacific College of Fresno	21	217,464	217,464	90,000	22
5-1399	2-1399 4-1399	Claremont Graduate School	21	2,397,215	1,449,111	850,000	22
5-1461	4-1461	California Institute of the Arts	26	6,683,686	6,683,686	2,840,000	22
5-1510	4-1510	La Verne College	10, 21, 25	1,100,000	1,100,000	462,000	22
5-1558	4-1558	Center for Early Education	20	300,088	300,088	125,000	22
5-1574	4-1574	Chapman College	21	2,150,756	2,150,756	911,000	22
COLORADO							
5-1487	4-0038	Regis College	10, 21	1,742,101	1,742,101	700,000	22
DISTRICT OF COLUMBIA							
5-1482	2-0045 4-0388	Georgetown University	10	6,554,000	6,554,000	2,863,000	22
5-1486	4-0391	Dunbarton College of Holy Cross	10	759,625	759,625	316,000	22
5-1493	4-1493	Trinity College	40	2,568,248	837,967	426,000	22

FLORIDA							
5-0095S	4-0176	University of Miami	21	6,074,173	5,774,128	476,000	22
5-1196	4-1196	Brevard Engineering College	21, 22	390,680	390,680	163,000	22
5-1366	2-1366	John B. Stetson University	27, 40	899,601	864,604	602,000	22
5-1368	4-1368	Florida Southern College	10	1,262,546	1,262,546	534,000	22
5-1393	4-1393	New College	20, 25	476,318	473,604	182,000	22
ILLINOIS							
5-1022	4-1022	St. Procopius College	21, 23	1,500,000	1,500,000	625,000	22
5-1052	4-1052	Quincy College	10	1,332,000	1,332,000	629,000	22
5-1145	4-1145	Bradley University	21				97
5-1307	4-1307	Loyola University	10	3,117,445	3,117,445	1,338,000	22
5-1440	4-0103	Eureka College	10	705,281	705,281	176,000	22
5-1444	4-1444	Central YMCA Community College	20, 40	2,218,223	2,104,673	1,200,000	22
5-1870	4-0095	Olivet Nazarene College	21	1,787,159	633,304	150,000	22
INDIANA							
5-1036	2-1036 4-1036	Ball State University	70	4,271,200	4,271,200	2,427,000	22
5-1258	4-1258	St. Mary-of-the-Woods College	21, 24	2,091,010	1,858,888	780,000	22
5-1391	4-0305 2-0069	Indiana State University	21	4,293,040	4,293,040	1,888,000	22
IOWA							
5-0139S	4-1153	Upper Iowa University	10	780,198	780,198	58,000	22
5-1046	4-1046	Luther College	10, 20	2,208,130	2,208,130	2,120,000	22
5-1155	4-1155	Simpson College	21, 23	298,155	298,155	125,000	22
5-1392	4-1392	Westmar College	21	981,565	981,565	408,000	22
5-1400	4-1400	Morningside College	10, 21	1,624,744	1,624,744	633,000	22
5-1401		Dordt College, Inc	29	280,000	280,000	116,000	22
5-1402	4-1402	do	21	300,000	300,000	125,000	22
5-1426	4-0036	Wartburg College	21	1,349,778	1,349,778	500,000	22
5-1439	4-1439	Iowa Wesleyan College	10	1,220,757	1,220,757	554,000	22
KANSAS							
5-1465	4-1465	The Southwestern College	29	345,532	345,532	144,000	22
5-1466	4-1466	do	10	174,783	174,783	72,000	22
5-1536	4-1536	Fort Scott Community Junior College	10, 20, 40	814,894	800,000	336,000	22
5-1572	4-1572	St. Benedict's College	10	1,046,000	1,046,000	440,000	22
KENTUCKY							
5-1029	4-1029	University of Louisville	22	1,135,414	1,135,414	557,000	22
5-1030	2-1030 4-1030	do	21	2,993,533	2,993,553	1,295,000	22
5-1055	2-1055	Murray State College	20	808,316	808,316	391,000	22
5-1068	4-1068	do	21	2,412,117	2,412,117	1,005,000	22
5-1069	4-1069	Western Kentucky State College	21	3,626,467	3,626,467	1,478,000	22

See footnotes at end of table, p. 141.

PART I.—*Fiscal year 1966 projects*—Continued

Project No. [1]	Related project No.	Institution or branch campus	Type of facility [2]	Total cost	Eligible cost	Amount of Federal share [3]	Stage of processing completed [4]
KENTUCKY—con.							
5-1070	4-1070	Eastern Kentucky State College	21	$3,210,000	$3,210,000	$1,365,000	22
5-1322		Catherine Spalding College	10	1,547,463	1,547,463	713,000	22
5-1388		Kentucky State College	20	1,815,000	1,815,000	1,360,000	22
5-1405	4-0026	Murray State College	10	825,724	825,724	344,000	22
5-1463		Alice Lloyd College	21	358,000	358,000	151,000	22
5-1525		Murray State College	40	1,308,514	1,308,514	981,000	22
LOUISIANA							
5-1251	2-1251	Tulane University	21	3,000,000	3,000,000	1,088,000	22
MAINE							
5-1277	4-1277	Nasson College	10	493,000	490,109	207,000	22
5-1442	4-1442	Husson College	29, 40	4,734,750	4,734,750	2,396,000	22
5-1511	4-1511	Ricker College	10	701,444	701,444	292,000	22
MARYLAND							
5-1387	4-0401	College of Notre Dame	21	2,294,000	2,294,000	955,000	22
MASSACHUSETTS							
5-1383	4-1383 4-0397	Bentley College of Accounting and Finance	10, 20, 40	8,165,107	8,165,107	4,860,000	22
MICHIGAN							
5-0040S	4-0197	Suomi College	10	400,000	400,000	58,000	22
5-1057	4-1057	Lawrence Institute of Technology	21, 23	2,199,505	2,199,505	921,000	22
5-1247	4-1247	Calvin College	21	2,316,000	2,316,000	987,000	22
MISSOURI							
5-1553	4-0052	Lindenwood College	21	1,532,953	1,531,735	638,000	22
5-1559		Evangel College					97
MONTANA							
5-1045	4-0311	Carroll College	20, 40	814,000	814,000	480,000	22

NEBRASKA							
5-1053	4-1053	Hiram Scott College	10, 21	1,384,331	1,384,331	638,000	22
5-1481	4-1481	The Creighton University	21, 31	4,404,100	4,404,100	1,869,000	22
NEW JERSEY							
5-0027S	4-0129	Fairleigh Dickinson University	10, 20	793,000	793,000	56,000	22
5-0029S	4-0130	do	21	1,406,519	1,406,519	91,000	22
5-0032S	4-0134	Upsala College	21, 23	2,582,600	2,564,600	339,000	22
5-0072S	4-0366	Fairleigh Dickinson University	10, 20	269,000	269,000	18,000	22
5-1371	4-1371	do	20	2,366,197	2,366,197	997,000	22
NEW MEXICO							
5-1560	4-1560	College of Santa Fe	29	699,690	670,180	283,000	22
NEW YORK							
5-1195	4-0294	Fordham University	70	14,929,018	14,929,018	5,000,000	22
5-1272	4-1272	Eisenhower College	70	2,142,427	2,133,752	1,107,000	22
5-1273		do	40	2,115,027	1,405,246	1,036,000	22
5-1312	4-1312	Pace College	10, 29, 40	17,240,421	9,285,220	5,000,000	22
5-1329	4-1329	Rosary Hill College	10, 20	1,021,277	1,021,277	553,000	22
5-1335	4-1335	Mater Dei College	10	393,000	393,000	151,000	22
5-1358	4-0289	D'Youville College	21	3,790,700	2,612,552	500,000	22
5-1428		St. Francis College	29, 40	2,068,053	956,445	403,000	22
NORTH CAROLINA							
5-0003S	4-0379	Queens College	21	770,000	770,000	41,000	22
5-0025S	4-0152	Pfeiffer College	10	785,000	785,000	93,000	22
5-1026	4-1026	Brevard College	10	452,022	452,022	188,000	22
5-1133	4-1133	Mitchell College	10	666,150	666,150	278,000	22
5-1377	4-1377	Fayetteville State College	29	593,280	593,280	235,000	22
5-1378	4-1378	Livingstone College	10, 24, 29	823,627	823,627	339,000	22
5-1380	4-0157	do	21, 23	539,618	539,618	224,000	22
5-1390	4-1390	Methodist College	26, 40	1,310,402	1,310,402	537,000	22
5-1484	4-1484	St. Andrews Presbyterian College, Inc	29	1,553,106	1,310,771	549,000	22
5-1485	4-1485	Montreat-Anderson College	21, 23	426,784	426,784	182,000	22
5-1488	4-1488	North Carolina Wesleyan College	10, 29	542,220	542,220	227,000	22
5-1491		Pfeiffer College	26				97
5-1517	4-0148	Mount Olive Junior College	21, 40	470,300	470,300	160,000	22
5-1539		Chowan College	10, 26	800,000	800,000	600,000	22
NORTH DAKOTA							
5-1462	4-1462	Mary College	21	1,864,656	1,400,694	596,000	22

See footnotes at end of table, p. 141.

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PART I.—*Fiscal year 1966 projects*—Continued

Project No. [1]	Related project No.	Institution or branch campus	Type of facility [2]	Total cost	Eligible cost	Amount of Federal share [3]	Stage of processing completed [4]
OHIO							
5-1144	4-1144	Defiance College	29, 40	$857,910	$857,910	$300,000	22
5-1389	4-1389	Findlay College	10	1,060,559	1,060,559	441,000	22
5-1427		do	29	851,441	837,441	628,000	22
OREGON							
5-1056	4-1056	Willamette University	10, 27	1,098,594	1,098,594	150,000	22
PENNSYLVANIA							
5-0018S	4-0412	Delaware Valley College of Science and Agriculture	21	1,125,000	1,125,000	148,000	22
5-0081S		Thiel College	29	500,000	500,000	111,000	22
5-1024	4-0410	Marywood College	10	1,834,168	1,834,168	852,000	22
5-1295	4-1295	St. Vincent College	21	2,112,369	2,112,369	1,000,000	22
5-1301	4-1301	Dickinson College	10	2,309,585	2,307,827	1,072,000	22
5-1480		Holy Family College	10	1,308,624	1,308,624	436,000	22
5-1554	3-1554	Bucks County Community College	10, 20, 29	6,259,700	5,242,103	1,834,000	22
5-1839		University of Scranton	29, 70	1,798,770	1,798,770	815,000	22
5-1871	4-0414	Lycoming College	70	5,033,246	4,169,921	1,500,000	22
SOUTH CAROLINA							
5-1025	4-0141	Morris College	21, 25	361,605	361,605	175,000	22
5-1351	4-1351	Allen University	21	545,299	545,299	227,000	22
5-1352	4-1352	Claflin University	10	524,000	524,000	242,000	22
5-1372		Furman University	21	2,595,800	2,505,800	1,770,000	22
TENNESSEE							
5-1027	4-1027	Lambuth College	21	1,383,100	1,383,100	625,000	22
5-1471	4-0162	David Lipscomb College	21	1,572,735	1,572,735	772,000	22
TEXAS							
5-1023		Blinn College	29	154,000	154,000	115,000	22
5-1090	3-1090	Wharton County Junior College	10, 21, 26	1,716,354	1,716,354	600,000	22
5-1093	3-1093	Cisco Junior College	26	404,469	404,469	146,000	22
5-1099	3-1099	Blinn College	20	222,000	222,000	106,000	22
5-1102	4-1102	St. Edwards University	21, 23, 25	1,061,519	1,061,519	500,000	22
5-1112	4-1112	Texas Wesleyan College	21, 24	1,659,749	1,659,749	625,000	22
5-1339		Southern Methodist University	26	4,366,826	4,366,826	1,819,000	22
5-1382		Christian College of the Southwest	70	501,845	501,845	209,000	22
5-1507		Abilene Christian College	29	1,282,044	1,190,446	507,000	22
VERMONT							
5-0044S		Windham College	10	463,000	463,000	14,000	22

5-1028	4-1028	do	21	840,000	840,000	567,000	22
5-1159	4-1159	Goddard College	10	845,410	841,410	351,000	22
VIRGINIA							
5-0069S	4-0248	Sullins College	21	352,000	352,000	23,000	22
WASHINGTON							
5-0039S	4-0189	University of Puget Sound	21	3,818,892	3,818,892	613,000	22
5-1467	4-1467	Seattle Pacific College	20, 40	1,021,852	1,021,852	417,000	22
WEST VIRGINIA							
5-1184	4-1184	Salem College	10, 70	760,419	696,208	295,000	22
WISCONSIN							
5-0091S	4-1544	Northland College	21				97
5-1320		Ripon College	29	1,687,000	1,687,000	725,000	22
5-1370	4-1370	Beloit College	21	3,793,385	2,875,772	1,256,000	22
5-1374	4-1374	Milton College	10, 25	457,977	457,977	187,000	22
5-1381	4-1381	Lakeland College	21	873,000	873,000	364,000	22
5-1541	4-1541	Marquette University	25	1,742,007	1,742,007	725,000	22
5-1542	4-1542	do	10	800,817	800,817	355,000	22
5-1966		St. Norbert College	21	2,796,458	2,796,458	1,150,000	22

EXPLANATION OF CODES USED ON TITLE III STATUS REPORT

[1] S equals supplements; amounts shown in Federal share column represent increases in loans because of bid overruns or revised cost estimates.

[2] Type of facility:
- 10—Library.
- 20—Instructional, general.
- 21—Instructional, natural science.
- 22—Instructional, engineering.
- 23—Instructional, mathematics.
- 24—Instructional, social sciences.
- 25—Instructional, modern foreign languages.
- 26—Instructional, arts and humanities.
- 27—Instructional, professional training.
- 28—Instructional, technician training.
- 29—Instructional, other.
- 30—Research (not classified).
- 31—Research, natural sciences.
- 32—Research, engineering.
- 33—Research, mathematics.
- 34—Research, social sciences.

[2] Type of facility—continued
- 39—Research, all others.
- 40—Administrative.
- 50—Other instruction related.
- 60—Related supporting.
- 70—Multipurpose complex.
- 71—Multipurpose complex for new community college.

[3] Obligated.

[4] Stage of processing completed:
- 10—Application received.
- 11—Preliminary review completed.
- 12—Sent for engineering review.
- 13—Engineering review completed.
- 14—Final review completed.
- 20—Project approved and applicant notified.
- 22—Loan agreement executed.
- 97—Withdrawn by applicant during various stages of processing.
- 99—Combined for approval with another project from same institution.

PART II.—*Loan requests deferred until fiscal year 1967*

Project No. [1]	Related project No.	Institution or branch campus	Type of facility [2]	Total cost	Eligible cost	Loan requested [3]
ALABAMA						
5-1746		University of Southern Alabama	29	$1,532,730	$1,532,730	$639,000
ARKANSAS						
5-1682	4-1908	Arkansas College	10	707,126	707,126	295,000
5-1833		University of Arkansas	24	1,505,000	1,505,000	500,000
CALIFORNIA						
5-0055S	4-0263	Westmont College	10	1,087,000	1,087,000	107,000
5-1783	4-1783	U.S. International University	10	2,832,910	2,832,910	1,189,000
5-1814	4-1814	Golden Gate College	20	862,614	772,156	321,000
COLORADO						
5-1992	4-1992	Colorado Woman's College	20	1,771,628	1,771,628	723,000
5-2172		University of Denver	20	1,821,335	1,821,335	779,000
CONNECTICUT						
5-1603	4-1603	Fairfield University	10	1,900,000	1,900,000	925,000
5-1616	4-1616	University of Hartford	20	1,662,000	1,662,000	500,000
5-1661	4-1661	Post Junior College	40	1,200,699	1,200,699	528,000
5-1941	4-1941	Connecticut College for Women	26	2,429,186	2,429,186	1,000,000
DISTRICT OF COLUMBIA						
5-1953	4-1953	George Washington University	40	1,423,920	1,423,920	596,000
5-1954	4-1954	----do	20, 40	4,475,059	4,475,059	1,873,000
5-2121		Georgetown University		9,767,800	9,767,800	4,000,000
FLORIDA						
5-1197	4-0177	Brevard Engineering College	10	122,436	122,436	50,000
5-1433	4-1433	St. Leo College, Inc	21	706,200	706,200	296,000
5-1723	4-1723	Florida Memorial College, Inc	70	3,359,389	3,354,389	1,544,000
5-1728		Embry-Riddle Aeronautical Institute, Inc	20	1,299,707	1,299,707	549,000
GEORGIA						
5-2189		Mercer University	21	1,500,000	1,500,000	500,000

HAWAII						
5-1573	4-1573	University of Hawaii	21	3,484,450	3,383,350	2,364,000
5-1575	4-1575	do	24	3,350,000	3,350,000	1,512,000
ILLINOIS						
5-1448	4-1448	Roosevelt University	10, 20	1,988,133	1,988,133	857,000
5-1454	4-1454	Monmouth College	21, 10	3,592,800	3,592,800	1,625,000
5-1456	4-1456	Augustana College	10	735,036	735,036	306,000
5-1717	2-0032 4-0310	Northwestern University	10	9,738,615	9,738,615	4,000,000
5-1537	4-0097	Augustana College	21	390,012	390,012	162,000
5-2108	4-2108	Loyola University	10, 20	1,846,961	1,669,181	703,000
5-2112	4-2112	National College of Education	70	998,492	974,678	408,000
5-2167		Loyola University	26	6,021,142	560,988	236,000
INDIANA						
5-1950	4-1950	Purdue University	29	3,440,996	3,449,996	1,204,000
IOWA						
5-1425	4-1425 4-1968	Grand View College	10, 21	1,758,249	1,758,249	732,000
5-1562	4-1562	Buena Vista College	21	781,626	781,626	329,000
5-1932	4-1932	do	20	1,085,830	1,077,670	478,000
KANSAS						
5-1744		Kansas Wesleyan University	21	1,431,800	1,471,800	613,000
KENTUCKY						
5-1029(S)	4-1029	University of Louisville	22	1,135,414	1,135,414	86,000
5-1072	4-1072	Villa Madonna College	10 20, 40	4,023,785	2,807,106	1,082,000
5-1555	2-1555	University of Kentucky	20, 40	9,980,000	9,980,000	3,493,000
5-2168		Georgetown College	21	1,500,000	1,500,000	1,125,000
5-2173		Brescia College	21	1,309,328	1,309,328	500,000
5-2201		Eastern Kentucky State College	10	1,746,000	1,746,000	744,000
LOUISIANA						
5-0013(S)	4-1503	Loyola University	21, 23	3,566,025	3,566,025	450,000
5-0015(S)	4-0204					
5-1251(S)	2-1251	Tulane University	21	3,000,000	3,000,000	162,000
MARYLAND						
5-1489	3-1489	Gatonsville Community College	21	3,275,330	3,275,330	750,000
MASSACHUSETTS						
5-1748	4-1748	Springfield College	20	850,000	825,900	125,000
5-1782		Tufts University	20	663,907	663,907	276,000

See footnotes at end of table, p. 147.

PART II.—*Loan requests deferred until fiscal year 1967*—Continued

Project No. [1]	Related project No.	Institution or branch campus	Type of facility [2]	Total cost	Eligible cost	Loan requested [3]
MICHIGAN						
5-1615	4-1615	Nazareth College	10	$1,382,956	$1,382,956	$588,000
5-1747	4-1747	Alma College	29	2,023,655	2,023,655	434,000
5-1756	4-1756	Davenport College of Business	20	1,001,556	1,001,556	417,000
5-1758	2-0027	University of Michigan	10	5,200,000	5,200,000	1,914,000
5-1781	4-1781	Suomi College	29	800,000	800,000	333,000
MINNESOTA						
5-1749	4-1749	Gustavus Adolphus College	26	2,863,900	2,863,900	1,180,000
MISSISSIPPI						
5-1412	4-1412	Milsaps College	26	1,006,095	1,006,095	383,000
5-1775		Saints Junior College	10, 20	120,300	120,300	50,000
MISSOURI						
5-1681		Tarko College	29	955,730	780,000	325,000
5-1760		Meramec Community College	10, 20, 29	8,094,486	6,936,448	4,000,000
5-1761		Florissant Valley Community College Campus	71	6,448,554	5,345,964	2,935,000
MONTANA						
5-2071	4-2071	Western Montana College	29	840,000	840,000	350,000
NEBRASKA						
5-1481	4-1481	The Creighton, University	21, 23	4,404,100	4,404,100	201,000
5-2188		Midland Lutheran College	10	900,000	900,000	375,000
NEW JERSEY						
5-0023(S)	4-0131	Drew University	21	2,500,000	2,500,000	310,000
5-0143(S)	2-0062	Stevens Institute of Technology	10	2,500,000	2,500,000	300,000
5-2187		Bloomfield College	20	677,233	677,233	275,000
NEW YORK						
5-0024(S)	4-0120	Wagner College	21	2,720,507	2,720,507	514,000
5-1017	2-1017	Yeshiva University	21	11,205,313	11,205,313	3,000,000

5-1244	2-1244 4-1244	New York University	21, 22, 31, 32	8,526,326	6,715,876	4,000,000
5-1336	4-1336	Alfred University	21	2,487,209	2,487,209	1,012,000
5-1365	2-0063 2-0288	New York University	10	19,455,755	19,455,755	4,000,000
5-1561	2-1561	Bank Street College of Education	20	6,904,280	6,578,280	3,500,000
5-1639	4-1639	Barnard College	70	8,789,800	5,305,900	2,000,000
5-1745		College of Mount St. Vincent	10	1,986,520	1,986,520	845,000
5-1976	2-1976 4-1976	Polytechnic Institute of Brooklyn	20	11,030,000	10,098,500	4,000,000
5-2171		Immaculata College	10, 20	1,869,973	1,839,464	767,000
5-2176	2-2176	New School for Social Research	70	7,100,705	7,100,705	3,079,000
5-2209		Ithaca College	26	3,550,000	3,550,000	2,150,000
NORTH CAROLINA						
5-1134		Lees-McRae College	10	600,000	539,000	253,000
5-2170		Shaw University	10	680,000	680,000	286,000
5-2177		Appalachian State Teachers College	29	2,114,400	1,729,468	638,000
OHIO						
5-1677	4-1677	University of Dayton	22	6,579,654	6,579,654	2,818,000
OREGON						
5-1474	4-1474	Marylhurst College, Inc	10	973,800	973,800	404,000
PENNSYLVANIA						
5-1024(S)	4-0410	Marywood College	10	1,834,168	1,834,168	351,000
5-1759	4-1759	Spring Garden Institute	20, 40	1,849,703	1,809,153	757,000
5-1836	4-1836	Juniata College	40	760,000	760,000	335,000
5-2082	4-2082	Harcum Junior College	10, 20	2,045,907	2,045,907	968,000
5-2086	4-2086	Manor Junior College	10, 20	768,511	768,500	320,000
5-2189		King's College	10	2,081,643	2,002,756	935,000
PUERTO RICO						
5-0125(S)	4-0365	University of Puerto Rico	20	4,459,173	4,459,173	181,000
5-1716	4-1716	do	29	1,848,540	1,838,540	785,000
5-1718	4-1718	Puerto Rico Junior College	20, 10, 40	880,000	880,000	330,000
5-1930	4-1930	University of Puerto Rico	71	4,562,150	4,562,150	1,837,000
5-2067	4-2067	College of the Sacred Heart	10	797,495	797,495	338,000
5-2068	4-2068	Catholic University of Puerto Rico	10	1,246,662	1,246,662	500,000
5-2069	4-2069	College of the Sacred Heart	20	493,950	493,950	209,000
RHODE ISLAND						
5-1394	4-0325 4-1394 4-1780 4-1795	Roger Williams Junior College	21, 25	3,794,130	3,794,130	1,600,000
5-1683	4-1683 4-0168	Salve Regina College	21, 26	1,628,131	1,628,131	736,000
5-1927		Providence College	10	3,161,622	3,161,622	1,371,000

See footnotes at end of table, p. 147.

PART II.—*Loan requests deferred until fiscal year 1967*—Continued

Project No. [1]	Related project No.	Institution or branch campus	Type of facility [2]	Total cost	Eligible cost	Loan requested [3]
SOUTH CAROLINA						
5-1881	4-1881	University of South Carolina	70	$7,120,300	$1,780,075	$1,133,000
TEXAS						
5-1119	4-1119	Abilene Christian College	21	1,351,492	1,351,492	572,000
5-1367	4-1367	St. Mary's University of San Antonio	10, 20, 40	1,948,768	1,948,768	854,000
5-1710	4-1710	Southwestern Assemblies of God College	40	481,997	404,813	175,000
5-1711		Abilene Christian College	10	1,567,526	1,567,526	664,000
5-1713		Trinity University	21	2,625,900	2,625,900	1,092,000
5-1754		Central Texas College	70	2,083,181	2,083,181	683,000
5-1755	2-1755	Southern Methodist University	10, 20	3,315,919	3,315,919	1,381,000
5-1776		Bee County Junior College	71	1,987,269	1,987,269	695,000
5-1837		Laredo Junior College	10, 21	1,364,414	1,364,414	623,000
5-1838		do	20, 29	830,868	830,868	346,000
5-1973		LeTourneau College	20	221,810	221,810	166,000
5-2135		Clarendon Junior College	70	773,069	773,069	270,000
5-2194		Texas Christian University	21	6,676,074	6,676,074	1,633,000
5-2203		Parker County Junior College district (Weatherford College)	70	2,134,908	2,003,591	1,000,000
VERMONT						
5-1714		Windham College	25	1,035,000	1,035,000	422,000
5-1832		College of St. Joseph, The Provider	20	865,453	865,453	360,000
5-1931		Middlebury College	21	2,572,672	2,563,580	1,600,000
5-2070		Bennington College	21	975,000	975,000	425,000
VIRGINIA						
5-1359	4-1359	Virginia Wesleyan College	29	1,765,186	1,765,186	870,000
5-1360	4-1360	do	21	1,030,453	1,030,453	466,000
5-2012	4-2012	Lynchburg College	29	846,599	846,599	376,000
5-2013	4-2013	do	29, 10	1,043,804	1,043,804	477,000
WASHINGTON						
5-1404	4-1404	St. Martin's College	29	850,833	850,833	354,000
5-1526	4-1526	Seattle University	29	3,600,000	3,600,000	1,500,000
5-1834	4-0188	University of Washington	22	2,824,240	2,804,240	1,100,000
5-1835	4-0186	do	20	3,995,393	3,936,023	2,100,000
WEST VIRGINIA						
5-1763		Alderson-Broaddus College	20	1,079,828	1,017,363	423,000

WISCONSIN						
5-1915	4-1915	Wisconsin State University (Stevens Point)	10	3,369,404	3,369,404	1,527,000
5-1916	4-1916	Wisconsin State University (La Crosse)	10	2,733,593	2,733,593	1,166,000
5-1917	4-1917	Wisconsin State University (River Falls)	10	1,928,718	1,928,718	822,000
5-1918	4-1918	Stout State University (Menominee)	21	4,436,657	4,436,657	2,327,000
5-2059	2-0118	University of Wisconsin (Madison)	21	7,242,547	5,790,142	4,000,000
5-2061	2-0121 4-0372	University of Wisconsin (Milwaukee)	10	3,791,463	3,791,463	1,565,000
5-2063	4-0369	Wisconsin State University (Superior)	21	2,285,000	2,285,000	975,000
5-2064		do	20	1,911,428	1,911,428	1,433,000
5-2065	4-1920	Wisconsin State University (Platteville)	29	3,958,030	3,958,030	2,170,000
5-2066	4-0371	Wisconsin State University	21	2,648,000	2,648,000	1,129,000

EXPLANATION OF CODES USED ON TITLE III STATUS REPORT

[1] S equals supplements; amounts shown in Federal share column represent increases in loans because of bid overruns or revised cost estimates.

[2] Type of facility:
- 10—Library.
- 20—Instructional, general.
- 21—Instructional, natural science.
- 22—Instructional, engineering.
- 23—Instructional, mathematics.
- 24—Instructional, social sciences.
- 25—Instructional, modern foreign languages.
- 26—Instructional, arts and humanities.
- 27—Instructional, professional training.
- 28—Instructional, technician training.
- 29—Instructional, other.
- 30—Research (not classified).
- 31—Research, natural sciences.
- 32—Research, engineering.
- 33—Research, mathematics.
- 34—Research, social sciences.
- 39—Research, all others.
- 40—Administrative.
- 50—Other instruction related.
- 60—Related supporting.
- 70—Multipurpose complex.
- 71—Multipurpose complex for new community college.

[3] Stage of processing completed:
- 10—Application received.
- 11—Preliminary review completed.
- 12—Sent for engineering review.
- 13—Engineering review completed.
- 14—Final review completed.
- 20—Project approved and applicant notified.
- 22—Loan agreement executed.
- 97—Withdrawn by applicant during various stages of processing.
- 99—Combined for approval with another project from same institution.

EXHIBIT 3

Institutions of higher education receiving grants under title III, the Higher Education Act of 1965, June 1966

	Total amount of grant
Alabama:	
St. Bernard College (unilateral national teaching fellowship)	$14,600
Southern Union State Junior College [1] (unilateral national teaching fellowship)	21,900
Stillman College	165,450
Indiana University (Indiana).	
Talladega College	49,170
Dartmouth College (New Hampshire).	
Troy State College	97,755
Florida State University (Florida).	
Tuskegee Institute	164,100
University of Michigan (Michigan).	
Arkansas:	
Agricultural, Mechanical, and Normal College	38,700
University of Arkansas (Arkansas).	
Arkansas College	34,460
University of Arkansas (Arkansas).	
John Brown University	39,180
University of Arkansas (Arkansas).	
Philander Smith College	66,350
Baldwin-Wallace College (Ohio).	
State University of New York at Buffalo (New York).	
Southern State College (unilateral national teaching fellowship)	14,600
California:	
Golden Gate College (unilateral national teaching fellowship)	14,600
Pacific College	30,600
Fresno State College (California).	
San Francisco College for Women	5,600
Catholic Social Service of San Francisco (California).	
Child Psychiatric Clinic (California).	
San Joaquin Delta College [1]	54,500
University of California at Berkeley (California).	
Connecticut:	
New Haven College [1] (unilateral national teaching fellowship)	21,900
District of Columbia:	
Immaculata College [1] (unilateral national teaching fellowship)	14,600
Florida:	
Florida Memorial College	32,700
Bates College (Maine).	
Bucknell University (Pennsylvania).	
University of Miami (Florida).	
Florida Presbyterian College	21,000
Bethune-Cookman College (Florida).	
Florida Southern College (Florida).	
Rollins College (Florida).	
Stetson University (Florida).	
North Florida Junior College [1]	51,738
Florida State University (Florida).	
Georgia:	
Clark College	187,000
Morehouse College (Georgia).	
Morris Brown College (Georgia).	
Spelman College (Georgia).	
Paine College	63,174
Emory University (Georgia).	
University of Georgia (Georgia).	
Illinios:	
Belleville Junior College [1]	35,400
Southern Illinois University (Illinois).	
McKendree College	27,100
Ohio Wesleyan College (Ohio).	

See footnotes at end of table, p. 153.

Institutions of higher education receiving grants under title III, the Higher Education Act of 1965, June 1966—Continued

Institution	*Total amount of grant*
Indiana:	
Bethel College	$7,800
Taylor University (Indiana).	
Marion College (unilateral national teaching fellowship)	7,300
Tri-State College	18,400
Ball State College (Indiana).	
Michigan State University (Michigan).	
Kansas:	
Bethel College	24,000
Bethamy College (Kansas).	
Kansas Wesleyan University (Kansas).	
McPherson College (Kansas).	
Sterling College (Kansas).	
Tabor College (Kansas).	
Dodge City Community College [1]	32,950
Kansas State University (Kansas).	
Rexroad Machinery Co. (Kansas).	
Schraeder Implement Co. (Kansas).	
Speed King Manufacturing Co. (Kansas).	
Marymount College	16,668
Kansas State University (Kansas).	
Alice Lloyd College [1]	42,500
University of Kentucky (Kentucky).	
Vincennes University (Indiana).	
Kentucky State College	43,800
University of Kentucky (Kentucky).	
Lees Junior College [1] (unilateral national teaching fellowship)	7,300
Paducah Junior College [1]	36,780
Murray State University (Kentucky)	
Southeastern Christian College [1] (unilateral national teaching fellowship)	36,500
Louisiana:	
Dillard University	94,300
Tulane University (Louisiana).	
Southern University	75,790
General Electric Co. (Mississippi).	
Tulane University (Louisiana).	
University of Illinois (Illinois).	
Maryland:	
Coppin State College	38,920
Temple University (Pennsylvania).	
Morgan State College	46,750
University of Pennsylvania (Pennsylvania).	
Villa Julie College [1] (unilateral national teaching fellowship)	35,834
Massachusetts:	
State College at Fitchburg (unilateral national teaching fellowship)	14,600
Michigan:	
Madonna College (unilateral national teaching fellowship)	14,600
Mississippi:	
Alcorn Agricultural and Mechanical College [2]	50,100
University of Southern Mississippi (Mississippi).	
Delta State College [1]	24,900
Hinds Junior College [1 2]	22,800
Mississippi State University (Mississippi).	
University of Mississippi (Mississippi).	
University of Southern Mississippi (Mississippi).	
Jackson State College	106,245
State University of New York at Binghamton (New York).	
Millsaps College [2]	14,600
Mississippi Valley State College [2]	14,600

See footnotes at end of table, p. 153.

Institutions of higher education receiving grants under title III, the Higher Education Act of 1965, June 1966—Continued

Institution	*Total amount of grant*
Mississippi—Continued	
Northeast Mississippi Junior College [1]	$22,300
Mississippi State University (Mississippi).	
University of Mississippi (Mississippi).	
Pearl River Junior College [1 2]	63,000
University of Southern Mississippi (Mississippi).	
Rust College (unilateral national teaching fellowship)	14,600
Southwest Mississippi Junior College [1] (unilateral national teaching fellowship)	7,300
Tougalloo College	101,582
Brown University (Rhode Island).	
Utica Junior College [1]	53,500
Alcorn Agricultural and Mechanical College (Mississippi).	
Missouri:	
Evangel College (unilateral national teaching fellowship)	7,300
Nebraska:	
Chadron State College	3,711
University of Nebraska (Nebraska).	
Concordia Teachers College	3,711
University of Nebraska (Nebraska).	
Creighton University	3,711
University of Nebraska (Nebraska).	
Dana College	3,711
University of Nebraska (Nebraska).	
Kearney State College	3,711
University of Nebraska (Nebraska).	
Nebraska Wesleyan University	3,711
University of Nebraska (Nebraska).	
Peru State College	3,711
University of Nebraska (Nebraska).	
Union College	3,711
University of Nebraska (Nebraska).	
Wayne State College	3,711
University of Nebraska (Nebraska).	
York College [1] (unilateral national teaching fellowship)	29,200
New Hampshire:	
New England College	29,600
Keene State College (New Hampshire).	
Mount St. Mary College (New Hampshire).	
New Hampshire Council for Institutional Cooperation (New Hampshire).	
Notre Dame College (New Hampshire).	
Plymouth State College (New Hampshire).	
Rivier College (New Hampshire).	
St. Anselms College (New Hampshire).	
University of New Hampshire (New Hampshire).	
New Mexico:	
College of Santa Fe	18,217
New Mexico Department of Mental Health (New Mexico).	
New York:	
Mercy College (unilateral national teaching fellowship)	14,600
Nyack Missionary College	9,380
King's College (New York).	
North Carolina:	
Agricultural and Technical College of North Carolina	82,110
University of Wisconsin (Wisconsin).	
Atlantic Christian College (unilateral national teaching fellowship)	14,600
Elizabeth City State College (unilateral national teaching fellowship)	14,600
Guilford College (unilateral national teaching fellowship)	14,600

See footnotes at end of table, p. 153.

Institutions of higher education receiving grants under title III, the Higher Education Act of 1965, June 1966—Continued

Institution	*Total amount of grant*
North Carolina—Continued	
Livingstone College	$100,205
Catawba College (North Carolina).	
George Washington University (District of Columbia).	
Montreat-Anderson College[1] (unilateral national teaching fellowship)	14,600
Mount Olive Junior College[1] (unilateral national teaching fellowship)	21,900
Winston-Salem State College	149,600
Southern Illinois University (Illinois).	
North Dakota:	
Jamestown College	93,800
Dickinson State College (North Dakota).	
Mayville State College (North Dakota).	
Minot State College (North Dakota).	
Valley State College (North Dakota).	
Ohio:	
Findlay College	14,435
Bluffton College (Ohio).	
Defiance College (Ohio).	
Mary Manse College (Ohio).	
University of Toledo (Ohio).	
Wilberforce College	64,299
Antioch College (Ohio).	
Oklahoma:	
Connors State Agricultural College[1] (unilateral national teaching fellowship)	7,300
Langston University	135,882
Oklahoma Christian College (Oklahoma).	
Oklahoma State University (Oklahoma).	
University of Akron (Ohio).	
University of Oklahoma (Oklahoma).	
Northern Oklahoma Junior College[1]	74,500
Oklahoma State University (Oklahoma).	
Oklahoma Christian College	43,800
Oklahoma State University (Oklahoma).	
Oklahoma College of Liberal Arts	24,600
Oklahoma State University (Oklahoma).	
University of Oklahoma (Oklahoma).	
Panhandle Agricultural and Mechanical College (unilateral national teaching fellowship)	7,300
Oregon:	
Mount Angel College	27,200
Claremont Graduate School (California).	
San Francisco State College (California).	
Pennsylvania:	
Lincoln University	113,200
Princeton University (New Jersey).	
Messiah College (unilateral national teaching fellowship)	7,300
Thiel College (unilateral national teaching fellowship)	14,600
Rhode Island:	
Roger Williams Junior College[1] (unilateral national teaching fellowship)	14,600
South Carolina:	
Allen University	84,081
Indiana State University (Indiana).	
Claflin College	82,400
Lycoming College (Pennsylvania).	
Voorhees College[1]	68,960
Hobart and William Smith Colleges (New York).	
University of South Carolina (South Carolina).	

See footnotes at end of table, p. 153.

Institutions of higher education receiving grants under title III, the Higher Education Act of 1965, June 1966—Continued

Institution	*Total amount of grant*
South Dakota:	
Yankton College (unilateral national teaching fellowship)	$14,600
Tennessee:	
Freed-Hardeman College[1] (unilateral national teaching fellowship)	29,200
Knoxville College	57,831
University of Tennessee (Tennessee).	
Lane College	30,698
Nebraska Wesleyan University (Nebraska).	
Le Moyne College	43,100
University of Iowa (Iowa).	
Martin College[1]	35,100
Kellogg College (Michigan).	
George Peabody College (Tennessee).	
Maryville College (unilateral national teaching fellowship)	14,600
Morristown College[1] (unilateral national teaching fellowship)	29,200
Owen College[1]	35,005
Memphis State University (Tennessee).	
Tennessee Agricultural and Industrial State University	59,000
University of Tennessee (Tennessee).	
Vanderbilt University (Tennessee).	
Texas:	
Bishop College	141,594
Atlanta University (Georgia).	
Association for Graduate Education & Research (Texas).	
Cisco Junior College[1]	13,900
Hardin-Simmons University (Texas).	
Huston-Tillotson College	48,167
University of Texas (Texas).	
Laredo Junior College[1] (unilateral national teaching fellowship)	29,200
Prairie View Agricultural and Mechanical College	73,600
Texas Agricultural and Mechanical University (Texas).	
University of Houston (Texas).	
University of Illinois (Illinois).	
University of Texas (Texas).	
Ranger Junior College[1] (unilateral national teaching fellowship)	29,200
Texas Lutheran College	49,500
University of Texas (Texas).	
Texas Southern University (unilateral national teaching fellowship)	14,600
Wiley College (unilateral national teaching fellowship)	14,600
Utah:	
Dixie Junior College[1] (unilateral national teaching fellowship)	29,200
Vermont:	
Goddard College	32,535
Johnson State College (Vermont).	
Lyndon State College (Vermont).	
Nasson College (Maine).	
Western New England College (Massachusetts).	
Windham College	28,000
Columbia University (New York).	
University of Massachusetts (Massachusetts).	
Virginia:	
Ferrum Junior College[1] (unilateral national teaching fellowship)	29,200
Hampton Institute	82,200
Cornell University (New York).	
Virginia State College at Norfolk	88,188
New York University (New York).	
Virginia State College at Petersburg	34,600
Virginia Polytechnic Institute (Virginia).	

See footnotes at end of table, p. 153.

Institutions of higher education receiving grants under title III, the Higher Education Act of 1965, June 1966—Continued

Institution	*Total amount of grant*
Washington:	
Peninsula College [1] (unilateral national teaching fellowship)	$21,900
St. Martin's College (unilateral national teaching fellowship)	14,600
West Virginia:	
Alderson-Broaddus College	38,900
Bucknell University (Pennsylvania).	
Denison University (Ohio).	
Fairmont State College (unilateral national teaching fellowship)	7,300
Wisconsin:	
Dominican College	7,685
Argonne Laboratories (Illinois).	
Viterbo College (unilateral national teaching fellowship)	7,300
Wyoming:	
Western Wyoming Community College [1]	27,033
University of Wyoming (Wyoming).	

[1] Offers a 2-year program.
[2] These Mississippi institutions are participating in a cooperative basis which Mississippi Valley State College is the coordinator. However, it was requested on a per institution basis.

Summary of funding—title III, Higher Education Act of 1965, June 1966

Type of request	Total Federal funds requested	Federal funds recommended				
		Cooperative arrangements	National teaching fellowships			Total
			Stipend	Number	Dependents allowance	
4-year institutions:						
Cooperative arrangements	$10,315,326	$2,766,501	$754,000	116	$87,499	$3,608,000
Unilateral national teaching fellowships	352,550		260,000	40	32,000	292,000
Total	10,667,876	2,766,501	1,014,000	156	119,499	3,900,000
2-year institutions:						
Cooperative arrangements	1,395,928	320,766	312,000	48	37,200	669,966
Unilateral national teaching fellowships	437,250		383,500	59	46,534	430,034
Total	1,833,178	320,766	695,500	107	83,734	1,100,000
Total recommended institutions:						
Cooperative arrangements	11,711,254	3,087,267	1,066,000	164	124,699	4,277,966
Unilateral national teaching fellowships	789,800		643,500	99	78,534	722,034
Total	12,501,054	3,087,267	1,709,500	263	203,233	5,000,000

EXHIBIT 4

EXAMPLES OF PROGRAMS FUNDED UNDER TITLE III

BISHOP COLLEGE

Bishop College is a four-year, accredited, private, predominantly Negro institution, located in Dallas, Texas. In total, the institution requested Federal funds at the level of $409,392 for eight proposals. Two of these proposals were supported with a total of $141,594 from Title III funds. A brief description of these two proposals is given below:

The reading improvement proposal

This proposal is to be carried out in cooperation with Atlanta University, and has been awarded $71,094 from Title III funds.

In an effort to improve the quality of educational achievement at the college by overcoming the cultural and academic deprivation of a majority of its students, Bishop College has offered a limited remedial reading program to entering freshmen since the summer of 1965. Limitations in the previous program have resulted primarily from insufficient funds.

The program supported for academic year 1966–67 will supplement previous efforts and will be a remedial, corrective, and developmental one with some emphasis on the individualized approach. It will concern itself with teaching freshman students techniques in reading and providing practice materials for applying these reading techniques. Students will meet one-hour classes, three times a week for one semester and in addition will spend two hours weekly in a laboratory session which includes counseling. Following completion of the semester's work, students will be tested to determine their level of achievement. Those scoring below the desired level will take an additional semester's course.

Drawing upon the experience and knowledge gained through its own Reading Center, Atlanta University will assist in the formulation, implementation, and operation of the program; evaluate the program yearly and make recommendations; provide opportunities for the teachers of the Bishop College Reading Program to observe the Atlanta University Reading Classes; provide for an exchange of teachers and reading assistants; and serve as liaison agent for the consultants to the program.

Because of its extensive and broad nature, the program is to be phased out over a five-year period with full implementation expected at the conclusion of this period.

The faculty and staff improvement proposal

This proposal is to be carried out in cooperation with The Association for Graduate Education and Research, which is also located in Dallas, and has been awarded $70,500 from Title III funds to provide fellowships for approximately one-sixth of the institution's faculty and staff. Support of this proposal will assist the institution in achieving its goal of at least 70 per cent doctorates on its staff by 1970, and in providing study leaves for specified administrative personnel. In regard to the faculty fellowships, the institution intends to maintain a balance between support to faculty in the natural sciences and mathematics and those in the humanities and social sciences.

As planned, the program will cover a five-year period.

FINDLAY COLLEGE

This proposal was submitted by Findlay College in conjunction with three other developing institutions, Bluffton College, Defiance College, and Mary Manse College, and their cooperating partner, the University of Toledo. All five institutions are located in Ohio and, with the exception of the University of Toledo, which is publicly controlled, are four-year private, accredited institutions.

In total $41,660 was requested from the Federal Government, partial support from Title III funds totaling $14,435 was provided to implement both parts of this proposal. A description of these two parts follows:

Cooperative institutional research program

Funding, amounting to $10,340, is for the first year of a two-year program, after which time the institutions expect to operate independently of Federal support. The first year's efforts will be devoted to training and organization and will involve at least two staff members from each of the developing colleges. The training program will be conducted at 15 Saturday sessions to be structured, administered, and partially conducted by the University of Toledo staff and will be held on the University campus. One-third of the training sessions will center around consideration of the role of institutional research, the identification of problems in this area, and the dissemination of information. The remaining sessions will be concerned with the methodology of pursuing research studies and bringing them to a successful conclusion. Following these sessions, institutional representatives will continue to meet on a monthly basis until the establishment of a Center for Institutional Research, which is scheduled for the second year of the program. The monthly meetings will be devoted to the identification of areas to be studied.

Faculty study groups

A total of $4,095 has been awarded to support faculty study groups in sociology, mathematics, psychology, and physics. The primary purpose of these groups is to alleviate the problem of professional isolation and detachment experienced by the staff members of the four developing institutions.

Each group will include all persons from the designated departments from all of the developing colleges. In addition, at least one participant from the University of Toledo will be included in each of the departmental study groups. In the first year the groups will meet for six Saturday sessions. The University will function as coordinator of these sessions, will assume immediate administrative responsibility for each group, and, upon occasion, will provide consultant services.

GODDARD COLLEGE

Cooperation in this proposal is among five developing institutions located in New England. Each is accredited and offers a four-year program. Three, Goddard College, Nasson College, and Western New England College, are privately supported. The remaining two, Johnson State College and Lyndon State College, are State institutions. The institutions requested $54,600 for improvement of curriculum and instruction for the first year of a two-year program and were awarded $32,535.

The program will bring a senior scholar into the setting to work jointly with the five institutions. Each institution will begin the study of curriculum and teaching within its own faculty. The institutions will be assisted by the senior scholar, who will meet with each faculty member over a period of several weeks. As needed, special advisors will be available to each college for short periods of time. At the conclusion of the first year, the colleges will make reports on their efforts, to be shared with each other and to be used in developing the next stage of their joint academic programming.

HAMPTON INSTITUTE

Cooperation in this proposal is to be between Hampton Institute, which is located in Hampton, Virginia, and Cornell University, which is located in Ithaca, New York. Both institutions offer at least a four-year program, are privately supported, and are accredited. Hampton falls into the category of a predominantly Negro institution. This institution is one of the few which had its total request of $82,200 supported. Federal funds will be used in a supplementary manner to continue the program of cooperation which these two institutions initiated two years ago. In particular, these funds will be used for interchange of the faculty, students, and administrative staff of the two institutions. Emphasis will be placed, to some extent, on improving Hampton's course offerings in the Department of Architecture; expanding the Hampton library to meet the demands of a changing curriculum and expanding enrollment; and making changes in Hampton's academic programs in psychology, home economics, and nursing education. In addition, a faculty exchange in the performing and visual arts, including exchange of art exhibits, is planned.

The program is envisioned as a long-range one, lasting from five to ten years. Student exchanges are for at least one full semester. Faculty and administrative exchanges are, in general, of shorter duration taking the form of conferences and meetings but are of sufficient length to provide a significant contribution to the program.

LIVINGSTONE COLLEGE

The arrangement supported in this proposal is between two developing institutions, Livingstone College and Catawba College, and a cooperating institution, George Washington University. Both developing institutions are located in Salisbury, North Carolina, and are four-year, private, accredited institutions. Livingstone is a predominantly Negro institution. In the past, the two developing institutions have engaged in other programs of cooperation. Prior to the submission of a proposal for support under Title III of the Higher Education Act of 1965, the arrangement was strengthened by George Washington University becoming a cooperating institution whose resources were committed to the two developing institutions.

Support for programs in art, music, and the communication arts was requested in the amount of $110,405. Federal support of these programs totals

$100,205, with $28,800 of this amount being expended for four National Teaching Fellowships including the stipulated dependency allowances. The fellows will be shared by the two institutions. The program in art will involve the sharing of art courses, and the sharing of art exhibits from George Washington University. In addition, the developing colleges will be able to benefit from the relationship which exists between George Washington University and the Corcoran Art Gallery. The music program will draw heavily upon the resources of the cooperating institution by having them provide a series of workshops, master classes, and lecture-recitals. In addition, the two developing colleges plan to organize a symphony orchestra which will provide their students with valuable experience as well as serving to enrich the community. The communication arts program will assist the reading development program at Livingstone and will assist in establishing a program for speech teachers at Catawba.

NEBRASKA WESLEYAN UNIVERSITY

This proposal involves cooperation among four public developing colleges: Chadron State College, Kearney State College, Peru State College, and Wayne State College; and five private developing colleges; Concordia Teachers College, Creighton University, Dana College, Nebraska Wesleyan University, and Union College with the University of Nebraska participating as a cooperating institution. The nine developing colleges offer at least a four-year program and each is accredited.

The proposal is supported as requested for $33,399 and is to provide a teacher development program in the humanities and social sciences. This program is to be patterned after a similar one which the National Science Foundation conducted for science faculty over the past five years.

It seeks to improve the caliber of teaching through appraisal of programs of pertinent departments in each of the developing colleges and an assessment of their potential; providing a means for advanced study for faculty which would include provision for a temporary replacement; providing for exchange of information among faculties; and furnishing opportunities for faculties from the developing colleges to engage in research and creative activities, either at their own or other institutions. In addition, efforts would be made to encourage students to pursue teaching careers in the humanities and social sciences.

The institutions feel that one of the greatest benefits of this program will result from a system of evaluation at the local level and an allowance for flexibility of operation in order that support may be given where it is judged the greatest benefit may be derived.

PADUCAH JUNIOR COLLEGE

Support was provided to Paducah Junior College, a two-year, accredited, public institution located in Kentucky, in the amount of $36,780. A portion of this amount, $21,900, is for three National Teaching Fellowships in English, speech, and psychology. The remaining $14,880 is to support programs for curriculum and administrative improvement. The latter programs are to be carried out in cooperation with Murray State University, which is also located in Kentucky and as the cooperating institution, is providing a senior faculty member to serve Paducah as a visiting scholar. In the curriculum phase of the program, he will survey the needs of the institution and initiate curriculum studies by means of seminars with each division of the college meeting and studying problems as a common group. In providing assistance to student personnel services, studies of students will be conducted. In particular, these will center in three areas: students who transfer, students who accept full-time employment, and students' participation in community affairs and their citizenship. These studies will contribute to evaluations and changes in the curriculum. In addition, a part of the cooperation between the two institutions will involve the preparation of junior college teachers. Students at Murray State University who are enrolled in the junior college teacher program will spend one semester teaching at Paducah and will be supervised by outstanding junior college faculty members.

TROY STATE COLLEGE

Cooperation, supported in the amount of $97,755, will be between Troy State College, a four-year, public, accredited institution located in Alabama, and Florida State University. Support is provided for three major areas of the proposal which are described below:

Administrative efficiency

Approximately twenty-four days of senior advisory service from Florida State University will be devoted to a complete analysis of each major administrative division within the college, i.e., the President's Office, Academic Dean's Office, Business Office, and Student Personnel Services.

Faculty advanced study

Provision has been made to allow ten faculty members who are capable of pursuing the doctorate to be placed on leave for graduate study during the first year of the program. Florida State University will provide a mutually acceptable replacement for each faculty member who is on leave.

In addition, the two institutions are attempting to develop a program whereby faculty members at Troy State College who cannot or do not wish to pursue a doctorate can work with a senior professor at Florida State University for a three months' period to improve academic competency.

Curriculum improvement

In the first year of this program, curriculum improvement has received minimal funding and only preliminary work will be done in this area. More comprehensive work will be done in subsequent years.

TUSKEGEE INSTITUTE

Cooperation is to be between a predominantly Negro, developing institution, Tuskegee Institute, and a cooperating institution, the University of Michigan. Tuskegee is a four-year, private, accredited institution. Support was requested in the amount of $647,590; the grant to the institution totalled $164,100. Of this amount three National Teaching Fellowships, totaling $21,900, were awarded.

Six areas of the cooperative arrangement were partially supported and are briefly described below:

Faculty and student exchange

This program will be carried out in three ways: (1) faculty exchange, involving the assignment of members of the two institutions to teach at the other's campus for a full semester or academic year; (2) visiting scholar arrangements, involving a series of lectures, participation in seminars and consultation with faculty and administrators; (3) student exchange, permitting small groups of students to spend a full academic term at the other institution, pursuing studies for which they will receive credit toward graduation at their home institution.

Faculty and administration improvement program

Partial support was provided for faculty fellowships, which are to be a supplement to the faculty exchange and visiting scholar program with a more flexible system. These fellowships will supplement the institution's contribution to faculty members for advanced study, research, and study at a special laboratory, library, or other facility, and provide released time for initiating scholarly investigations.

Experimental curricula and developmental instructional programs

Partial support was provided for experimentation with the conventional freshman program in at least two respects: (1) Traditional freshman courses are to be abolished and replaced by two very general, integrated courses in the humanities and science. (2) No grades are to be given, rather evaluations will be made by the instructors and a concluding evaluation will be based in part on the completion of expected work.

Cooperative work-study program in engineering

Support of this program is to aid in the further development of a cooperative work-study program for engineering students who have finished the sophomore year, and a 3–2 cooperative program in engineering education for transfer students.

Joint-use of facilities

The Tuskegee Institute Library is to receive supplemental material from the University of Michigan. Included in such materials are films and tapes.

Staff training

Support provided will enable administrative personnel from Tuskegee to take short courses at the University of Michigan's Center for the Study of Higher Education.

Supplemental funds provided for this proposal will enable the continuance of the cooperative arrangement which has existed between these two institutions for a number of years.

AMENDMENTS TO THE NATIONAL DEFENSE STUDENT LOAN PROGRAM

ADMINISTRATION'S EDUCATIONAL COMMITMENT

Mr. HOWE. In his message on health and education of March 1, 1966, President Johnson asked the Congress to consider with him the objective of encouraging private capital to participate in the funding of the national defense student loan program. Title II of the bill you are now considering, S. 3047, was developed to carry out that objective. It is essential to stress the administration's commitment to insure that every needy student requiring an NDEA loan will receive it. In fact, our goal has been to increase, rather than to diminish, the availability of federally supported student loans.

HOUSE ACTION ON NDEA

As you know, the proposal we presented to the Congress in March has not been well received by the higher education community. It was argued that our proposal was subject to vagaries and uncertainties which might conceivably work a hardship on certain needy students. Consequently, the House Committee on Education and Labor, in considering the administration's proposal, voted to defer consideration of our NDEA conversion plan to a future date. Following the Education Committee's recommendation, the House of Representatives as a whole voted, in the appropriations act for the fiscal year 1967—H.R. 14745—to continue the NDEA student loan program with an appropriation of $190 million for the current fiscal year.

In view of the House's action, and recognizing that we had a great deal of work to do in order to assure the higher education community that the NDEA program would operate without detriment to either institutions or students, and would, in fact, benefit both, the administration undertook a quite extended restudy of the entire problem. Over a period of 3 months, we have had extensive discussions with stndent financial aid officers, representatives of major higher education associations, and financial experts in and out of the Federal Government. As a result, I am pleased to report, we have now developed a new title II for your consideration in connection with S. 3047—a proposal which I am fully confident can enjoy the support of the higher education community and of the Congress as well.

ONE HUNDRED AND NINETY MILLION DOLLARS FOR NDEA IS INADEQUATE

The members of the subcommittee will recall that the NDEA program involves a fixed authorization and a State allotment formula for the distribution of the funds appropriated by the Congress. Several months ago it became evident that the total of $190 million likely to by appropriated by the Congress would not be sufficient to meet all of the approved institutional requests of America's colleges and univer-

sities. In the first place, the total approved requests aggregated some $213.5 million, as detailed in the accompanying table.

(The table referred to follows:)

National defense student loan program—Fiscal 1967

	State allotment	Approved request	Estimated proposed allocation	Percent of approved request
Total	$190,000,000	$213,588,463	$190,000,000	
Alabama	2,691,695	3,448,530	2,959,952	85.8
Alaska	81,081	105,351	89,162	84.6
Arizona	2,137,150	1,593,503	1,593,503	100.0
Arkansas	1,800,482	2,689,546	1,979,920	73.6
California	19,057,903	15,567,186	15,567,186	100.0
Colorado	2,776,517	3,364,795	3,047,730	90.6
Connecticut	2,363,160	2,881,808	2,598,675	90.2
Delaware	361,210	202,941	202,941	100.0
District of Columbia	1,603,080	2,463,638	1,762,844	71.6
Florida	4,496,921	4,760,836	4,760,836	100.0
Georgia	3,203,014	2,714,163	2,714,163	100.0
Hawaii	668,833	226,827	226,827	100.0
Idaho	788,301	651,296	651,296	100.0
Illinois	9,350,501	9,944,672	9,944,672	100.0
Indiana	5,265,085	7,507,705	5,789,809	77.1
Iowa	3,679,867	6,538,130	4,046,607	61.9
Kansas	3,219,036	4,746,197	3,589,848	74.6
Kentucky	2,951,299	4,225,953	3,245,428	76.8
Louisiana	3,546,361	3,132,605	3,132,605	100.0
Maine	762,936	1,097,147	838,971	76.5
Maryland	2,803,272	2,184,070	2,184,070	100.0
Massachusetts	6,987,245	9,647,239	7,683,602	79.7
Michigan	8,589,792	8,460,349	8,460,349	100.0
Minnesota	4,496,146	6,094,433	4,944,237	81.1
Mississippi	2,271,333	4,048,656	2,497,696	61.7
Missouri	4,845,061	6,073,690	5,327,925	87.8
Montana	854,231	943,128	939,365	99.6
Nebraska	1,825,266	1,736,015	1,736,015	100.0
Nevada	221,315	172,755	172,755	100.0
New Hampshire	790,431	1,209,086	869,206	71.9
New Jersey	3,352,251	3,560,846	3,560,846	100.0
New Mexico	1,013,633	1,252,410	1,114,653	89.0
New York	14,948,284	18,647,373	16,438,045	88.2
North Carolina	4,494,404	5,447,714	4,942,321	90.7
North Dakota	932,504	1,874,527	1,025,438	54.7
Ohio	9,208,089	9,137,221	9,137,221	100.0
Oklahoma	3,237,721	4,192,807	3,560,395	84.9
Oregon	2,502,571	2,650,958	2,650,958	100.0
Pennsylvania	9,532,800	12,196,953	10,482,850	86.0
Rhode Island	1,075,448	1,459,083	1,182,628	81.1
South Carolina	1,796,706	1,718,693	1,718,693	100.0
South Dakota	911,495	1,866,130	1,002,336	53.7
Tennessee	3,878,140	4,581,813	4,364,640	93.1
Texas	10,439,746	8,007,724	8,007,724	100.0
Utah	2,283,095	1,097,086	1,097,086	100.0
Vermont	601,597	889,038	661,553	74.4
Virginia	3,082,384	2,815,661	2,815,661	100.0
Washington	3,949,394	4,312,764	4,312,764	100.0
West Virginia	1,799,272	2,046,734	1,978,589	96.7
Wisconsin	4,751,878	6,085,690	5,225,455	85.9
Wyoming	405,114	354,248	354,248	100.0
U.S. service schools	0	0	0	0
Canal Zone	29,576	0	0	0
Guam	28,705	3,114	3,114	100.0
Puerto Rico	1,257,748	950,273	950,272	100.0
Virgin Islands	3,921	7,353	4,314	58.7

Mr. HOWE. In the second place, because of the operation of the State allotment formula, institutions of higher learning in certain States would receive only 53 or 54 percent of their approved requests and, consequently, many needy students would be adversely affected by the unavailability of Federal capital contributions. Rather than seek expanded appropriations for the NDEA program, we have been discussing a course of action more nearly in keeping with the administration's

desire to transfer credit programs out of the administrative budget of the Federal Government and into the private commercial credit market wherever possible.

NEW TITLE II PROPOSAL

Bearing in mind that our objective is to provide an NDEA loan to every needy student who requires it, the new proposal before you would work as follows:

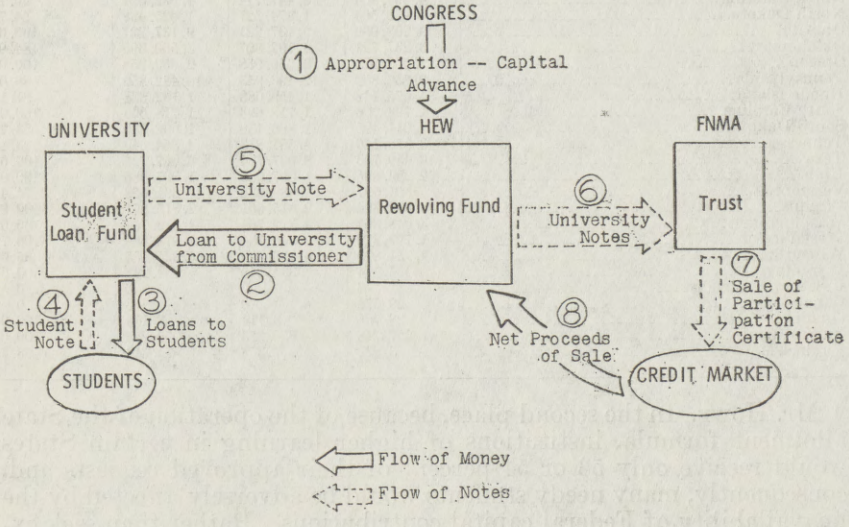
Colleges and universities would continue to offer national defense student loans in exactly the same manner in which they are now making loans to students, and additional Federal funds would be made available to institutions for making these loans.

Under the present program, the Commissioner aids colleges by using appropriated funds to make Federal capital contributions to their student loan funds. Our new proposal would leave this authority untouched, but it would authorize the Commisisoner in addition to make loans of Federal funds to institutions for use in their student loan programs. To provide capital for these loans, our proposal would authorize the appropriation of $30 million, in addition to the $190 million now voted by the House of Representatives for Federal capital contributions, and it would permit all or part of the sums appropriated under the present authorization to be paid to colleges in the form of loans. The chart which follows describes the flow of funds under this new proposal.

(The chart referred to follows:)

HEW STUDENT LOAN FUND (Proposed)

MAKING LOANS



BENEFITS OF NEW PROPOSAL

Mr. Howe. This proposal would provide substantial benefits to institutions of higher education, to the students attending institutions of higher learning, and to the Federal Government. In brief, for needy college students, the proposal would authorize the appropriation of an additional $30 million for student loans. Institutions electing to receive Federal money for student loan funds in the form of loans rather than Federal capital contributions would be relieved of their present obligation to contribute at least 10 percent of the capital of any federally assisted student loan fund. They would not be relieved of their obligation to assume 10 percent of any defaulted notes. For the United States, the proposal would permit it to reduce its net expenditures by enabling the Commissioner through the Federal National Mortgage Association, to sell to private investors participations in the obligations given by institutions which elect to borrow from him for their student loan needs. The proceeds from these sales would then be deposited in a revolving fund from which additional loans could be made to institutions.

Submitted with my statement is a complete text of the new title II proposal as well as a detailed summary of the operation of this title.

Let me stress once again that my colleagues and I assure you that the present NDEA program will be maintained at its currently authorized level through direct appropriations of the Congress and that, with the help of the participation sales method, we shall be able to support additional lending. No college need borrow from the Commissioner of Education; Federal contributions will be available as usual in the event that a college does not borrow all or a portion of its NDEA student loan needs from the Commissioner of Education.

On the other hand, the new proposal holds out the hope that we shall be able to reduce budgetary expenditures under the NDEA program and at the same time give to every institution of higher learning its full approved institutional request for NDEA funds.

BANK INVOLVEMENT

It should further be stressed that our new proposal does not involve banks or financial institutions in any way in student financial aid affairs. It does not alter in the slightest the terms affecting student borrowing. Loan forgiveness, interest rates, and the like remain as they are at present. Neither are institutions affected other than positively, since they will now be able to free up their matching funds for NDEA purposes and direct them at their discretion to the host of financial needs afflicting every institution of higher learning.

In sum, we believe that this approach will expand student aid opportunities while at the same time it will reduce the fiscal impact on the budget by substituting private capital for the growing pressures for direct Federal appropriations.

We urge the subcommittee to give this new NDEA proposal the same careful consideration it has always accorded to the administra-

tion's requests, and we assure you of our sincere desire to work together with you in the development of the best possible program for the advancement of full educational opportunity.

Thank you, Mr. Chairman and members of the subcommittee for the opportunity to present the administration's proposals in the field of higher education. My colleagues and I are now available to try to answer any questions you may have.

Senator MORSE. Mr. Commissioner, I think that I understand, but I want to be sure that I understand it. Will you turn to your statement——

Mr. HOWE. Yes.

Senator MORSE (continuing). Where you say:

> Let me stress once again that my colleagues and I assure you that the present NDEA program will be maintained at its currently authorized level through direct appropriations of the Congress and that, with the help of the participation sales method, we shall be able to support additional lending. No college need borrow from the Commissioner of Education; Federal contributions will be available as usual in the event that a college does not borrow all or a portion of its NDEA student loan needs from the Commissioner of Education.

Let us take X college in any State which, for whatever reason, may decide not to borrow from the Commissioner of Education, but it has 135 available students that, if they could get NDEA funds, could go to college. What procedure under the bill, if adopted, with the revised loaning provisions, would those 135 students have to follow, in view of the fact that their college does not borrow any money from the Commissioner of Education?

Mr. HOWE. Senator Morse, the procedure for those students in that college would be exactly the same procedure that has been in existence over the past several years for receiving an allocation of NDEA funds and loaning them out to the more needy students.

So, there is no difference suggested here in that procedure, if that college does not wish to borrow funds. It will receive an allocation of funds for loan purposes just as it has before.

SUPPLEMENTARY LOAN FUNDS

Senator MORSE. Assuming that it made its application for NDEA funds, that application, of course, by its very nature, limits the college to those students who can be accommodated within the amount of the allotment made available to that college. And if that allotment is sufficient to accommodate the 135 students in my hypothetical case, then they would get their loans through the NDEA program as it had existed in the past. But if that college wanted to request of you a loan under your new proposal, it could accommodate more than 135 students, that is, if it had more than 135 students that were eligible, it could do that?

Mr. HOWE. That is correct, Mr. Chairman, and I think that I should, perhaps, try to clear up one fact here, and that is there have been a number of proposals for change in the NDEA program that have been widely discussed. This is a new proposal which is not the

Bureau of the Budget proposal which, I believe, you gentlemen were discussing earlier. This is a reformed proposal for the advancing of the NDEA type of student loan activity through the college itself. First of all, the college would be involved through its original allocation of NDEA funds, as usual, and then through an expansion of its capability to make NDEA loans through this loan feature.

Senator MORSE. One other question, and I will be through.

RELATION OF BANKS TO PROGRAM

For the record, will you tell us what the relationship of the private lending institutions, such as banks, in the revised program which you are submitting this morning, would be; what would be their intention to participate in the program that you are now proposing?

Mr. HOWE. I would like to ask Mr. Muirhead to comment on this, after I do.

There is no involvement of the banks in this particular suggestion. The involvement of the banks is in the guaranteed loan program which is an entirely separate program.

Would you comment on this, Mr. Muirhead?

Mr. MUIRHEAD. I think, as the Commissioner has said, there is a very large difference between this proposal and the proposal that was originally presented to the Congress by the administration. The college will not borrow from the bank as it would have under the previous proposal. The college, under this proposal, would borrow from the Federal Government, from the Commissioner of Education, and then the college's note would be handled in the FNMA operation. Through FNMA, the college's note would be combined with other notes in what is called a participating pool and then guaranteed by FNMA. FNMA would then sell to investors certificates of participation in the pool. It is possible, and probable, that some banks would be engaged in purchasing those participation certificates, but this would be a far different type of banking operation than is involved in the guaranteed loan program.

Senator MORSE. As I said, under this proposal the Office of Education really becomes the bank which makes the loan to the institution and the loan to the institution takes the form of a note that becomes negotiable, in that it can be purchased by banks or any other investor, but the business relationship continues to be between the university or the college and the Office of Education and not between the university and the purchaser of the note.

Mr. MUIRHEAD. Yes, I think that is a very good description, Mr. Chairman, except that I would like to emphasize that only certificates of participation in pools of notes would be sold to investors, and not the notes of colleges as such. Again, in order to have a good understanding about this program, we should stress the point that the relationship between the student and the college remains just the same under this proposal as it has been since the start of the NDEA in 1959, and the relationship between the college and the Office of Education is just

the way that you described it, Mr. Chairman. The college borrows from the Office of Education which acts for all practical purposes as a bank, although the actual banking transaction is through the FNMA operation.

NEW ADMINISTRATIVE COSTS

Senator MORSE. What additional administrative cost, if any, will be involved in this proposal in relationship either to the Federal Government or to any educational institution, or to the student over the regular NDEA loan?

Mr. MUIRHEAD. May I take it up in the order in which you just mentioned them, only in reverse?

There will be no additional administrative expense, so far as the student himself is concerned. He has the same terms under this proposal that he has enjoyed under the NDEA from the start. There will be no additional expense to the colleges, because they would enjoy the same benefits that apply to colleges who obtain NDEA funds in the form of Federal capital contributions. In fact, these would also include, Mr. Chairman, the payment of the administrative expenses that were incorporated into the NDEA last year. One percent of the student loan funds for administrative expenses.

Senator MORSE. Let me interrupt you there. The NDEA procedure would cover whatever administrative costs are involved, if we would assume the administrative costs would be that of the regular NDEA loan?

Mr. MUIRHEAD. In exactly the same manner.

FEDERAL BUDGET

Senator MORSE. Will you tell the subcommittee what the advantage of this is to the Federal Government from the standpoint of its budget? I understood from the Commissioner that one of the advantages is that it will be an advantage to the budget of the Federal Government. How will that be?

Mr. MUIRHEAD. It will be an advantage to the Federal Government budgetwise, in that we will now be able under this proposal to support the NDEA in fiscal year 1967 at a level of about $213 million as compared with the appropriation supoprt of $190 million, and that this will be accomplished without increasing the budget item.

Senator MORSE. I am through.

Senator Yarborough?

STATES PROHIBITED FROM BORROWING

Senator YARBOROUGH. I must leave now, and I have one question. Would not the same objective be accomplished by adding $30 million to your regular $190 million authorization rather than to have a $30 million revolving loan fund to loan to the colleges if they wanted additional money, to bring this up to the $213 million approval?

Appropriate the $213 million instead of a revolving fund, because you know, Mr. Muirhead, that many States are prohibited by their constitutions from borrowing money. There will be many universities that cannnot participate if this is put on a loan basis. They have to borrow this from the Federal Government, and their constitutions will not permit that.

CREDIT RELATIONSHIPS—COLLEGES, FEDERAL GOVERNMENT, FNMA

I have another question, and then I must leave, Mr. Chairman. This can be answered in the record.

When this university gets its notes and signs these notes to the revolving loan fund, and the university, according to your chart on page 19, is told to transfer it over to FNMA, and then it is sold on the private credit market that is credited to that university of the State, is it not?

You mean, the university does not have to pay the note that is given to the revolving fund when the note becomes due. How will the private credit market buy it if it does not go back to the university?

Mr. MUIRHEAD. To answer your question very directly, Senator Yarborough, the college, of course, will repay the note. If a college cannot pledge its credit toward repayment of the note, our proposal specifically provides for making the loan repayable solely from particular assets or revenues, such as amounts received by the college as repayments of student loans. But it is not the credit of the college that stands behind the note, so far as investors are concerned. It is the guarantee of the FNMA that stands behind the obligation.

Senator YARBOROUGH. Why does not the Federal Government issue the obligation to FNMA if it is the Federal Government's credit that is being sold to FNMA on the private market? Why does it not just make the grant to the college as it does now and sell its obligation to the FNMA and the credit market?

Mr. MUIRHEAD. We have the same relationship now between the colleges and the Federal Government as would obtain in this proposal, in that the colleges are expected to collect the student loans, and, ultimately, if that comes about, to repay the Federal Government its share of the money that was obtained by the college.

Senator YARBOROUGH. But you have not sold that on the private money market. You have not got that out as that college's debenture, as a credit item in the private money market of the country?

Mr. MUIRHEAD. No; we have not.

Senator YARBOROUGH. You must realize that money is very tight, as many homebuilders over the country are at a standstill. They cannot even get money for home loans. Some of the biggest banks in the Nation advertise that they will pay 5½ percent to borrow from you, instead of from the bank. I fail to see how this tight money market will make this money available to the student loans, if you are doing away with the grant provisions of the National Defense

Education Act, in making this dependent on the university in borrowing money from this revolving fund, selling their notes to this FNMA trust fund, and then these university notes in this sales participation, making them part of the securities for sales participation certificates on the private money markets of America.

I am forced, Mr. Chairman, to leave because I have an executive session to attend.

With all this involvement, I fail to understand what you say in your statement:

> It should further be stressed that our new proposal does not involve banks or financial institutions in any way in student financial aid affairs.

The whole thing ties right back to the private money market.

Senator MORSE. Since the question has been raised, I will ask you to file a memorandum, for the record, in answer to the question. Please send it to the counsel for the subcommittee, Mr. Lee, who will take it up with the Senator or with his administrative assistant if there is any further explanation required as to the question, but I want the question answered by way of a memorandum.

(The memorandum requested follows:)

MEMORANDUM FROM THE OFFICE OF EDUCATION, DEPARTMENT OF HEW, LOAN PROCEDURES UNDER TITLE II NDEA MODIFIED PROPOSAL

Under the existing section 207 of the National Defense Education Act, the Commissioner of Education may lend funds to institutions of higher education to enable them to meet the 10 percent institutional contribution which is required as a prerequisite for making Federal capital contributions to the institution's student loan fund.

This proposal would extend this lending authority to enable institutions to borrow loan funds beyond the institution's 10 percent required share in order that student loan needs may be met in those States where the demand for loan funds exceeds the allocations available.

An institution which receives a loan from the Commissioner of Education under this proposal must repay these funds, but the notes will not mature before the loans made to students out of these funds have been repaid. To the extent that loans to students are cancelled under the teacher forgiveness provisions, and to the extent of 90 percent of the defaults in repayments by students, the Commissioner will reimburse the institution's loan fund in future years when these uncollectible amounts would have otherwise been repaid to the institution's loan fund by the student. Special appropriations will be made for this purpose as these payments are required, and will also be available for administrative expenses as well as the net cost of interest not covered by the interest payments on student loans.

Since these loans to institutions are deposited in institutional loan funds and are available for the same purpose as Federal capital contributions, the new proposal will in no way change the relationship of the student borrower to this institution's loan fund. Neither is the institution's relationship to the Office of Education changed in any material way, except that it will be eligible for loans beyond the 10 percent it can receive under the existing section 207.

Accordingly, the new proposal does not involve banks or financial institutions in any way in student financial aid affairs.

The significant change which this proposal would make in title II of NDEA relates not to the student borrower, and not to the institution's student loan fund, but rather to the institutional loan notes held by the Commissioner of Education.

In response to the question as to why it would not be preferable for the Federal Government to issue its own Government securities to cover the cost of making grants to the college loan funds, it should be remembered that the Federal Government's share of Federal capital contributions is required under the existing law to be returned to the Federal Government upon liquidation of the fund or at the termination of the program. In that sense, these Federal capital contributions are equivalent to loans. The procedures established under the Participation Sales Act of 1966 are designed to meet the frequently-voiced criticism that under the Federal Government's bookkeeping system, repayable, self-liquidating investments have in the past been counted as debt, whereas loan notes in the hands of a private corporation would count as loans receivable—that is, as assets.

Since these institutional loan notes held by the Commissioner of Education are assets, just as loans receivable held by a business are assets on its books, loan notes may quite properly be assigned to banks or other financial institutions in the business of holding interest-bearing investments. Of course, proceeds from the sale of such notes constitute income which can then be available for more loans.

In the same way that loans for academic facilities are pooled under the recently-enacted Participation Sales Act, loan notes which institutions of higher education give to the Commissioner of Education in return for funds for their student loan funds, would be pooled in large blocks, so that in effect private investors would be purchasing shares, called participation certificates. These transactions would be handled by the Federal National Mortgage Association acting as trustee or broker for the Commissioner of Education. It has been demonstrated in other Federal programs that this means of pooling loan notes is more attractive than selling individual loan notes to private investors.

Again, it should be emphasized that the loan notes making up participation pools are institutional loan notes, not individual student loan notes which, as now, will remain payable to the institutional loan fund.

Although some State and other public institutions of higher education have legal restrictions on their authority to borrow funds, many of these institutions will still be able to participate in this program because, if an institution cannot pledge its credit toward repayment of the note, the new proposal specifically provides for making the loan repayable solely from particular assets or revenues, such as amounts received by the college as repayments of student loans. If some institutions still cannot borrow, straight Federal capital contributions, instead of loans, will be made to meet their needs.

Public institutions have participated in various Federal loan programs. As previously discussed, section 207 of the NDEA now permits loans to institutions of higher education to help finance the institution's capital contributions to its student loan fund. State borrowing restrictions for this new proposal would be very similar to those encountered in the administration of section 207. Since this section became operational in 1959, 55 State or other public institutions in 28 states have borrowed money for student financial aid purposes, as shown in the attached chart I on section 207 loans.

The Office of Education also administers a construction loan program under title III of the Higher Education Facilities Act. The attached chart II shows number and amount of loans to these public institutions along with the reference to their authority to make such loans.

CHART I.—*National defense student loan program, sec. 207 loans*

[Funds received as of June 30, 1966]

Institution and State	1959	1960	1961	1962	1963	1964	1965	1966	Tota
Alabama:									
Alabama Agricultural & Mechanica College, Normal (State institution)	0	$1,200	0	0	0	0	0	0	$1,200
The Southern Union College, Wadley (State institution)	0	833	$500	$396	$560	$750	0	0	3,039
Arkansas:									
Arkansas Polytechnic College, Russellville (State institution)	0	1,824	0	0	0	0	0	0	1,824
Southern State College, Magnolia (State institution)	$2,557	0	0	0	0	0	0	0	2,557
California: Ventura College, Ventura (public institution)	462	0	0	0	0	0	0	0	462
Colorado: Adams State College, Alamosa (State institution)	2,667	0	0	0	0	0	0	0	2,667
Connecticut: Norwalk Community College, Norwalk (public institution)	0	0	0	0	533	489	0	0	1,022
Florida:									
Brevard Junior College, Cocoa (public institution)	0	0	0	1,333	0	0	0	0	1,333
Central Florida Junior College, Ocala (public institution)	461	0	0	0	0	0	0	0	461
Dade County Junior College, Miami (public institution)	0	0	0	4,444	0	0	0	0	4,444
Florida Atlantic University, Boca Raton (State institution)	0	0	0	0	0	0	0	$10,000	10,000
Johnson Junior College, Leesburg (State institution)	0	0	0	0	0	0	$887	0	887
Idaho:									
Idaho State College, Pocatello (State institution)	1,325	0	0	0	0	0	0	0	1,325
University of Idaho, Moscow (State institution)	4,282	7,683	0	0	0	0	0	0	11,965
Indiana: Indiana University, Bloomington (State institution)	0	0	0	0	0	0	19,444	237,864	257,308
Louisiana: Grambling College, Grambling (State institution)	0	13,488	19,427	0	0	0	20,512	0	53,427
Michigan:									
Alpena Community College, Alpena (public institution)	0	0	760	836	419	0	0	1,631	3,646
Ferris State College, Big Rapids (State institution)	0	0	0	7,247	6,421	10,069	13,224	9,999	46,960
Northern Michigan College, Marquette (State institution)	2,531	4,050	5,100	6,995	12,420	14,190	20,300	23,633	89,219
Minnesota:									
Bemidji State College, Bemidji (State institution)	0	8,809	16,600	0	0	0	0	0	25,409
Moorhead State College, Moorhead (State institution)	0	4,267	14,933	0	0	0	0	0	19,200
Winona State College, Winona (State institution)	0	3,311	0	0	0	0	0	0	3,311
Mississippi:									
Coahoma Junior College, Clarksdale (State institution)	420	525	0	0	0	0	0	0	945
University of Southern Mississippi, Hattiesburg (State institution)	0	0	0	0	0	0	1,255	0	1,255
Missouri:									
Northeast Missouri State Teachers College, Kirksville (State institution)	0	0	11,250	14,421	11,510	0	0	0	37,181
Southwest Missouri State College, Springfield (State institution)	5,871	0	0	0	0	0	0	0	5,871
Montana: Eastern Montana College of Education, Billings (State institution)	1,000	0	0	0	0	0	0	0	1,000
New Mexico: Eastern New Mexico University, Portales (State institution)	0	2,900	0	0	0	0	0	0	2,900

New York:									
Hudson Valley Community College, Troy (public institution)	2,339	0	0	0	0	0	0	0	2,339
New York City Community College, Brooklyn (public institution)	0	0	0	0	0	852	413	0	1,265
North Dakota: Lake Region Community College, Devils Lake(public institution)	0	0	0	0	520	555	0	0	1,075
Oklahoma:									
East Central State College, Ada (State institution)	0	0	0	0	0	0	31,417	38,638	70,055
Northeastern State College, Tahlequah (State institution)	3,784	9,659	18,900	0	0	0	0	0	32,343
Northwestern State College, Alva (State institution)	1,579	2,999	2,175	0	0	0	0	0	6,753
Southeastern State College, Durant (State institution)	0	0	0	6,811	11,200	10,800	22,777	17,887	69,475
Pennsylvania:									
Indiana State College, Indiana (State institution)	0	0	0	7,496	7,500	6,610	7,000	0	28,606
Millersville State College, Millersville (State institution)	0	0	0	2,598	5,114	2,034	0	0	9,746
South Dakota: Southern State Teachers College, Springfield (State institution)	0	1,140	5,000	0	0	0	0	0	6,140
Tennessee: Tennessee Polytechnic Institute, Cookeville (State institution)	0	0	0	9,918	0	0	0	0	9,918
Texas:									
Clarendon Junior College, Clarendon (public institution)	0	0	0	0	1,500	0	0	0	1,500
Henderson County Junior College, Athens (public institution)	1,500	0	1,100	2,378	2,474	3,366	3,094	4,737	18,649
Paris Junior College, Paris (public institution)	910	0	0	0	0	0	0	0	910
Ranger Junior College, Ranger (public institution)	0	0	0	0	2,418	2,476	3,000	3,798	11,692
Sul Ross State College (State institution)	0	0	0	0	0	0	6,116	7,041	13,157
West Texas State University, Canyon (State institution)	0	0	0	0	0	0	0	19,800	19,800
Utah:									
College of Southern Utah, Cedar City (State institution)	0	2,000	2,000	2,000	0	0	5,281	0	11,281
Snow College, Ephraim (State institution)	329	1,860	0	0	1,256	0	0	0	3,445
Utah State University of Agriculture and Applied Science, Logan (State institution)	0	0	0	0	0	0	7,000	0	7,000
Virginia: Old Dominion College, Norfolk (State institution)	0	0	0	0	0	0	0	5,590	5,590
Washington: Columbia Basin College, Pasco (public institution)	619	971	0	0	0	0	0	0	1,590
West Virginia: Marshall University, Huntington (State institution)	0	0	1,000	0	0	0	0	0	1,000
Wisconsin:									
Wisconsin State College, River Falls (State institution)	0	0	2,880	3,965	6,988	0	0	0	13,833
Wisconsin State College, Oshkosh (State institution)	459	0	0	0	0	0	0	0	459
Wisconsin State College, Whitewater (State institution)	3,430	2,342	4,200	7,399	3,966	0	0	0	21,337
Puerto Rico: University of Puerto Rico, Rio Piedras (public institution)	0	25,579	25,500	27,778	27,778	28,738	0	0	135,373

CHART II.—*Loans made to State and other public institutions of higher education under title III of the higher education facilities act*

Institution	Amount of loan	Authority
FISCAL 1965 PROJECTS		
Alabama: University of South Alabama	$537,000	Sec. 37 of title 52 of the Code of Alabama of 1940, as amended.
Puerto Rico: University of Puerto Rico	4,795,000	Title 18, sec. 821, of the Laws of Puerto Rico Annotated, as amended 1966.
Texas:		
Hill Junior College District	62,000	Art. 2815 r–1 (building fees) Vernon's Texas Civil Statutes.
Texarkana Junior College District	75,000	Art. 2915 r–2 (student tuition).
Southmost Union Junior College District.	136,000	Art. 2815 r–1 (building fees) Vernon's Texas Civil Statutes. Art. 2815 r–2 (student tuition).
FISCAL 1966 PROJECTS		
Alabama: University of South Alabama	809,000	Sec. 37 of title 52 of the Code of Alabama of 1940, as amended.
Arkansas:		
Arkansas, Mechanical & Normal College	200,000	Act No. 62 of the Acts of the General Assembly of the State of Arkansas for the year 1947, as amended by Acts Nos. 320 of 1949, 313 of 1951, 10 of 1951, 242 of 1959, and 59 of 1963.
Arkansas State College	1,769,000	
University of Arkansas	1,100,000	
Indiana:		
Ball State University	2,427,000	Ch. 221 of the Acts of the Indiana General Assembly for 1965.
Indiana State University	1,888,000	
Kansas: Fort Scott Community College	336,000	Ad valorem taxes (bond referendum).
Kentucky:		
Eastern Kentucky State College	1,365,000	Secs. 162.340 et seq. of the Kentucky Revised Statutes. (Note.—Statutory mortgage granted by secs. 162.350 and 162.200 of the Kentucky Revised Statutes.)
Kentucky State College	1,360,000	
Murray State College	2,721,000	
University of Louisville	1,852,000	
Western Kentucky State College	1,478,000	
New York: Dormitory Authority of the State of New York acting on behalf of Fordham University.	5,000,000	Ch. 524 of the Laws of New York, 1944, as amended, and constituting title IV of art. 8 of the public authorities law.
North Carolina: Fayetteville State College	235,000	Art. 21, secs. 116–184 to 116–198, General Statutes of North Carolina.
Pennsylvania: Bucks County Community College Authority.	1,834,000	Municipality Authorities Act of 1945 (the act of May 2, 1945, Public Law 382, as amended).
Texas:		
Blinn College (Washington County Junior College District).	221,000	Art. 2815 r–1 (building fees) Vernon's Texas Civil Statutes. Art. 2815 r–2 (student tuition).
Cisco Junior College District	146,000	Art. 2815 r–1 (building fees) Vernon's Texas Civil Statutes. Art. 2815 r–2 (student tuition).
Wharton County Junior College District.	600,000	
FISCAL 1967 PROJECTS (NOT FUNDED)		
Alabama: University of South Alabama	639,000	Sec. 37 of title 52 of the Code of Alabama o 1940, as amended.
Arkansas: University of Arkansas	500,000	Act No. 62 of the Acts of the General Assembly of the State of Arkansas for the year 1947, as amended by Acts Nos. 320 of 1949, 313 of 1951, 10 of 1951, 242 of 1959, and 59 of 1963.
Hawaii:		
University of Hawaii	2,364,000	General obligations of State payable from ad valorem taxes.
Do	1,512,000	
Indiana: Purdue University	1,204,000	Ch. 221 of the Act of the Indiana General Assembly for 1965.
Kentucky:		
University of Louisville	86,000	Secs. 162.340 et sq. of the Kentucky Revised Statutes. (Note: Statutory mortgage granted by secs. 162.350 and 162.200 of the Kentucky Revised Statutes.)
University of Kentucky	3,493,000	
Eastern Kentucky State College	744,000	
Maryland: Catonsville Community College	750,000	General obligation of Baltimore County (bond election).
Michigan: University of Michigan	1,914,000	Sec. 5, art. 7 of the Michigan constitution of 1963:
Missouri: Meramec Community College, Florissant Valley Community College, St. Louis Coty Junior College District.	4,000,000	General obligation (ad valorem taxes) by special bond election.
Montana: Western Montana College	350,000	Revised Codes of Montana 1947, sec. 75–218, subsec. (7), as amended by Laws of 1965, ch. 246.

CHART II.—*Loans made to State and other public institutions of higher education under title III of the higher education facilities act*—Continued

Institution	Amount of loan	Authority
FISCAL 1966 PROJECTS—continued		
New York: Dormitory Authority of the State of New York acting on behalf of—		
New York University	4,000,000	Ch. 524 of the Laws of New York, 1944, as amended, and constituting title IV of art. 8 of the public authorities law.
Do	4,000,000	
Ithaca College	2,150,000	
North Carolina: Appalachian State Teachers College.	638,000	Art. 21, secs. 116–184 to 116–198, General Statutes of North Carolina.
Puerto Rico:		
University of Puerto Rico	181,000	Title 18, sec. 821, of the Laws of Puerto Rico Annotated, as amended 1966.
Do	785,000	
Do	1,837,000	
South Carolina: University of South Carolina.	1,133,000	State legislation approved Apr. 2, 1953, as amended. General obligations of State, further payable from student tuition fees.
Texas:		
Bee County Junior College District	695,000	Art. 2815 r–1 (building fees) Vernon's Texas Civil Statutes.
Laredo Junior College (municipal district).	623,000	
Do	346,000	Art. 2815 r–2 (student tuition).
Parker County Junior College District (Weatherford College).	1,000,000	
Washington:		
University of Washington	1,100,000	Ch. 254, Washington Sess. Laws, 1957.
Do	2,100,000	
Wisconsin: Wisconsin State Agencies Building Corp. acting on behalf of—		
Wisconsin State University (Stevens Point).	1,527,000	Wisconsin Nonstock Corporation Law, ch. 181, Wisconsin Statutes.
Wisconsin State University (La Crosse)	1,166,000	
Wisconsin State University (River Falls)	822,000	
Stout State University	2,327,000	
University of Wisconsin (Madison)	4,000,000	
University of Wisconsin (Milwaukee)	1,565,000	
Wisconsin State University (Superior)	975,000	
Do	1,433,000	
Wisconsin State University (Platteville)	2,170,000	
Do	1,129,000	

Senator MORSE. Senator Randolph has to preside at another committee hearing and wants to ask a question. I will yield to him.

Senator RANDOLPH. I am grateful to you and Senator Javits for allowing me to speak out of turn in reference to some comments that I desire to make.

Senator Yarborough has to chair a labor subcommittee dealing with a rather perplexing problem. I am chairman of the Subcommittee on Roads. This deals with our system of roads, the primary and secondary roads systems for the coming year.

I am interested in three aspects, Mr. Muirhead, that I am sure that you and the others are giving or at least will give testimony on, and in it will focus attention on this morning's hearings.

SMALL COLLEGES

First of all, I am intensely interested, as the chairman knows, in the small colleges of the United States. As I understand it, under your new proposal, the cost to the smaller college would, actually, be less in dollars. Is this true?

Mr. MUIRHEAD. Yes, sir; we are speaking now about the loan operations of the smaller colleges. If the college would like to borrow part of its funds under this proposal, then they would not have to put up

10 percent, as is the case under the NDEA. This would be an advantage to the small college.

Senator RANDOLPH. That is my understanding, and that is why I raised the point, Mr. Chairman.

Senator MORSE. A very important point.

LOAN SUPPLEMENTS

Senator RANDOLPH. It is one that we would want to consider.

Second, I come to the matter of the loan approvals by your Department under the present system. In West Virginia, we have received approval of 96.7 percent of our applications. Check me if that is right or wrong. I think that is approximately the percentage. Under the new proposal, as I understand it, that would not be 96.7 percent, but it would be 100 percent. Is this true?

Mr. MUIRHEAD. That is quite correct, Senator.

STUDENT COMMITMENT

Senator RANDOLPH. Then, you have given me two plusses already this morning. I appreciate that.

The third question, which is more general in nature, has applicability to what I am interested in. The student, as I understand it, is in the position where his commitment would be the same under your new proposal as under the system now in effect. There would be no actual change, insofar as the student himself or herself is concerned.

Mr. MUIRHEAD. There would not be. There would be no change in that, Senator Randolph. The student would have the same benefits under this program as under the NDEA. The terms would remain exactly the same.

Senator RANDOLPH. Thank you very much. Thank you, Mr. Chairman.

Senator MORSE. Let us go off the record.

(Discussion was had off the record.)

Senator MORSE. Back on the record.

AGGREGATE DEMAND FOR STUDENT LOANS

Senator JAVITS. I am a little concerned about the aggregate of the demands that you are trying to meet.

You have $213 million in applications from college for NDEA loans. You have $190 million in authorizations under the present program. And you are trying to get $30 million for this new program, which, for all practical purposes, is riding on the coattails of the participation sales bill that we recently passed to sell Federal obligations in the credit market. Then, we have a bank-guaranteed student loan program going, too.

What I would like to know from you is what do you envisage for fiscal 1967 as the aggregate demand for student loans of all kinds—banks, standard NDEA, and the new kind that you are now contemplating—and in what proportion do you estimate they will be made? I am asking for the demand; not what you can supply, but the demand. What is the demand that is expected for 1967, and how

are you going to meet it with the three programs; the two established and the one new program that you are putting up this morning?

Mr. HOWE. Senator Javits, if you take our present testimony here of $213 million as a rough estimate of the demand for NDEA-type loans—and probably it is a good one—and then look at what we are saying about the demands that there will be for the guaranteed loan program, you would have to add under that heading, again, a rough estimate of around 1 million students, is that correct?

Mr. MUIRHEAD. Yes.

Mr. HOWE. Around 1 million students. They will be seeking guaranteed loans, which loans will average in the realm of $500 to $700 per student. This gives a very rough picture of the aggregate demand, but I would emphasize that these are very rough estimates. It is clear that the guaranteed loan program, which will be launched vigorously by the banks, will present a real opportunity for ultimately aiding in the funding of the college education of close to 80 percent, perhaps more than that, of the college-going population.

Senator JAVITS. Close to 80 percent?

Mr. HOWE. Yes.

Senator JAVITS. May I recapitulate your answer?

You figure a billion-dollar market in student loans, 50 to 70 percent of it to be supplied by the banks and other financial institutions under the guarantee provisions, roughly 20 percent of it to be supplied by the regular standard NDEA program, and roughly 10 percent to be supplied by the new program?

Mr. HOWE. This is a good guess.

Senator JAVITS. And that is it. And you feel that that would satisfy the demand so that if we did use the new program, you can tell us you believe—nobody can guarantee it—that every college student who wants and is entitled to a student loan can get one; that is, is capable of getting one?

Mr. HOWE. I have to be realistic about this, in the sense that the capacity of the private money market to provide guaranteed loans from the banks and in the volume that we believe will be called upon to provide these still remains a question mark. We do have the vigorous campaign being mounted by the banks to encourage all of their members throughout the country to make this credit available, but until we get into operation and see the rate at which these loans are requested and have had some experience with the program, we still have to enter a question mark in this realm.

Senator JAVITS. There are two numbers that I do not get answers to. There are roughly 4 million college students, correct?

Mr. HOWE. Yes.

AGGREGATE LOAN SUPPLY

Senator JAVITS. And you say 1 million of these students will go to the banks.

Now, you estimate that. You say that 80 percent of the college students will get some loan help. According to my figures, if you expect the banks to take care of, roughly, 50 percent of the demand, or better, that would mean one and a half million would go to the banks. Where am I wrong or where are you wrong?

Mr. HOWE. The figure of 80 percent is a rough but conservative estimate of the proportion of undergraduates who will be eligible for low-

interest insured loans. It does not measure the number of students who will actually receive such loans. To put it another way, it measures the number of students who will have an option to borrow a low-interest loan but it does not measure how many will seek to exercise that option. Perhaps another element of confusion concerns phasing: the rate at which the insured loan program will grow. We would certainly, by the second year of this program, expect that a good many more than 1 million would be taking advantage of it.

Senator JAVITS. But you can take care of 3 million students, in your judgment, between the banks, the present NDEA program, and the new program?

Mr. HOWE. Ultimately, I would say that is true.

Mr. MUIRHEAD. Yes; I think that word would have to be introduced.

Senator JAVITS. You say "ultimately"; how many years is "ultimately?"

Mr. MUIRHEAD. Our projections, Senator Javits, would lead us to say that we would reach that goal in about 10 years.

Senator JAVITS. In 10 years?

Mr. MUIRHEAD. Yes, sir. In the first year of operation we are expecting that about 15 percent of the eligible students will participate in the guaranteed loan program. I think, as the Commissioner has also indicated, that the continuation of the NDEA as such will insure that the youngster from the low-income family will be able to get a loan, and I think that this is where we are placing our priority. Ultimately, we will reach the larger goal when the guaranteed loan program gets in good shape, and the young people from the upper and the middle income families get coverage, and when the States move in and set up their State loan programs to provide sufficient guaranteed funds to support it.

Senator MORSE. I have two questions, very quickly, to supplement Senator Javits' questions. It is rather important to make a record on this.

Is the chairman correct in his understanding that you are testifying that at the present time there are 4 million college students in the United States?

Mr. HOWE. It is nearer 6 million.

Senator MORSE. There are 6 million, not 4 million?

Mr. HOWE. That is correct.

Senator MORSE. Of the 6 million, what is your estimate as to the number that will require a loan in order to go to college?

Mr. HOWE. This is a hard question to put an exact number on, because I think you have to make a distinction when you use this word "require" as opposed to, perhaps, "will be helped by" or, "will have to make a reasonable sacrifice if the loan is not available." There is a spectrum of pressure on the individual here.

If I could phrase it in terms of the proportion which can make use of the loan for this purpose and the proportion for which a loan is, indeed, a good investment, I would put that proportion very high. I see again this figure of close to 80 percent of the college-going population investing in itself by borrowing to support its own education.

Senator MORSE. In answer to the question Senator Javits asked, it seems to me that the subcommittee has to know, if we are going to find out what our problem is in the next 2 or 3 years, what body of students

are going to have to be served under a loan program. I want to know, out of the 6 million, how many million are going to have to have a loan from some source in order to go to college. I know that you cannot give me an exact answer, but we certainly ought to be able to have rough limits. If you cannot answer Senator Javits' question, let us start with that block of students. How many of those are there, and then how are we going to meet their financial needs? That is what the Senator is really asking about.

Senator JAVITS. What is your ordinary market and how will we meet it?

Senator MORSE. How many, in rough estimate, do you gentlemen think are going to have to have financial assistance by way of a loan from some source to enter college?

Mr. MUIRHEAD. Mr. Chairman, I think, in order to answer the question, I would have to set it in terms of priorities. First, there would be those students who have to have loans, from families of low income. This subcommittee has supported the NDEA loan program since its inception with the objective in mind that, without this loan, these young people would not be able to go to college.

Senator MORSE. Absolutely right.

FIRST PRIORITY LOAN NEEDS

Mr. MUIRHEAD. That number has been running rather consistently, since the start of the NDEA program, in the neighborhood of 6 to 10 percent of the college population. We have figures to indicate that the NDEA loans go predominantly to students from low-income families.

Senator MORSE. Help me just a moment at this point. We have not, have we, under the NDEA program made available loans to all those that need loans in order to go to college? The NDEA program has not been all inclusive?

The very terms of the NDEA program have eliminated a certain body of students, not that they were not eligible, but the funds were not available to them.

What the Senator from New York is trying to find out is: How much money are we going to have to have, so that we do not deny any young man or woman in this country a college education opportunity if she or he has the ability to go to college.

I want to know that figure.

The 6- to 10-percent figure that you are using, I am aware of, but that has not covered all of the students who are eligible or all of them that would have gone if we had made the money available to them, because the NDEA has not had that amount of money.

The Senator from New York wants to know what that figure is, that we ought to plan on, if we are going to stop denying to some college students a college education.

COMPOSITE FINANCIAL AID PROGRAM

Mr. HOWE. If I can make a comment here? I believe that the Federal program, for general purposes, will have to continue to be a composite program of loans, of work study arrangements and of opportunity grants.

Senator MORSE. I agree.

Mr. HOWE. And that loans are not the only pieces, if you will look at it as a picture puzzle, that provide a full solution to it.

Senator MORSE. I quite agree. I am going on the assumption—as we all have in this subcommittee—that we will have needy students who otherwise could not go to college unless we help them. They cannot attend unless they get some financial assistance. It will be in the form of loans or in the form of the work-study programs through opportunity grants, and through outside work. What I want to know is, limiting ourselves now to the loan provision, which is the provision now before us, how many students must we plan to serve on a loan basis if we meet the need?

Mr. HOWE. This has to be a ball park guess on our part.

Senator MORSE. I know.

Mr. HOWE. Which includes such factors as the going cost of higher education, the factors like a student's choice of an institution, where if he can get a loan he may go to one institution, and if he cannot get a loan he may go to another institution, thereby affecting the nature or the quality of the education which he may receive in relation to his abilities. If you throw in all of these kinds of considerations I believe that percentage becomes very high. The middle-income people in the United States now find themselves in a very difficult situation to finance the education of their youngsters at some college. Therefore, this figure that I gave you earlier, in the realm of 80 percent, really represents a reasonable figure to look at as we examine the long-range role of loans in providing for college education.

Senator MORSE. I am not going to infringe any further on the time of my colleagues. I am going to ask, Commissioner Howe, that you supplement the discussion we have just had on this problem with a memorandum for the record with whatever qualifications you want to put in it, because I know what I will be faced with on the floor of the Senate on this question. I must have such facts as I can secure, to answer and to debate the question. The Senate will want to know the total amount of money that is going to be required to meet the loan needs of the American students who otherwise could not go to college.

Senator JAVITS. I ask unanimous consent that written questions may be presented to the Commissioner by members of the subcommittee and that written answers may be made by the Commissioner and inserted in the record.[1]

Senator MORSE. I have already covered that, but I will grant the request. I covered that in my opening statement this morning. I made it very clear that the administration witnesses would be available at all times to answer questions that the subcommittee wished to present to them, and that will include the form in which the Senator from New York just made his request.

Senator JAVITS. I make another unanimous consent request. If the Commissioner finds that 80 percent figure is out of line, so completely as to embarrass us, that he have leave to expunge it and insert

[1] The written questions referred to and the answers supplied may be found on pp. 54, 60.

another figure. I think otherwise the figure can bedevil us through the whole debate, and no qualification will cover it.

Senator MORSE. The Chair rules that after the Commissioner and his staff prepares the memorandums that they may correct the testimony of this morning, if correction is needed, in the light of the final decision reached on this problem.[2]

The hearing stands in adjournment until 9:30 tomorrow morning.

(Whereupon, at 10:40 a.m., the hearing was recessed until 9:30 a.m., Wednesday, July 13, 1966.)

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[2] The testimony referred to has been reviewed by the Office of Education and the estimates contained therein have been revised, thus obviating the necessity for additional memorandums.

HIGHER EDUCATION AMENDMENTS OF 1966

WEDNESDAY, JULY 13, 1966

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, at 9:30 a.m., in room 4200, New Senate Office Building, Senator Wayne Morse (chairman of the subcommittee) presiding.

Present: Senators Morse, Yarborough, Kennedy of New York, Kennedy of Massachusetts, and Javits.

Committee staff members present: Charles Lee, professional staff member; and Roy H. Millenson, minority clerk.

Senator MORSE. The hearing will come to order.

ARGENTINE GUESTS

The subcommittee is honored to have in attendance this morning a group of nine students from Argentina who are on an exchange program sponsored by the U.S. State Department. I want to welcome the students to this hearing.

May I say to counsel for the subcommittee that they have translator equipment which I assure them they can use without in any way disturbing the hearing so that they will understand what the witnesses are saying. I am happy to welcome these students not only to our hearing, but to our country.

Our first witness this morning will be Dr. B. J. Priest, president of the Dallas County Junior College, Dallas, Tex., and president of the American Association of Junior Colleges.

Dr. Priest, we are delighted to have you here. I think you are familiar with the procedure of the subcommittee. You may proceed in your own way, either by reading your statement or summarizing your statement, whichever meets with your preference.

STATEMENT OF BILL J. PRIEST, PRESIDENT, DALLAS COUNTY JUNIOR COLLEGE DISTRICT, DALLAS, TEX., AND REPRESENTING THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Mr. PRIEST Thank you, Senator Morse.

I believe in the interest of time that I will not read the whole statement, but will take excerpts from it and then, of course, be available if there are any questions.

Senator MORSE. The Chair rules that the entire statement will be printed at this point in the record.

Mr. PRIEST. Thank you, sir.

(The prepared statement of Mr. Priest follows:)

PREPARED STATEMENT OF BILL J. PRIEST, PRESIDENT, DALLAS COUNTY JUNIOR COLLEGE DISTRICT, DALLAS, TEX., AND REPRESENTING THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

THE ASSOCIATION'S POSITION ON H.R. 14644 AND S. 3047

Mr. Chairman and members of the Subcommittee, I am Bill J. Priest, President of Dallas County Junior College District, Dallas, Texas. I am currently President of the American Association of Junior Colleges and I am here today on behalf of the Association. I am also past President of the California Junior College Association. We appreciate your invitation to appear before this Subcommittee.

The American Association of Junior Colleges strongly supports H.R. 14644. We feel, however, that total funds for academic facilities should be increased as soon as possible. Funds presently available are far below the level of need. Further, these funds tend to go for a relatively few projects at a small number of colleges in each state, through a competitive point system. Many colleges, both four-year and two-year, have received little or no assistance from this program and cannot hope to do so until substantially greater funds are available.

We also believe that Congress should review the present formula under which 22 per cent of available funds go to public junior colleges. At one time this 22 per cent figure was closer to the proportion of all entering freshmen who attend two-year colleges; today, about *one-third* of all entering students attend two-year colleges, and this figure is rising rapidly. It will soon be over 50 per cent. Junior colleges have become the shock troops of American higher education, bearing an ever-increasing part of the responsibility for educating both young people and adults. We believe that they need additional federal help in working toward the generally accepted American goal—universal educational opportunity beyond the high school for every qualified person, both adolescent and adult.

Let me cite some statistics about the remarkable—almost frightening—growth of the American junior college. There are now about 1,250,000 students enrolled at about 800 junior colleges, of which about 500 are public. The rate of growth is about *200,000 students per year*—a growth rate which will mean a doubling to about 2,500,000 junior college students in about five years. In California, with the nation's most developed junior college system, about one person in *34* in the state is a junior college student. If the country as a whole offered the same opportunities as California, there would be 6,500,000 junior college students in the United States by 1975. This gives some idea of the explosive growth of the junior college idea.

About 50 new junior colleges are opening each year, and as of June 1966 we have information that about 190 new colleges are in various stages of planning. It appears very likely that there will be about 1,000 junior colleges in 1970, and possibly 1,000 *public* junior colleges by 1975.

Many states, including some of the largest, are developing junior college systems which are close to providing the first two years of college-level education within commuting distance of almost the entire population.

California now provides junior college education within commuting distance of 90 per cent of its population. Within a few years, it expects to extend this system to the entire state.

Florida now offers junior college education to 80 per cent of its population. This will be increased to 95 per cent or more when the present authorized system of colleges is developed.

Illinois: only four of the 102 Illinois counties are not covered at present by an existing junior college district, or included in proposals for districts. Nineteen institutions are now in various stages of establishment.

New York: 85 per cent of the population resides within commuting distance of a public junior college, and more colleges are being planned. Eight are now in process.

Michigan: There are 24 community junior colleges established, or about to be established. Ten more are in the process of being established.

Pennsylvania: This state is planning about 30 junior colleges. The first opened at Harrisburg in 1964, and four others in 1965. Twelve more are in various stages of development.

New Jersey: Fourteen junior colleges will open in the near future, four of them this fall. Seventeen of the state's 21 counties have taken some steps to establish such colleges.

These seven states represent about 80,000,000 people, or about 40 per cent of the nation's population. When one adds the many junior colleges being established in most other states—in Massachusetts, Connecticut, Maryland, Virginia, North Carolina, Alabama, Texas, Minnesota, Iowa, Oregon, and Washington, to name only a few—it is apparent that junior colleges are rapidly developing a nationwide system offering higher education at relatively low cost to the student.

To take one other example, many large cities—the urban and metropolitan areas where so many low income people and members of minority groups are concentrated—are also developing junior college systems, in many cases very recently. Since 1960, public junior colleges have been established *for the first time* in such cities as the following:

Boston	Pittsburgh	St. Louis
Miami	Dallas	Seattle
Minneapolis	Fort Worth	Cleveland
Portland	Philadelphia	Dayton
Birmingham	Spokane	

Many educational authorities are now urging the nation to provide universal opportunity through the junior college. This was the position of the Educational Policies Commission of the National Education Association two years ago. More recently, the President's special national commission on technology and automation came to the same conclusion, calling for "a nationwide system of free public education through two years beyond the high school," with emphasis on the junior college.

The cost of this rapidly growing educational system is a severe drain upon the resources of state and local governments, already pressed for funds for every other need. Facilities costs, costs for construction and equipment, are especially high, and growing every year. Some states now estimate that it costs *at least $3,000 per student* for construction and equipment at a junior college; in other states, costs are now $4,000 per student or more. This is in addition to operating costs which today may run from $800 to $1,200 per student per year.

If junior colleges provide for 200,000 additional students per year, and if costs range from $3,000 to $4,000 per student for construction and equipment, the dimensions of the problem are quite clear. Allowing for a certain number of part-time and evening students, it is still reasonable to assume that facilities and equipment for all these new and expanding colleges could cost the nation from *$350,000,000 per year to $450,000,000 per year.*

The present authorizations in the higher Education Facilities Act amendments, H.R. 14644, call for about $100,000,000 for public junior colleges in the fiscal year 1967, $154,000,000 in 1968, and $198,000,00 in fiscal 1969. These sums, obviously, will meet only a fraction of the need.

The state of California alone estimates that it needs at least $67 million a year for construction for junior colleges, for each of the next ten years. In other words, this state alone could use over half of the funds authorized for the nation in the current fiscal year.

Our Association is very much aware that the four-year colleges and universities also need funds for construction. An increase in the percentage formula for junior colleges should probably be accompanied by an increase in the total funds available for all colleges.

I will touch only briefly on other aspects of this legislation. We assume that the Senate will probably agree with the House in rejecting the proposal to shift most of the NDEA student loan program to private or state financing, the proposal which is still embodied in S. 3047. We feel that the case was very well made in the House that such a shift would cripple very seriously the operation of the whole student loan program. If similar changes are contemplated again in 1967, we hope that they will be very carefully reviewed by the administration and by Congress, with an opportunity for the educational community to present its view *before* legislation is filed.

We also support the continuation of the Developing Colleges program, though we have misgivings about the decrease in funds authorized to $30,000,000. In

this program as in the Facilities Act, 22 per cent of all funds are set aside for junior colleges. In the first year of operation, total appropriations for all colleges were limited to $5,000,000, although $55,000,000 was authorized. These funds were spread over so many institutions that many received very little. The list of awards indicates that many colleges received only a few thousand dollars, to provide perhaps two or three teaching fellows or for some equally modest purpose. Many developing institutions need much more—they need the services of senior, experienced faculty and administrators on loan from other colleges, as well as assistance in upgrading their curricula, teaching methods, laboratories, libraries, and so on. Certainly the proposed $30,000,000 will go farther than $5,000,000—but much remains to be done. We hope that this program will continue to grow, and that its continuation will be authorized for more than one year at a time.

The Higher Education Amendment Act will undoubtedly help American higher education, but our Association believes that Congress should now look further. Specifically, we believe that Congress should look beyond categorical aid programs—federal aid for restricted purposes, such as certain areas of research, special programs in adult education, small sums for developing colleges, and so on.

There are understandable historical reasons why these categorical aid programs developed as they did. However, there have been a number of unfortunate consequences. The fact that funds have been available primarily for special purposes, combined with the limited amounts available, means that many colleges have received relatively little federal help of any kind, except for student aid. In addition to facilties, one of the areas of greatest college need is *funds for operating costs—especially for undergraduate instruction*, the college's principal reason for being in most cases. Relatively little federal money is available for this purpose.

Categorical aid programs have led some institutions to a distortion of purpose, a neglect of undergraduate instruction because of an emphasis on special programs tailored to federal aid. Further, given the maze of federal regulations and guidelines and the many federal and state officials who must be dealt with, many colleges have not had the staff or expertise to follow federal programs and to prepare applications. This is especially true of many junior colleges and smaller four-year colleges. Thus, to some extent categorical aid programs have been self-defeating—they have not provided the basic support for instruction which strengthens the whole college.

Our Association believes that one answer to this problem is for the federal government to provide general rather than categorical aid to colleges, support for the operating costs of college education, on a per-student basis. We are preparing a proposal for a so-called "Community College Act," which would achieve this purpose on the junior college level, and we hope to present this idea to the appropriate committees of Congress, at a future time.

Mr. PRIEST. My name is Bill Priest. I am past president of the California Junior College Association. I am currently president of the American Association of Junior Colleges, and my bread and butter job is that of president of the Dallas County Junior College District.

My appearance here this morning is to support H.R. 14644. We are very enthusiastic about this. However, we have misgivings about one particular point and I will dwell on that, although my paper is broader in its coverage on this particular point.

REVIEW 22 PERCENT JUNIOR COLLEGE FORMULA

We believe that Congress should review the present formula under which 22 percent of available funds go to public junior colleges. At one time this 22-percent figure was probably close to the proportion of all entering freshmen who attend 2-year colleges, but at present we have evidence that not less than one-third of all entering students are attending 2-year colleges and, therefore, we suggest that this 22

percent is no longer a valid figure and that the distribution should be based on the relationship of freshmen in junior colleges and 4-year colleges rather than an obsolete figure.

JUNIOR COLLEGE MOVEMENT

The junior-college movement, of course, is undergoing meteoric growth at this time. There are now about 1,250,000 students enrolled in 800 junior colleges of the Nation, about 500 of which are public. The present growth is proceeding at about 200,000 students per year. This, projected 5 years, would double the number of students in junior colleges in the Nation.

In California, which has at the present time the Nation's most developed junior college system, about 1 person in 34 in the State is a junior college student.

If the country as a whole offered the same opportunities as California, there would be six and a half million junior-college students in the United States by 1975. This, I think, dramatically portrays the explosive growth taking place in the junior college movement.

About 50 new junior colleges are opening each year, and as of this time we have information that 190 new colleges are in different stages of development. This, of course, varies based on the legal provisions in the States where the institutions are forming. We believe that with this trend continuing in 1970, there will be no less than 1,000 junior colleges in the Nation, and that by 1975, there will be approximately 1,000 public junior colleges.

The junior colleges are community institutions. They are distributed to give maximum service to the distribution of people.

In the case of California, 90 percent of the people in the State are within commuting distance of a community college.

As you look around the Nation, Florida has approximately 80 percent of its population within commuting distance.

In the case of Illinois, only 4 of the 102 Illinois counties are not covered at present by either an existing junior college or one that is in the process of being formed.

In New York, 85 percent of the population resides within commuting distance. And you go on down the line, Michigan, Pennsylvania, New Jersey, all States in which the junior colleges are currently flourishing.

And then in other States they are moving to the front very rapidly. I refer to Massachusetts, Connecticut, Maryland, Virginia, North Carolina, where a whole pattern was created virtually overnight; likewise in Alabama, Texas, currently with 32, will have 40 in another 3 years, Minnesota, Iowa, Oregon, the State of Washington undergoing a major study with expansion in that area.

This, I think, indicates the nature of the community college movement on a nationwide basis.

COMMUNITY COLLEGES IN CITIES

One other dimension of this which I believe the committee will be interested in is the recent tendency for the community colleges to take hold in the big cities of the Nation. Since 1960, the following cities,

which did not have junior colleges, either have or are in the process of developing junior colleges: Boston, Miami, Minneapolis, Portland, Birmingham, Pittsburgh, Dallas, Fort Worth, Philadelphia, Spokane, St. Louis, Seattle, Cleveland, and Dayton.

We have seen from authoritative sources considerable interest and official announcements regarding the importance to the Nation of providing 2 years of training beyond high school for those young men and women who are capable of profiting by such training. The junior college, we believe, is in an admirable position to supply this very fundamental need to the Nation.

With reference to cost, I would like to make a point or two.

JUNIOR COLLEGE COSTS

At present, depending on the area, building costs, and certain other variables, it costs somewhere between $3,000 and $4,000 per student station to build a junior college. This would, of course, include purchasing the property, building the facility, and equipping it.

EXPENDITURES REQUIRED

Simple mathematics would tell us that with 200,000 additional students per year and a range in price of from $3,000 to $4,000 per student station, that there will be a need for an expenditure between $350 and $450 million per year for the next 5 years.

Now, the allocation made, of course, covers only a small fraction of this, and so we do feel that the allocation is inadequate when you look at the magnitude of the job and the straight economics of solving the problem.

I think, sir, that I will stop at this point, however, as I say, there are additional data which I think generally support what I have said and expand a little beyond it.

(The information requested follows:)

MEMORANDUM FROM DR. BILL J. PRIEST, AMERICAN ASSOCIATION OF JUNIOR COLLEGES, WASHINGTON, D.C.

When I testified before the Senate Subcommittee on Education on July 13, you asked that I supply additional information related to your suggestion that the 22 per cent formula for public junior colleges, in the Higher Education Facilities Act, be increased. You also asked for information on the proposed "Community College Act."

COMMUNITY COLLEGE ACT

On the latter proposal, we plan to have a general statement available within a short time. The basic suggestion is for general aid to higher educational institutions on a per-student basis, to help meet the needs of undergraduate instruction. As you are aware, limited federal funds are available for facilities and for other special purposes, but relatively little federal assistance goes for undergraduate instruction either at two-year or four-year colleges. While we have talked in terms of a "Community College Act" as a way to universalize educational opportunity, the proposal need not necessarily be limited in this way; it could include aid to all colleges. I would rather delay further comment until our statement is ready.

THE TWENTY-TWO PERCENT FIGURE

As for the proposal to increase the 22 per cent figure, our estimate of present junior college enrollments as a percentage of all undergraduate enrollments, as of fall 1965, was about 23 to 25 per cent, and rising each year. In some states,

it is much higher. Thus the 22 per cent figure, if justified on that basis, is already outdated. Since construction is for the future, and most college buildings authorized now will not be completed for two years or more, an increase in the percentage now would bring it closer to the actual enrollment figure over the next two to four years. The fact that one-third of entering students now attend two-year colleges now is another indication of growth patterns over the next few years, as junior colleges continue to expand at a more rapid rate than four-year colleges.

I believe, however, that the case for additional junior college funds should be put primarily in terms of the most effective way to move toward universal educational opportunity. Junior Colleges already provide the nucleus for a nationwide system of postsecondary education, usually at low cost to the student, and within commuting distance of a good part of the population. Their programs in vocational-occupational fields, and in adult education, serve large sectors of the community which are not reached by most four-year colleges and universities. Junior colleges in many states have undertaken MDTA programs, are beginning work in the anti-poverty field, and have shown a special interest in the education of low-income people, minority group members, and the underprivileged in general.

It is my understanding that Congress originally set aside facilities funds for junior colleges because of a belief that such institutions have a special and highly important part to play in the American educational system. I believe that this special role, and not enrollment statistics alone, should be the basis for Congressional policy. In other words, a sum of say $500,000 for a building at a residential, high-tuition university, while worthwhile in itself, may not do as much good for the nation in terms of educational need and opportunity as the same $500,000 used at a commuting, low-tuition junior college.

The special dependence on most public junior colleges on financial support from already over-burdened local tax resources, and to some extent state tax resources, is another justification for strong federal support.

Please let us know if we can furnish more information on this subject. We appreciate very much your interest in the junior college.

Senator MORSE. Dr. Priest, I appreciate the statement very much. I want to say that I may be guilty of before-the-fact plagiarism for the statement sets out a good many of the arguments that I have been making for the past several years as chairman of this subcommittee in urging greater support for junior colleges.

I have sometimes put it this way, and your statement would seem to indicate that I certainly haven't been engaged in any overstatement, that within 10 years I am satisfied that there will be more students going to so-called junior colleges and community colleges across the land than going to the standard universities and colleges. I think this is an inevitable trend.

RECOMMENDED NEW PERCENTAGE

But in the first part of your statement you suggest that the 22 percent provided for in the bill for junior colleges is inadequate and you set forth your statistical data to substantiate your point, but I have not seen in the statement any recommendation of your association as to what that percentage should be. We have to deal with specific amounts. Do you have a percentage to recommend to the committee?

THIRTY-THREE TO FORTY PERCENT

Mr. PRIEST. Yes, sir. I believe it should be not less than 33, and I think that ample documentation could support 40, so a range of 33 to 40, I think, would be appropriate at this time.

Senator MORSE. You base that, do you, on the part of your statement where you point out, without mentioning a percentage in the bill

for funds, that a third of the entering students will be going to community colleges?

Mr. PRIEST. Yes, sir. That would be the basis for the minimum, but this is a trend which is rising sharply. And I think it would be a mistake to peg this at any arbitrary figure, because it is a fluid situation and if we assume that the percentage is based on the service to be rendered, then it should float as the actual service varies.

Senator MORSE. Well, what would you say to the argument, I can tell you now that it will be made, that your 33⅓ percent figure is based upon the fact that entering students this next fall will represent a third of the students of the Nation, but other colleges have the three classes already in school. When you add those three classes to the total figure and the classes of community colleges to the total figure I surmise that total junior college enrollment will not add up to 33⅓ percent of the total college enrollment. Therefore, to grant you 33⅓ percent in this bill for immediate application would give the community college an advantage.

Mr. PRIEST. I believe that the percentage will be 33⅓, possibly higher.

Senator MORSE. Of the total student enrollment?

Mr. PRIEST. As I understand your statement, the junior year and thereafter students have to be housed. Is this the basic point, sir?

Senator MORSE. Well, maybe I have not made myself clear. I will restate it.

THIRTY-THREE AND ONE-THIRD—TOO MUCH, TOO SOON?

You are saying to the subcommittee that you think they ought to change the 22 percent to 33⅓ percent because this next fall one-third of the entering freshmen in all the colleges of the United States will be entering community and junior colleges. Will I be faced with the argument that the total student enrollment in the community and junior colleges of America is less than a third of the total student population? Junior and community colleges will have a third of the entering freshmen, but they will not have a third of the total student population and, therefore, is your association asking for too much, too soon?

Mr. PRIEST. We also have a sophomore year and continuing students, so the one-third that are entering does not represent our gross service clientele. I would, rather than express an opinion, like to send in a supplemental report after we have done additional research speaking squarely to this point, because I do not think the position is weakened if you use a third. I think it can be supported.

Senator MORSE. I will be very glad to receive that report and make it an addendum to your testimony. May I have the attention of counsel for the subcommittee? I want counsel for the subcommittee to send a letter to HEW pointing out Dr. Priest's argument in regard to the 22 percent and ask the Department for an official memorandum and reply setting forth what their position would be, what percentage, if any, they would advocate be changed in the bill, and any rebuttal evidence that they wish to submit if they do not agree with Dr. Priest.

(The memorandum requested from the Office of Education follows:)

MEMORANDUM FROM THE OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, ON JUNIOR AND COMMUNITY COLLEGE TESTIMONY

We do not consider it advisable at this time to alter the percentages of 22 percent and 78 percent which are presently specified in P.L. 88-204 as the ratio to govern the apportionment of funds appropriated between Section 103 (providing academic facilities for public community colleges and public technical institutes) and Section 104 (providing facilities for other institutions).

Our position is based mainly on a judgment that a change is not now warranted by the structure of enrollments in higher education, even though it may be in the future. We envisage that the refinements of statistics which the proposed General Information Form will accomplish, together with advances in State planning we are endeavoring to encourage, will permit better informed judgments in the future concerning the desirability of a change.

The Office of Education calculates on the basis of reports from institutions that the junior colleges as a whole, including those under private control, accounted for about 15.2 percent of total degree-credit enrollments in the fall of 1965. Reports from institutions also reveal that the same colleges last fall accounted for about 19.7 percent of total enrollments, including non-degree credit students. Both percentages are well below 22 percent.

It is true that the demand for grants under Section 103 has been proportionately stronger than under Section 104, both in the current and preceding fiscal years. This is attributable in part to the public funds available to these schools and perhaps also in part to the lower requirements in Section 103 for non-Federal matching funds. At the end of the last fiscal year unprocessed applications under Section 103 amounted to $84.5 million as compare to an allotment of $50.6 million. Unprocessed applications under Section 104 amounted to $165.7 million as compared to an allotment of $179.4 million.

It is relevant that the apportionment of funds between Sections 103 and 104 is not in practice invariably fixed by this percentage. Section 102 of the Higher Education Act of 1965 amended the Facilities Act to permit the use under Section 103 of any Section 104 funds in excess of the value of Section 104 applications received by the end of the first half of the fiscal year. Thus transfer is possible in any State to the extent that the demand for Section 104 funds may at mid-year fall short of funds allotted for this purpose. The same amendment similarly provides for the use of Section 103 funds for Section 104 purposes. Transfers requested during the current fiscal year amount to about $12 million, of which about $6 million will be shifted for use under Section 104, and the remainder shifted for use under Section 103.

Because of the absence of specific information and the lack of time, the Office of Education has not been able to submit a statement on a proposed Community College Act.

Senator JAVITS. Will the Chair yield on that?

Senator MORSE. Yes.

NEED FOR SEPARATE LEGISLATION

Senator JAVITS. Would the Chair mind including any comment on the possible need for a Community College Act? In other words, this question: Shall we separate out the whole community college effort, which is sort of a middle ground between higher education on a classic basis as the preliminary to the professions, et cetera, and the technical school and have a special act for it such as we have for land-grant colleges. This is perhaps a unique thing.

Now, I notice in the latter part of Mr. Priest's submitted statement he says that his organization is preparing something on this subject. It seems to me that this would be very much facilitated if you had the agreement of HEW that the time had come because of a growth of the

community colleges to treat with it as a unitary problem and have a bill for higher education through community colleges.

Senator MORSE. That certainly will have that second question that the counsel will put to the Department in the memorandum.

Mr. PRIEST. Senator Javits, we have done more than passing thinking on this and we have some material developed and much more could be worked up. We do believe that now is the time to take hold of this problem in a somewhat different form than has been true in the past.

Senator JAVITS. Perhaps you would then write the chairman, Senator Morse, a letter, in which you would tell him what you think about it now so that the question can be phrased as accurately as possible for HEW.

Senator MORSE. Will you do that along with the other part of the memorandum that I have called for?

Mr. PRIEST. Yes.

UNITY OF EFFORT IN EDUCATIONAL COMMUNITY

Senator MORSE. I am just thinking off the top of my head, but those are, sometimes, one's best thoughts anyway. I have a responsibility, along with my colleagues on this subcommittee to face up to the problems within the educational fraternity of the country when it comes to the maintenance of unity of effort in the passage of legislation. If one were to ask me to name the one major reason why we have been able in recent years to have this breakthrough in education legislation—with the result that since the first year of the Kennedy administration we have passed more Federal aid to education legislation quantitatively and qualitatively than has been passed in the preceding 100 years—should you ask me to name the main reason for that accomplishment I would tell you that it is because at long last the educational segment of our country moved forward as a united body in support of all the various pieces of education legislation. Before that the elementary-secondary school people through their national associations were not enthusiastic in supporting higher education legislation. The higher education people were not enthusiastic in supporting elementary and secondary education. There was a split involving the vocational people. There was a split between public and private school people. The result was, as I said to them, at many of their meetings, that they themselves were more responsible than any other force for not getting the legislation. In fact, it was so serious that President Kennedy called the then Secretary of Health, Education, and Welfare, Mr. Ribicoff, now Senator Ribicoff, and the chairman of this subcommittee down to the White House. A long conference resulted in the President assigning to the two of us the job of going out through the country and speaking to the educators themselves; Secretary Ribicoff to be diplomat, and the chairman to be the hatchetman. My job was to tell the educational community of their own legislative shortcomings and to stress that unless they recognized that only in unity was there strength there was no hope of success. Lacking this unity of approach, I said I did not see much optimism for Federal aid to education. To the everlasting credit of the profession they united and we were able to get the legislation passed.

EFFECT OF A SEPARATE COMMUNITY COLLEGE BILL?

Dr. Priest, I have given you this little summary of what happened then because there is going through my mind now a question as to whether or not a separate bill for community and junior colleges might have an adverse effect on the unity that has existed among you, for there has been a remarkable support on the part of higher education officials as far as work with this subcommittee is concerned for the junior and community college development. I would not like to see that growth in any way stunted.

So I hope you give some thought to it and advise me in your memorandum whether you think such an approach may run the danger of a step backward as far as a united educational front is concerned.

Mr. PRIEST. Our intent would be to work closely with the other agencies and we would not think of ourselves in terms of mavericks breaking off and going it alone. However, the problem which continually occurs is that the comprehensive community college has a somewhat different mission for the American people than, for example, the 4-year liberal arts school. And I believe we can get together under the educational intent and work up something.

Senator MORSE. I understand that, Dr. Priest, and again I am thinking out loud. I want to say the best evidence you could give me would be an endorsement of any proposed piece of legislation by the other groups.

The Senator from Texas.

JUNIOR COLLEGES IN TEXAS

Senator YARBOROUGH. Dr. Priest, we are very glad that you moved to Texas from California to head up this Dallas County effort. There has been tremendous advancement. I think this has been one of the most encouraging things in the field of public junior colleges in the State in 20 years.

Right after World War II, Dr. Colvert at the University of Texas, whom I am sure you are acquainted with, went around the State speaking to the program of having a public junior college within 50 miles of every boy and girl in Texas. He had great obstacles, but a great many junior colleges were formed, generally in smaller cities. Larger cities in Texas were the last to come into this program. I had the privilege of representing, in a long-drawn-out litigation, the Southwest Texas Joint Junior Colleges. It was the first multiple-county district for public junior colleges with involuntary taxes levied on it. So we took it to the Supreme Court where they finally upheld that district.

I have listened to your statement and read your paper with great interest. I congratulate you in California for having achieved public junior colleges which are tuition free—is that correct, it is tuition free in California?

Mr. PRIEST. Yes; it is, sir.

Senator YARBOROUGH. And I was told that last year—of course, you are no longer in California—that California had 45 percent of all the public junior college students in America. That figure has been cited for public junior colleges.

Mr. PRIEST. Well, in Texas they are moving in. As you know, Dallas is a large urban area and we will have in excess of 15,000 in the

junior colleges there in the early 1970's, so our State is moving ahead rapidly.

Senator YARBOROUGH. It has been a long delayed movement in our State and I am certainly glad to see an administrator with your proven capability to lead that movement. Houston, I do not believe, yet has a public junior college, or a public junior college program. But I have listened with great interest to what you have said. I have read these figures, and if we are able in these other States to do what California has done and make tuition free in the public junior colleges I think your estimate of this doubling of enrollment from 1,500,000 to 2,500,000 in 5 years would be a modest estimate indeed. I think, should tuition be free in other States, and I have long advocated this in Texas, it would be more than doubled in 5 years if the students could get in there, if they did not have to pay the tuition. Many families cannot pay the tuition, but they would be able to go. I want to point this out. We ran into this problem in 1958 on the National Defense Education Act. I had the privilege of being the coauthor of the public junior colleges getting their legislation after most of the State legislative moneys had gone to institutions of higher learning and the local tax moneys to primary and secondary education. So in conference between the House and Senate a provision was written in, and I had the honor of being the author of that, by which public junior colleges in certain States qualified and could in any State, if they wanted to amend their laws to qualify both as a high school and as a college, get money for the student loan fund under the college provision. They could get science and foreign language money under the high-school provision. I am sure you are familiar with that. California and Texas happened to be two of those States. I think there were eight that qualified under that. And I think the National Defense Education Act helped junior colleges considerably by that dual capacity in which they were cast under that law.

I want to thank you very much for your contribution.

TRIBUTE TO SENATOR YARBOROUGH

Senator MORSE. Dr. Priest, I hope you have taken note that while you have been testifying members of the committee have refreshed themselves with coffee, although I look over at my colleague from Texas and I am not so sure he is not drinking tea. But I just want you to know that the next round of coffee will be paid for by the Senator from Texas in return for the comment that I now make, but I make it to you in all sincerity. When you go back to Texas I hope you will tell your associates in your junior-college program that there is no more ardent supporter of the community college and junior college program in this country than Senator Yarborough. He has been of great help to the chairman and to this entire committee, for he recognizes, as you pointed out in this statement of yours this morning, that this is a tremendously important trend for the benefit of the young people of this country who, without the community and junior colleges, simply would be denied an educational opportunity. And I wanted the people in Texas to know that I am indebted to him for his support.

Now, before the Senator from New York leaves, I want to give him a chance to ask any questions he may have.

Senator JAVITS. I think he answered my question. Thank you.

Senator YARBOROUGH. Mr. Chairman, I am deeply grateful to the Senator from Oregon, but I would not have him put that burden upon Dr. Priest. We are very proud to have him in Texas, and if he goes back with a speech like that he might not last very long in Dallas as president of that junior college, so I suggest we relieve him of that burden.

Senator MORSE. Oh, I charge him with it.

Senator YARBOROUGH. Wait until he has been in Texas an additional 3 or 4 years.

Senator MORSE. There is no reason that the educators should not participate in statesmanship, too.

Mr. PRIEST. God and American Airlines willing, I will be in Dallas at 6:09 and I will pass the word. We do appreciate the help, Senator Yarborough.

Senator MORSE. The next witness will be Dr. Charles F. Schuller, director, Instructional Media Center, Michigan State University, East Lansing, Mich.

We are delighted to have you, Dr. Schuller.

Senator YARBOROUGH. Mr. Chairman, as the chairman knows, I am chairman of the subcommittee on labor which is meeting on the minimum wage law, and I must go to that subcommittee. I want to say in reference to this testimony of Dr. Schuller that I am taking it with me to work on while I wait to get my quorum. I am very much interested on this question of title 6 and I do not leave through lack of interest. There is no section of this bill that I am more interested in, Mr. Schuller, than in this section.

STATEMENT OF DR. CHARLES F. SCHULLER, DIRECTOR, INSTRUCTIONAL MEDIA CENTER, MICHIGAN STATE UNIVERSITY, EAST LANSING, MICH.

Mr. SCHULLER. Thank you, Senator Yarborough.

Senator MORSE. I will be able to help you with the quorum just as soon as Senator Edward Kennedy comes to relieve me.

Senator YARBOROUGH. Thank you, Mr. Chairman.

Senator MORSE. You may sit down, Mr. Schuller, and proceed in your own way.

Mr. SCHULLER. Thank you. I am going to extrapolate from my prepared statement, which the committee has, assuming that that statement will be considered in its entirety by the committee.

Senator MORSE. The chair rules that the entire statement of Dr. Schuller be inserted in the record at this point.

(The prepared statement of Dr. Charles F. Schuller follows:)

PREPARED STATEMENT OF CHARLES F. SCHULLER, DIRECTOR, INSTRUCTIONAL MEDIA CENTER, MICHIGAN STATE UNIVERSITY

Mr. Chairman and members of the subcommittee, I am Charles F. Schuller, a professor of education and director of the Instructional Media Center at Michigan State University. At this hearing, I represent the 6,000-member Department of Audiovisual Instruction of NEA of which I was President in 1958–59. I also helped organize and served for three years, from 106–63, as President of the Educational Media Council, an organization of representatives of 15 national organizations with a primary interest in the improvement of instruction through educational technology and media of all kinds.

On June 2, 1965, I had the privilege of appearing before this distinguished Committee as chairman of a panel of prominent college and university administrators and professors representing several national professional associations and institutions of higher learning. That panel presented the case for amending the Higher Education Bill of 1965 to add provisions which subsequently became Title VI entitled "Financial Assistance for the Improvement of Undergraduate Instruction." The amendment was effectively and successfully sponsored by the distinguished Senator from Texas and supported by the honorable chairman and other members of this Subcommittee. By reason of its importance, the title has since come to be known by the names of its sponsors in the Senate and the House of Representatives and is now commonly referred to as the Yarborough-Carey Program.

TITLE IV, HIGHER EDUCATION ACT OF 1965

The need for that Program has been borne out by its reception by the higher education institutions of the nation. Although funded only late in October of last year with a consequent delay in getting organization, regulations, and State Plans established and approved, none the less some 944 institutions in 50 states met the April 30, 1966 deadline for submitting applications for the first instructional equipment grants and 180 applications were received for CCTV equipment grants. As of the end of the fiscal year on last June 30, virtually all funds appropriated for those purposes had been allocated. I bring this fact to the Subcommittee's attention primarily to illustrate the need felt by higher institutions and their demonstrated desire to participate under the provsions of Title VI. I would indeed be remiss, however, if I did not also take this occasion to bring to the Committee's attention the outstanding and intensive work done by Mr. Muirhead and his staff in the Bureau of Higher Education of the USOE which made it possible to get the program off the ground and into effective operation before the end of the 1966 Fiscal Year.

During its first half year of operation, the validity of those provisions of the Title which were funded has been demonstrated. On the other hand, our experience of the past six months has also revealed certain problems which appear to require legislative amendment if the worthy purposes and intent of the Yarborough-Carey Program are to be effectively implemented. These problems center in those parts of Section 604 and 605 dealing with maintenance of effort.

MAINTENANCE OF EFFORT

Section 604(b) states:

"An institution of higher education shall be eligible for a grant for a project pursuant to this part in any fiscal year only if such institution will expend during such year for the same purposes as, but not pursuant to, this part an amount at least equal to the amount expended by such institution for such purposes during the previous fiscal year. The Commissioner shall establish basic criteria for making determinations under this subsection."

One key problem with the above section lies in its pyramiding effect. At the present time, an institution wishing to participate and which spent $10,000 for a given category of instructional materials and equipment in 1964–65 must spend at least $10,000 in 1965–66 and then add an amount such as $5,000 to qualify for $5,000 in matching grants. There is a general agreement with the principle involved here and no desire whatever to remove a maintenance of effort requirement. However, in fiscal '67 under current regulations, the same institution would then have to expend $15,000 before matching support could begin. Clearly, there is an escalating effect which tends both to discriminate against those institutions which have been making a good effort in the past and to make it progressvely less possible from year to year for an institution to participate in the program. The effect of this requirement is particularly harmful to the poorer institutions and to those institutions which are not growing rapidly. I believe that requirements in Sections 202(b) and 407(a) of the same Act permit the institution's share used to match the Federal grant to be included in the Maintenance of Effort and would regard such a change as a distinct improvement in Title VI as well.

It should be noted, also, that an institution could totally avoid the effect and intent of the Maintenance of Effort section as it now stands by simply submitting proposals every *other* year. In the alternate years, expenditures for pertinent equipment and materials could actually be reduced and still comply with the

regulations. It seems clear from the legislative record that it was the intent of this Subcommittee and of the Congress to encourage and to stimulate the improvement of undergraduate instruction as rapidly as possible rather than to penalize or delay efforts to that end. In spite of exhaustive discussions and explorations—between the Bureau of Higher Education and the legal department of the Office of Education—of this and other problems covered in this statement, there appears no legal alternative to enforcement of current provisions as contained in the regulations. Thus the remedy must be found in changing the language of the pertinent sections of the Act itself.

A second difficulty with Section 604 as it now stands (and with consequent regulations) is that it calls for an isolation of expenditures for certain types of equipment and materials for a given year in order for the institution to be eligible to participate in the program during the following year. Few institutions maintain their books in a way which would permit securing such information without rechecking virtually every purchase order issued during the preceding year. By the same token, Government audits to establish the legitimacy of grants already made and expended would be correspondingly difficult, time-consuming, and costly. The net effect is to force institutions to alter their entire system of accounting if they are to comply with the requirements of this Section.

A third problem lies in the fact that legal interpretation of the current language of Sections 604 and 605 does not permit discrimination between *current expenditures* for instructional equipment and materials and nonrecurring *capital expenditures* in determining the relative eligibility of an institution to participate in the program. Thus, an institution making a $100,000 installation of equipment in a new building one year becomes ineligible to participate the following year unless a like amount is spent even though such expenditures are normally amortized over a 5 to 10 year period or longer. This clearly violates the spirit of the Yarborough-Carey Program in that it penalizes those institutions making substantial efforts to move ahead and resolve their instructional problems. Furthermore, it tends to exaggerate the pyramiding effect mentioned earlier.

Numerous interested people and agencies have been working jointly on the problems described in this statement to determine the most feasible solutions to suggest. These individuals and organizations are in substantial agreement that the following amendment would accomplish the desired results:

Section 604

AMENDMENTS FOR SECTIONS 604(b) AND 605(b)

Heading—delete: ", AND MAINTENANCE OF EFFORT" so that the heading reads: "BASIC CRITERIA FOR DETERMINING PRIORITIES AND FEDERAL SHARE:

(Note: This does not imply a proposal for the elimination of maintenance of effort as a requirement. Instead, a more practical and workable means of achieving it is proposed under Section 605(b).

Section 604(b)

Delete: "An institution of higher education shall be eligible for a grant for a project pursuant to this part in any fiscal year only if such institution will expend during such year for the same purposes as, but not pursuant to, this part an amount at least equal to the amount expended by such institution for such purposes during the previous fiscal year."

Section 605(b)

1. Delete subparagraph (5)(c) which reads: "(c) that the institution will meet the maintenance of effort requirement in section 604(b)"

2. Insert a new subparagraph (6) which reads: "The Commissioner determines that the institution will expend from current funds for instructional and library purposes during the fiscal year in which the project application is submitted an amount at least equal to the amount expended by such institution for such purposes during the previous fiscal year."

The Office of Education reports virtually unanimous agreement among institutional and State commission representatives on the need for the proposed changes in the Maintenance of Effort provision of Title VI to facilitate administration of the program at both the state and national levels. I can speak personally for the State of Michigan where I chaired a group of 17 institutional representatives who helped write the State Plan for Michigan. In addition, I have conferred

from time to time with administrative officers of institutions in Michigan and other States on problems arising chiefly from the Maintenance of Effort provisions as now constituted.

YARBOROUGH-CAREY PROGRAM

One final point which I should like to make is the need for more adequate funding for the Yarborough-Carey Program. While I recognize that this Subcommittee does not deal with appropriations directly, I am also aware of your demonstrated interest in the success and effectiveness of this Program. I find universal enthusiasm for the Program among colleges and universities throughout the nation. This was demonstrated in the numbers making application for grants this Spring even though time for planning and preparing applications before April 30 was very limited. The next deadline of November 30 can be expected to produce a substantially greater number of applications. As indicated in the table below, however, it was not possible even the first time around to fund equipment requests from 164 institutions who applied and were eligible. This was true even though a stringent limitation of $50,000 per applicant was set by most states in order to assist as many institutions as possible with the dollars available. These dollars should be increased at least to the amounts authorized under the Act—as soon as it is feasible to do so.

Summary of grants to colleges and universities to June 30, 1966, under title VI, pt. A, Higher Education Act of 1965, Public Law 89–329

	Institutional applications	Applications funded	Total funding	Applications not funded	Cost of applications not funded
Equipment projects	944	780	$13,399,973	164	$4,959,627
CCTV equipment	180	125	1,472,171	46	1,290,620

Currently available appropriations of $1,500,000 for CCTV projects under this Title are particularly inadequate in light both of the cost of such equipment and of the major significance of CCTV systems where large numbers of students are involved. A minimum CCTV system with compatible professional equipment costs upwards of $125,000. Our total allocation in Michigan for CCTV projects, as an example, was $65,000 and this is more than most states received. To spread that $65,000 equitably, our State Plan limits to $15,000 the amount any one institution may receive on a CCTV project under this Program.

Of the 180 CCTV grant applications received by the Office of Education last May, the majority of institutions reported having no closed circuit television installation of any kind. None the less, these institutions are anxious to get under way and appreciative of such help as can be provided. Thus they applied even though only minor assistance can be expected. Being from Michigan State University where we have a CCTV system which, during the academic year just completed, played a major role in producing over 56,000 student credit hours, I have a high regard for the potential of this medium along with other educational media in improving the quality of instruction.

It is for the above reasons that I respectfully urge the distinguished members of this Committee to lend their support at the appropriate time and place to increasing appropriations for CCTV projects so that this as well as other apects of the Yarborough-Carey Program may have a chance to function at a level commensurate with their importance.

Mr. Chairman, I should like to express my appreciation for the opportunity of presenting this statement in support of needed amendments to Title VI of P.L. 89–329, the Higher Education Act of 1965.

Mr. SCHULLER. I am speaking in this instance for the Department of Audio-Visual Instruction of NEA, of which I was past president, and also informally for a number of higher education administrators and organizations who have expressed interest in the problems arising from this particular title.

I would say at the outset that the reception by higher institutions of the Higher Education Act of 1965 has been uniformly enthusiastic,

and that while I speak specifically only to title VI, I would add that those I represent certainly support its other provisions and the various improvements which are being proposed.

Senator MORSE. You have given the subcommittee great support. I remember very well your appearance in the seminar group the last time you were here. I wish that we had a seminar group this time, but on the other hand we have covered this subject matter pretty well in past hearings and I think you are particularly well qualified to sort of summarize it for that segment of higher education that you represent.

TITLE VI

Mr. SCHULLER. I am sure that the subcommittee would be interested in the rather extensive reception of title VI, the section dealing with the improvement of undergraduate instruction, in terms of the number of applications for grants received under this title, even though, as the honorable chairman knows, the appropriations for this section were not made until late in the last congressional session, and that the matter of regulations and State plans, and all of this kind of thing, had to be started at that late point. In spite of the fact that regulations in most States did not get out until February or March, there were 944 institutions in 50 States that applied for the first instructional equipment grants, and some 180 applications for closed-circuit television equipment grants. And at the end of the fiscal year, a couple of weeks ago, virtually all funds appropriated for those purposes had been allocated.

I bring this fact to the subcommittee's attention primarily to illustrate the need felt by the institutions for the provisions of title VI, but I would be remiss indeed if I did not also bring to its attention the outstanding and very intensive and high-quality work done by Dr. Muirhead and his staff in the Bureau of Higher Education of the Office which made it possible to get this program off the ground at all and into effective operation during the 1966 fiscal year.

PROBLEMS WITH MAINTENANCE OF EFFORT—SECTION 604(b)

In the approximately 6 months of its operation the validity of those provisions of the title which were funded has been initially demonstrated. Certain problems did arise, however, with the maintenance of effort section, which is essentially included in section 604(b). I will not read the language of this section, but simply indicate that several problems have arisen because of that language. We are proposing that the language be modified by amendment to resolve some of these problems.

One of those problems is that the language as it now stands and as interpreted by legal counsel for the Office of Education requires a pyramiding of effort on the part of institutions.

INEQUITIES IN CURRENT LANGUAGE

For example, an institution wishing to participate and which spent $10,000 for a specified category of equipment last year must spend the same amount this year plus whatever amount they wish to have matched by a Federal grant under this title. Say that that is $5,000.

Now, there is general agreement on the importance of maintenance of effort—and we are not suggesting in any way that maintenance of effort be eliminated. However, that same institution in fiscal 1967, under the current regulations, would have to spend $10,000 plus the $5,000 they got this year for matching before becoming eligible for further participation.

Now, clearly, there is an escalating effect here which tends both to discriminate against institutions which have been doing something toward instructional improvement and also against those poorer institutions or those which are not growing rapidly which the Yarborough-Carey program was particularly intended to assist.

In the same act in sections 202(b) and 407(a), the institutions' share used to match the Federal grant is regarded as being included in the maintenance of effort, and we would regard such a change as a distinct improvement in this title, as well.

It should be noted, also—I am sure no one thought of this at the time—that under the current language, an institution could totally avoid the maintenance of effort intent as it now stands simply by submitting proposals every other year. In the alternate years, then, the expenditures for pertinent items of equipment and materials could actually be reduced and still comply with the regulation.

Now, this does not make much sense, obviously, and it certainly was not the intent of the subcommittee or the Congress to require this kind of subterfuge in order for the regulations arising out of the language to be met.

As I have implied, there have been exhaustive studies in the Office of Education and there appears no legal alternative at the present time to enforcing current provisions as contained in the regulations. So the remedy, as we see it, must be found in changing the language.

Senator MORSE. Doctor, do you submit any language for our consideration?

Mr. SCHULLER. Yes; I do, sir.

Senator MORSE. Very well.

ACCOUNTING PROCEDURE

Mr. SCHULLER. The second difficulty as the section now stands is that it calls for a kind of accounting procedure which almost no institutions can conveniently provide. It is necessary, for example, to isolate expenditures made last year for laboratory equipment, closed-circuit television equipment, and so on.

The number of institutions which maintain their books in a way which makes it conveniently possible to get at this kind of specific information is very low indeed. To conform strictly to current regulations, it would be necessary to go through every single pertinent purchase order written during the past year and adding these up.

NET EFFECT OF PRESENT PROVISION

The net effect, if we were to hold to present provisions, would be to force participating institutions to alter their entire accounting systems and this, of course, amounts to a kind of Federal control which I am sure the chairman and many others would object to, not only because it intends to imply a kind of administrative direction by the Government which is not intended in the act, but also because it is adminis-

tratively impracticable for higher institutions to adapt bookkeeping systems to specific legislation and achieves no useful purpose in attaining better instruction.

CURRENT AND CAPITAL EXPENDITURES

There is a third problem here, which was also unanticipated, I believe. This is that the language of sections 604 and 605 does not permit discrimination between expenditures from current budgets and long-range, nonrecurring expenditures for equipment and materials normally referred to as capital expenditures.

As an example, if an institution makes a $100,000 investment this year in equipment for a new building, they are completely ruled out of any participation next year in the provisions of this title unless they again expend $100,000 for similar purposes before matching can begin.

Normally, such capital expenditures are amortized over a 5- to 10-year period at least. The effect of not so doing, of course, is to escalate the pyramiding effect I mentioned earlier, as well as to further penalize those institutions which do move ahead significantly to try to improve their instruction program.

Because of wide interest in the Yarborough-Carey program, numerous interested people across the country have been working jointly on the problems described above, and the amended language suggested has the substantial agreement of these people as well as the people in the Office of Education.

INTENT OF NEW LANGUAGE

One of the key things that we are looking for here is the degree of flexibility necessary so that the Commissioner can say to institutions generally, "maintain your expenses for instructional and library purposes. We will regard this as adequate evidence of maintenance of effort."

The reason for this is that you find such expenditures in the accounting systems of any institution and they probably more clearly represent the efforts being made toward improvement of undergraduate instruction than does the pulling out of expenditures, let's say, of closed-circuit television or other isolated types of programs.

Senator MORSE. You seem to make sense, Doctor. What is the position of the Department?

Mr. SCHULLER. I believe the Department—what do you mean, the Department of Higher Education?

Senator MORSE. HEW.

Mr. SCHULLER. HEW. In favor of this, very definitely.

Senator MORSE. Will counsel check with the Department and get a statement from them on it.

(The memorandum requested follows:)

MEMORANDUM FROM THE OFFICE OF EDUCATION, DEPARTMENT OF HEW, ON MAINTENANCE OF EFFORT MODIFICATION, TITLE VI, HIGHER EDUCATION ACT OF 1965

We have no objections to the legislative recommendation of Mr. Schuller with one reservation. Our reservation is that personnel costs included in "expenditures from current funds for instructional and library purposes" would tend to disturb the maintenance of effort requirement due to normal pressures for escalation of salary levels. This reservation can be eliminated, however, and the maintenance of effort provision maintained on an effective basis by one simple addition

to the attached language proposed by Mr. Schuller. We would suggest addition of the words "other than personnel costs" immediately after "for instructional and library purposes."

The general case for the suggested change may be summarized in terms of the following present defects of Part A of Title VI:

1. It is almost impossible to determine or to verify precisely the effort by an institution for the specific purposes covered by this program. This information cuts across normal institutional account classifications.

2. The requirement is unduly harsh in that it not only requires the institutional matching funds expended in the year of the grant award, to be above and beyond the required maintenance of effort but also tends to require a "pyramiding" of institutional effort if applications are submitted in succeeding years.

3. Conversely, an institution can obviate the effect of the requirement if it settles on a tactic of submitting applications *every other* fiscal year.

4. As the current provision is interpreted by the Office of Education, capitalized investment in equipment for new buildings (plant fund expenditures) must be included in the maintenance of effort calculation. This interpretation further aggravates the "pyramiding" effect and the importance of timing in submission of an application.

From our many discussions on this provision with dissatisfied institutional and State commission representatives a general concensus in support of the proposed alternative to the present provision seems apparent.

Strong positions in support of such a change already are being taken by State commission and institutional representatives.

Mr. SCHULLER. I would say, also, Senator, that various State commission representatives have indicated, likewise, a need for this kind of improvement. I think you will find almost unanimous agreement among them that the current regulations are unnecessarily complex and that the State commissions could operate much more effectively if they had the recommended changes.

YARBOROUGH-CAREY PROGRAM

One final point I should like to make before closing my statement is the need for more adequate funding for the Yarborough-Carey program. I want to note awareness of the fact that this subcommittee does not deal with appropriations as such. I am also aware of its demonstrated keen interest in the success and effectiveness of the program. I find universal enthusiasm, as I have said, in traveling around the country among colleges and universities, as demonstrated not only by the number that attempted to take part this time, but I think we can expect without any question a much greater number the next time because of the fact that these institutions do recognize: one, a need; and, two, an opportunity within title 6 of definitely bettering their programs. Many of them are coming to realize, some belatedly, perhaps, that you do not solve undergraduate program problems either of enrollment or quality simply by doing more and harder what has been done for the last 50 years. Thus there is great interest in closed-circuit television and programed instruction, not to take over instruction but rather to work in with total instructional improvement programs.

I have indicated a breakdown in a table of the number of institutional applications which were funded and those which could not be funded, as well as the amounts of money necessary to fund them and the dollars which would have been necessary to fund otherwise eligible applications.

CLOSED-CIRCUIT TV

I think the key thing here is that as soon as it is feasible to do so, I would hope that the members of the subcommittee would lend their influence to appropriate increases in these fundings. Particularly

inadequate, I would point out, is the appropriation of a million and a half dollars a year for closed-circuit television. This amount is inadequate both in terms of the cost of such equipment and because of its significance in resolving some of the very problems we have talked about, and in terms of some of the problems referred to by Dr. Priest. You do not handle huge numbers of students in traditional ways. The Ph. D.'s have not been born yet nor are the good teachers ever going to be in sufficient supply to solve this problem. One essential answer is to multiply the effect of the good instructional programs that you have.

If you put in a closed-circuit television system of any significance whatever with professional equipment, it costs upwards of $125,000. Our total allocation in the State of Michigan for closed-circuit television, as an example, was $65,000, and this is more than most States received. To spread that out, our State plan limits to $15,000 the amount any one institution can receive.

If 180 closed-circuit television grant applications received, a majority of institutions reported having no closed-circuit television whatever. This means that they were starting from scratch. The small amount available did not mean that they were not going to apply. They were glad to get what they could. But being from Michigan State, where we have a closed-circuit television program which, during the academic year just completed, played a major role in producing over 56,000 student-credit-hours, I have a high regard for the potential of this medium along with other educational media in improving the quality of instruction. And it is for this reason that I respectfully urge the distinguished members of this subcommittee, Senator Yarborough, and yourself, who supported the original legislation, that you address yourself at the appropriate time, to the matter of getting appropriations upward and really getting this program going.

I certainly do thank you, sir, for this opportunity to present this statement.

Senator MORSE. Dr. Schuller, it is a very reasoned statement and it speaks for itself. I have no questions. We are glad to have it a part of the record. Counsel for the subcommittee will follow through in raising the necessary inquiries in respect to the statement with the HEW people.

(The comments of the Office of Education may be found on p. 197.)

(The following communication from Dr. Schuller modifying the proposed language of sec. 605(b) was subsequently received:)

MICHIGAN STATE UNIVERSITY,
East Lansing, Mich., July 20, 1966.

Re Amendments to Title VI, Higher Education Act of 1965.

Hon. WAYNE MORSE,
Chairman, Education Subcommittee of the Senate Committee of Labor and Public Welfare, New Senate Office Building, Washington, D.C.

DEAR SENATOR MORSE: Subsequent to my testimony on July 13, before your Education Sub-Committee, a question was raised by a member of Senator Clark's staff on interpretation of the proposed re-wording of Section 605(B), sub-paragraph (6).

The question was whether the proposed new sub-paragraph would, in fact, provide sufficient assurance of Maintenance and Effort for the kinds of instructional equipment and materials provided under the Yarborough-Carey Program. I think it would, as do most others concerned with the amendment, but in order to eliminate all question on this point brief additional wording has been worked out and cleared with all interested parties including HEW. The new wording

appears to meet the question raised and we should like it incorporated in the amendment proposed for the Committee's consideration.

The new wording simply adds the phrase ", other than personnel costs," in the proposed new sub-paragraph (6) which then reads as follows:

"The Commissioner determines that the institution will expend from current funds for instructional and library purposes, other than personnel costs, during the fiscal year in which the project application is submitted an amount at least equal to the amount expended by such institution for such purposes during the previous fiscal year."

It would be much appreciated if the above re-wording for sub-paragraph (6) could be substituted for the wording presented for that sub-paragraph on page 6 of my prepared statement as submitted to your Committee on July 13.

Respectfully yours,

CHARLES F. SCHULLER,
Director, Instructional Media Center.

Senator MORSE. At this point in the record I direct that a communication from the Department of Audio-Visual Instruction of NEA, dated July 21, 1966, be inserted in the hearing record.

(The communication referred to follows:)

DEPARTMENT OF AUDIO-VISUAL INSTRUCTION
OF THE NATIONAL EDUCATION ASSOCIATION,
Washington, D.C., July 21, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: Although Dr. Charles F. Schuller of Michigan State University presented testimony on S. 3047 for our organization on July 13, 1966 before the Senate Education Subcommittee, I respectfully request that this letter be made a part of the record since it deals with several matters of concern to our members, matters which Dr. Schuller did not have an opportunity to include in his remarks.

First of all, we would like to point out that during its first year Title VI of Public Law 89–329 shows signs of suffering from "hardening of the categories." Already about $400,000 in requests for funds under Title VI, Sec. 601(b) have been disallowed on a technicality; for, although closed-circuit television may be an integral part of a proposed institutional improvement, at present requests for CCTV funds must be discrete and funded through a separate proposal. See Title VI, Sec. 601(c). These separate categories, one limited to traditional audiovisual equipment and the other to television, have imposed a serious limitation on institutions that have presented well integrated proposals to improve college instruction with systems that embody both audivisual equipment and closed-circuit television—a promising and innovative instructional trend that was brought to the attention of the Senate Education Subcommittee by our Panel on Educational Technology on June 2, 1965.

Experience to date would indicate that this situation, basically an administrative problem, can be resolved by combining Sec. 601 (b) and (c) with the existing ratio of funds for audiovisual equipment and television equipment.

We would also like to point out (as we did in June 1965) that computer assisted instruction is already being used successfully at a number of institutions as an important part of instruction in a wide range of courses. Since this very significant instructional innovation is not mentioned in P.L. 89–329, we urge that it be added to Sec. 603(2)(A) so that "special equipment" can be interpreted to include "individual student terminal equipment, intra-campus connecting facilities, and instructional programs for use with computer assisted instruction." Such computer uses are instructional and not administrative uses of computer services.

Another "categorical" problem is emerging in Title VI B where the terms "workshop" and "institute" are used. It is already apparent that the Faculty Development Programs authorized under this title should and will be quite different from the institute concept that is working so well with high school teachers. This legislation, of course, is concerned with a unique in-service training program that will in some cases include deans, department chairmen, full professors and other distinguished members of academic communities. As a former member of this community, Senator Morse, I am sure you can appreciate the great opportunity presented by Title VI B which at the same time will require careful and sensitive administration. Rather than the terms now

used in Title VI B, "workshop" and "institute," we urge that the term, "faculty development program," be substituted.

We would also like to urge you and the distinguished Senate Education Subcommittee to take what steps you can to restore full funding to Title VI B as originally authorized. Trained manpower, as you well know, is essential to the success of any technology—and the educational technology provided by Title VI is no exception. If Title VI B does not have priority over Title VI A in the minds of those who administer and those who benefit from this legislation, then we have put the cart before the horse!

Thank you for this opportunity to extend our suggestions for strengthening the Higher Education Act of 1965.

Sincerely yours,

ANNA L. HYER, *Executive Secretary.*

Senator MORSE. Our next witness will be Mr. W. B. Hicks, executive secretary of the Liberty Lobby.

We are delighted to have you, Mr. Hicks.

I am going to turn the chair over to Senator Edward Kennedy of Massachusetts, a member of the full committee, who is obliging the chairman by conducting the hearings for the rest of the morning while I go to the Labor Subcommittee meeting on minimum wages markup to help make a quorum.

STATEMENT OF W. B. HICKS, JR., EXECUTIVE SECRETARY, LIBERTY LOBBY

Mr. HICKS. Mr. Chairman, I am W. B. Hicks, Jr., executive secretary of Liberty Lobby. I appear today on behalf of the 185,000 subscribers to our legislative report.

PURPOSE

Mr. Chairman, we are here because Liberty Lobby wishes the record of these hearings to show two things: (1) That even at this late stage in the development of the Federal Government's role in higher education, there are still those who object to the principles involved; and (2) that there are some, at least, who came before you to warn of grave dangers inherent in the long-term authorization of funds proposed by both Senate bill 3047 and House bill 14644.

FEDERAL ROLE IN EDUCATION

The Federal Government's role in financing the colleges and universities of this Nation can have but one resolution, and that is the ultimate dependency of these institutions on Federal favor as well as Federal support, which in turn will destroy the diversity and independence of thought on which the past, present, and future intellectual competence of the whole Nation is based.

There is no need to support the foregoing statement with extensive documentation. The logic on which the statement is based is self-evident, and history will have the last word.

NEED FOR ANNUAL REVIEW

Aside from the principle of Federal aid to education to which Liberty Lobby objects, both bills propose to authorize expenditures far into the future, and Liberty Lobby strongly opposes this aspect of

the bills. The Congress should never attempt to legislate so far in advance, because to do so is both impractical and improper.

Impractical, because who on this subcommittee can honestly say that he can accurately judge the requirements of the various programs covered in these bills even for 1968, much less for 1970?

Improper, because these long-term authorizations deprive the American people of their right to full and fair consideration of future expenditures; a consideration that should be made on the basis of conditions that actually exist in 1968 and 1970; not on the basis of mere guesswork and projections drawn up in 1965 and 1966. Improper, also, because this kind of long-term legislation handicaps future representatives of the people by forcing them to work within limitations not of their own making.

Liberty Lobby realizes that the Appropriations Committees of both Houses will continue annual review of the expenditures here authorized. We would not agree, however, that review by the Appropriations Committee would constitute a full and fair consideration of the expenditures. The members of the Appropriations Committees are not specialists in education. This committee is the proper place for review of this program. We recommend that you reject the proposed long-term authorizations contained in these bills, and provide instead for a more frequent review of Federal aid to education in the future.

Thank you.

Senator KENNEDY of Massachusetts (presiding pro tempore). I want to thank you very much, Mr. Hicks, for taking the time to come here this morning. I know that you have given a good deal of thought to your position in representing Liberty Lobby and I want to express on behalf of the members of the subcommittee my appreciation for your attendance and for your presentation. I know they will consider your comments along with the other comments as expressive of a group who are deeply interested in this question and this problem. I want to thank you very much for coming to the hearing.

Mr. HICKS. Thank you, sir.

Senator KENNEDY of Massachusetts. Our next witness is Mr. Edd Doerr. Mr. Doerr is representing the Americans United for Separation of Church and State.

STATEMENT OF EDD DOERR, ASSOCIATE DIRECTOR OF ORGANIZATION, PROTESTANTS AND OTHER AMERICANS UNITED FOR SEPARATION OF CHURCH AND STATE

Mr. DOERR. I would like to thank the subcommittee for the opportunity to be here today. My name is Edd Doerr. I represent and serve on the staff of Protestants and Other Americans United for Separation of Church and State, a nonprofit educational organization, dedicated solely to the preservation of religious liberty through the observance of the principle of church-state separation embodied in the first amendment.

I will try to orally summarize my testimony and keep it very brief.

As a public school teacher until recently, when I joined the staff of Americans United for Separation of Church and State, I am personally gratified for all the support that Congress has been giving to education, or I should say public education on all levels in the country.

Although our members, that I am representing here today, have

vastly differing views on the basic subject of Federal aid to education, and, of course, have no objection whatever to sectarian colleges as long as they do not receive tax funds, they are united in being deeply disturbed by the following.

SECTARIAN COLLEGE—JUDICIAL REVIEW

Under the 1963 Higher Education Facilities Act, a great many millions of dollars have been channeled to sectarian religious colleges. Second, the 1963 act did not make any provision for judicial review. The Senate did pass a judicial review amendment on this which was introduced, I believe, by Senator Ervin, but it was weeded out in the conference committee with the House.

Further, we are disturbed by the fact that the Higher Education Amendments of 1966 make no provision either for judicial review or for the elimination of benefits to sectarian institutions under this legislation.

We see no constitutional objection to grants or loans to public colleges, to nonsectarian private colleges, or even perhaps to those colleges which have only a nominal connection with a church. We believe, however, that grants or loans to sectarian colleges, even with the sectarian disclaimer used in the present legislation, are of very doubtful constitutionality.

I need not remind the subcommittee the language the Supreme Court has used on numerous occasions on this subject to the effect that no tax in any amount, large or small, can be levied to support any religious activities or institutions, whatever they may be called, or whatever form they may adopt to teach or practice religion.

"SCHEMPP" OPINION

We further feel that Justice Douglas spelled out the meaning of the first amendment very well in his concurring opinion in *Schempp* 3 years ago when he said.

> The most effective way to establish any institution is to finance it; and this truth is reflected in the appeals by church groups for public funds to finance their religious schools.

Mr. Justice Douglas went on to say:

> Financing a church either in its strictly religious activities or in its other activities is equally unconstitutional * * * budgets for one activity may be technically separable from budgets for others. But the institution is an inseparable whole, a living organism, which is strengthened in proselytizing when it is strengthened in any department by contributions from other than it own members.

Mr. Justice Douglas also pointed out that what cannot be done directly cannot be done indirectly, lest the establishment clause of the first amendment become a mockery.

HORACE MANN LEAGUE V. BOARD OF PUBLIC WORKS

At this point, I think it is relevant to call attention to an important ruling handed down just 6 weeks ago on June 2, 1966, by the Court of Appeals of the State of Maryland in the case of *Horace Mann League* v. *Board of Public Works*.

In this case, Maryland's highest court struck down, as violating the 1st and 14th amendments to the U.S. Constitution, three special Mary-

land laws providing grants of taxpayer funds to three church-related colleges. The decision itself is appended by my testimony.

The Maryland Court of Appeals' decision in this case certainly cast grave doubt upon the constitutionality of all Federal grants to sectarian institutions, since the decision was based upon several earlier rulings by the U.S. Supreme Court. The *Horace Mann* ruling, further, I think would be useful to this committee for it furnishes a set of criteria for differentiating between religious colleges which may not be constitutionally granted aid from tax funds and other private colleges to which Government grants may constitutionally be given.

I need not quote from the Maryland court decision, as it is in my written testimony.

In applying these criteria to the Maryland laws granting funds to four colleges, the court of appeals found that one of them, Hood College, was not run by or slanted to any church and, therefore, it could constitutionally receive grants from the State of Maryland; but the court ruled, using the same criteria, that the other three colleges were so obviously religious and sectarian that a State grant to them would be an aid to religion prohibited by the first amendment.

SECTARIAN AND PRIVATE COLLEGES

It would be, we believe, useful to Congress to bear in mind this important distinction between sectarian colleges and private colleges which are only nominally sponsored by a church and have only the most tenuous connection with a church.

It might be noted that the Maryland Court of Appeals based its ruling on the U.S. Constitution rather than the Maryland constitution because the Maryland constitution is not violated by State grants to religious institutions.

It is too early for us to tell whether or not the *Horace Mann* case will be appealed to the Supreme Court and it would be foolish to attempt to guess what the Supreme Court would do if the case is appealed. But we find it difficult to imagine that the Supreme Court would reverse the Maryland high court.

It is also interesting to note that shortly after the Maryland court ruled unconstitutional a State grant of $500,000 to Western Maryland College, a Methodist institution, the Department of HEW announced that this very same institution would be the recipient of a $278,730 grant under the Higher Education Facilities Act of 1963, which the present legislation is seeking to extend.

This situation highlights the ambiguities and contradictions of the present situation in regard to Federal aid to education programs and vividly demonstrates the need for Constitutional clarification, either by Congress or by the Federal courts.

SAFEGUARDS

We appreciate the problems of the Nation's colleges and universities and realize the difficulties of administering grants and loans to hundreds of institutions. To clarify the law and simplify Congress' task, we believe Congress should include safeguards in the Higher Education Amendments of 1966, to bar grants or loans to sectarian colleges and thereby protect the citizens' first amendment right not to be taxed for the support of religion—his own or anyone else's. We

respectfully suggest that Congress make use of the criteria accepted by the Maryland Court of Appeals for determining whether particular colleges are sectarian in character.

FLOW OF FEDERAL FUNDS TO SECTARIAN INSTITUTIONS

In conclusion, our members and a great many other Americans are deeply concerned about those aspects of various Federal programs which are allowing an ever-increasing stream of tax funds to flow to religious institutions. This is happening under the Higher Education Facilities Act of 1963, the 1965 Elementary and Secondary Education Act, the Defense Education Act, the Economic Opportunity Act, and various Federal programs for the disposal of surplus Government property and for the distribution of agricultural surpluses in needy nations. We feel that what began as a trickling stream has become a raging torrent which may one day sweep away the wall of separation between church and state erected by the first amendment.

As Senator Sam Ervin said last February at a national conference sponsored by our organization, quoting Elihu Root: "We have staked the very existence of our country on the faith that complete separation between the state and religion is best for the state and best for religion."

We hope that Congress will see fit to amend S. 3047 and H.R. 14644 to the end that no grants or loans be provided to sectarian religious institutions, and that the criteria laid down by the Maryland Court of Appeals be utilized to differentiate between institutions to which grants or loans may be constitutionally provided and those to which they may not be constitutionally provided.

JUDICIAL REVIEW AMENDMENT

If such an amendment is not added to S. 3047 and H.R. 14644, then we strongly urge that a judicial review amendment be added to these bills similar to that amendment to the 1963 Higher Educational Facilities Act which was added by Senator Ervin, and passed by the Senate, but was defeated in the conference committee.

The Senate is aware of the need for judicial review as a result of the hearings on S. 2097, which is cosponsored by two members of this subcommittee, Senators Morse and Yarborough, so that it is not necessary to repeat the arguments for judicial review here. Surely, if there are differences of opinion as to the constitutionality of grants to certain institutions, taxpayers should be accorded access to the courts to challenge the constitutionality of expenditures for the benefit of sectarian institutions. After all, a right without a remedy can hardly be called a right.

That is the conclusion of my oral summary.

Senator KENNEDY of Massachusetts. Well, I want to thank you, Mr. Doerr. We want to include your complete statement in the record and it will be so included.

I will also include in the record the Court of Appeals decision of the State of Maryland, *The Horace Mann League of the U.S.A.* v. *the Board of Public Works of Maryland.*

(The material referred to follows:)

Court of Appeals of Maryland

No. 356, September Term, 1965—Filed June 2, 1966

THE HORACE MANN LEAGUE OF THE UNITED STATES OF AMERICA, INC., ET AL.

vs.

BOARD OF PUBLIC WORKS OF MARYLAND ET AL.

Appeal from the Circuit Court for Anne Arundel County. O. Bowie Duckett, Judge.

Argued by *Leo Pfeffer*, member of New York Bar and *Melvin J. Sykes* (*Walter R. Tabler*, on the brief), both of Baltimore, Maryland, for appellants.

Argued by *Thomas B. Finan*, Attorney General (*Robert C. Murphy*, Deputy Attorney General and *Edward L. Blanton*, Assistant Attorney General, on the brief), for Board of Public Works of Maryland, part of appellees; by *William L. Marbury* (*Lewis A. Noonberg*, on the brief), for The Saint Joseph College of the Daughters of Charity of Saint Vincent de Paul, Inc.; College of Notre Dame of Maryland, Inc.; and Hood College of Frederick, Maryland (*Francis X. Gallagher*, *George T. Tyler* and *J. Nicholas Shriver, Jr.*, on the brief for The Saint Joseph College of the Daughters of Charity of Saint Vincent de Paul, Inc.), all of Baltimore, Maryland (*Alfred L. Scanlan*, Washington, D. C., and *George W. Constable*, Baltimore, Maryland, on the brief for College of Notre Dame of Maryland, Inc.; *Parsons Newman*, Frederick, Maryland, on the brief for Hood College of Frederick, Maryland, and *Arthur E. Sutherland*, Cambridge, Massachusetts, on the brief); and argued by *Ridgely P. Melvin, Jr.*, Annapolis, Maryland, for Western Maryland College, other appellees.

Amicus curiae brief filed by Protestants and other Americans United for Separation of Church and State. *Franklin C. Salisbury*, Washington, D. C., on the brief.

Argued before PRESCOTT, C. J.; HAMMOND, HORNEY, MARBURY, OPPENHEIMER and THOMAS J. KEATING, JR., (Specially Assigned) and RALPH W. POWERS (Specially Assigned), JJ.

PRESCOTT, C. J.—

Foreword

A spectacular victory for those who cherish the principles of separation of church and state took place in the Maryland Court of Appeals June 2, 1966. The state's highest court upset a 175-year record of grants to church-affiliated colleges. The court struck down as a violation of the First and Fourteenth Amendments to the Constitution three special Maryland laws providing grants of taxpayer funds to church-related colleges. The decision not only saves two million dollars of Maryland's public funds but also strengthens the right of all citizens everywhere not to have to contribute through taxation to the religion of others.

This opinion, *Horace Mann League vs. Board of Public Works,* written by Chief Judge Prescott, is important not only for its acceptance of the traditional constitutional principle of separation of church and state but also in its clear presentation of the historical events which make that acceptance mandatory for the preservation of religious liberty in our nation. Chief counsel for the plaintiffs was Leo Pfeffer of New York City.

The Court singled out for special mention the Thirty-Years' War (1618-1648) between the Protestants and the Roman Catholics in the German States in which more than half the people in Germany were killed. The persecution of the Huguenots in France, which brought so many to our shores, is mentioned. Church-state history of Maryland did not escape the courts attention including the oddly-named "Toleration Act of 1649," which still permitted the death penalty for those who did not believe in the divinity of the Virgin Mary.

Let us listen to the warning of this great contemporary court:

". . . We have set the same forth at some length to demonstrate that the problem to be considered and solved when the First Amendment was proposed was not one of hazy or comparative insignificance, but was one of blunt and stark reality, which had perplexed and plagued the nations of Western Civilization for some 14 centuries, and during that long period, the union of Church and State in the government of man had produced neither peace on earth, nor good will to man."

So that you will have this opinion before you in convenient form, Americans United has reprinted the majority decision and included it herein. We hope that it will sharpen your appetite to learn more of this area of knowledge.

FRANKLIN C. SALISBURY,
General Counsel.

Majority Opinion

After dismissal of their bill of complaint, which challenged the validity, as violating the Federal and Maryland Constitutions, of four separate statutes, providing outright, matching grants, totaling $2,500,000, for the construction of buildings, to four private colleges, the plaintiffs appealed. The four colleges and appropriate public officials were named as defendants; injunctive relief and a declaration to the effect that the grants were unlawful were prayed.

The questions involved have been briefed and argued with signal care, skill, and ability by counsel for the respective parties.

The appellees contend that appellants lack standing to invoke the jurisdiction of the courts. The principal issue, of course, is whether any one (or more) of the statutes violates the First and Fourteenth Amendments to the Federal Constitution, or Articles XV, XXIII, or XXXVI of our Declaration of Rights. Appellants concede that some degree of relationship to church or religion may exist in an educational institution without rendering it "sectarian"; they contend, however, that when such a relationship is "substantial," it renders the institution sectarian and grants of public funds may not constitutionally be made to it. Four of the appellees state that the colleges involved "are admittedly related in varying degrees to particular religious denominations," but urge that there is no constitutional proscription against a state granting "public funds to a sectarian college, nor is there anything in either constitution which forbids grants for educational purposes to colleges which bear a substantial relation to a church." We think the orderly and efficacious sequence in which to consider these issues is first to determine the question of standing, for if the appellees prevail thereon, it will control the entire appeal; next to decide the test to be applied to the statutes in determining whether they are constitutionally permissible or impermissible under the First Amendment; then to apply that test to the facts in the record pertaining to the individual colleges; and finally to consider whether the grants violate the named sections of the Maryland Constitution.

THE STANDING OF THE PARTIES PLAINTIFF.

The Chancellor held that the Horace Mann League of the United States of America, Inc., lacked standing. We agree. It is a nonprofit educational and charitable Maryland corporation organized, as claimed by it, for the purpose of fostering and strengthening the American public school system.

It argues that the Chancellor "took an unduly restrictive view of the status in modern jurisprudence of organizations formed to protect the public interest * * *," asks us to compare several Federal cases in which the N.A.A.C.P. participated as a party, and to consider several law-review articles relative thereto. We have considered the same, but find nothing therein which would warrant our departing from the former rulings of this Court. The Chancellor was correct in his ruling. *Citizens Committee vs. County Commissioners*, 233 Md. 398; *Bar Association vs. District Title Co.*, 224 Md. 474.

The appellees challenge the standing of the individual appellants on two grounds: (a) "the miniscule dimensions of the plaintiff's financial stake in the challenged programs * * *"; and (b) that if Maryland were required to educate the Maryland students who now attend the appellee colleges, the cost would be much greater to the State than the grants under consideration.

(a)

Most of the appellees, rightly we think, concede that the recently decided case of *Murray, Etc., vs. Comptroller*, 241 Md. 383, fatally undermines their argument here. Having so recently considered and enunciated our conclusions on the question, it would be a useless gesture to elaborate further thereon. We hold that *Murray* is con-

trolling on this point, and the individual appellants do not lack standing for the reasons there assigned.

(b)

There are a number of answers to this contention. We shall name but two. All of the parties agree that the issues here presented are of great public interest and concern. When this is the case, the necessary interest or injury to sustain standing to institute a taxpayer's suit is "broadly comprehensive" and may be "slight." In *Baltimore Retail Liquor Stores Ass'n vs. Liquor License Comm'rs*, 171 Md. 426, this Court stated its opinion on the merits, even though the plaintiffs lacked technical standing. For other cases wherein there were similar holdings or the principle recognized see *Citizens Committee vs. County Comm'r, etc., supra; Hammond vs. Lancaster*, 194 Md. 462; *Dutton vs. Tawes*, 225 Md. 484. We agree with the parties that the issues are of general and urgent public interest, and they are of sufficient importance and magnitude to invoke the above principle, if the factual situation rendered it necessary to do so.

However, we do not find it necessary to base our conclusion that the individual appellants have standing on the above theory, alone. In *Berghorn vs. Reorganized School District No. 8*, 260 S.W. 2d 573 (Mo.), taxpayers' standing to sue to prevent expenditures of state funds for religious schools was attacked on the ground that the challenged expenditure would cost plaintiffs less than the taxes they would be required to pay if the students at such religious schools were educated in the public schools. In sustaining plaintiffs' standing and granting relief, the court stated:

> "In determining a taxpayer's pecuniary injury resulting from the unlawful expenditure of public funds, we may not weigh lawful expenditures against unlawful expenditures, because no legal injury results from the lawful expenditures of public funds."

We agree with the Missouri Court. Also compare this Court's holding in *McKeldin vs. Steedman*, 203 Md. 89, wherein the same principle was applied, although no religious issue was there involved, and *Abington School Dist. vs. Schempp*, 374 U.S. 203, n. 9.

Further on the question of standing, appellees argue that if the suit had been instituted in a Federal Court, appellants would have lacked standing to attack the grants as being impermissable under the United States Constitution; hence the Maryland courts should not permit them to challenge state statutes as being violative of the Federal Constitution in the state courts. Again, the *Murray* case, *supra*, supplies the quick answer, wherein Judge Oppenheimer, for the Court, said:

> "When the validity of a state statute is attacked in a state court, it is the duty of that court to determine all the constitutional issues involved, federal as well as state. If the statute is held valid under the state law, but invalid under the federal Constitution, the state court must give the complainants the relief they pray. * * *. If they have standing under the law of Maryland to bring the suit, it is irrelevant that the result might have been different had the action been instituted in a federal court." 241 Md. p. 392.

We hold that the Chancellor was correct in ruling that the individual appellants had standing.

THE TEST TO BE APPLIED

It should be noted at the outset that nothing in this opinion is intended as a criticism of, or a boost to, any religion, sect, or schism, or lack of religion. Our task is to decide a constitutional issue. We proceed to do just that, and that alone.

For our present purposes, it will be unnecessary to include an extended historical background of the First Amendment[1] (which, of course, is likewise pertinent, in large measure, to Article XXXVI of our Declaration of Rights). However, it seems appropriate to set forth a sketchy outline of some of the facts which the Framers of our Federal Constitution and the First Amendment thereto had in

mind when the Amendment was added. In about 112 A. D., Pliny wrote to the Roman Emperor Trajan to inquire whether he was dealing out exact justice to Christians who had done nothing in violation of the law. He stated that he asked thrice if the person charged (man, woman, or child) were a Christian. If the person answered in the affirmative 3 times, he or she was executed. Trajan answered, "My Pliny—you have taken the method which you ought * * *."[2] The persecution of the Christians by the heathens continued (by throwing them to the lions, etc., as every school child is taught) until about A.D. 313, when Emperor Constantine embraced their belief; and later in the 4th century Christianity became the official religion of Rome.

After Christianity became the established Church of Rome and the Church gradually increased in wealth and power, there constantly developed disputes in the various provinces between the Roman bishops and the civil authorities as to their respective authority. In time, the Church became so rich and influential that certain of the Popes felt free to assert their authority as being superior to that of the reigning Sovereigns. This, naturally, developed angry and deep-rooted conflicts and controversies between the Papacy and some of the nations, and also between nations, themselves, depending upon whether or not they agreed with the Papacy.

The religious Crusades (about 1096 to 1270) are also subjects which are still taught to nearly every school child. They engaged, off and on for some 200 years, practically all of the continental European nations and England in costly and cruel warfare in attempts to capture and to hold the Holy Land. In these conflicts, not only reigning monarchs and nobility participated in actual combat but also Church bishops and clerics. A fact concerning the Crusades, not so generally known as the above, is that two of them were armies of about 30,000 and 20,000, respectively, composed of small boys and girls, many of whom, quite naturally, died.[3]

We pass over a short period of time, in which the unbridled fervor and fanaticism of the Church grew and expanded, to the origin of the Spanish Modern Inquisition (about 1481). Frequently this fervor vied with secular authority and caused most important incidents such as the murder of Saint Thomas A. Becket, the Roman Catholic Archibishop of Canterbury, while at vespers, in 1170 A.D.[4] Because of his opposition to royal authority, Henry II is reputed to have said in the presence of his knights: "Have I not about me one man of enough spirit to rid me of a single insolent prelate?" Four knights immediately accepted the "commission," and carried out the king's expressed desire. Another important event occurred shortly thereafter (about 1208). Pope Innocent III commanded a delegation of the monks at Canterbury to select Stephen Langdon archbishop in place of a person whom King John had compelled them to elect. The King refused to permit Langdon to land in England. After trying other measures, the Pope "deposed" John and ordered King Phillip of France to seize the English Crown. In the end John was forced to accept Langdon, and in addition to promise to pay a tax of some $64,000 (in current money) a year for permission to keep his crown.

We need not dwell long on the horrors and perfidies of the Inquisition, but to understand the intensity of feelings motivating the persecutions of this era. It is necessary to know the teachings of the Church at that time and what the law of the civil authorities authorized. We quote a few excerpts from authorities relative thereto:

> "Acts of intolerance are to be discerned from the earliest period in which Christianity became the established religion of the Roman Empire. But they do not seem to have flowed from any systematized plan of persecution, u n t i l the papal authority had swollen to a considerable height."
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> * * *
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> "In the present liberal state of knowledge [about 1837], we look with disgust at the pretensions of any human being, however exalted, to invade the sacred

rights of conscience, inalienably possessed by every man."[5]

"But, to judge the action fairly, we must transport ourselves to the age when it happened. The difficulty that meets us in the outset is, to find a justification of the right of conquest, at all. But it should be remembered, that religious infidelity, at this period, and till a much later, was regarded — no matter whether founded on ignorance or education, whether hereditary or acquired, heretical or Pagan—as a sin to be punished with fire and faggot in this world, and eternal suffering in the next. This doctrine, monstrous as it is, was the creed of the Romish, in other words, of the Christian Church, —the basis of the Inquisition, and of those other species of religious persecutions, which have stained the annals, at some time or other, of nearly every nation in Christendom. Under this code, the territory of the h e a t h e n, wherever found, was regarded as a sort of religious waif, which, in default of a legal proprietor, was claimed and taken possession of by the Holy See, and as much was freely given away by the head of the Church, to any temporal potentate whom he pleased, that would assume the burden of conquest. Thus, Alexander the S i x t h generously granted a large portion of the Western hemisphere to the Spaniards, and of the Eastern to the Portuguese. These lofty pretensions of the successors of the humble fishermen of Galilee, far from being nominal, were acknowledged and appealed to as conclusive in controversies between the nations."[6]

We move on to a later date (around 1500) and see the conflicts a n d controversies between Church and State continuing.

"We shall conclude this chapter by a melancholy truth which obtrudes itself on the reluctant mind; that even admitting * * * all that history has recorded * * * on the subject of martyrdoms, it must still be acknowledged that the Christians in the course of their intestine dissentions, have inflicted far greater severities on each other than they had experienced from the zeal of the infidels. * * *. In the Netherlands alone more than 100,000 of the subjects of Charles V are said to have suffered by the hand of the executioner."[7]

The protracted controversies between Henry VIII and the Papacy, with attendant executions, were, and are, well known. They resulted in a series of enactments of Parliament w h i c h severed the great financial, legal, and administrative ties which had joined the English state with Western Christendom, and the English Church with the Holy See. The Act of Supremacy declared Henry the head of the Church of England and the inheritor of the jurisdiction of the Bishop of Rome. After the knowledge of several "judicial murders" in England reached Rome, the Pope issued a bill which excommunicated Henry, delivered his soul to Satan, and his kingdom to the first invader. The King replied by sequestering and, after pillaging, destroying a large number of religious Houses[8] (reputed as 645 monasteries, 2374 chapels, 90 collegiate churches and 110 charitable institutions).

Six years after the death of Henry, his daughter Mary ascended the throne. She was a devout Roman Catholic, and did everything she could to re-establish that Church in England. She resumed old relations with the Pope, and to accomplish her objectives in supporting her religion, she resorted to the arguments of the dungeon, the rack and the fagot, and, when her bishops slackened their work of persecution and execution, she urged them not to stay t h e i r hands.[9] The penalty for reading the English Scriptures or offering Protestant prayers was death.[10] Montgomery, *op. cit.* in footnote 8, at p. 209, says that Mary's state of mind was the same as all who then held strong convictions, and "each party believed it a duty to convert or exterminate the other, and the alternative offered to the heretic was to 'turn or burn.'"

Elizabeth I (1558-1603) succeeded her sister Mary on the throne, and we are now approaching the period when the first permanent

English colonies were to be established on this continent. Her ascension was followed by the repeal of many of the religious laws enacted in Mary's reign, the enactment of a new Act of Supremacy, and an adoption of a revised version of the religious beliefs of the English Church, formulated under Edward VI (1547-1553). Commenting on these and other enactments, Montgomery, *op. cit.* at p. 214, states: "The reason for these stringent measures was in that age Church and State were everywhere considered to be inseparable. No country in Europe—not even in Protestant Germany—could then conceive the idea of their existing independently of each other. Whoever refused to support the established form of worship, *whatever that might be*, was looked upon as a 'rebel' against the government." (Emphasis added).

The number of Puritans, Protestants who did not believe that the tenets of the Established Church of England went far enough in "purifying" that Church from Roman influences, grew by leaps and bounds in the last half of Elizabeth's reign. Before James I was crowned (1603), they presented a great Petition to him requesting certain rights and privileges. The requests were denied and James avowed he would make all conform to the Established Church or leave the country. In despair but with firm determination, a band of these Puritans, not being able to obtain a royal license to go to America, emigrated (about 1608) to Holland where they remained for 12 years. Finally James granted them permission to go to America, so in 1620 (just 2 years after the beginning of the devastating religious war in Europe called the Thirty Years' War, and 29 years before the Puritans murdered King Charles I) our Pilgrim Fathers set sail for this country, being the first Englishmen to flee from religious persecution, seeking an asylum in this country where they could worship according to the dictates of their consciences.

We shall narrate, briefly, two other events that occurred in Europe, and do so because of their importance to, and influence over, the colonies of this country as they developed. We mentioned above the Thirty Years' War (1618-1648); it began as a civil war between the Protestants and the Roman Catholics in the German States, but before it was over nearly all of the nations of Europe became involved. One Authority gives the following account of the results thereof:

> "Germany was in a pitiable condition by the time the war finally ended. *More than half the people had been killed.* Those who survived saw nothing but ruin wherever they looked. Whole cities, villages, and farms had disappeared, *and two thirds of all the property had been destroyed.* Art, science, trade, and industry languished. It took about two hundred years for Germany to recover from the effects of [this war]. *Thousands of persons left Europe, especially Germany, and went to America to build a new life.*"[11] (Emphasis added.)

Finally, we mention the fate of the Huguenots in France. They were French Protestants, who grew into sizable proportions in the 1500's and 1600's. A civil war broke out between them and the Roman Catholics. Without going into the sad details of that unfortunate conflict, the Huguenots, after much bloodshed and many deaths, were given freedom of worship in about 75 towns and cities by the Edict of Nantes (1598), but they again lost the same in 1685, when Louis XIV repealed the Edict. Again we find:

> "Thousands of Huguenots fled France to new homes in England, Germany, Holland, and America. *Many settled and prospered in South Carolina, Virginia, Massachusetts, and New York* (emphasis ours). Among such Huguenots were the Legare, Petigru, Maury, Revere, Jay, and Delancey families."[12]

We shall not discuss in detail the complexities that arose concerning Church and State in each of the colonies. It seems obvious that our revered Pilgrim Fathers, who had come here to seek religious freedom, were not in a mood to grant complete religious freedom of thought to all others. We all know of the banishment of Roger Williams. It is also apparent that

Maryland's vaunted Toleration Act of 1649 granted religious tolerance only to Christians, and it is entirely possible that it was prompted, at least in part, by expediency. The Puritans had taken over the government in the Mother Country in the early part of that year, and the Lord Proprietor, in order to strengthen his position with the Home Government had issued invitations to settle here to the New England Puritans and those of Virginia, where Governor Berkeley, in spite of the Puritan successes in England, remained a Royalist and an adherent of the Anglican Church. Andrews, *The Founding of Maryland*, CH. XII. We close our remarks concerning the colonies with the observation that at least 8 of them had Established Churches before the Revolution; and Virginia, after a struggle lasting about 7 years had defeated a Bill which would have permitted taxation to support religions and had enacted Jefferson's Bill for Establishing Religious Freedom, in 1786. (For an instructive and more comprehensive treatment of the situation in the Colonies, see Justice Black's opinion in *Engel vs. Vitale*, 370 U. S. 421.)

Thus it is seen that the Framers knew man's difficult-to-suppress (and still unextinct) desire to persuade, and failing in persuasion, to compel others to adopt and believe his religious views, and man's unswerving determination to select the religious views most appealing to him individually and his guest to believe those views and to worship without fear or favor had been potently divisive forces ever since the deeds of mankind had been recorded. So great had been the impact of the latter determinants that neither dungeons, mortally bleak winters in far-distant colonies, plain executions, wholesale burnings at the stake, nor the prolonged and "exquisite" agonies produced by the tortures of machinations developed by the most ingenious minds of the ages (i.e. "persecution in perfection") had dissuaded man in his pursuit of religious freedom and religious equality.

Even though the above is but a sketchy outline of the subject involved (as we stated above), we have set the same forth at some length to demonstrate that the problem to be considered and solved when the First Amendment was proposed was not one of hazy or comparative insignificance, but was one of blunt and stark reality, which had perplexed and plagued the nations of Western Civilization for some 14 centuries, and during that long period, the union of Church and State in the government of man had produced neither peace on earth, nor good will to man.

In an attempt to prevent recurrences of many of the unfortunate evils mentioned above (and those mentioned in the opinions named in footnote 1) our forebears decided it was best for Government, best for Religion and best for mankind that the two be kept separate and apart. In order to effectuate this goal, the First Amendment was adopted which provides that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof * * *."[18] A narrow and literal reading of the same might cast some doubt as to whether our present factual situation presents any question relative to an "establishment" of religion, but we shall point out below that the Supreme Court has not construed the Amendment in such a narrow fashion as to exclude the issues here raised from its purview. See, for example, *McCullom vs. Board of Education, supra*, 333 U.S. at p. 213.

Before considering the Supreme Court decisions, we shall dispose of two subordinate arguments advanced by the appellees. Under the heading of Legislative Practice, they set forth large and imposing grants made by Congress to various institutions and programs sponsored by governmental agencies and departments. The actions of the Legislative Branch are, of course, entitled to consideration and respect, *Murray, Etc. vs. Comptroller, supra*, 241 Md. at p. 400; but they are not controlling in the determination of a direct and specific constitutional attack on an individual statute. *Schempp, McCollum*, and *Engel*, all *supra*, and

Torcaso vs. Watkins, 367 U.S. 488, wherein the Supreme Court uprooted long-standing and established practices sanctioned by legislative and state constitutional provisions.

They also argue that if the grants herein be invalidated, that no state grant to any educational institution could be sustained, unless every vestige of officially sponsored religious observance be entirely divorced from the institution. The appellants label this "appellees all-or-nothing argument." The argument loses sight, we think, of the fact that there is a constitutional difference between a sectarian institution and a secular one, which may officially sponsor one or more religious observances. We shall point out the test to be applied below.

This brings us to a consideration of the Supreme Court decisions bearing on the questions here involved. The parties on both sides of the controversy have carefully analysed the same in their briefs. Justice Clark did likewise in his opinion in *Schempp, supra*, as to the decisions preceding it. However, we do not deem it necessary or desirable to take up each of these decisions and analyse them in detail, for this Court has very recently stated their rationale in *Murray, Etc., supra* (241 Md. at pp. 398 and 401, involving church exemptions from taxation), where Judge Oppenheimer, for the Court without dissent, said:

"In our reading of the opinions, however, we find broad guide lines which form the frame within which the case before us is to be considered. We are a religious people and recognize the effect religious institutions have on human activity. The First Amendment was designed to erect 'a wall of separation between church and State.' Mutual independence, under our Constitution, is deemed best for the State and best for religion. *The State cannot forbid nor can it perform or aid in performing the religious function. Like other broad constitutional concepts, the meaning of 'separation' is to be ascertained in the application of the principle to specific cases.* A state cannot pass a law to aid one religion or all religions, but state action to promote the general welfare of society, apart from any religious considerations, is valid, even though religious interests may be indirectly benefited. If the primary purpose of the state action is to promote religion, that action is in violation of the Amendment, *but if a statute furthers both secular and religious ends, an examination of the means used is necessary to determine whether the state could reasonably have attained the secular end by means which do not further the promotion of religion.*" (Emphasis added.)

* * *

"As *McGowan* makes clear even though the exemption had an unmistakenly religious origin, if the present purpose and effect of the exemption is primarily secular, *and if those* secular purposes could not reasonably be deemed achievable without an incidental benefit to religious organizations, the 'establishment' clause is not violated."[14]

There are two celebrated passages in the opinions of the Supreme Court relating to the provisions concerning religion in the First Amendment: the first is in *Everson*; the other is in *Schempp*. Justice Black, for the Court, in *Everson*, said:

"The 'establishment of religion' clause of the First Amendment means at least this: Neither a state nor the Federal Government can set up a church. Neither can pass laws which aid one religion, aid all religious, or prefer one religion over another. Neither can force nor influence a person to go to or to remain away from church against his will or force him to profess a belief or disbelief in any religion. No person can be punished for entertaining or professing religious beliefs or disbeliefs, for church attendance or non-attendance. No tax in any amount, large or small, can be levied to support any religious activities or institutions, whatever they may be called, or whatever form they may adopt to

teach or practice religion. Neither a state nor the Federal Government can, openly or secretly, participate in the affairs of any religious organization or groups and *vice versa*. In the words of Jefferson, the clause against establishment of religion by law was intended to erect 'a wall of separation between church and State.' *Reynolds vs. United States, supra* at 164."

Justice Clark wrote the opinion in *Schempp*. In part, it stated:

"The test may be stated as follows: what are the purpose and the primary effect of the enactment? If either is the advancement or inhibition of religion then the enactment exceeds the scope of legislative power as circumscribed by the Constitution. That is to say that to withstand the strictures of the Establishment Clause there must be a secular legislative purpose and a primary effect that neither advances nor inhibits religion. *Everson vs. Board of Education, supra.*"

The first quotation was repeated in *McCollum, supra*, and portions thereof were likewise repeated in *McGowan vs. Maryland*, 366 U.S. 420, and *Torcaso vs. Watkins*, 367 U.S. 488. In *Zorach vs. Clauson*, 343 U.S. 306, the Court upheld the constitutionality of a "released time" for religious instruction program (there being no expenditures of public funds or use of public buildings), stating, however, "government may not finance religious groups nor undertake religious instruction nor blend secular and sectarian education * * *." And in *Engel, supra*, as stated in footnote 14, the Court said when "the power, prestige and financial support of government is placed behind a particular religious belief," the Establishment Clause is violated.

The Chancellor read the *Schempp* opinion as setting forth a new and comprehensive test to apprehend what was constitutionally permissible and impermissible under the Establishment Clause. We do not read the opinion in that manner. We do not read it as establishing a completely new test, nor one that can be applied in all cases as a final and determinative one. *Schempp* did not involve a direct expenditure nor a direct grant of money.[15] We read the test therein mentioned as being sufficient to decide the issues there involved, and, as the factual situation showed that the statutes could not even pass the test named, no more was needed to be said or added thereto. In other words, the statutes there involved clearly showed that their "purpose and primary effect" was the advancement of religious exercises. If either their "purpose" or "primary effect" were such advancement, the statutes were unconstitutional, and, as they offended in both aspects, that determined the issue; so why add hypothetical tests attempting to cover all conceptual factual situations, such as where secular and sectarian exercises are fused or commingled, etc.?

It is inconceivable to us that *Schempp* was intended *sub silentio* to overrule or supersede *Everson* and the other Establishment cases preceding *Schempp*. On the contrary, *Everson* is cited in the opinion, with approval, some half dozen times. (In fact, *Everson*, is cited as the authority for naming the test.) At one point, after quoting, with approval, from *Everson;* from Justice Jackson's dissent therein to the effect that the First Amendment "was to take every form of propagation of religion out of the realm of things which could directly or indirectly be made public business and thereby be supported in whole or in part at taxpayer's expense * * *"; from Justice Rutledge's dissent therein which declared, "but the object was broader than separating church and state in this narrow sense, [i]t was to create a complete and permanent separation of the spheres of religious activity and civil authority by comprehensively forbidding every form of public aid or support for religion"; the Court went on to say (in *Schempp*) "the same conclusion has been firmly maintained ever since that time [citing *McCollum, McGowan* and *Torcaso*, all *supra*]." (Emphasis added.)

After a consideration of all of the Supreme Court decisions and

our statement of their rationale, quoted above, we have reached the conclusion that, insofar as the issue of the First Amendment is concerned, we should apply the following standards in measuring the statutes under consideration.

As it is claimed that First Amendment liberties have been infringed upon, we must closely scrutinize and carefully consider the issues presented. *McGowan, supra*, 366 U.S. at p. 449. Each case must be determined on its particular facts. *Murray, Etc., supra*, 341 Md. at p. 398. We must examine each of the statutes and decide whether it can be demonstrated that its purpose—as evidenced either on its face, in conjunction with its legislative history, or in its operative effect—is to use the State's coercive power to aid religion. *Schempp, supra*, 374 U.S. 203, and Justice Frankfurter's opinion in *McGowan*, 366 U.S. at pp. 466, 467. "If the primary purpose (as contradistinguished from an incidental one) of the state action is to promote religion, that action is in violation of the Amendment, but if [the operative effect of] a statute furthers both secular and religious ends, an examination of the means used is necessary to determine whether the state could reasonably have attained the secular end by means which do not further the promotion of religion." *Murray, Etc., supra*. Cf. *McGowan, supra*. No tax, in any amount, large or small, can be levied to support any religious activities or institutions, whatever they may be called or whatever form they may adopt to teach or practice religions. *Everson, supra*, 330 U.S., at p. 16. Although a state cannot "contribute tax-raised funds to the support of an institution which teaches the tenets and faith of any church," it cannot exclude individuals, because of their faith or lack of it, from receiving the benefits of valid public welfare legislation. *Everson, supra*, (a case wherein the Court stated the factual situation "verged" upon the impermissible). When the power, prestige and financial support of government is placed behind a particular religious belief, the indirect coercive pressure upon religious minorities to conform to the prevailing officially approved religion is plain. *Engel, supra*, 370 U.S., at p. 431. We are unable to accept appellees' contention that every religious observance by an institution sectarianizes the same, but feel that the question of sectarianization depends upon a consideration of the observances, themselves, and the mode, zeal, and frequency with which they are made. These principles are sufficient, we think, to determine our present issues, and we shall apply them in considering the four statutes involved.

We have comparatively little difficulty with such cases as *Bradfield vs. Roberts*, 175 U.S. 291, *Quick Bear vs. Leupp*, 210 U.S. 50, and *Cochran vs. Louisiana, etc.*, 281 U.S. 370, all cited by the appellees. We shall make but a short analysis of the same. Justice Brennan, in his concurrence in *Schempp, supra*, said: "A scrutiny of several earlier cases [including the three cases named above] * * * shows that such cases neither raised nor decided any constitutional issues under the First Amendment." We agree.

And we find no great difficulty in distinguishing *McGowan vs. Maryland, supra*, wherein the validity of the Maryland Sunday-closing laws were upheld. There, general "public welfare legislation" was upheld because its then "present purpose and effect" was "to provide a uniform day of rest for all citizens," even though religion might have been affected or benefited in a purely incidental manner. It was much the same holding, in principle, as *Everson, supra*, wherein the Court observed that the legislation "verged" upon being impermissible. As we have stated above, it is a question of degree as to how far all religions or a specific religion may be benefited by State action without the State stepping out of its role of complete "neutrality," and such action losing its character as being incidental to lawful general welfare legislation.

APPLYING THE STANDARDS TO THE INDIVIDUAL COLLEGES

There is little controversy over the facts in any of the cases,

rather the dispute is as to the legal effects of the facts.

The experts on both sides are in general accord that the following factors are significant in determining whether an educational institution is religious or sectarian: (1) the stated purposes of the college; (2) the college personnel, which includes the governing board, the administrative officers, the faculty, and the student body (with considerable stress being laid on the substantiality of religious control over the governing board as a criterion of whether a college is sectarian); (3) the college's relationship with religious organizations and groups, which relationship includes the extent of ownership, financial assistance, the college's memberships and affiliations, religious purposes, and miscellaneous aspects of the college's relationship with its sponsoring church; (4) the place of religion in the college's program, which includes the extent of religious manifestation in the physical surroundings, the character and extent of religious observance sponsored or encouraged by the college, the required participation for any or all students, the extent to which the college sponsors or encourages religious activity of sects different from that of the college's own church and the place of religion in the curriculum and in extra-curricular programs; (5) the result or "outcome" of the college program, such as accreditation and the nature and character of the activities of the alumni; and (6) the work and image of the college in the community.

With these criteria and the standards we named above in mind, we consider the schools, individually. In setting forth the facts relevant to each, we have followed, in considerable measure, appellants' brief with reference to some of the schools, after carefully checking the same with the evidence.

HOOD COLLEGE

Chapter 88 of the Acts of the General Assembly of 1962 grants to Hood College $500,000 to help erect a dormitory and a classroom building.

According to the College Bulletin issued in 1963, Hood is "an independent liberal arts college for women," and it "is church related through its affiliation with the United Church of Christ [U.C.C.], but welcomes students of all religious faiths." It is listed in a Tabulation of the Danforth Foundation of Institutions Associated with Religious Bodies as "reflecting religious orientation." It is a small college, limited to an enrollment of about 650 students, and is governed by a Board of Trustees consisting of 35 members. Seven of these are elected by agencies of the U.C.C.; 22 by the Board itself; and 6 by the Alumnae Association from its membership. The President is selected by the Board, and the President, after screening by appropriate college officials, selects the administrative personnel. Faculty members are usually located by the chairman of the department where a vacancy occurs. They are selected upon an analysis of their academic credentials, qualifications, and earned degrees, and their "character and congeniality." There are no sectarian requirements for members of the faculty; the President thought that Hood had "virtually all shades of religious affiliations represented [thereon] and non-religious affiliation." In the year 1963-64, there were 7 Episcopalians, 2 of the Jewish faith, 3 Lutherans, 6 Methodists, 1 with no affiliation indicated, 13 Presbyterians, 2 listed as Protestant but non-denominational, 5 Roman Catholics, 3 members of the Society of Friends, 3 Unitarians, and 10 members of the U.C.C., a rather heterogeneous faculty for a sectarian school.

There is no requirement that any member of the officers of administration be of any particular religious denomination, and, in fact, the officers of administration do not represent any particular church or religious body. Included among these are Baptists, Lutherans, Methodists, Presbyterians, one Roman Catholic and one Unitarian, and 7 members of the U.C.C.

There is no requirement that the Chaplain, who supervises, generally, the religious lives of the

student body be of any particular denomination, although the present one is a member of the U.C.C.

The student body is primarily selected according to educational records supplied by the students and by the schools from whence they come; there is absolutely no requirement based on race, creed, color, or sectarian affiliation in the student body. An examination of their religious affiliation for the year 1963-64 shows such a diversification that it would unduly prolong this opinion to include them all. Among a student body of some 675 students, were included 146 Episcopalians, 29 Jewish students, 83 Methodists, 72 Roman Catholics, 108 Presbyterians, and 89 members of the U.C.C.

The college confers only two earned degrees; the A.B. degree, which is, of course, a liberal arts degree; and the B.S. degree in Home Economics. It has a department of religion and philosophy; the courses taught thereon are conducted in the same manner as the courses in other departments. These courses are not geared to aiding the Protestant religions or any other; they are primarily historical studies in religion and "there is absolutely no attempt at indoctrination in any way." The President was emphatic in stating that he believed proselytizing had no place in higher education. The professors in the religious field are not confined to members of the U.C.C. or to Protestants. In addition, there is no attempt by the U.C.C., or any other group, to select texts or to offer suggestions as to which texts should be used, and there are no courses in religion or philosophy, or anywhere else in the curriculum, which are designed to train for the ministry or religious work. The requirements for attendance at chapel (indeed, if they may be termed requirements from the evidence) do not call for frequent services, with the student being allowed generous "cuts" without excuse. On the Wednesday evening services, of which there are approximately 15 per semester, clergymen of various denominations come in and talk to the students. These include Protestants, Roman Catholics, Jewish Rabbis, and a Humanist (the President of Hood, after listening to him, being unable to state what his religious preference was). This same general pattern is followed for the Sunday evening services, but not to the same extent as the services on Wednesday evenings. The students are encouraged to maintain ties with the churches of their own denomination while at the college, and each Sunday morning they are released for the purpose of going to such churches in the locality.

In the year mentioned above, the U.C.C. contributed 2.2% of the college's total operating budget; but contributed nothing in the way of capital gifts, with the exception of one gift in the amount of $10,000 for endowed scholarships.

The college has a "very loose relationship" with the Council for Higher Education of the U.C.C., all of the church-related colleges related to the U.C.C. automatically becoming members of the Council.

During the summers the college permits various civic and religious groups to utilize their campus for programs for which modest charges are made. The school has no control over the programs, and, as far as the record discloses, the programs are not confined to church affairs or to any particular denominations.

The facilities to be housed by the grant herein involved will be a new academic building and a dormitory; no religious activities will be conducted therein.

The above summarization, we think, discloses that Hood, although it is a church-related school, may constitutionally receive the money mentioned in the Bill. No challenge under this heading is made against the Bill's permissibility other than its alleged violation of the Establishment Clause of the First Amendment.

Applying the criteria we named above, we are unable to say that the College is sectarian in a legal sense under the First Amendment, or to a degree that renders the grant invalid thereunder. The

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College's stated purposes in relation to religion are not of a fervent, intense, or passionate nature, but seem to be based largely upon its historical background. The College was established in 1893, when a great number of private schools were church-oriented, and it was then related to the Reformed Church of the United States. After two church mergers, one in 1933 and one in about 1962, the present sponsoring church is the newly created U.C.C. The Church does not have control over the governing body and certainly the college personnel shows no serious attempt to proselytize, or to require certain religious beliefs to become a member thereof. The financial assistance of 2.2% of the operating budget given by the Church is a moderate percentage. The only physical structure of a religious character seems to be the Chapel, and it is open to all. Religion in the curriculum and in extra-curricular programs is at a minimum for any church-related school. We do not find that religion occupies a dominant place in the College's program, the record clearly showing that students are not required to attend and participate in many religious observances. It is, of course, accredited. The record does not disclose any great activity among the alumnae of a religious nature, and, although the image of Hood in the community is that of a good, sound, and efficient College, there is no showing that it is considered to be religiously slanted. Under the above circumstances, it is obvious that neither the U.C.C. nor any other religion is running the institution, or has control over it.

We hold, therefore, that the primary purpose of the grant here involved was not to aid or support religion; that there is nothing on the face of the Bill or its legislative history to demonstrate that its purpose was to use the State's coercive power to aid religion; and that its operative effect is not to aid religion (as we read the record, we see no aid to religion here; if there be any it assuredly is incidental and very remote in nature), but to promote the educational facilities for women. Consequently, the Bill does not violate the First Amendment.

WESTERN MARYLAND

Chapter 546 of the Acts of the General Assembly of 1963 grants $500,000 to Western Maryland College for the purpose of aiding in the construction of a science wing and dining hall.

The stated purposes include religious objectives to a considerable extent. The college characterizes itself as a "religiously oriented institution" and "make[s] no bones about the fact that our philosophy at Western Maryland is a Christian philosophy."

One more than one-third of the members of the governing board are required by its Charter to be Methodist Ministers, so as to give the clergy the veto power over any change inimical to the interests of the church. The required percentage "binds the college very closely to the Church." The board is heavily Methodist, and nearly all Protestant, although quite a number of denominations are represented thereon. All the presidents have been Methodist Ministers. The administration is almost entirely Protestant, although, again, quite a number of denominations are represented.

Care is taken to obtain a faculty committed to the Christian philosophy of life, and an atheist would not be employed. Almost half of the faculty is Methodist, and almost all Protestant. Approximately 40% of the student body is Methodist, and almost all Protestant. The large number of Methodists is due to greater likelihood of acceptance of Methodist "borderline cases * * * because they seem part of the constituency of the college," and to the large number of Methodist students who become familiar with the college during church conferences on the campus. The college has a significant number of Methodist pre-ministerial students. Some of these are given scholarships ranging from ½ to full tuition. And the children of Methodist Ministers are charged only half tuition.

The church provides "financial support of considerable value,"

both operational and capital, the operational contribution being between 2 and 3% of the budget. The college is affiliated with, and supports, denominational education associations.

The college campus is very heavily used by Protestant religious groups (some at actual cost), and "logically and naturally, there have been of course more of the Methodist program here than any of the other denominations."

The college fosters a religious program, under the direction of a Methodist Minister. Participation in Protestant religious services is required of all students. The requirement is publicized so that if anyone has conscientious scruples about attending such services "he should know that before he comes."

The college makes a conscious effort to integrate religion, and specifically Christianity, with the curriculum and extracurricular life. Because Methodism does not have the wide range of dogma that one, or more, religions have, there is less specific religious restriction in regard to curriculum, but the school endeavors to provide a religious motivation.

We quote briefly from material contained in documents issued by the College: "Many [of the students] become seriously interested in religion for the first time [while attending the college]."

Under the heading "What Has the College Done For The Church," after listing what we have named above, we find the following:

> "The principal contribution the College is making to the Church is in accordance with its [the College's] basic purpose to provide the best in higher education *within the framework and atmosphere of the verities and values of our Christian faith.*" (Emphasis added.)

The college is accredited by the Middle States Association of Schools and Colleges and the University Senate of the Methodist Church. It is proud of the number of its alumni who enter the Christian, and particularly the Methodist ministry. The image of the college in the community is strongly Methodist.

Applying the criteria and principles of law we named above to this College, we reach the conclusion that it is sectarian in a legal sense under the First Amendment, and may not constitutionally receive the grant named in the Bill. Whether or not an educational institution is sectarian in such a legal sense is a rather exclusive matter, being somewhat ephemeral in nature. Hence, we have deliberately made no attempt to enunicate a hard, fast, and intractable rule in regard thereto, preferring, as indicated above, to decide each case upon the totality of its attendant circumstances.

Here, the stated purposes of the College have a distinctly religious "flavor," and they clearly indicate a considered resolution to promote religious activities and exercises. The Board of Trustees consists of 27 Methodists in a membership of 40, with virtually all of the remainder being Protestants. And, of course, at least one more than one-third must be Methodist Ministers, which "binds the college very closely to the Church." The administrative officers are almost entirely Protestant; and the full-time faculty consists of 30 Methodists in a membership of 51.

We shall not repeat all of what we said above concerning the College's activities. We find nothing on the face of the bill or its legislative history to demonstrate a purpose to use the State's coercive power to aid religion, but a careful consideration of all the facts impels us to the conclusion that the operative effect will be such, if the grant be effectuated. As stated in footnote 14, "The most effective way to establish any institution is to finance it * * *. Financing a church either in its strictly religious activities or in its other activities is equally unconstitutional * * *." When it is conceded that all the Presidents have been Methodist ministers, that many of the students become seriously interested in religion for the first time, that limited scholarships are given to the children of the ministers of one denomination, that scholarships awarded to pre-ministerial students of one denomination, that its campus is made available, at

cost, to organizations belonging to one faith, that preference is given to "borderline cases" of one denomination in student-body selection, and that the "basic purpose" of the College is to provide the best in higher education "within the framework and atmosphere of the verities and values of *our* (emphasis ours) Christian faith," et cetera, how can it seriously be argued that a grant of tax-raised funds to such an institution would not be "to support * * * religious activities or institutions, whatever they may be called or whatever form they may adopt to teach or practice religion"?

Moreover, the College has made no attempt (possibly due to the fact that the opinion had not been filed when the testimony herein was taken) to comply with the requirement set forth by this Court in *Murray, Etc., supra, i.e.*, "if a statute furthers both secular and religious ends, an examination of the means used is necessary to determine whether the State could reasonably have attained the secular end by means which do not further the promotion of religion." The appellants suggest that the State could have accomplished the secular purpose desired without the question of religious activities becoming involved, by making the same grant to any one of several non-sectarian educational institutions in the State.

Without laboring the question further, we hold that Chapter 546 transgresses the proscriptions of the Establishment Clause, consequently, it is unconstitutional and invalid.

NOTRE DAME

Chapter 66 of the Acts of the General Assembly of 1962 grants $750,000 to this College to aid in the construction of a science building.

Notre Dame's stated purposes are deeply and intensely religious. The theory of Catholic education is that Prayer, Holy Mass and the Sacraments represent "the Unifying forces," and "the instructional program interlocks with the noninstructional program; objectives with methods and means, and all to an essential, interwoven unity." "All of [the College's] objectives are implemented in some degree in every department." The institution's "whole life is lived in the Catholic atmosphere, which assumes that earthly life is to be lived * * * in terms of a preparation for the future life with God," and to that end, it "harmonizes" its entire "program with the philosophy and theology of the Catholic Church." The entire program of the College is so ordered "that [the student's] life and study and the atmosphere of the college are *permeated, motivated, enlarged and integrated by the Catholic way of life* as developed and expressed in the daily prayer, liturgy, Sacraments and Holy Mass of the Church." (Emphasis ours.) "And Outward Grace * * *. Since the Christ - thought, the Christ - word and the Christ-deed are the norms of community living in a Catholic college for women, intimations of this presence should be found everywhere: In the Chapel—[and] in the Class Room * * *." "This expresses our aim to have the spiritual support and vivify the whole college atmosphere." Extracts taken from Exhibits in evidence. "God bless you and your apostolate in the home, classroom, laboratory, business office, etc. Gratefully in Our Lady." (Sentence from a letter of Sister Miriam to the Girls of 1961.) "Make your payment a Christmas Gift this year. Help meet the $750,000 Matching Grant for the Science Building [the building involved in the grant under Chapter 66]. * * *. And you know that your gift to the College is a gift to God for the furtherance of his work. May the Christ Child bless you for your generosity * * *." (Letter from Sister Miriam dated December, 1962).

If erected, each class in the new science building will open with a prayer.

The governing board is controlled by a Catholic religious order whose members are completely committed to Catholic discipline and educational philosophy. The administration is almost entirely religious. The faculty are predominantly nuns who are appointed by the Provincial Superior of the religious order (who is Chairman of

the governing board), in consultation with the President, who is also a member of the order. Administration and faculty are chosen on the basis of commitment to the college objectives and ideals, and are overwhelmingly Catholic. Ten per cent of the students are candidates for a religious order and more than 97% of the whole student body are Catholic. This percentage cannot be deemed coincidental.

The college is owned and has been given heavy financial assistance by the religious order. It is officially a member of, and supports, a number of distinctly Catholic associations and institutions. It makes its campus available for use by the Catholic Church and related groups, but not to non-Catholic organizations. It has close ties with the Archdiocese of Baltimore.

Catholicity permeates the college program: the physical surroundings; the rich variety of college-sponsored, exclusively Catholic observances, many of which are compulsory for Catholic students, if not for the entire student body; the curriculum; extracurricular activities; and the student advisory and counseling program.

The college and the accrediting agencies report a high level of success in achieving the religious objectives of the institution. The alumnae, individually and as an organization constituting "an integral part" of the college activity, are deeply engaged in the promotion and defense of Catholicism and the Catholic Church.

The college provides supplemental programs of strong Catholic religious content for nuns teaching in parochial schools and in its Adult Institutes for the community at large. Its image in the community, as expressed in its publications, constituencies, relations with the Archdiocese, ceremonies, and way of life in general, is distinctly and intensely Catholic.

As the situation presented by the facts relating to St. Joseph College are so analogous to those regarding Notre Dame, we set forth St. Joseph's fact picture before stating our holdings with reference to Notre Dame.

ST. JOSEPH COLLEGE

Chapter 545 of the Acts of the General Assembly of 1963 grants to St. Joseph College $750,000 to assist in erecting a science building.

Since the evidence relating to this institution is so similar to that regarding Norte Dame, we curtail, somewhat, our analysis thereof.

The stated purposes of St. Joseph College seem to be even more strongly religious than Notre Dame's. The religious order of dedicated nuns has complete control of the government and administration. The nuns have taken and abide by vows of strict obedience. The faculty is chosen with a view to achieving the religious ideals of the college, both by precept and example, and preference is given to Catholics; it, as a whole, is sympathetic to the Catholic philosophy of education. The majority of the faculty are Catholic priests or nuns, and there are but a small number of non-Catholic members. The student body includes candidates for the religious order, and has consistently been virtually 100% Catholic; approximately 90% of the students are graduates of Catholic parochial high schools. The Catholic character of the student body is achieved by design.

The religious order owns the college through the corporate form and has provided virtually 100% of the financial assistance needed over and above operating income.

The college is affiliated with, and supports, distinctly Catholic associations and institutions, and, like Notre Dame, is a certified affiliate of the Catholic University of America. The supplementary uses of the campus have been exclusively by Catholic religious groups.

The physical surroundings are strongly religious. Religious observance is strongly Catholic, richly textured, and extensively participated in: "In general, the Theocentric orientation of a Christian student's life is encouraged."

The accrediting agencies have specifically found St. Joseph to be accomplishing its religious objectives. The alumnae, individually and as an organization, are dis-

tinguished by the number of members of religious orders, the high percentage of active Catholic workers, and the devotion of the alumnae association's objectives: "to promulgate the principles and ideals of Catholicism * * * defending and promoting the interest of the Church, in promulgating Catholic education and in supporting the Church and its activities."

The supplementary instructional programs are strongly Catholic, as is the image of the college in the community.

If erected, the new science building will house crucifixes, "maybe" statues, and "very likely" waterfonts.

Again, we find nothing on the faces of the above two Bills or in their legislative histories to demonstrate a purpose to use the State's coercive power to aid religion, but a consideration of the totality of attendant circumstances impels a conclusion that their operative effect (if the grants be effectuated) demonstrates such a purpose. It must be remembered that here involved are direct grants of tax-raised funds to the educational *institutions*, themselves, which will become the sole owners of the buildings if erected. If appellees' contention that there is nothing in the Establishment Clause which proscribes direct grants to aid and support sectarian educational institutions were correct, it seems that *Everson, supra*, would have been decided quite easily and without dissent, even though no direct grant was there involved. The funds here involved are entirely different from those in such cases as *Board of Education vs. Wheat*, 174 Md. 314, and *Everson, supra*. In *Everson*, the Supreme Court ruled that a State could constitutionally finance bus transportation of children to parochial as well as public schools, on the ground that involved was "public welfare legislation" (protecting *all* children from traffic hazards and dangers), and under the provisions of the First Amendment no State could exclude individuals, *because of their faith*, from receiving the benefits of such legislation. In *Wheat*, this Court ruled constitutional a statute which required the Board of Education (under limitations as to distance, etc.) to carry parochial students to and from their schools upon the same conditions that public-school students were carried, on the ground that the statute protected the safety of the children while en route to and from schools. No direct grants of money or property to any educational institution were involved in either case, but the Supreme Court split 5 to 4 and this Court 5 to 3 on the issues, with vigorous dissents being filed in each case.

In basing its holding in *Everson* on public welfare legislation, the Supreme Court was careful to say:

> "New Jersey cannot consistently with the 'establishment of religion' clause of the First Amendment c o n t r i b u t e tax-raised funds to the support of an institution [directly involved therein were students in parochial educational schools — no church, or institution set aside especially for religious worship, was involved] which teaches the tenets and faith of any church."
>
> And "no tax in any amount, large or small, can be levied to support any religious activities or institutions, whatever they may be called, or whatever form they may adopt to preach or practice religion."

We do not deem it desirable to add materially to what we have already said with reference to Western Maryland. The facts relating to Notre Dame and St. Joseph speak for themselves. We think they clearly show that the operative effect of the Bills (if the grants are permitted to be made) demonstrates, in a legal and constitutional sense, a purpose to use the State's coercive power to aid religion; that the grants, if made, would constitute a contribution by the State of tax-raised funds to support institutions which teach the tenets and faith of a particular church; and that the taxes levied to raise the funds for the grants would be levied to help support religious activities and religious institutions.

We agree with Neil J. McCluskey, S.J., in his work *Catholic Viewpoint on Education*, p. 168, wherein he stated: "The Catholic

laity and clergy are fully aware that direct basic support by the government to parochial schools is out of the question "because the U.S. Supreme Court would interpret such action as a contravention of the Federal Constitution."

We, therefore, hold that both Notre Dame and St. Joseph are sectarian in a legal sense under the First Amendment, and neither can constitutionally receive the grant made to it; hence Chapter 66 of the Acts of 1962 and Chapter 545 of the Acts of 1963 are unconstitutional and invalid.

THE MARYLAND CONSTITUTIONAL CLAIMS.

Under some circumstances, it would be unnecessary to consider these contentions after our holdings above, but, should we find that the grants violated the Maryland Constitution, the Supreme Court might assume a different attitude with reference to reviewing our conclusions than if we decide to the contrary; so we deem it desirable to answer the same.

Article 23 of our Declaration of Rights provides, *inter alia*, that no man should be deprived of his life, liberty, or property except "by the judgment of his peers, or by the Law of the land." Appellants point this out and call attention to the fact that we have held the phrase "Law of the land" herein is the equivalent of "due process of law" as used in the Fourteenth Amendment to the Federal Constitution. They then argue, "for the same reasons, and on the same authorities, as the grants violate the Fourteenth Amendment's guarantees of due process of law, which have been construed to include *the prohibition against an establishment of religion contained in the First Amendment* (emphasis ours), the grants violate Art. 23 * * *."

It is quite true that we have equated the phrases "Law of the land" and "due process of law." See for example *Matter of Easton*, 214 Md. 176. But the argument loses sight of the fact that the First Amendment is not included in the Maryland Constitution, and we do not have a Court of higher authority than the Court of Appeals to construe our Constitution, which, of course, is not the case when the Federal Constitution is involved. We have found no Maryland case denying the right of the Legislature to make a grant to a private institution provided the money is appropriated and expended for a public use. Cf. *Johns Hopkins Univ. vs. Williams*, 199 Md. 382; *Saint John's College vs. Maryland*, 15 Md. 330; *St. Mary's Industrial School vs. Brown*, 45 Md. 310; *Board of Education vs. Wheat, supra; Adams vs. St. Mary's County*, 180 Md. 550. The grants here under consideration (if effectuated) are clearly ones to be expended for public uses: to assist in educating our citizens. Cf. *Johns Hopkins Univ. vs. Williams, supra.* We, therefore, hold that none of the statutes involved violates Article 23.

What we have just said answers appellants' contentions in regard to Article 15. It is true that under this Article the Legislature is inhibited from imposing taxes other than for public purposes. *Baltimore & E.S.R.R. Co. vs. Spring*, 80 Md. 510. It is also true that it has been said that what is public purpose for which tax funds may be expended is not a matter of exact definition; it is almost entirely a matter of general acceptation. *Finan vs. M. & C. C. of Cumberland*, 154 Md. 563. But at least since the *Johns Hopkins Univ.* case, *supra*, it cannot be doubted that gifts to private educational institutions to aid in the construction of school buildings are expenditures for public purposes. In the above case it was not even argued that the gift was not an expenditure for a public purpose.

We hold that none of the Acts violates Article 15.

This brings us to a consideration of the final contention to be answered: do the grants violate Article 36, which, in part, provides: "nor ought any person to be compelled to frequent, or maintain, or contribute, unless on contract, to maintain, any place of worship, or any ministry."

Appellants call attention to the similarity of the language just

quoted to that in Jefferson's famous Bill passed in Virginia, *supra* (see it also as Document 10, Am. Jur. 2d, Desk Book), cite several out-of-state cases that are rather closely in point, and claim the grants herein violated Article 36. In the light of the history and reasons for the separation-of-church-and-State provisions and the broad scope given the First Amendment by the Supreme Court cases beginning with *Everson, supra*, it cannot be said that the contention is entirely lacking in force, and if it were presented to use as an entirely new proposition, it might raise some doubt as to how it should be answered. Although there does not seem to be any previous decision of this Court directly in point, we think an examination of how, why, and when the provision first came into our Constitution, the changes therein subsequently made, and the decisions of this Court bearing in some degree on the meaning of the provision compel a conclusion that Acts herein involved do not violate Article 36.

Our first Constitution was adopted in 1776, 10 years before Jefferson's Bill referred to above and 11 years before the adoption of the Federal Constitution. This first Constitution granted religious tolerance to all those of the Christian faith; and, with reference to compelling support therefor had substantially the same provision as our current one. Prior to 1776, it had been the practice in Maryland to levy taxes for the support of the Christian religion and also to support the clergy of the Church of England. Article XXXIII of our first Declaration of Rights (the precursor of the present Article XXXVI), after granting tolerance to those who professed the Christian religion, as we pointed out above, provided that no person ought to be compelled to frequent, maintain, or contribute to maintain any *particular* place of worship or any *particular* ministry. Immediately following, it stated that the Legislature could lay a "general and equal tax for the support of the Christian religion," with the right in the individual taxpayer of "appointing over" the money paid by him "to the support of any particular place of worship or minister * * *." It further provided that the Acts, lately passed, for collecting monies for building or repairing particular churches or chapels should continue in force, and that every encumbent of the Church of England should be entitled to receive "the provision and support established by the act, entitled, 'an act for the support of the clergy of the church of England, in this Province.' "

Notwithstanding the passage of Jefferson's Bill establishing religious freedom and preventing taxation to support any "religious worship, place or ministry" in Virginia in 1786 and the adoption of the First Amendment in 1791 (which at that time did not apply to the states), it was not until 1810[16] that the people of Maryland saw fit to take away the authority of the Legislature to tax to support churches or minister by amendment of the Constitution. This amendment provided "that it shall not be lawful for the general assembly * * * to lay an equal and general tax, or any other tax * * * for the support of *any religion.*" (Emphasis added.) The Constitution of 1851 granted tolerance and religious liberty to "all persons," and changed the provision under consideration from "any particular place of worship, or any particular ministry" to "any place of worship or any ministry," as it is today.

We have given this brief background of Article 36 to show that Maryland was obviously in no great hurry to prevent taxation to support certain religions or to grant religious tolerance to all persons, no matter what might be their faith or lack of faith. We indicated above that there are several decisions of this Court that have some bearing upon the issue now under consideration. We shall name some of them. *Wheat, supra*, involved free transportation of children to parochial schools on public-school buses. The Act was challenged as being one that levied taxes for a private purpose, and as being violative of Article 36. After finding that the Act was sustainable under the police power as

providing for the safety of children and aiding in enforcing the law requiring children of certain ages to attend school, the Court stated, "this conclusion * * * renders it unnecessary to consider separately the objection that a religious institution is aided. Art. 36 * * *. The institution must be considered as aided only incidently, the aid only a by-product of proper legislative action." This, by implication, was a strong indication that the Court did not consider the Act to violate Article 36, for the Legislature, even in the exercise of the State's police power, cannot transgress specific constitutional inhibitions; hence, had the Act violated Article 36, it would not have been constitutional legislation.

Then there are the cases of *St. John's College vs. State*, 15 Md. 330, *St. John's College vs. Purnell*, 23 Md. 629, *Allegany County School vs. Maffit*, 22 Md. 121, *St. Mary's Industrial School for Boys vs. Brown*, 45 Md. 310, 335, 336, *Clark vs. Maryland Institute*, 87 Md. 643, *Baltimore vs. Keeley Institute*, 81 Md. 106, *Finan vs. M. & C. C. of Cumberland*, 154 Md. 563, and possibly others. We shall not analyze the holdings in each of these, for we think Judge Parke, for the dissenting members in *Wheat, supra*, correctly summarized them. He stated:

"Thus appropriations by the General Assembly of public funds are customarily made and paid to various bodies and institutions throughout the state, which are privately owned and managed, and which are, in many instances, of sectarian origin and character. It will be found, upon examination, that his employment of public funds has not been for a private purpose but for a public one. It is upon this ground that this employment of public moneys has been sanctioned by the decisions of this court. If an incidental or direct benefit result to the recipient, this resultant advantage becomes immaterial and negligible because of the paramount public and essential nature of the service rendered and of the further factor that the State has either not undertaken or not fully assumed the performance of the public service or function involved. [citation]. *The validity of such grants, when so limited, is not affected by any sectarian circumstance.* [citation] Thus, *grants to educational institutions* which supply instruction and training in learning and mechanical, industrial, agricultural and other arts of which the State does not offer or undertake to afford universal service [there is no contention that Maryland has ever adopted universal public instruction at the college level] are freely made without reference to whether the recipient be denominational or otherwise. [citation of Maryland cases and legislative grants] Similarly, the grants in aid of the hospitalization of patients for care and treatment in sickness, injury and disease, [citation] for chronic alcoholism, [citation] for homes for the aged and infirm, for orphans, for children, for the blind, for crippled children, for reformatories and for other purposes which are within the functions of the State as conducive to the welfare of its inhabitants, and pursuant to the mandate of the Declaration of Rights: 'That the Legislature ought to encourage the diffusion of knowledge and virtue, the extension of a judicious system of general education, the promotion of literature, the arts, sciences, agriculture, commerce and manufactures, and, the general amelioration of the condition of the people.' Article 43.

"In these grants the State advisedly *makes no distinction between denominational and non-denominational institutions*, nor has it limited its appropriations to race or color. The grants so made for special public purposes find at once their justification and vindication in the promotion of the general welfare in those matters of public concern in respect of which the government had not theretofore undertaken completely to perform. In short although paid to a private person, the money is appropriated and expended for a public use." (Emphasis supplied.)

We also see some relationship to our present issue in the holdings in *Baltzell vs. Church Home*, 110 Md. 244 (upholding a bequest to the Church Home & Infirmary of Baltimore City, at a time when the Constitution required legislative sanction for gifts, with certain exceptions, to any "religious sect, order or denomination.") and *Mt. St. Mary's College vs. Williams*, 132 Md. 184, wherein the College was held not to come within the purview of being a religious sect, order or denomination. Both of these cases followed the lead of *Speer vs. Colvert*, 24 App. Cas. (D. C.) 187, aff'd 200 U. S. 130, wherein Georgetown College, which was an educational institution under the control of a religious order, known as the Order of Jesus, was held not to be a sectarian institution or a religious sect, order or denomination. This last case has especial significance, for the law in the District of Columbia was then the same as in Maryland, and the opinion was one of the last of its then Chief Justice Alvey, who had formerly been a most distinguished Chief Judge of this Court and was thoroughly familiar with Maryland law.[17]

Thus it is seen that grants to educational institutions at a level where the state has not attempted to provide universal educational facilities for its citizens have never, in Maryland, been held to be impermissible under Article 36, even though the institutions may be under the control of a religious order. And we see no reason to hold otherwise now. We, therefore, hold that none of the grants violates Article 36.

This conclusion is bolstered by the fact that all of the states, except Maryland and Vermont, have explicit provisions prohibiting the appropriation of public money to schools controlled by religious organizations. See Note 50 Yale L. J. 917 for 46 of them, and we are informed that the Constitutions of Alaska and Hawaii have explicit provisions also. Had the people of Maryland desired to change its practice relative to such grants, it certainly would be likely that they would have made similar provisions after so many states had done so.

Also, the Department of Health, Education and Welfare Misc. Doc. No. 28, *The State and Non-Public Schools*, pp. 16-17 filed as Plaintiffs' Ex. 113, cites Maryland as having no specific provisions against grants to religious schools.

Decree affirmed in part, and reversed in part; and cause remanded for the entry of a decree in accordance with this opinion. The costs to be paid ¼ by the appellants, ¼ by Western Maryland College, ¼ by St. Joseph College and ¼ by Notre Dame College.

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(1) Those interested in pursuing this aspect of the case further will find interesting, instructive, and rather comprehensive treatments of the subject in Justice Black's opinion in Everson vs. Board of Education, 330 U.S. 1, in Justice Frankfurter's opinion in McCollum vs. Board of Education, 333 U.S. 203, in Justice Clark's opinion in Abington School Dist. vs. Schempp, supra, Justice Rutledge's dissent in Everson, supra, and in 2 Cooley's Constitutional Limitations pp. 960-985.

(2) 1 The Genuine Works of Flavius Josephus (dissertation), pp. 63-65.

(3) 3 World Book Ency., p. 928.

(4) 3 The World Book Ency. p. 150. A pilgrimage from London to Canterbury, where the Saint was buried, is, of course, the theme of Chaucer's famous "Canterbury Tales."

(5) 1 Prescott's Ferdinand and Isabella, pp. 230, 231.

(6) II Prescott's Conquest of Mexico, pp. 30, 31. Lea, A History of the Inquisition in the Middle Ages.

(7) II Gibbon, The Decline and Fall of the Roman Empire, (Smeaton ed.) pp. 197, 198.

(8) Montgomery, The Leading Facts of English History, pp. 197, 198.

(9) Montgomery, op. cit., p. 209.

(10) Benjamin Franklin, one of the Framers, gives an interesting account in his autobiography of how one of his ancestors circumvented this proscription.

(11) 17 The World Book Ency., p. 200; see also 2 World's Best Histories, Germany, Part XVIII; 22 Encyclopedia Brittanica, pp. 136 et seq.

(12) 8 World Book Ency., p. 375. For a rather detailed account of the trials and tribulations of the Huguenots, and the extreme provisions of the Resolution revoking the Edict of Nantes—demolition of all chapels, interdiction of any assembly or worship, all ministers to leave the kingdom within 15 days, all schools closed, new-born babies to be baptized by the parish priests, Huguenots forbid-

den to leave the kingdom on pain of galleys for the men, and confiscation of person and property for the women, etc.—see IV The World's Best Histories, France, Ch. XLVII.

(13) At this late date, it requires no citation of authority to assert that the same proscription applies to the states through the Fourteenth Amendment.

(14) The above rationale is supported and emphasized by so many statements in the Supreme Court's decisions that one is at a loss to know where to start and where to end in naming them. We set forth a few. "These words of the First Amendment reflected in the minds of early Americans a vivid mental picture of conditions and practices which they fervently wished to stamp out * * *." "These practices [the collection of taxes and tithes to sustain government-sponsored churches] became so commonplace as to shock the freedom-loving colonials into a feeling abhorrence. * * *. The people there [in Virgina] as elsewhere, reached the conviction that individual religious liberty could be achieved best under a government which was stripped of all power to tax, to support, or otherwise to assist any or all religions * * *." After quoting from the celebrated "Virginia Bill for Religious Liberty," 12 Hening, Statutes of Virginia (1823) 84, originally drafted by Jefferson, stating that "Almighty God hath created the mind free; that all attempts to influence it by temporal * * * burthens * * * tend only to beget habits of hyprocrisy and meanness * * *," and "that to compel a man to furnish contributions of money for the propagation of opinions which he disbelieves, is sinful and tyrannical * * *," the Supreme Court " * * * recognized that the provisions of the First Amendment * * * had the same objective and were intended to provide the same protection against governmental intrusion on religious liberty as the Virginia statute." * * *. "New Jersey cannot consistently with the 'establishment of religion' clause * * * contribute tax-raised funds to the support of an institution which teaches the tenents and faith of any church." All from the majority opinion in Everson, supra.

"With Jefferson, Madison believed that to tolerate any fragment of establishment would be by so much to perpetuate restraint upon the freedom [general freedom]. Hence he sought to tear out the institution not partially but root and branch, and to bar its return forever."

"In no phase was he [Madison] more unrelentingly absolute than in opposing state support or aid by taxation. Not even 'three pence' contribution was thus to be exacted from any citizen for such a purpose." Memorial and Remonstrance against Religious Assessment. [The Memorial is set forth in Appendix, 330 U.S. pp. 63 et seq.] * * *. "Their objection was not to small tithes. It was to any tithes whatsoever. * * *. Not the amount but the 'principle of assessment was wrong.'" * * *. "In view of this history no further proof is needed that the Amendment forbids any appropriation, large or small, from public funds to aid or support any and all religious exercises." A few excerpts from Justice Rutledge, with whom Justices Frankfurter, Jackson, and Burton concurred in Everson, supra, dissenting.

In McCollum, supra, interested members of the Jewish, Roman Catholic, and some of the Protestant faiths formed a voluntary association. They obtained permission from a Board of Education to offer classes in religious instruction in the public schools. "The foregoing facts * * * show the use of tax-supported property for religious instruction * * *. The operation of the State's compulsory education system thus assists and is integrated with the program of religious instruction * * *. This is beyond all question a utilization of the tax-established and tax-supported public school system to aid religious groups to spread their faith. And it falls squarely under the ban of the First Amendment * * *." "The State also affords sectarian groups an invaluable aid in that it helps to provide pupils for their religious classes through use of the State's compulsory public school machinery. This is not separation of Church and State." From the Court's opinion in McCollum, supra.

Justice Frankfurter, with whom Justices Jackson, Rutledge and Burton agreed in his concurring opinion in McCollum, supra, said:

"Illinois has here authorized the commingling of sectarian with secular instruction in the public schools. The Constitution of the United States forbids this."

* * *

"Separation means separation, not something less. Jefferson's metaphor in describing the relation between Church and State speaks of a 'wall of separation,' not of a fine line easily overstepped."

In Engel, supra, it was stated:

"They knew the anguish, hardship and bitter strife that could come when zealous religious groups struggled with one another to obtain the Government's stamp of approval from each King, Queen, or Protector that came to temporary power."

"When the power, prestige and financial support of government is placed behind a particular religious belief, the indirect coercive pressure upon religious minorities to conform to the prevailing officially approved religion is plain."

Among many other cogent statements in Schempp, we find the following:

"There is no answer to the proposition * * * that the effect of the religious freedom Amendment to our Constitution was to take every form of propagation of religion out of the realm of things which could directly or indirectly be made public business and thereby be supported in whole or in part at taxpayers' expense * * *."

* * *

"It was to create a complete and permanent separation of the spheres of religious activity and civil authority by comprehensively forbidding every form of public aid or support for religion."

* * *

"The wholesome 'neutrality' of which this Court's cases speak thus stems from a recognition of the teachings of history that powerful sects or groups might bring about a fusion of governmental and religious functions or a concert or dependency of one upon the other to the end that official support of the State or Federal Government would be placed behind the tenents of one or of all orthodoxies."

* * *

"Applying the Establishment Clause principles to the cases at bar we find that the States are requiring the selection and reading at the opening of the school day of verses from the Holy Bible and the recitation of the Lord's Prayer by the students in unison. These exercises are prescribed as part of the curricular activities of students who are required by law to attend school. They are held in the school buildings under the supervision and with the participation of teachers employed in those schools. None of these factors, other than compulsory school attendance, was present in the program unheld in Zorach vs. Clauson. The trial court in No. 142 has found that such an opening exercise is a religious ceremony and was intended by the State to be so. We agree with the trial court's finding as to the religious character of the exercises. Given that finding, the exercises and the law requiring them are in violation of the Establishment Clause."

"The conclusion follows that in both cases the laws require religious exercises and such exercises are being conducted in direct violation of the rights of the appellees and petitioners."

* * *

"Further, it is no defense to urge that the religious practices here may be relatively minor encroachments on the First Amendment. The breach of neutrality that is today a trickling stream may all too soon become a raging torrent and, in the words of Madison, 'it is proper to take alarm at the first experiment on our liberties.' "

Justice Douglas stated in his concurring opinion:

"The most effective way to establish any institution is to finance it; and this truth is reflected in the appeals by church groups for public funds to finance their religious school. Financing a church either in its strictly religious activities or in its other activities is equally unconstitutional, as I understand the Establishment Clause. Budgets for one activity may be technically separable from budgets for others. But the institution is an inseparable whole, a living organism, which is strengthened in proselytizing when it is strengthened in any department by contributions from other than its own members." (Emphasis in the original.)

Probably much of this language would have been included in the majority opinion, had a direct grant, or direct expenditure, of money been involved.

(15) Justice Douglas was the only member of the Court who felt that even though the public expenditure was minuscule, it was sufficient to invalidate the statutes involved.

(16) Four of appellees stated: "It was not until the Constitution of 1851 that the authority of the Legislature to tax for the support of the Christian religion was eliminated." This apparently is in error. See Niles, Maryland Constitutional Law, p. 379; 1 Poore, Charters & Constitutions (1878), 832.

(17) And, incidentally, he was also a member of the Constitutional Convention which adopted the Constitution of 1867.

PREPARED STATEMENT OF EDD DOERR, ASSOCIATE DIRECTOR OF ORGANIZATION, PROTESTANTS AND OTHER AMERICANS UNITED FOR SEPARATION OF CHURCH AND STATE

My name is Edd Doerr. I represent and serve on the staff of Protestants and Other Americans United for Separation of Church and State, a nonprofit educational organization dedicated solely to the preservation of religious liberty through the observance of the principle of church-state separation embodied in the First Amendment.

Americans United, as it is generally known, has a nationwide membership representing every state in the Union, every religious faith, and a wide range of political beliefs. It has more than one hundred chapters, study groups, regional offices, and clearing houses. Representatives of Americans United have often appeared before Congressional and State legislative committees to provide background information on the rights of citizens under the First Amendment.

Although our members have differing views on the basic subject of federal aid to education, they are united in being deeply disturbed by the following: (1) the Higher Education Facilities Act of 1963 has allowed the granting and loaning of many millions of dollars of tax funds to sectarian religious institutions; (2) the 1963 Act made no provision for judicial review at the instance of aggrieved taxpayers; and (3) the Higher Education Amendments of 1966, S. 3047 and H.R. 14644, make no provisions either for judicial review or for the elimination of benefits to sectarian institutions under this legislation.

We see no constitutional objections to grants or loans to public colleges, to nonsectarian private colleges or even perhaps to those colleges which have only a nominal connection with a church. We believe, however, that grants or loans to sectarian colleges, even with a "sectarian disclaimer", are of very doubtful constitutionality.

The United States Supreme Court has repeatedly said, as it did in *Everson* v. *Board of Education* (330 U.S. 1, 1947), that:

"The 'establishment of religion' clause of the First Amendment means at least this: Neither a state nor the Federal Government can set up a church. Neither can pass laws which aid one religion, aid all religions, or prefer one religion over another. . . . No tax in any amount, large or small, can be levied to support any religious activities or institutions, whatever they may be called, or whatever form they may adopt to teach or practice religion. Neither a state nor the Federal Government can, openly or secretly, participate in the affairs of any religious organization or groups and vice versa. In the words of Jefferson, the clause against establishment of religion by law was intended to erect 'a wall of separation between church and state'."

Justice Douglas further spelled out the meaning of the First Amendment in his concurring opinion in *Abington School District* v. *Schempp* (374 U.S. 203, 1963):

"*The most effective way to establish any institution is to finance it; and this truth is reflected in the appeals by church groups for public funds to finance their religious schools.* Financing a church either in its strictly religious activities or in its other activities is equally unconstitutional, as I understand the Establishment Clause. Budgets for one activity may be technically separable from budgets for others. But the institution is an inseparable whole, a living organism, which is strengthened in proselytizing when it is strengthened in any department by contributions from other than its own members." (Emphasis in the original.)

We wholeheartedly concur with the Supreme Court and believe, with Jefferson, that:

"* * * to compel a man to furnish contributions of money for the propagation of opinions which he disbelieves, is sinful and tyrannical * * *"

At this point it is relevant to call attention to the important ruling handed down on June 2, 1966, by the Court of Appeals of the State of Maryland in the case of *Horace Mann League* v. *Board of Public Works*. In this case, Maryland's highest court struck down as violating the First and Fourteenth Amendments to the United States Constitution three special Maryland laws providing grants to taxpayer funds to three church-related colleges. (The Maryland Court of Appeals' ruling is appended to this testimony.)

The Maryland Court said:

"We think they (the facts) clearly show that the operative effect of the Bills (if the grants are permitted to be made) demonstrates, in a legal and

constitutional sense, a purpose to use the State's coercive power to aid religion; that the grants, if made, would constitute a contribution by the State of tax-raised funds to support institutions which teach the tenets and faith of a particular church; and that the taxes levied to raise the funds for the grants would be levied to help support religious activities and religious institutions."

The Maryland Court of Appeals' decision in this case certainly casts grave doubt upon the constitutionality of all federal grants to sectarian institutions, since the decision was based upon several earlier rulings by the United States Supreme Court. The Horace Mann ruling, further, may be useful to this committee for it furnishes a set of criteria for differentiating between religious colleges which *may not* constitutionally be granted aid from tax funds and other private colleges to which government grants *may* constitutionally be given.

The Maryland Court said:

"The experts on both sides are in general accord that the following factors are significant in determining whether an educational institution is religious or sectarian: (1) the stated purposes of the college; (2) the college personnel, which includes the governing board, the administrative officers, the faculty, and the student body (with considerable stress being laid on the substantiality of religious control over the governing board as a criterion of whether a college is sectarian); (3) the college's relationship with religious organizations and groups, which relationship includes the extent of ownership, financial assistance, the college's memberships and affiliations, religious purposes, and miscellaneous aspects of the college's relationship with its sponsoring church; (4) the place of religion in the college's program, which includes the extent of religious manifestation in the physical surroundings, the character and extent of religious observance sponsored or encouraged by the college, the required participation for any or all students, the extent to which the college sponsors or encourages religious activity of sects different from that of the college's own church and the place of religion in the curriculum and in extracurricular programs; (5) the result of the college program, such as accreditation and the nature and character of the activities of the alumni; and (6) the work and image of the college in the community."

In applying these criteria to the Maryland laws granting funds to four colleges, the State Court of Appeals found that one of the instiutions, Hood College, was not run or controlled by any church and could not be considered "religiously slanted", and that it was therefore constitutionally permissible for Maryland to grant funds to that institution. Using the same criteria, the Maryland court found that the other three colleges were so obviously religious and sectarian that a state grant to them would be an aid to religion prohibited by the First Amendment. It would, we believe, be useful for Congress to bear in mind this important distinction between sectarian colleges and private colleges which are only nominally sponsored by a church and have only the most tenuous connection with that church.

It might be noted that the Maryland Court of Appeals based its ruling on the United States Constitution rather than on the Maryland Constitution for the reason that the latter is not violated by state grants to religious colleges.

It is too early to tell whether or not the Horace Mann League ruling will be appealed to the United States Supreme Court, and it would be presumptuous to attempt to predict what the Supreme Court's decision would be or even if the Court would accept the case for review. But since the Maryland court based its ruling squarely on interpretations of the First Amendment made by the United States Supreme Court during the past twenty years, it is difficult to imagine that the Supreme Court would reverse the Maryland Court.

It is most interesting to note that shortly after the Maryland Court ruled unconstitutional a state grant of $500,000 to Western Maryland College, the Department of Health, Education and Welfare announced that that institution would be the recipient of a $278,730 grant under the Higher Education Facilities Act of 1963. This highlights the ambiguities and contradictions of the present situation in regard to federal education aid programs and vividly demonstrates the need for constitutional clarification, either by Congress or the Supreme Court.

We appreciate the problems of the Nation's colleges and universities and we realize the difficulties of administering grants and loans to hundreds of institu-

tions. To clarify the law and simplify their task Congress should include safeguards in the Higher Education Amendments of 1966 to bar grants or loans to sectarian colleges and thereby protect the citizen's First Amendment right not to be taxed for the support of religion—his own or anyone else's. We respectfully suggest that Congress make use of the criteria accepted by the Maryland Court of Appeals for determining whether particular colleges are sectarian in character.

Attention might also be called to the fact that the Internal Revenue Service allows businesses controlled by churches the same tax exemption as churches themselves. If a church-controlled business is considered by the Treasury Department to be a church, with regard to the flow of tax funds in one direction, why should not the Department of Health, Education, and Welfare consider a church-controlled college to be a church with regard to tax funds flowing in the other direction? Congress, of course, has the power to resolve this strange inconsistency.

In conclusion, our members and a great many other citizens are deeply concerned about those aspects of various federal programs which are allowing an ever increasing stream of tax funds to flow to religious institutions. This is happening under the Higher Education Facilities Act of 1963, the Elementary and Secondary Education Act of 1965, the Defense Education Act, the Economic Opportunity Act, and various federal programs for the disposal of surplus government property and for the distribution of agricultural surpluses in needy nations overseas. What began as a trickling stream has become a raging torrent which may one day sweep away the wall of separation between church and state erected by the First Amendment. As Senator Sam Ervin said last February at a national conference sponsored by our organization, quoting Elihu Root: "We have staked the very existence of our country on the faith that complete separation between the state and religion is best for the State and best for religion."

We hope that Congress will see fit to amend S. 3047 and H.R. 14644 to the end that no grants or loans be provided to sectarian religious institutions, and that the criteria laid down by the Maryland Court of Appeals be utilized to differentiate between institutions to which grants or loans may be constitutionally provided and those to which they may not be constitutionally provided.

If such an amendment is not added to S. 3047 and H.R. 14644, then we strongly urge that a judicial review amendment be added to these bills similar to that amendment to the 1963 Higher Educational Facilities Act which was added by Senator Ervin, and passed by the Senate, but which was dropped, I believe, by the joint conferees at the insistence of members of the House

The Senate is aware of the need for judicial review as a result of the hearings on S. 2097, so that it is not necessary to repeat the arguments for review here. Surely, if there are differences of opinion as to the constitutionality of grants to certain institutions, taxpayers should be accorded access to the courts to challenge the constitutionality of expenditures for the benefit of sectarian institutions. After all, a right without a remedy can hardly be called a right.

As a parent and as a public school teacher, I am gratified by the Congress's interest in education. But I agree wholeheartedly with the many citizens I represent here today that nothing should take precedence over our First amendment liberties, described by Senator Ervin as "the greatest contribution this nation has made both in the realm of politicies and of religion."

Senator KENNEDY of Massachusetts. As you well know and pointed out in your testimony, there is every reason to believe that the Supreme Court will take this under advisement in the fall session and give us some kind of determination of their attitudes. I think many of us are looking forward certainly to their declaration. I think it will be extremely illuminating and important as well as clarifying this whole area. And so I want to thank you very much for your appearance here this morning and for taking the time to come. I know that the organization that you represent is extremely interested and has been extremely helpful to many Members of Congress and the Senate in helping to bring material and information to them which provides for a more balanced and informed judgment.

I personally received letters from your organization and have always found them to be helpful and constructive, and so I want to thank you on behalf of the subcommittee for taking time to appear here on a matter which is of great importance and urgency. I think you made a very comprehensive and enlightening presentation. I want to thank you for it.

Mr. DOERR. Thank you, Mr. Chairman.

Senator KENNEDY of Massachusetts. Our next witness is Miss Carolyn Whitenack. She presently is associate professor at Purdue University, Lafayette, Ind. Previously she had been associated at the University of Kentucky in the Department of Library Science, University of Illinois, a teacher in the Kentucky public schools; she is the president-elect of the American Association of School Librarians and a member of the American Library Association Council. She has an A.B. degree from the University of Kentucky, an M.S. degree from the University of Illinois, and many other parts to her biography.

Needless to say, she is qualified to make this statement, and I think that perhaps her interest and her dedication is quite clearly demonstrated by her determination to arrive at this hearing in spite of the airline strike and has gone to some extra effort to be with us here this morning. And I want to tell you on behalf of the members of the subcommittee and certainly the full committee that we are extremely appreciative of the efforts that you have made.

STATEMENT OF CAROLYN WHITENACK, ASSOCIATE PROFESSOR OF LIBRARY SCIENCE AND AUDIOVISUAL EDUCATION, PURDUE UNIVERSITY

Miss WHITENACK. Thank you very much, Senator Kennedy, for your very kind remarks.

Needless to say, I was terribly frustrated not to be here as your first witness because I could always consider it an honor to be the first witness, and I feel a little chagrined that the airlines could not come through.

Senator KENNEDY. Well, let me say that the subcommittee puts a priority on your testimony whether it comes first or second or in any order, so we are delighted to have you.

Miss WHITENACK. Thank you very much. I bring you greetings from the more than 7,000 librarians meeting now in New York City in their national conference.

I am associate professor of library and audiovisual education at Purdue, and I am here today to testify on behalf of the American Association of School Librarians, a division of the American Library Association.

The American Library Association is a nonprofit, professional organization of over 31,000 members including librarians and citizens devoted to the cause of developing school, college, public, and other types of libraries so that these agencies can carry out their essential role, contributing to the Nation's steady advancement. It is my privilege and pleasure to appear before this committee in support of those aspects of S. 3047 and H.R. 14644, which are of particular concern to libraries and librarians.

SUPPORT FOR EXPANDED EDUCATIONAL AID

Considering the increasing emphasis placed on education and specialized skills, and in the face of complex and expanding technology, it is essential that all our people be given every available tool to inform themselves to the limits of their capacities in order to lead productive lives. Based on this reasoning, the American Library Association endorses the provisions in the legislation before you to continue and expand Federal aid to institutions of higher education for the construction of facilities, including libraries. We also favor the extension of title III of the Higher Education Act, which is aimed at helping the Nation's developing institutions of higher education. These provisions are essential if our colleges and universities are to cope with the demands of accelerating enrollments and student needs to achieve excellence in education.

SUPPORTS AMENDMENT PROPOSED BY SENATOR CHURCH

In connection with Title II: Part A—College Library Resources, of the Higher Education Act of 1965, the American Library Association endorses amendment No. 635, recently proposed by Senator Church to S. 3047. The intent of this amendment is to correct certain inequities in the maintenance-of-effort provision in title II, part A—the program for college library resources.

As enacted, section 202 provides a basic assistance grant not to exceed $5,000, but limits such grants to schools that will spend as much as the annual average amount they spent for library improvements in the 2 years prior to June 30, 1965, and also, not less than the amount of the grant. The base period specified in section 202(a)(1) would be retained for those schools which find it satisfactory, but language would be added to make the provision more flexible. It would permit institutions to use the 2-year period prior to the year the grant is requested for the purpose of proving maintenance of effort.

PURPOSE OF CHURCH AMENDMENT

The purpose of this amendment is to correct the current situation which penalizes small colleges for making outstanding, one-time improvements in their libraries. Such an extraordinary surge in expenditure in fiscal 1964 would then adversely affect their maintenance-of-effort requirements in applying for title II funds. Unable to repeat the financial effort, those worthy institutions would be deprived of the basic grants to expand their library resources to meet growing student needs.

TITLE II, PART B—LIBRARY TRAINING AND RESEARCH

My greatest concern, because I am a professor of library education, is in relation to Title II: Part B—Library Training and Research. The association is pleased that the Congress recognized the need for well-trained, highly qualified librarians and authorized grants to institutions of higher education to assist them in training persons in librarianship. While there are shortages of librarians for all types of libraries, the most critical gap at the moment is in the school library field.

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The acceleration of the expenditure of large amounts of money including such Federal programs as the Elementary and Secondary Act for school library resources and other printed and published materials has created an enormous demand for many more school librarians than are available.

PERSONNEL SHORTAGE

Even though commendable progress is being made in increasing the number of qualified school librarians, there still remains an acute shortage of personnel. Not more than 25 percent of the school libraries are staffed with trained librarians, and of those librarians many need additional institute-type training to meet the demands placed on today's school libraries. Lack of adequately trained professional school librarians is the most serious handicap in providing efficient school libraries that support every facet of the elementary and secondary programs of instruction.

SECTION 225, HIGHER EDUCATION ACT OF 1965

In view of the overwhelming need for school library personnel, we were distressed by the provision in the Higher Education Act of 1965 (sec. 225) which repealed the provisions for institutes for the training of school library personnel and school library supervisors as authorized under title XI, of the National Defense Education Act. We were heartened, however, by the language in Senate Report 673 (89th Cong., 1st sess.) on the Higher Education Act which states, and I quote:

CONGRESSIONAL DIRECTIVE

The committee was pleased to learn of the great enthusiasm that has been shown by persons interested in being trained or continuing their training in the field of library science and librarianship. This is evidenced this year by the large number of applicants for the 26 institutes that were conducted during the summer of 1965 under the authority of Title XI of the National Defense Education Act. Unfortunately, out of 5,509 applicants, only 966 applications could be accepted due to lack of sufficient facilities and resources. This serves as a prime indication that the desire of persons in the field of librarianship to improve their qualifications is not lacking. What is lacking are sufficient resources to train the many interested persons. Title II, part B, of the present bill will offer not only an expanded program of summer library institutes but also regular sessions and short-term programs, fellowships, and traineeships.

It is our expectation, therefore, that this congressional directive will insure an increasing number of institutes for the training of school librarians to meet clearly identified needs and that the regulations governing the administration of this part of title II, part B on library training and research with its emphasis upon "the improvement of training in librarianship" will be interpreted as supporting not only traditional schools and academic programs, but also the institutes, short-term programs, fellowships, and traineeships in school librarianship. We should like to recommend also that the Commissioner be urged to add at least one school librarian of national stature to the special advisory committee authorized by the act.

Again I should like to express our appreciation for this opportunity to express our views on matters so essential to our mutual concern with the attainment of excellence in education.

You can see that my biggest concern is that this congressional directive will insure that the institutes and short-term programs and fellowships and traineeships will be in school librarianship as well as in training for all types of libraries.

I thank you very much for this opportunity to appear in support of this concern.

Senator KENNEDY of Massachusetts. I want to thank you very much for your presentation, Miss Whitenack. Certainly your experience in this field gives extraordinary weight to the points which you have raised in your testimony, and I know it will certainly be considered in that light by the members of the committee.

I think that the points you raised are valid. I think that it is important that we receive the comments of the Office of Education, particularly with regard to the various points that have been suggested by your testimony, the institute report, and others. And I think it will be extremely worthwhile. So I want to certainly express the appreciation of the members of the subcommittee on this.

(The memorandum requested follows:)

MEMORANDUM FROM OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE ON THE CONTINUATION OF SCHOOL LIBRARIAN INSTITUTES UNDER TITLE II OF THE HIGHER EDUCATION ACT

The Office of Education is aware of the Congressional intent and direction given in the committee reports last year relative to the continuation of school librarian institutes under Title II of the Higher Education Act. The Commissioner of Education has assured the school librarians that these institutes will be continued under funds appropriated for Title II when the present authority for financing library institutes under Title XI of the NDEA expires at the beginning of fiscal year 1968.

ENCOURAGEMENT OF FUTURE LIBRARIANS

Do you find, yourself, it is kind of a vocation as far as taking library training now, and certainly it is a vocation or avocation, it is something which can really be stimulated and developed to attract the kind of people which are necessary to fulfill the void which is quite clear from your statement?

Miss WHITENACK. You have identified one of our key problems, Senator. It is the problem of recruitment.

Senator KENNEDY of Massachusetts. Yes.

Miss WHITENACK. And we are making a national effort. We have recrutiment offices nationally and in every State to recruit young people and to bring back into the educational force people who would like to return to some form of work. Some of these represent housewives who now have their children in the schools and would like to have an opportunity to serve in an educational role again. And we are fortunate at Purdue to have a fellowship which permits us to at least have one person like this in a fellowship program next year. Manpower is a key problem. We are all working on this. This will be the focus of ALA in the 1966–67 year. We do not have any great answers to this. This is improving all the time, and I think the Federal fellowships and institute-type programs and the assistance to people to return to school has been most helpful.

This summer at Purdue we have 60 people. These 60 people were chosen from 621. And of these some people are back in school after 20

years, partly because—well, 1 man has 11 children and with 11 children you cannot return to school on a schoolteacher's salary. So this is a real opportunity for some people who would have loved additional training but who were not able to get it and can now acquire this in institutes and upgrade the training they took 10 to 15 years ago which is now really outmoded. And in a time of lifelong learning it does give some opportunity, in addition to our regular library school programs, of getting people into the profession too. So what we are asking for is for both of these programs to be supported.

WILL CURRENT AID MEET NEEDS?

Senator KENNEDY of Massachusetts. Do you think that with the kind of support which has been outlined we can really meet the current demands which are being placed and which you can anticipate over, say, the next 8 to 10 years when by all the statistics the number of people, I would think, that would be using the libraries both at universities and other places would grow to extraordinary proportions?

Miss WHITENACK. This again is a key problem in all of education, to have the educational resources and competent people to direct the utilization of these.

You see, there was a time when I thought you could put resources where people could use these and expect the two to come together and make good use of these I know now that this is no longer true. It takes a competent person to direct a program of utilization, and so you again have identified a great need. Whether we can meet this in the next 3 years, I would doubt. But if we continue to have the Federal support programs which assist us to upgrade our own library education programs, in improving our faculties, and improving the opportunities for people to return to school, then I think that we certainly will have more people trained. It is evident that your Federal fellowships and traineeships now have been a vital force in recruiting a great many people and emphasizing the opportunities in library and audiovisual education.

Senator KENNEDY of Massachusetts. Let me ask you this question, and I doubt whether you have probably through about it, but perhaps you have, and it is related certainly to the broad range of interest which you have but goes somewhat beyond it.

TOY LENDING LIBRARIES

As a professor at the Harvard Law School, Sheldon Gluck is a great authority on the problems of juvenile unrest. In my conversations with him, he has suggested that one of the things that might be considered is that we develop toy libraries that would be associated with public libraries in which there would be a certain number of toys which would be available and children would get in the practice, hopefully, of coming to the library and checking the toy out and maybe using it for 3 weeks or a month and returning it and it would be available for other children.

And perhaps periodically over a year these toys would be refurbished by perhaps senior citizens groups or other particular workshop groups.

I thought it was a rather fetching idea. I have the greatest respect for Professor Gluck and I did not know just how to respond to that. Could you give us a kind of response?

Miss WHITENBACK. Well, it sounds very innovative and very exciting to me, since public library children's rooms have served nursery children for many, many years. Since this would be a logical extension of their role it would seem to me that this would be a very innovative idea and one that children's rooms I think are already employing to a limited degree. That is, if you walk into a children's room in a public library, it is very attractive with many toys, with dolls, and so forth, but I think they have not thought about lending these toys out.

Senator KENNEDY of Massachusetts. Yes.

Miss WHITENACK. Now, I think the idea of lending these out is a wonderful one. They have been used primarily for display and for decorative purposes. I can comment on a school, an elementary school, that I know in the Gary district, which is in a so-called culturally deprived area, in which we have in the school library what we have termed academic games. These, however, are tactile things for children to use who may be poor readers, but we want them to feel comfortable in the library and we want them to make use of all of their senses. These "academic games" are puzzles, like puzzles of the United States, and other types of mathematical games. And it seems to me that these could be used in both the elementary school and in public library children's rooms.

Senator KENNEDY of Massachsetts. Well, I think, as you mentioned, then, there would be the possibility of using them perhaps even in school systems as well, in school library systems——

Miss WHITENACK. Yes.

Senator KENNEDY of Massachusetts (continuing). For preschool children.

Miss WHITENACK. One of the great advantages of having these academic games and of having film strips and film viewers in these schools in the culturally deprived areas has been that these children check out these things just as they check out books.

Senator KENNEDY of Massachusetts. Oh, they do?

Miss WHITENACK. And children take these home with them and they are educating their parents.

Senator KENNEDY of Massachusetts. Is that quite widespread?

Miss WHITENACK. Well, this is widespread through Indiana because we believe in the school library as a materials center, and we are encouraging this. This is the philosophy of the American Association of School Librarians, and it is true in many States. Some States have greater development than others. Every State has some program like this, but not every State, of course, has a fully developed program.

Senator KENNEDY of Massachusetts. Well, that is very interesting. I am going to pursue it——

Miss WHITENACK. I will be glad to take this back to the children's libraries, too. Thank you very much.

Senator KENNEDY of Massachusetts (continuing). And see what the response to it is.

I want to thank you very much for coming and for your extremely helpful presentation.

Miss WHITENACK. May I say as a sidelight that we are very grateful for all Federal programs. There is now almost slightly over a billion dollars of support, Federal support, to various programs for libraries in many different acts of Congress, and we are very pleased with this great support. Thank you very much.

Senator KENNEDY of Massachusetts. Well, I share with you the hope that we will have the signing of the Library Services Act very soon.

Miss WHITENACK. We are keeping our fingers crossed for this week.

Senator KENNEDY of Massachusetts. I want to thank you very much for your presentation and your attendance here this morning.

(The following supplemental statement was subsequently supplied for the record:)

SUPPLEMENTAL STATEMENT OF CAROLYN WHITENACK

The following information on the loaning out of games, playthings, et cetera, through public libraries is taken from a publication prepared for the Young Adult Services Division Pre-conference, "Two Blocks Apart" prior to the annual conference of the American Library Association in New York City, July, 1966, "Rural Library Services to Disadvantaged Youth," printed by the Kentucky Department of Libraries, Frankort, Kentucky:

"Games and the spirit of play appeal to all ages; only the types of games change as a person grows older. The hopscotch or hide-and-seek of the little child is soon outgrown, but some other games always take their places. The spirit of play lives on (witness bridge, golf, and chess in the later years). Availability of sports equipment, such as softballs and bats, badminton, horseshoes, volley balls, etc. are bringing children into numerous libraries. This equipment may be checked out just as books. On their second and third visits, nonreaders who come in for the equipment are shown sports books and easy biographies of favorite sports heroes. Some become readers. This type of bait can be used not only in the library, but where library-connected programs are carried out.

"Sports groups could be formed, combining the actual game with a session of talks by the players on sport books they have read. High school sports heroes might talk to the boys, coach the organized teams, referee their games, or just pitch a few balls with them. The mere presence of these boys, big in the local sports world, would be a good drawing card."

From "Resources for Thoughtful Relation": (the same publication)

"A supply of games, such as checkers, dominoes, Chinese checkers, anagrams, Monopoly, Scrabble, etc. should be available at the library level."

In this same connection, it may interest the Commissioner to know that many public libraries loan framed pictures, projectors as well as films, phonograph records, and the public library in Grosse Pointe, Michigan has a collection of expensive power tools for loans.

Senator KENNEDY of Massachusetts. That concludes our hearing for the morning. The subcommittee will stand in recess until 9:30 tomorrow morning.

(Whereupon, at 11 a.m., the subcommittee recessed, to reconvene Thursday, July 14, 1966, at 9:30 a.m.)

HIGHER EDUCATION AMENDMENTS OF 1966

THURSDAY, JULY 14, 1966

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, at 8:58 a.m., in room 4200, New Senate Office Building, Senator Wayne Morse (chairman of the subcommittee) presiding.

Present: Senators Morse, Yarborough, Randolph, and Kennedy of New York.

Committee staff members present: Charles Lee, professional staff member; and Roy H. Millenson, minority clerk.

Senator MORSE. The hearing will come to order.

Mr. KERLEY. I am delighted to have you here.

I am sorry that Dr. Babbidge is ill and cannot be here also, but I understand you will present his statement for him.

Mr. KERLEY. Yes, sir; I will.

Senator MORSE. Mr. Bowman is associated with you. Let the record show that our first witness will be Mr. Robert Kerley, vice president, business affairs and treasurer, University of Kentucky. Associated with him will be Mr. James Bowman, director of financial aid, Johns Hopkins University.

We are delighted to have both of you gentlemen here. I am very sorry that we have to meet so early in the morning. That is the only way we ever are going to get these hearings completed and it is important to finish the hearings to get into executive session or we will never get consideration of the bill before adjournment. So you may proceed in your own way.

STATEMENT OF DR. HOMER BABBIDGE, PRESIDENT, UNIVERSITY OF CONNECTICUT, STORRS, CONN., AS READ BY ROBERT KERLEY, VICE PRESIDENT, BUSINESS AFFAIRS AND TREASURER, UNIVERSITY OF KENTUCKY, LEXINGTON, KY.; ACCOMPANIED BY JAMES BOWMAN, DIRECTOR OF FINANCIAL AID, JOHNS HOPKINS UNIVERSITY, BALTIMORE, MD.

Mr. KERLEY. Thank you, sir.

Mr. Chairman, members of the subcommittee—as you know, Senator, I am reading Dr. Babbidge's statement—my name is Homer D. Babbidge. I am president of the University of Connecticut and a member of the Commission on Federal Relations of the American Council on Education. I am appearing before you in behalf of the

council, whose membership represents the whole spectrum of higher education in this country. Belonging to the council are 1,194 colleges and universities and 231 education organizations.

In order to conserve the time of the subcommittee and also to underscore the broad consensus that exists in the higher education community on the legislation now before you. I have also been asked to speak today in behalf of the Association of American Colleges, the Association for Higher Education, the Association of State Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

Accompanying me today are Mr. Robert Kerley, vice president for business affairs and treasurer at the University of Kentucky; and James Bowman, director of financial aid at Johns Hopkins University. They do not have prepared statements, but are experts in their fields and will be standing by to answer any questions you may have.

SUMMARY OF POSITION

We are pleased to have the opportunity to present our views on S. 3047, the Higher Education Amendments of 1966, and on H.R. 14644. In brief our position is this: We are in general support of title I of S. 3047 but have very serious reservations about title II. We support H.R. 14644, but shall recommend in our testimony certain additions, the need for which has become apparent since this bill was passed by the House.

TITLE I OF S. 3047 AND H.R. 1464

Let me turn first to title I of S. 3047 and H.R. 14644. The council has consistently given priority to facilities construction among Federal programs affecting higher education. We simply cannot meet our commitments to the Nation's young people unless we have classrooms, libraries, and laboratories for them, as this subcommittee recognized in its leadership toward the enactment of the Higher Education Facilities Act of 1963. The need for academic facilities is no less compelling today. In fact, it has intensified. Enrollments have risen even faster than the projects of 1963 anticipated. New student aid legislation—particularly the GI bill sponsored by Senator Yarborough of this subcommitteee—undoubtedly will stimulate further enrollment increases.

We have no way of knowing how many veterans will use the benefits provided in the GI bill to attend college. When one considers that there are 4 million eligible veterans, plus two and a half million men and women now in service, the potential increase in college enrollments could become enormous. It is my own guess—and I certainly have no evidence to prove it—that the impact of the GI bill may be greater in the graduate schools than at the undergraduate level. In other words, I feel that the GI benefits will lead to a higher proportion of students taking graduate work.

The bill before you would provide for the construction of academic facilities at approximately the same rate as during the present year. It authorizes $453 million in matching grants for undergraduate facilities, $60 million in matching grants for graduate facilities, and

$200 million in loans for both graduate and undergraduate facilities in the 1967 fiscal year.

Although it is difficult to calculate a precise figure, these amounts should result in the completion of academic facilities with a value of at least $1.5 billion in 2 to 3 years' time.

TITLE I WILL NOT MEET THE NEED AT $453 MILLION

We support title I, but at the same time wish to point out that it will not meet the need. The U.S. Office of Education estimates a need for well over $2 billion annually in new academic facilities in the coming 2 years. We believe these figures are conservative for three reasons:

First, they do not take account of the deficit already existing in needed facilities.

Second, the Office of Education has understandably been without a reasonable basis for estimating the increasing percentage of high school graduates who go on to college.

Third, USOE is unable, as is higher education, to take account of the stimulation which will be given to college enrollment by new financial aid legislation, which I mentioned earlier.

We are not in a position to offer other figures on the actual need. We are pleased that the bill contains $7 million for administrative expenses of State commissions and comprehensive planning to determine construction needs. An up-to-date study of construction needs is itself acutely needed, and should result in more precise information than is now available.

Had we been appearing before you a year ago, it is almost certain that we would have been requesting sharply increased authorizations for all three titles of the Higher Education Facilities Act. We say this because:

First, the current rate of construction is not adequate to meet the foreseeable demands for enrollment in college at either the undergraduate or graduate level.

Second, the Higher Education Facilities Act is almost totally inoperative for many institutions because they cannot obtain the required two non-Federal dollars to match each Federal dollar.

Even with precise information on actual construction needs, we can say categorically that construction is not keeping pace with anticipated demand. Almost every piece of legislation pertaining to higher education encourages a greater percentage of young people to go to college. I have mentioned the GI bill as a stimulant to college attendance. But there are also the national defense student loan program, the work-study program, the new opportunity grant program, and indeed the Upward Bound program in the Office of Economic Opportunity. We applaud the objectives of all these programs. Our institutions want to be able to accommodate all of the young people benefiting from them.

Senator MORSE. I must ask you to take a very brief recess. I have an emergency call.

(Short recess.)

Senator MORSE. I am sorry, Mr. Kerley. You may proceed.

Mr. KERLEY. Looking ahead, we can see no alternative to asking you in future years to give us greater assistance in the building of needed academic facilities. I refer not only to much large authorizations, but a sharp increase in the Federal share so that all institutions may participate in carrying the load of increased student enrollments.

MATCHING REQUIREMENTS

Senator MORSE. That is the point I want to stress. As you point out on page 3 in your second point, these institutions are having difficulty getting the two non-Federal dollars to match the Federal dollar. This is true even in the so-called wealthy States.

Mr. KERLEY. That is true, sir.

Senator MORSE. To say nothing about the so-called poorer States.

I think, I am not sure, but I think, it also represents a feeling that has not yet been expressed. It is one of those developing public sentiments. It is that the problem of providing higher education opportunities, as contrasted to secondary and elementary educational opportunities, places a greater obligation on the Federal Government than has been recognized. The Federal obligation derives from the mobility of adult citizens, as well as the national interest and national need to develop, to the maximum extent possible, our brainpower. There is also a feeling that so much of the tax dollar of the taxpayer, derived from individual taxpayers of the country, goes to the Federal Government, that, therefore the Federal Government should pay a larger share of the cost of education programs and other services. I think there is some basis for my feeling that these sentiments are developing when we take note of the extent to which there are those who are proposing that there be a refund to the States of Federal tax dollars. It is a proposal which is not important at this point, but having mentioned it I will go on record as saying it is, in my judgment, an absurd proposal. It doesn't represent a proper understanding of what the real tax obligations of the Federal citizen are.

DUAL CITIZENSHIP AND A 50–50 FEDERAL AID SHARE

A citizen of the United States is also a citizen of his State but many people seem to think they are just citizens of a State and not U.S. citizens. That is why I think the tax rebate is a fallacious approach. It doesn't even take into account the forces outside of the State that produce the wealth which accrues to a citizen within the State.

But be that as it may, I think the national public opinion feeling to which I allude is growing. I quite agree with what I consider to be the implication of your comment on page 4 that there should be an increase—I don't know whether it should be a sharp increase, that is a matter of definition—but an increase in the Federal share of educational financial assistance. I certainly do not have any evidence as yet, to be able to make an estimate as to what that Federal share should be. Certainly, I think we do know enough about the problem now so that a strong prima facie case could be made for a 50–50 share as of now, and it may be in the next 2 years—more or less—we can make a case for more than a 50–50 Federal share. I do not think you can possibly meet the construction needs of the colleges of this

country particularly the public colleges of this country, if we continue to operate on the 2-to-1 basis.

Mr. KERLEY. I agree with you.

Senator MORSE. You are just not going to get the money. Who suffers? Not the States but the students.

Mr. KERLEY. That is correct, sir.

Senator MORSE. I doubt that we can do much about the formula this year but I am not sure. At least I am not sure, Mr. Kerley, that we shouldn't make the record we are making this morning. I hope other witnesses will add to it, and I hope there will be supplied for this record supplemental memoranda from the higher education groups in the country, giving to this chairman some factual material that will support this premise you have laid down in this statement about the difficulty of getting the $2 to match the $1 Federal dollar.

I think we ought to come to grips with this fair formula problem. I am very glad that you have raised this point. I have made this brief statement to let the hearings record show for those educators who read it, the administrative officers of colleges who read it, that they, too, have responsibilities of bringing to the subcommittee factual information that will be of help to this chairman and his colleagues on the subcommittee as we ponder the question how soon should we give formal consideration to the changing of the 2 to 1 ratio as far as State versus Federal payments on college and university construction costs are concerned.

You may proceed.

FEDERAL SHARE—75 PERCENT

Mr. KERLEY. Thank you, sir.

The council has been tempted to ask for these increases this year. The only reason we have refrained is the critical nature of the times and the tight problem of the budget.

I should note here that the Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges are clearly on record as urging that the authorization for Federal sharing of the cost of undergraduate and gradutae facilities to be raised to permit a Federal contribution of up to 75 percent of the cost of the facility, and also that special attention should be given to encourage the removal and replacement—or expansion and modernization—of obsolete facilities. Neither the American Council nor the other associations for which I speak are opposed to this proposal. It is purely a question of timing.

LIGHT BUDGET AND THE GREAT SOCIETY

Senator MORSE. The chairman wishes to interrupt again to say it is not for me to decide the legislative policy of the council or of any other group appearing before the committee, but I do want the record to show that I, for one, am disappointed that you did not make the request on the basis of the needs that you can prove. I do not think that the argument that you advance, that your failure to do so is due to the fact of the tight budget situation, is an adequate justification.

WHO PAYS FOR THE WAR?

I think the American people are entitled to know what the administration's representations in regard to a tight budget situation mean to the Great Society programs. This is a part of the Great Society program and this is one further evidence that, of course, the students in America are paying for part of the war in Vietnam. The poor in America are paying for part of the war in Vietnam. The Negroes in America through the denial of the rights they are entitled to receive now, not tomorrow, and which they are going to insist on now and not tomorrow, are paying for the war in Vietnam. But industry isn't paying for the war in Vietnam. The profit takers aren't paying for the war in Vietnam. Labor isn't paying for the war in Vietnam. You only need to look at the inflationary demands of a striking union at the present time that is paralyzing the air transportation of the country.

I want to make these comments. You know there is much more I can say on the subject. The American people ought to know that the administration's budgetary policy is of its own making and that it is not telling the American people who is paying for the war in Vietnam.

Now, we are in the war and it has got to be paid for and, of course, when it comes to the matter of paying for the war, I shall vote for paying for the war, although I am completely opposed to the war. But I don't think those in this country who are underprivileged and those in this country that need educational facilities so that they can have an education should be paying for the war. I think those making blood money out of the war should be paying for the war. Therefore, and I speak respectfully as you know, I think the American Council has made a great mistake in not making its full case before this subcommittee in paying for the cost of the true educational needs of the country.

You have a perfect right to follow the policy that you follow, because honest and sincere men disagree with my views as to what ought to be done in connection with this war. We ought to be on a war economy. We ought to have price controls. We ought to have wage controls. We ought to make very clear to the American people that, if we are going to fight this war, in which we never should have been engaged in the first place, then it ought to be paid for from tax dollars derived from those that are benefiting from the war.

Certainly it should not be paid for by denying the college students in this country or the potential college students in this country the facilities that they need to get an education.

UGLY REALITIES OF WAR FINANCE

This is a great issue in America and I am through making what some will call a political speech in this hearing. It is not. I am just calling the attention of the American people to some ugly realities that they want to run away from because many people are waving the flag into tatters and thereby paying disrespect to the flag and that includes the leaders of my administration.

So I could good naturedly say to you, Mr. Kerley, I couldn't let you get by with that observation without filing a caveat of objection, for

you to take back to the American Council on Education. I didn't expect the council to have conducted itself that way. It ought to have stood up and been counted.

THE NEED FOR FACILITIES

We have needs for the facilities and the council ought to have shown the needs for the facilities and told us how much money is required for the facilities rather than, in my judgment, indirectly surrendering to the administration by agreeing that we can postpone the Great Society programs. We can't afford to postpone them.

I never make a statement that witnesses aren't always welcome to rebut. Anything you wish to say you may say and then proceed with your manuscript.

Mr. KERLEY. Thank you, sir.

ACADEMIC FACILITIES FOR 1967

In summary, we support the proposals for academic facilities for fiscal 1967. We note that the bill proposes that authorizations for future years shall be based on "such sums as may be necessary." We would suggest that this wording be changed to read "such sums as the Congress may hereafter authorize by law." This would give us an opportunity to come back to you next year with a clearer picture of needs both for total construction and for the Federal share.

Should the subcommittee decide to authorize specific sums beyond fiscal 1967, then we would suggest the following amounts:

	Fiscal year 1968	Fiscal year 1969
Title I	$750, 000, 000	$1, 000, 000, 000
Title II	90, 000, 000	120, 000, 000

TITLE III AND PARTICIPATION SALES ACT

We are unable to suggest authorizations for title III because of uncertainty over the impact that the Participation Sales Act of 1966 might have. However, we are certain that borrowing for academic facilities will increase in proportion to the grants provided.

We feel it unwise at this time to suggest figures for any of the three titles for fiscal 1970 and 1971. We would prefer to await an up-to-date assessment of needs and to gain some experience with the new GI bill before projecting figures that far in advance.

TITLE I, PART B, DEVELOPING INSTITUTIONS

As to part B of title I, there can be no question about the need to strengthen our so-called developing institutions, particularly those whose student bodies are made up largely of Negroes who have been prepared in inadequately supported, previously segregated secondary schools. The American Council enthusiastically supported title III when the Higher Education Act of 1965 was considered, and it still

does. However, it believes that considerable experimentation is required to determine the most effective methods for strengthening our weaker institutions. For this reason, we believe that the $30 million requested is a reasonable figure. It seems adequate to support many different approaches to solving their problems, but is not so large as to encourage major untested programs.

TITLE II, NDEA

It seems unnecessary to touch more than briefly on title II of S. 3047. We are in sympathy with the administration's concern over the impact on the budget of large annual appropriations to support various Federal loan programs. We believe, however, that the proposals for ending the national defense student loan program and transferring all student loan activity to the new, and as yet untried, guarantee loan program were most ill considered, and oppose them strongly. We judge that those who themselves first advanced them have had second thoughts.

Senator MORSE. I want to interrupt to say, Mr. Kerley, that the overwhelming majority of this subcommittee that is handling that bill, too, shares your views, and we have no intention of scuttling the title II NDEA loan program.

Mr. KERLEY. I understand that.

It is possible in a few years——

Senator MORSE. May I interrupt you a minute? We are in the very midst of our consideration of the bill touching on this very proposal. It is my prediction that the subcommittee will remit it to the full committee possibly unanimously, if not with what at least is an overwhelming majority vote, unless some information reaches us that we haven't yet heard about. I agree with you we have discovered no flaws in it and I think it is at least a workable approach and we ought to try it.

Mr. KERLEY. We agree.

FUTURE ROLE OF GUARANTEED LOAN PROGRAM

It is possible that in a few years the guarantee program may take over a part—perhaps a large part—of the lending activity now carried on by the NDEA program. We see no particular objection to this. Much will depend on the willingness and ability of the banks to make the loans and of the States to provide the necessary guarantee funds. But we cannot conceive of the day when every student in need of a loan will be able to find a bank ready to make him a loan.

Furthermore, we believe it at least possible that the youngster with the greatest need might find the banks least willing to lend him money. It seems essential, therefore, that the colleges themselves have ample funds to be able to assure their students of the loans they need at the time they need them. This can most easily be assured by retaining all of the basic features of the NDEA programs. It has been tested and has proved itself over the years. This subcommittee, which had so much to do with its creation—indeed, judging by the bipartisan support it has always received—the whole Congress can take pride in its accomplishments.

We were pleased, therefore, that the House saw fit to reject title II of H.R. 13174, the companion bill to S. 2047 and to vote instead to continue the NDEA loan program unchanged. We were pleased also that the House voted to appropriate the full $190 million authorized by the act for fiscal year 1967. There is, however, information now at hand which was not available at the time the House acted which leads us to ask for certain changes in the existing program.

We had originally thought that $190 million in new appropriations, plus the institutions' matching one-ninth, plus anticipated repayments would provide adequate funds for the coming college year. But when the applications were processed and approved by the Office of Education it was apparent that there was need for approximately $215 million for the Federal capital contribution. This shortage of funds is severe in total and, because of the State allotment formula, its effect can be devastating in a number of States. We understand that there are some States that will receive as little as 50 cents on the dollar of their approved requests. We have no choice, therefore, but to urge that additional funds be provided.

STRAINS ON BUDGET

One way to do this, of course, would be to provide for an increased authorization and increased appropriations to meet proven needs. This would tide us over until next year. But we see certain difficulties in this, and as we have already suggested, we are not unmindful of the strains placed on the budget of ever increasing direct appropriations to support large loan programs. This could undoubtedly be borne if we were concerned only with the student loan program, but the demands for college housing loans and academic facilities loans, to name only two, are certain to climb sharply.

It is for this reason that we have studied carefully the administration's most recent proposal to fund a part, and conceivably all, of the NDEA loan program through the sale of participations. We believe that the idea has merit and that it may very well provide a solution to the problem of competing demands for funds.

THE REVISED PROPOSAL FOR NDEA

As we understand the proposal, an institution could, if it so elected, borrow all or any part of its needed loan funds from the Commissioner. This would be an amount equal to its full approved request for a Federal capital contribution plus an added one-ninth to make up what would otherwise be the institutional contribution. The Commission would in turn transfer the notes executed by institutions for these loans to FNMA where they would be pooled with other notes held by the Government and sold on the commercial market in the form of participations. We see certain advantages and, at the moment, no disadvantages in such an approach:

1. Institutions would be assured their full share of the $190 million now authorized for direct Federal capital contributions if they elected to fund their program as they have in the past.

2. Additional funds would be provided through the new approach so that any institution electing to borrow would be assured of receiving 100 cents on the dollar of its approved application.

3. This new approach would not require the institutions to provide one-ninth in matching funds. This would relieve institutions of an obligation which is proving more and more onerous for all and virtually impossible for some.

4. The Government's concern for careful stewardship of funds would be preserved, since the institutions would still be responsible for collections and would be liable for 10 percent of any losses incurred through failure of students to repay.

We believe that enough institutions would elect to fund their loan programs through this new approach so that the $190 million available in direct appropriations would be ample to meet the full needs of those institutions which could not, or for some reason chose not to, borrow.

As I have suggested, we have studied this whole approach very carefully, and we have been unable to find any flaws in it. It makes no change whatever in the relationship between the student and the college. It changes none of the fundamental aspects that have made the NDEA program so successful. And it seems to offer the hope that full loan needs can be met without unbearable strains on the budget.

We view it as an exciting experiment which should be tried out for the remaining life of the existing NDEA legislation—fiscal years 1967 and 1968. If it works, and we have every hope that it will, it might very well prove to be the ideal way to fund the program in the decades ahead. If it does not, we shall have an opportunity to review it at the time NDEA comes up for extension.

TITLE VI, HIGHER EDUCATION ACT OF 1965

I should like now, if I may, to turn to two matters not included in either S. 3047 or H.R. 14644. These pertain to title VI of the Higher Education Act of 1965:

First, we would urge the deletion in that title of subsection (d) of section 601, which pertains to the support of State commissions administering this title. Since title I of both S. 3047 and H.R. 14644 provides authorization for funds necessary for this purpose, it seems a mistake to provide what is in effect a duplicate authorization.

Second, we have become aware of certain major difficulties in the so-called maintenance-of-effort requirements of title VI. The difficulties might be summarized as follows:

(*a*) It is almost impossible to determine with any precision the effort of an institution in the specific areas of this program. Institutional financial records are not kept in this way.

(*b*) It is too much to expect that an institution will be able not only to maintain its previous effort but also provide matching funds for the new grant—and do this every year. Yet the one way it can avoid this pyramiding effect is to purchase equipment only every other year.

We would respectfully urge that title VI, part A, of the Higher Education Act of 1965 be amended in such a way as to require only that participating institutions expend, for library and instructional purposes, in the year in which they are applying for a grant an amount equal to that spent the previous year. If it would be helpful to the subcommittee, we would be happy to suggest language for such an amendment.

This concludes our formal testimony, Mr. Chairman. We will be happy to answer any questions.

Senator MORSE. First, before I ask questions, I want to say I think it is an excellent statement. I am very glad to have it a part of this record. It will be very helpful.

It may be necessary for counsel to call upon you or Dr. Babbidge for supplemental memorandum on any points that arise in connection with your statement.

REDUCTION IN GRADUATE FACILITIES AUTHORIZATION

Mr. Kerley, what is the basis of your support for a reduction in the graduate facilities authorizations from the present $120 million to what I understand is the proposed $60 million?

Mr. KERLEY. A reduction, sir?

Senator MORSE. Isn't that what you are proposing?

Mr. KERLEY. You mean the authorization or the funding?

Senator MORSE. Authorization.

Mr. KERLEY. I didn't know that we were. That is on the first page, I take it.

Senator MORSE. We have $120 million authorized for title II at the present time.

Mr. Morse, could you help me with my question?

STATEMENT OF JOHN MORSE, DIRECTOR, COMMISSION ON FEDERAL RELATIONS, AMERICAN COUNCIL ON EDUCATION

Mr. MORSE. Yes, sir. I am John Morse, director of the Commission on Federal Relations, American Council.

Our commission wrestled with this for a long time until early spring, Senator Morse, and came to the conclusion for reasons with which you disagree that we ought this year to ask for a maintenance of construction equal to the funds authorized and appropriated last year. The same reason then pertains to our request for $60 million as opposed to $120 million that we made in our request for $460 million for title I—namely, concern for the tightness of the budget.

I well understand that there are those who disagree with this, but our commission came to the conclusion that this year it ought to exercise some constraint.

Senator MORSE. You do not take the position that, as far as need is concerned, you don't need the $60 million; that you are not asking for this year?

Mr. KERLEY. No, sir; I don't think we take——

WAR NEEDS AND EDUCATIONAL NEEDS

Senator MORSE. You should know, Senator Yarborough, in fairness to you and the subcommittee, that the chairman expressed his disagreement with the American Council on Education in its failure to ask for the construction money that the need shows exists, because of the fact that there is a tight budget problem.

My position is that I don't propose, as far as I am concerned, to let the children, the college students of the country or the Negroes of

the country, or the poor of the country, or any of the others involved in the Great Society programs which this administration promised, pay for the war in Vietnam.

Senator YARBOROUGH. Mr. Chairman——

Senator MORSE. Let me tell you what I said because you were absent and I don't speak for the subcommittee. I speak for Wayne Morse. But I have made very clear that I think the war ought to be paid for by those who are making the money out of the war. It ought to be paid for by a tax program. It ought to be paid for in an inflation control program. It should not be paid for by the students of America and Negroes of America, the poor of America. I expressed my disappointment with the Council, in that it has yielded to what amounts to a request on the part of this administration that we not ask for the United States to carry out the Great Society programs.

We can pay for the war, as I said, and I will vote to pay for the war but I will vote to pay for the war on the part of those that have the ability to pay for the war and not to have it paid for by the poor and the students and the Negroes of the country because that is exactly, in the view of the Senator from Oregon, what we are doing by these so-called budgetary cuts. I respectfully said to the council that they certainly had a right to form their request for funds to meet the budgetary demands for the administration. But I added that, in my judgment, to do so was not carrying out the council's obligations to the students of America who are going to be denied a college education, in this generation, because we are not building the facilities that students must have in order to obtain a college education. It isn't fair for me to sit alone and make such statements when my colleagues are absent without knowing that I have made them, and without my having given them plenty of time to respond and voice their views.

Dr. Morse and I are, in effect, on that subject when, as he very respectfully pointed out, he knows that others hold different points of view, but the council is proposing a cut from $120 to $60 million for graduate facilities although, in answer to my question, the witness admits that there is a need for those facilities.

QUESTION OF TIMING EDUCATIONAL AID

It is a question of timing, a question as to whether or not we can justify failing to build these facilities if we can make a case for building them. My judgment is we should go ahead and meet our domestic needs and require those that have the ability to pay for the domestic needs and the war, too. If we have got to the point where we can't do both then we are in a very bad way in this Republic.

Senator YARBOROUGH. Mr. Chairman, while I don't agree with all the statements the chairman has made over a period of time about the war in Vietnam, I do agree that this is no time to cut educational budgets. I think that fighting a war in southeast Asia is no excuse for denying educational opportunities to the young people at home. I think education is more important than killing people.

Over the past several years, before the war in Vietnam was escalated to the present position, I have been dismayed a number of times at educational groups coming in and testifying to a position that, I was very much surprised when they were asked about it later, they said, the Office of Education wants this.

RESPONSIBILITY OF REPRESENTATIVES OF EDUCATIONAL COMMUNITY

I don't think that the testimony of the educational communities of America is going to be worth much to us if the educational community phones the administration and says, What do you want?" and then comes up and testifies for it.

Senator MORSE. What you are saying is if we want the testimony of the HEW we only need to call them up here?

Senator YARBOROUGH. We want HEW in here.

Senator MORSE. We want their direct testimony, too; not by proxy.

Senator YARBOROUGH. We don't need the academic community taking orders from an administration, whatever administration, mine or anybody's. I support the present administration. I am a staunch party member. But I think if we have got to have an academic community that is going to represent intellectualism in this country, they can't take orders from a Government bureau and I would hate to see its recommendations based on what somebody else told them.

I had some members, not speaking of your group, gentlemen, just the academic community generally because this happened a number of times—I was talking with some members representing some colleges a few days ago and they said, "Well, we wish the administration would confer with us before they send these recommendations up." They come up and testify for it. I wish they would confer with us. They send them up and then ask us to testify.

Well, if they don't agree with what is sent up they ought to say so pointblank, and I hope the council from now on will state its views, as representing the American Council on Education, and the colleges and will tell us what you believe about higher education.

I don't mean that you have done that today. I am not talking about these particular witnesses. I am just speaking of experience. I have been on this educational subcommittee since 1958. I see a change over the years whereby more and more academic people get their guidelines from the administration in power and then come up and testify along that line generally, maybe with some subtle hints that maybe it could be improved but that is what the administration wants.

It has done that in the past on NDEA loans, on how much they need. They have requested money based on what the administration told them was available. I think in the academic community there ought to be something higher than the temporarily elected overseers of government. They ought to have a permanence and independence that is beyond government itself, and I hold faith in the academic community as something that is independent, intellectual, and courageous in the face of great obstacles and all the public opinion if they think the public opinion is wrong.

Senator MORSE. Excuse me.

Senator YARBOROUGH. Our time is running short.

Senator MORSE. I thought you were through.

Senator YARBOROUGH. I have some questions I want to ask.

Senator MORSE. We should close this colloquy, but Senator Kennedy of New York just walked in in the midst of this tempest in a teapot, and I wouldn't want to close it before giving him a chance to say something. But before I do, I take it for granted, Dr. Morse and Mr. Kerley, if this chairman in his individual capacity comes to the

conclusion that the facts support, which I think they will support, $120 million for graduate facilities, that the council wouldn't be too disconcerted if I offered such an amendment or urged such an amendment even if it were to be defeated?

I am so used to having that happen in the making of a record that the situation wouldn't concern me, but somebody may read the records 3, 4, or 5 years from today and come to the conclusion that this morning I was probably right and you gentlemen were wrong in your proposal to cut to $60 million. You wouldn't have any objection to my at least making that type of a record?

Mr. KERLEY. No, sir.

Senator MORSE. I intend to do so.

The Senator from New York?

Senator KENNEDY of New York. I am going to violate an old tradition of the U.S. Senate, by having been given an opportunity to speak, to say I have nothing to say.

Senator MORSE. I don't think you are going to do that very often.

The Senator from Texas?

Senator KENNEDY of New York. Just for the moment.

Senator MORSE. The Senator from Texas?

GI COLD WAR BILL

Senator YARBOROUGH. Doctor, I see you estimate that of these GI's, of the 4 million eligible veterans who go to school under the cold war GI bill, that probably a higher proportion of those will be students taking graduate work. Upon what do you base that estimate?

Mr. KERLEY. Well, as is indicated in the testimony, Senator Yarborough, we don't have data on it. It is, I guess, a largely intuitive reaction. I cannot support the statement with fact. But the growth of graduate instruction over the last several years has been substantial from nonveterans. We would expect, with reasonable logic, that this would also be true of people who avail themselves of the GI bill.

Senator YARBOROUGH. Well, you say there are about 4 million. I think the data before our committee showed that of these, some 20 percent of these veterans had completed a substantial part of the work toward a B.A. degree, or a bachelor's degree in whatever category.

Mr. KERLEY. Yes, sir.

Senator YARBOROUGH. Now, 80 percent had not. Would it be reasonable to think that that 20 percent that had either completed the work for a bachelor's degree or substantially toward it, that they would outnumber the 80 percent who had not—who had either not been to college or maybe went a half or one freshmen year?

Mr. KERLEY. I think it is reasonable, Senator, to say that a higher proportion of the 20 percent will pursue graduate work; I think that is the intent of the statement.

Senator YARBOROUGH. Have you had any indication from the Veterans' Administration as to what they expect?

Mr. KERLEY. I have not, sir.

Senator YARBOROUGH. The reason I ask this question, is that the Veterans' Administration, when this bill was passed—we had then

3,800,000 discharged veterans who under the law would be eligible to go to school—announced there would be 500,000 eligible the first year to start attending school if they wanted to. It appears to me that the VA was slowing down.

VA SLOWDOWN

Now, if the VA gives a man a certificate of eligibility in October when he applies in May, it cuts him out of the summer session and maybe out of the fall session. The VA fought this GI bill for 7 long, hard years. I am seeking information on whether they are trying to slow down the applications now? The Bureau of the Budget, the Veterans' Administration, and the Defense Department fought it. The executive department fought this bill and didn't want these veterans to have this chance to go to school.

Have you any information? I would like the council to inquire of these council members and see if there is a slowdown to keep them from going.

Mr. KERLEY. I have no information that would indicate there is a lag in action by the Veterans' Administration.

Senator YARBOROUGH. Does the council have any information as to how many veterans are enrolled in colleges—I wish you would get that and supplement that for the record—how many veterans are enrolled in colleges in the United States for the summer session of 1966—all colleges, junior and senior.

Mr. KERLEY. You mean just under this bill?

Senator YARBOROUGH. The GI bill.

Mr. KERLEY. We would be glad to get it, Senator. If it is possible to obtain.

Senator YARBOROUGH. Thank you very much.

NEW NDEA LOAN PROPOSAL

In this endorsement here I believe you gentlemen endorsed the administration's proposal that the NDEA loan fund be changed and instead of the Federal Government lending this money to students through the institutions, that it lend the money to institutions, the institutions will give their notes to the Government, the Government will process them to FNMA and put them in a pool and then sell obligations to the private purchasers based on these notes from the college. I believe your council has endorsed that plan.

Mr. KERLEY. Sir, we have endorsed it in this statement as at least a new concept which we feel should be tried.

Senator YARBOROUGH. You would abandon the whole present NDEA?

Mr. KERLEY. No, sir.

Mr. BOWMAN. No, sir.

Senator YARBOROUGH. Ninety percent of the present NDEA financing comes from the Federal Government.

Mr. KERLEY. No, sir. The statement does not say that. We propose that the full $190 million or more up to $215 million, which is the indicated need, be provided in addition to which will be added the

repayment of existing notes. As an additional source for the appropriation we accept at least on a trial basis for a couple of years the so-called participation program through FNMA.

Senator YARBOROUGH. Of course, you know the administration recommended this year that the whole NDEA fund be liquidated and stopped?

Mr. KERLEY. Yes, sir. We took a very strong position against that.

Senator YARBOROUGH. And students be required to go to private banks in this tight money market and borrow money individually with a guarantee from the Federal Government.

Mr. BOWMAN. I think you will recall that the educational community did not hold hands with the administration in this regard and came forth very strongly in opposition to the original proposal.

Senator YARBOROUGH. Yes, and the House beat that. The House of Representatives beat down the administration proposal to liquidate the NDEA loans.

Now, this is a substitute way, it seems to me, of getting around and phasing out as they call it the NDEA loans.

I have a note here that you propose continuing the present $190 million. Under your recommendation would you change over from the present methods of financing NDEA to the colleges giving their notes to the Federal Government, putting that in FNMA and selling that on the private market?

Mr. MORSE. If I may interject at this point, Senator Yarborough, we have strongly opposed the administration's proposal under title II on the House side. I think we were the first public witnesses and we strongly opposed the phasing out of the national defense student loan program. We would be equally opposed to it now.

We are supporting the administration's proposal for the participation route not as an alternative to but as an option granted to each participating institution to secure its funds in this way. We are strongly of the belief that the $190 million must continue to be made available as a Federal capital contribution to all participating institutions. We are willing to see this participation route adopted. In fact, we are eager to see it adopted provided it is offered to institutions as an optional method for securing their capital fund needs.

We do not want to see any change made in the fundamentals of the national defense student loan program. It has been too successful to monkey with.

Mr. KERLEY. I think, Senator, there is additional amplification of that statement which would indicate our position. Many institutions would not be able to avail themselves of the participation process as a source of student loan funds because either by constitutional provision or statute, they are unable to enter into direct debt for this purpose or any other purpose.

Senator YARBOROUGH. That is true. The State institutions of higher learning are approximately—counting junior colleges—approximately half of all the institutions of higher learning.

Mr. KERLEY. We believe this combination of direct appropriation plus the option available to an institution which has legal capacity to avail themselves of the participation process provides flexibility which may meet the problem. We would like to see it tried.

Senator YARBOROUGH. Yes. Now, when the administration had the proposal to finance hospital modernization with private financing similar to this, they were unable to give any cost, any estimate of the increased cost to the Federal Government. Do you have any estimates as to how much more it will cost the Government to pool notes for $190 million and sell them on the private market, than it would if the Government loans this money from appropriated funds?

Mr. KERLEY. No, sir; we do not.

Senator YARBOROUGH. Undoubtedly it would be more?

Mr. KERLEY. We suspect it would.

Senator YARBOROUGH. Now, in the hearings before the Banking and Currency Committee on the Participation Sales Act, the same answer was given by the Federal Government. They couldn't estimate the additional cost there. And I just wondered if you gentlemen had any estimate on the cost?

Gentlemen, due to the lateness of the hour, I am going to forgo further questions. Mine have not been hostile questions. I honor the American Council on Education. I just want you gentlemen to take my questions as a mild indication of how militant I want you to be for education regardless of who stands in the way and for the students who are knocking at the doors trying to get in because 90 percent of those students haven't got the money to go without some kind of loan or work—job of sweeping out dormitories or working in the libraries or waiting on tables—I did all of these. I went to one of the schools 40 years ago that had loan funds and unfortunately when the NDEA Act was passed in 1958, out of the then, 1,600 colleges in America only 100 had student loan funds. One impact of that legislation is that of the between 2,100 and 2,200 colleges in America today, nearly 1,700 have student loan funds. We have raised in 9 years time the loan funds from 100 to 1,660, I believe it is. I want to commend your organization for its support of this legislation over the years. I think you have got to be out in front ahead of the administration instead of "me-too-ing" the administration if we are going to give that educational opportunity to every young American that I believe is the most important service this Government can render to the people of the country.

Thank you very much.

Senator MORSE. Senator Yarborough, as you leave will you take my proxy with you to your subcommittee. I have one more witness I want to hear and I shall then close these hearings, but if you need me just step in the door for a quorum. I will recess long enough to do that.

Senator YARBOROUGH. Thank you very much. I regret I am forced to go as chairman of the Labor Subcommittee that has a markup of a bill.

Senator MORSE. I understand. Thank you for your kind contribution.

Senator Kennedy, do you have any questions?

TITLE I APPROPRIATION

Senator KENNEDY of New York. Just perhaps one or two. I just had an opportunity to look over your statement. What do you suggest or recommend based on your own experience with this problem,

what do you suggest be the appropriation for 1967 for title I? I didn't gather from your statement that you are making any——

Mr. KERLEY. Title I, $453 million.

Senator KENNEDY of New York. What page is that that you make that——

Mr. KERLEY. It is implicit on the bottom of page 2, Senator Kennedy.

Senator KENNEDY of New York. But do you feel that that is adequate and satisfactory?

Mr. KERLEY. We feel that a substantially higher sum could be well utilized but the position taken by the council was simply to continue the level at this figure.

Senator KENNEDY of New York. That is what confused me a little. I saw the figure on the bottom of page 2 and then I saw what followed on page 3 and I—what I am trying to find out is again what you—the fact that you want to support recommendations that have been made by others but what do you think should be done?

Mr. KERLEY. Well, sir——

Senator KENNEDY of New York. I mean what is your recommendation as to what—your responsibility is not the overall budget of the U.S. Government. That is going to be the responsibility of this committee and the executive branch of the Government and Congress as a whole. What is your recommendation as to how much money should be spent on this field? That is what I would like to hear.

Mr. KERLEY. Well, I think there are two factors running, Senator Kennedy. One is the total construction requirement for academic facilities. The other is the Federal share. These two together influence the final figure.

Now, the testimony suggests that higher education feels that the legislation which now establishes a Federal share on academic facilities in the grant program of one Federal dollar to two non-Federal dollars should be moved on up to 75 percent in order to accommodate the varying financial capacity of institutions.

DATA PROBLEM

I think our problem is one of data. The higher education community has not yet been able to determine because of the difficulty of making enrollment estimates, the total capital requirements.

On page 3 we indicate the estimates of the U.S. Office of Education and we say we think they are low. If you are asking for my personal statement, I think the $2 billion figure of the U.S. Office of Education is about half of the annual rate.

Senator KENNEDY of New York. You go over on page 5 and you recommend for fiscal 1968, $750 million, and for fiscal 1969 you recommend a billion dollars?

Mr. KERLEY. Yes.

Senator KENNEDY of New York. What do you recommend for fiscal year 1967? I understand everything that you said but I still haven't gotten a figure from you.

Mr. KERLEY. $453 million.

Senator KENNEDY of New York. That is all you think is necessary in the country?

Mr. KERLEY. We don't feel that is all that is necessary.

Senator KENNEDY of New York. Well, I mean, is that what you think—that is all that you feel is necessary for fiscal year 1967 to deal with the problem. That is all you want from the Federal Government?

Mr. KERLEY. No, sir. That is what we are asking for but it isn't a figure which we feel—if I could answer the question, I would, Senator.

Senator KENNEDY of New York. Go ahead.

Mr. KERLEY. No, sir, I mean if I knew exactly what the number should be for 1967, I would be happy to provide it. The facts are that I don't.

Senator KENNEDY of New York. How do you know in 1968, then?

Mr. KERLEY. It is a rough estimate.

Senator KENNEDY of New York. Well, then, you are giving me $453 million as a rough estimate for 1967.

Mr. KERLEY. Yes, sir.

Senator KENNEDY of New York. That is the figure you stand behind, that is the figure you think is all that is needed by the universities and colleges?

Mr. KERLEY. No, sir.

Senator KENNEDY of New York. What do you think is needed?

Mr. KERLEY. I wish I could answer that.

Senator KENNEDY of New York. How can you answer 1968 and 1969 and can't answer 1967? I should think you would know more about 1967 than you do 1968 and 1969?

Mr. KERLEY. I would agree with that.

Senator KENNEDY of New York. What is the figure you would recommend for 1967? I don't want to be harsh about it. I think we are entitled to have that. If you don't know, who does know?

Mr. KERLEY. I agree.

Mr. MORSE. Senator Kennedy, I should say that I am the staff director of our Commission on Federal Relations and this topic which you are quite properly zeroing in on was the subject of a lengthy discussion by our commission. We feel rather helpless in that we do not have adequate projections of enrollment increases. At the present time there are no solid data to give us a basis for estimating. We made a point that the $7 million which is to be set aside for State commissions to study the needs is about the only way we are going to get the hard data we need. We can poll our members and find out what their construction needs are but we have no way of polling the institutions which are reaching accreditation or which are simply on the drawing boards. It is only through the State commissions that we can get these data. Our commission, therefore, this year somewhat hesitantly, but finally, unanimously determined that if we could support construction for the coming year at the same level it has been supported this past year, we would probably be holding our own for a year.

Our preference would be that there be no authorizations for 1968 and 1969 until we have harder data, but on the House side we were urged to come up with some specific figures for 1968 and 1969. There-

fore, more or less pulling them out of the air, we came up with these figures, assuming approximately a 33 percent continuing Federal Government participation.

Senator KENNEDY of New York. What puzzles me in view of your statements, statements of both you gentlemen, really is what you put over here on page 3. If you say that you don't really have any—you don't have information to back up your position on this matter, you say we support title I but at the same time wish to point out that it will not meet the needs.

How did you reach that conclusion and why do you support title I for $453 million and then three sentences later say we support it but we don't think it meets the needs?

Mr. KERLEY. It was a matter of a group of 19 responsible university presidents viewing the total demands on the budget and deciding that it was the part of responsible educators to be concerned about the budget for this current year.

Senator KENNEDY of New York. Now, is that the reason that you don't have the information or you are concerned about the Federal budget? Which is it?

Mr. KERLEY. We do not have the information to make precisely the——

Senator KENNEDY of New York. No, I understand you can't get it within a few million dollars but—I mean, you can have general information about what the need is or otherwise you wouldn't say you support title I at the same time wishing to point out it doesn't meet the need. In all due respect, what kind of a mark would you give a student who wrote that paper?

Mr. MORSE. As a former teacher——

Senator KENNEDY of New York. You would flunk him.

Mr. MORSE (continuing). Rather biased former teacher, I would give him a B minus, Senator.

Senator MORSE. I know you too well for that.

$2 BILLION NEEDED FOR ACADEMIC FACILITIES

Senator KENNEDY of New York. You know, then, it goes over to say "The U.S. Office of Education estimates a need for well over $2 billion annual in new academic facilities in the coming 2 years. We believe these figures are conservative."

Mr. MORSE. Yes, sir.

Senator KENNEDY of New York. Would you agree with me that what you have on page 3 is inconsistent with what you have on page 2 and what you just said?

Mr. MORSE. I think I may well be wearing the dunce's cap at the end of this class, Senator, but I don't see the great inconsistency. The current level which we are asking for, considering the fact that it is probably going to represent only about a 20-percent Federal matching, will provide about $2 billion in construction. We think that $2 billion is a low figure although it is the Office of Education figure. We don't have any better figures than that to go on at the present time.

Senator KENNEDY of New York. Then wouldn't you, if you think there is $2 billion needs for the next 2 years, if you are able to have that

much information, gather that much data, that you need $2 billion for the next 2 years, that you would want more than $450 million for this year?

Mr. MORSE. Well, $450 million plus the $60 million plus the loan, because of the matching, 2 to 1 matching requirement, will release about $2 billion, just under $2 billion in construction funds. It isn't $2 billion versus $450 million. If the Federal matching—if all institutional projects were funded up to the full one-third, $450 million would still release an additional $900 million for construction for a total of almost $1½ billion.

Senator KENNEDY of New York. I gather from the way you have written this or the statement you made that you also don't feel that that is—you say "We believe these figures are conservative."

Mr. MORSE. We believe so because the Office of Education enrollment projections have run consistently below the actual enrollment figures.

Senator KENNEDY of New York. I am not going to prolong the point. It seems to me that if you are not in a position to make a recommendation to the committee, a specific recommendation, and feel you haven't got enough data, even though as I say page 3 would indicate that at least there is more information than might originally have indicated, if you are not, I don't see how anybody ever expects anybody in this Congress or those who are members of this committee to try to reach any determination. I mean I think you put us in a rather difficult position. As I say, I think it is up to the responsibilities of Congress and the executive branch has got to try to work out the budgetary problems and the war in Vietnam and what our domestic problems are after we get expert advice from those on the outside, but I defer to the chairman because he was absolutely right in what he said about me 25 minutes ago. Thank you.

Senator MORSE. I thank the Senator very much for his contribution. I like it much better when you talk.

Senator KENNEDY of New York. I have a committee——

Senator MORSE. Same committee. I will be there as soon as I can.

Mr. Kerley, Dr. Morse, I think if you will analyze the Federal fund available for construction——

Senator KENNEDY of New York. He just said he would lower it to a C.

FEDERAL COMMITMENT

Senator MORSE. I think if you will analyze the Federal funds available for construction, you will find that if the States did put up their $2, you wouldn't have available the Federal money to meet the Federal Government's one-third at the present time. I think that the subcommittee and the administration certainly has an obligation to be able to keep its—what I consider to be a commitment in regard to its third. So I think our figure has got to be at least changed to assure that you have that drawing account if at State level you meet the State obligation, and it is no answer to me to say you are not going to meet it at State level.

MATCHING FORMULA

The next point I make about this is I do think the committee ought to come to grips with the formula. I completely agree with Mr. Kerley, his statement that the 2-to-1 ratio is not fair. I doubt any possibility of going to the 1-to-3 ratio. But I am not so sure that we shouldn't at least give some consideration, and I am not saying I will introduce it because I need more help from you people on supporting evidence, but after listening to you this morning, I am inclined to propose an amendment as of now of 50–50 matching formula. That doesn't stop us in the future of going to, if we can prove it, in going to 75–25.

Mr. KERLEY. Right.

Senator MORSE. As you said in some of your later testimony, that is the figure you prefer. So I will leave the record open on this matter, suggesting that the council submit a memorandum to the subcommittee bearing upon the matching issue.

I think you have seen that if all the members of the subcommittee had been here, it wouldn't have changed. I think you have observed this morning the feeling of this subcommittee that it has a job to do on whatever the facts are, and this subcommittee has no intention to recommend less than the educational needs of the country because of a war in Vietnam. That is for the Senate as a whole to decide. But our committee obligation in the Senate is to take to the floor of the Senate the facts.

It is very much—it is somewhat analogous to the situation that exists, for example, between a Senator and the Army Engineers. The Army Engineers have two bosses, the White House and the Congress. When the White House sends up its budget, prior to that it sends its instructions to its departments including the Army Engineers and tells them what the ceiling is. The corps has to submit an Army Engineers budget under that ceiling. But when a Senator—and I have done it for 21 years—writes a letter to the Army Engineers in regard to project X, for which their budget includes obviously inadequate funds, and I say: "I put to you the question—what could you efficiently and effectively spend if the money could be made available to you?" The Army Engineers never fails to give me those facts. As a result, the public works program of this country is entirely different from what it would have been had we simply accepted the Army Engineers' figures which it had to submit in response to the White House request consistent with the budget message.

I think you know I feel somewhat the same way on this matter this morning. The American Council on Education is not the Army Engineers but we have got to get the facts from some source and I know of no better source on this particular limited problem than your council. Therefore what I would like to know is what I should recommend to the full committee, and to the subcommittee. I need to know the amount of money that is really needed to meet the domestic higher education needs of this country.

There is no sense in prolonging it. You know what our problem is. If you gentlemen could help us, if there is any further information that subsequently you can submit by way of a memorandum I

wish you would. I happen to believe that fine as the report of the council is in many respects, this morning, has shown that this area is a gaping hole in its report. I don't think the council should leave the subcommittee in this position. If you cannot supply the data, we will have to get the information elsewhere.

I don't think $453 million is enough. I don't know what *x* figure is, but sometimes on this job you get to the point where you have to exercise intelligent guesses and my intelligent guess would be above $453 million.

TRUE FEDERAL SHARE

Counsel has asked me to ask the question, What is the present true Federal share, 10 or 20 percent, or what?

Mr. KERLEY. Sir, we don't have data on that. The Commission plans in the States vary all over but I do think that the gathering of the data would be a very important piece of information. In my own particular case the State Commission has ruled that no one application from an institution may receive more than 20 percent of the State allocation or $1 million, whichever is the lesser. I know that in other States, the money has been spread even more thinly with maximums of half a million dollars for any one project. But we don't have data on the actual facts on the awards or recommendations by all the State commissions but it certainly would be helpful to both the entire educational community and this committee to have that data.

I am sure it is available through the U.S. Office of Education but I don't have it with me.

Senator MORSE. HEW you think can supply it?

Mr. KERLEY. I do, sir.

Senator MORSE. Counsel for the committee, I want a letter sent to the HEW asking for the information if they have it available or can make it available on this particular question as part of the record.

(The information referred to follows:)

MEMORANDUM FROM THE OFFICE OF EDUCATION, DEPARTMENT OF HEW SUMMARY OF GRANTS UNDER TITLE I OF PUBLIC LAW 88-204 FOR FISCAL YEARS 1965 AND 1966

	Distribution of grants with Federal percentages at—			Additional dollars needed for full funding [1]
	Maximum	Less than maximum, more than 20 percent	Less than 20 percent	
Sec. 103:				
Fiscal year 1965	57	42	3	$8,861,278
Fiscal year 1966	118	73	23	33,766,869
Total	175	115	26	42,628,147
Sec. 104:				
Fiscal year 1965	212	158	34	31,143,341
Fiscal year 1966	463	229	60	56,160,435
Total	675	387	94	87,303,776
Grand total	850	502	120	129,931,923

[1] Does not include additional dollars needed for projects which were received by State commissions but were not funded at all.

Analysis of fiscal year 1965 grants under sec. 103 of Public Law 88–204

	Average grant percentage	Distribution of grant percentages			Additional amount needed for full funding
		40 percent	20 to 39.9 percent	Less than 20 percent	
Total		57	42	3	$8,861,278
Alabama	40.00	2			
Alaska	None				
Arizona	39.14	1	1		9,620
Arkansas	None				
California	32.35		1		891,007
Colorado	39.89	1	1		1,600
Connecticut	25.61		1		292,535
Delaware	None				
District of Columbia	None				
Florida	33.24	1	1		278,502
Georgia	35.35	2	1		181,969
Hawaii	39.86		1		800
Idaho	40.00	2			
Illinois	31.38		1		703,415
Indiana	32.60	1	4		311,253
Iowa	38.44	3	3		36,353
Kansas	40.00	2			
Kentucky	40.00	2			
Louisiana	40.00	2			
Maine	None				
Maryland	19.19			1	825,924
Massachusetts	20.59		1		1,132,569
Michigan	23.50	1		1	1,588,756
Minnesota	36.50	1	2		114,019
Mississippi	39.80	4	2		2,360
Missouri	31.50	1	1		50,768
Montana	40.00	1			
Nebraska	35.00		1		15,151
Nevada	None				
New Hampshire	40.00	1			
New Jersey	38.56		1		49,370
New Mexico	None				
New York	40.00	3			
North Carolina	27.20	1	3		838,405
North Dakota	35.76		1		32,000
Ohio	34.30	1	1		498,356
Oklahoma	40.00	3			
Oregon	37.80	3	1		33,918
Pennsylvania	37.10	3	4		271,192
Rhode Island	33.00		1		2,167
South Carolina	36.04	2	2		100,370
South Dakota	None				
Tennessee	39.52	1	1		22,352
Texas	40.00	3			
Utah	40.00	2			
Vermont	37.57		1		11,542
Virginia	31.66	1	1		107,467
Washington	36.76	1	1		139,497
West Virginia	37.44	1	1		43,818
Wisconsin	40.00	3			
Wyoming	24.85		1		61,718
U.S. service schools					
Canal Zone					
Guam	None				
Puerto Rico	40.00	1			
Virgin Islands	10.48			1	212,505

Analysis of fiscal year 1966 grants under sec. 103 of Public Law 88–204

	Average grant percentage	Distribution of grant percentages			Additional amount needed for full funding
		40 percent	20 to 39.9 percent	Less than 20 percent	
Total		118	73	23	$33,766,869
Alabama	26.16		6	1	1,161,731
Alaska	None				
Arizona	30.94		3		240,233
Arkansas	40.00	3			0
California	20.33	9	5	6	7,505,664
Colorado	32.75	2	1		194,646
Connecticut	32.17		4		257,690
Delaware	None				
District of Columbia	None				
Florida	38.13	6	2		137,762
Georgia	38.35	5	1	1	140,975
Hawaii	26.70		1		108,406
Idaho	37.02		1		19,299
Illinois	13.94	2		4	7,868,941
Indiana	29.08	4	1		1,691,089
Iowa	40.00	4			0
Kansas	29.81	1	6	1	949,229
Kentucky	29.54	3		1	714,666
Louisiana	39.38	3	1		800
Maine	None				
Maryland	33.33	2	1		713,074
Massachusetts	29.93		1		897,003
Michigan	23.60	2	4	2	3,444,010
Minnesota	38.60	5	1		86,398
Mississippi	39.50	7	4		17,242
Missouri	28.90	1		1	414,035
Montana	27.80	2		1	219,524
Nebraska	None				
Nevada	None				
New Hampshire	None				
New Jersey	38.00	2	1		442,944
New Mexico	30.50	1		1	281,933
New York	32.55	4	1	1	1,359,287
North Carolina	19.00		6	2	2,705,765
North Dakota	34.40		2		84,516
Ohio	27.20	1	1		237,482
Oklahoma	40.00	6			
Oregon	29.50	1	2		401,182
Pennsylvania	40.00	11			
Rhode Island	32.39	1	1		109,046
South Carolina	29.90	4	4		544,809
South Dakota	None				
Tennessee	40.00	2			
Texas	38.85	13	6		138,037
Utah	40.00	4			
Vermont	27.45		2		100,132
Virginia	39.24	2	2		40,705
Washington	40.00	1			
West Virginia	40.00	1			
Wisconsin	31.94	3	1	1	487,685
Wyoming	30.96		6		51,049
U.S. service schools					
Canal Zone					
Guam	None				
Puerto Rico	None				
Virgin Islands	None				

Analysis of fiscal year 1965 grants under sec. 104 of Public Law 88-204

	Average grant percentage	Distribution of grant percentages			Additional amount needed for full funding
		33⅓ percent	Under ⅓, over 20 percent	Less than 20 percent	
Total		212	158	34	$31,143,341
Alabama	33.24	6	3		37,911
Alaska	33.24	1	1		367
Arizona	22.68		1	2	767,328
Arkansas	33.12	7	1		10,409
California	26.30	20	9	3	5,642,477
Colorado	31.87	2	2		144,435
Connecticut	26.58	5		1	617,966
Delaware	16.03	1		1	450,608
District of Columbia	33.33	5			
Florida	25.26	2	7	1	1,460,507
Georgia	33.07	7	1		23,801
Hawaii	32.50		1		16,571
Idaho	33.33	2	1		5
Illinois	27.61	12	6	1	2,074,132
Indiana	29.51	9	4	1	741,074
Iowa	29.13	2	8	1	453,757
Kansas	32.47	5	2		64,521
Kentucky	32.99	2	2		29,516
Louisiana	29.65	1	6		368,980
Maine	25.40		3	1	315,032
Maryland	31.20	3	2		288,911
Massachusetts	19.43	4	2	4	3,402,918
Michigan	27.30	6	6	3	1,632,659
Minnesota	30.97	4	3		313,416
Mississippi	30.19	5	4		66,938
Missouri	30.11	5	7		263,440
Montana	33.33	1			0
Nebraska	26.70	2	1	1	371,719
Nevada	None				
New Hampshire	33.33	3			0
New Jersey	32.60	7	4		94,608
New Mexico	33.33	2			0
New York	29.56	7	7	1	2,120,554
North Carolina	32.50	12	5		109,863
North Dakota	33.33	4			0
Ohio	31.80	9	3		413,624
Oklahoma	22.10	7	4	1	1,145,819
Oregon	19.70	3	3	3	1,601,837
Pennsylvania	25.70	1	18		2,682,178
Rhode Island	29.22	2		1	121,132
South Carolina	31.52	1		6	79,135
South Dakota	33.33	3			0
Tennessee	26.69		10		804,404
Texas	32.75	11	5		161,959
Utah	29.25	3		1	201,824
Vermont	31.52	1	3		30,451
Virginia	23.48	3	7	1	1,394,357
Washington	33.00	4	1		39,399
West Virginia	30.38	3	2		178,527
Wisconsin	31.62	6	1		268,512
Wyoming	None				
U.S. service schools					
Canal Zone					
Guam	None				
Puerto Rico	21.44	1	2		135,859
Virgin Islands	None				

Analysis of fiscal year 1966 grants under sec. 104 of Public Law 88–204

	Average grant percentage	Distribution of grant percentages			Additional amount needed for full funding
		33⅓ percent	Under ⅓, over 20 percent	Less than 20 percent	
Total		463	229	60	$56,160,435
Alabama	31.33	10		1	353,127
Alaska	33.21		1		261
Arizona	32.08	7		1	135,517
Arkansas	31.99	10	1		173,881
California	28.93	33	18	2	6,484,839
Colorado	31.18	4	2		216,803
Connecticut	21.42	7	2	3	2,606,051
Delaware	20.65	1	1	1	633,000
District of Columbia	30.02	3	2		536,211
Florida	27.85	15	7	2	1,695,592
Georgia	32.38	12	3		167,089
Hawaii	28.82		2		195,481
Idaho	28.13	2	3		343,148
Illinois	24.27	26	6	6	930,788
Indiana	32.24	13	2		211,938
Iowa	24.32	9	10	3	2,124,527
Kansas	29.23	9	1	1	489,274
Kentucky	32.32	7	2		124,279
Louisiana	29.31	7	9		894,092
Maine	27.70	2	4	4	487,883
Maryland	29.20	4	4	1	464,028
Massachusetts	23.26	6	10	4	4,755,475
Michigan	26.70	15	6	3	3,869,898
Minnesota	31.70	9	4		369,825
Mississippi	32.60	14	3		89,221
Missouri	30.50	10	4	1	759,856
Montana	33.20	8	1		3,082
Nebraska	29.10	4	1		578,669
Nevada	16.30	1		1	1,033,780
New Hampshire	24.90	1	2		434,325
New Jersey	32.90	14	4		110,158
New Mexico	29.60	5		1	214,134
New York	28.78	26	11	1	4,875,441
North Carolina	32.10	19	6	1	309,000
North Dakota	32.60	1	1		17,463
Ohio	24.20	19	8	10	6,828,308
Oklahoma	31.90	12	1	1	262,084
Oregon	33.33	10			
Pennsylvania	29.80	24	22	1	2,131,886
Rhode Island	32.42	5	4		47,448
South Carolina	27.38	6	7		973,266
South Dakota	31.72	4	3		112,752
Tennessee	27.51	2	12	4	1,339,103
Texas	32.76	29	5	1	321,660
Utah	29.98		2		453,781
Vermont	24.70	2	1	1	303,166
Virginia	25.99	3	17	1	2,047,955
Washington	28.93	12	2	1	903,767
West Virginia	25.83	7	5		972,958
Wisconsin	29.38	7	5	2	1,008,453
Wyoming	14.05			1	1,415,385
U.S. service schools					
Canal Zone					
Guam	32.44		1		54,100
Puerto Rico	30.59	7	1		296,227
Virgin Islands	None				

Senator MORSE. Counsel for the minority has requested me to ask the following question and I share the request of counsel for the minority. It is a question we ought to ask and have an answer to if you have information on it.

$30 MILLION FOR TITLE III?

Your testimony indicates you are satisfied with the $30 million authorized for developing colleges, title III of the Higher Education Act. Last year Congress authorized $55 million for this purpose after including junior colleges. What is your rationale in favoring the reduction in the authorization?

Mr. MORSE. Senator, the projects of title III are only recently approved. There is a good deal of uncertainty, I think, on the part of all the higher educational communities as to how best to go about strengthening these developing colleges. I think it was our feeling even a year ago that we didn't know enough about the proper techniques and the proper programs wisely to spend as much as was authorized for title III last year.

This is a highly experimental program and one which gives a good deal of promise but there is no consensus within higher education as to how best to strengthen these institutions.

We were not thinking of this so much as a reduction from $55 to $30 million as an increase from $5 million which we thought was totally inadequate to a figure that would be reasonable to launch a great many promising experimental programs. We made no recommendation last year as to the size of the authorization.

$55 million was——

COMMUNITY COLLEGE BILL

Senator MORSE. Yesterday we heard Dr. Priest who is the president of the American Association of Junior and Community Colleges. In his testimony, as you will note when you read it, called for more money and it also advocated consideration for a separate act, a separate law, for community and junior colleges support. If you will read the colloquy I had with him yesterday you will see it disturbed me a bit.

I am not convinced that that is a desirable legislative approach. In that colloquy I said one of my first fears was that it might weaken the unity that has existed among the educational institutions of the country to go back to the old program which, I think, blocked Federal aid to education for years and years in this country, when each segment of education ought to get legislation that would meet its specific needs but not legislation giving unified support to meet the needs of other educational institutions.

I told the hearing how in the first years of the Kennedy administration, after some setbacks in education legislation in the Congress, the President called the then Secretary of HEW, Mr. Ribicoff, presently Senator from Connecticut, and the chairman of this subcommittee to the White House. He discussed with us what we thought the reason for lack of progress was. We both told him that we thought there

wasn't enough unity among the educators in the various education associations.

You gentlemen bear witness to the fact that as a result of that we had a series of meetings across the country from coast to coast with the various educational organizations at all levels of education. The result was unity and it was that unity that produced, more than any other one factor in my judgment, the laws which were signed. I am a little worried about drawing a line of separation between the so-called higher education institutions, standard 4-year variety, and the higher education institutions of the junior and community college variety.

I may be convinced of it, but I am not convinced as of now. I am not going to take the time now, but I do think you ought to read that testimony and comply with the request that I make of you, which you can respond to or not respond to, to give the subcommittee a memorandum, to be made a part of this record, setting forth your comments on that testimony because it bears also, to some degree, on this $30 million versus $55 million authorization figure of title III.

Gentlemen, I thank you very much.

Mr. KERLEY. Thank you.

Senator MORSE. I think you have been very helpful to the subcommittee and you have made a good record.

Mr. MORSE. Thank you, sir.

(The following memorandums were subsequently received:)

AMERICAN COUNCIL ON EDUCATION,
COMMISSION ON FEDERAL RELATIONS,
Washington, D.C., July 20, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: During the course of our testimony on July 14, Senator Yarborough asked certain questions in connection with the newly enacted G.I. bill.

As far as we can determine, there are approximately 50,000 veterans who are studying at the present time under the benefits of this bill. Over 80 percent of these are in institutions of higher education. It is anticipated that an additional 20,000 will be certified for eligibility in time to enroll for the second session of summer school.

To date over 140,000 certificates of eligibility have been issued. As soon as they are issued, the veterans are eligible to start on their educational programs, provided they are admitted to the institution and to the course for which they are applying. If they are denied admission, as will unfortunately often be the case in view of enrollment pressures, they must then apply for a new certificate specifying a different institution or a different course.

As far as we can determine, there is only a two week time lag between the time a veteran applies for his certificate and the time he is furnished it. Once it is issued it becomes immediately effective. To put it another way, we can find no evidence that a veteran who is found eligible for training now must postpone the start of that training until October.

We have certain problems with the new G.I. bill which we may wish to bring before the appropriate Congressional committees. But we have no fault whatever to find with the way in which the Veterans' Administration is handling the processing of individual applications. In fact to date we have found the administration of this program to be both efficient and expeditious.

Sincerely yours,

JOHN F. MORSE,
Director of the Commission.

AMERICAN COUNCIL ON EDUCATION,
COMMISSION ON FEDERAL RELATIONS,
Washington, D.C., July 20, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: During the course of our testimony before your subcommittee on July 14, you asked us to comment on the testimony presented the previous day by President Bill J. Priest representing the American Association of Junior Colleges. Since the record of the hearings closes on July 21, we are able to give you only a partial response at this time. With your permission we should like to study the broad questions you asked and submit a memorandum to you later.

We agree with your view that the recent unity among the various components of higher education has contributed to the passage of important legislation. All of us should have an overriding concern with providing the best possible educational experience for the nation's youth. While divisive issues may from time to time arise, they are relatively minor alongside the need for educational cooperation and joint dedication to mutual goals.

We have not had an opportunity to study the proposal for a Community College act. In general, the position of the American Council on Education has been to support higher education acts which provide participation opportunities for all institutions, both public and private, and at the junior college, senior college, and university levels. We have always supported inclusion of junior colleges in bills which, when introduced, failed to include them. We would want also to weigh very carefully the implications of an act limited to community colleges before giving it our support.

We have some reservations about President Priest's suggestion to alter the present formula in the Higher Education Facilities Act which sets aside 22 per cent of available construction funds for junior colleges. We question whether a rigid formula of this kind is necessary or desirable, but we are not aware that it has so far led to any inequities. However, unless the data available to us are wrong, we do not presently see any justification for increasing the earmarked percentage. It is true that junior college enrollments are increasing rapidly, but we can see no sign that they are growing any faster proportionately than are enrollments in four-year institutions and in universities. Figures taken from the Office of Education publication *Opening Fall Enrollment 1965* show that only 12.6 per cent of all full-time degree students are in junior colleges and that only 19 per cent of all college students are in junior colleges. This proportion has not changed greatly, for increased junior college attendance has led in turn to an increased demand for expansion in senior institutions to accommodate junior college graduates. At the moment, therefore, we question altering the present formula, although we agree that the matter warrants further study.

We hope that prior to the opening of the next Congress, we may communicate further with you on this whole subject.

Sincerely yours,

JOHN F. MORSE,
Director of the Commission.

AMERICAN COUNCIL ON EDUCATION,
COMMISSION ON FEDERAL RELATIONS,
Washington, D.C., July 20, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: During the course of our testimony before your subcommittee on July 14, I gathered that you would welcome additional comments from us on both the desirable Federal matching share for academic facilities and the level of construction we view to be essential if we are to meet future enrollment demands.

You will understand that we have two problems in supplying an answer. First, we lack data from the Office of Education, which in the past we have counted

on for an annual survey of facilities needs. Second, a decision on what the Federal matching formula should be will inevitably affect the size of the required Federal authorization.

We now have in draft form a study conducted for our Commission on Federal Relations on needed construction of college housing in the decade ahead. In conducting this study we have had to run our own projections of enrollment. Although these projections have not been subjected to independent scrutiny, we have reasonable confidence in their accuracy. It is on these figures that we base the remainder of this letter.

We believe that total enrollment in higher education institutions will increase at the rate of 500,000 students per year through 1974. We believe that *full-time* enrollment will increase at the rate of 350,000 students per year through 1974. From these it is possible to project need for academic facilities.

A rock-bottom estimate of construction figures suggests that we need 250 square feet of instructional space per student. A rock-bottom estimate of the cost of providing these facilities is $30 per square foot. If we assume that we need only take care of full-time enrollment and that part-time enrollment will simply fill unoccupied space evenings, weekends, and summers, then the minimum annual construction needs will be $2.625 billion per year in new starts.

The level of Federal support for construction proposed by the Administration, and supported in our testimony, will probably just about meet this figure for the coming year. We say this because it is our impression that, at present, Federal funds represent not 33⅓ per cent but closer to 20 per cent of the funding of approved projects. If this is the case, $453 million for Title I and $60 million for Title II will stimulate funds to start $2.565 billion in facilities construction during the next fiscal year.

However, we believe that this is a starvation diet that cannot forever sustain life. If we assume that we must provide space for a 500,000 enrollment increase per year and that a more realistic cost factor is $35 per square foot, then the annual construction needs will total $4.375 billion per year. Staggering though this sum may be, we do think it may be realistic.

It is at this point that a determination of the Federal matching percentage becomes essential. Quite clearly States and private sources cannot meet 80 per cent of these figures. Matching money at that rate has been available largely because so far Federal appropriations have been relatively small. If these appropriations are stepped up to meet real need, the Federal matching share will have to be stepped up commensurately.

We recognize apologetically that our figures have a wide spread. It appears to us, however, that there will be a need for new construction starts each year for the next ten years of somewhere between $3 and $4 billion. We have no way of estimating what the capacity for providing non-Federal matching money may be, but we are certain that it is closer to 50 per cent than it is to the current 80 per cent level.

We reiterate our plea that a large proportion of the $7 million which it is proposed be appropriated for the State commissions be used for a careful and prompt State by State survey of projected facilities needs. If we can be provided with harder data than are now available to us, we should be in a better position next year to present to your committee more satisfactory testimony.

Sincerely yours,

JOHN F. MORSE,
Director of the Commission.

NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND-GRANT COLLEGES,
Washington, D.C., July 19, 1966.

Hon. WAYNE MORSE,
Chairman, Subcommittee on Education,
Senate Committee on Labor and Public Welfare,
New Senate Office Building, Washington, D.C.

DEAR SENATOR MORSE: In response to your request for additional statements on specific points related to the Higher Education Amendments of 1966, made in connection with the testimony of Dr. Robert Kerley, who appeared as a witness for the National Association of State Universities and Land-Grant Colleges as well as for the American Council on Education, I submit the

following material. I am authorized by Mr. Allan Ostar, Executive Director of the Association of State Colleges and Universities, to say that these comments also reflect his views.

FEDERAL PROPORTION OF MATCHING FACILITIES GRANTS

As noted in the testimony presented by Mr. Kerley for President Babbidge, the National Association of State Universities and the Association of State Colleges and Universities "strongly recommend that the Federal portion of matching grants be raised up to 75 per cent of the cost of such facilities." Our position on this subject (adopted by the two Associations jointly) further is that "Funding authorization and appropriations should be increased in order to reflect the increased Federal percentage participation, and the expanded program of badly needed facilities construction this will make possible . . . The grant program should continue to be based on the premise that substantial expansion of enrollment capacity within the context of maintenance of quality of instruction is the fundamental justification for this program of facilities aid."

We have maintained from the outset of the facilities program that the Federal participation should be at least on a 50–50 matching basis. Experience since then has convinced us that the "ceiling" on Federal participation should be set as high as 75 per cent—not that the Federal share of the cost should be 75 per cent in all instances, but that it might go that high in special cases in which state commissions find justification for it. It seems clear that there are a good many instances in which institutions desire to expand and would be capable of accommodating increased enrollments, but find it impossible both to raise the capital needed for Federal matching and the funds needed for enrollment expansion.

FACILITIES NEEDS FOR HIGHER EDUCATION

The dilemma faced by higher education organizations in responding to the proper request of yourself and other Senators for adequate current and future statements of facilities needs may be briefly summarized as follows:

Some years ago the U.S. Office of Education made a comprehensive survey of existing facilities and future projections, and stated that it would in the future keep these up to date by annual requests to colleges and universities for revised statements as to current facilities and projections. In view of this plan and program, the various educational groups either dropped their existing survey programs, or failed to establish them. I can testify, on the basis of experience, that it is a highly technical, costly, and time-consuming operation, which ought to be performed in one place by one organization for the information of all concerned. The U.S. Office of Education, however, abandoned the annual survey some time ago—without advance discussion with, or notification to educational groups. State Commissions do not have such information, in general. Their problem has been one of the rationing of inadequate funds for matching, and they have, therefore, in general discouraged the submission of applications substantially in excess of funds available for matching, put limitations on the dollar amount going to any one institution, and in other ways—as is natural—endeavored to make manageable the difficult problem of decision. The U.S. Office of Education now has also proposed a program of assistance to state commissions and other appropriate groups in making really comprehensive need assessments and projections. This is fine, but until the figures are available, we must rely on enrollment projections (which are low, because they do not take into account a number of factors, including the effects of the GI bill and other student-aid measures). We are caught in a "statistical gap".

COMMENT ON TESTIMONY OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Testimony presented by the American Association of Junior Colleges, on which you requested comment, raised two points:

1. It was suggested that the committee consider revising the present 22 per cent allocation for facilities grants to public two-year colleges, on the ground that approximately one third of first-time-entering students in higher education are, according to the latest figures, enrolled in two-year colleges. Facilities

for college undergraduates must, of course, be provided for sophomores, juniors and seniors, as well as for freshmen. At the junior and senior level, when many students enter into specialized scientific, professional, and other fields, costs of necessary facilities are likely to be substantially higher, on the average, than those for freshmen and sophomore students. The fall 1965 enrollment figures of the U.S. Office of Education indicate that approximately 19 per cent of all students enrolled in higher education are attending junior colleges. U.S. Office of Education enrollment projections for the fall of 1966 are for a slight drop in freshmen enrollments and a substantial increase in total enrollments, due to the fact that fewer young people graduated from high school this spring than in recent years when freshmen enrollments increased sharply. Neither the current enrollments, nor the projections for the immediate future would indicate justification for an increase in the percentage allocated by law for the use of junior colleges, as contrasted to other institutions of higher education. There is a great deal to be said for the principle that state commissions should be free to recommend use of facilities grants on the basis of the needs of a particular state for expansion of higher education facilities, at whatever level.

The same testimony suggests that Congress should "look beyond categorical aid programs" and that "the area of greatest college need is funds for operation costs". With this general statement both the National Association of State Universities and the Association of State Colleges and Universities are in agreement. In a joint statement of *Recommendations for National Action Affecting Higher Education*, issued in January of this year, the two above associations, under the heading "Support for Colleges and Universities as Institutions", stated, after discussing the problem of rising charges to students:

"The real need is to treat the disease rather than its symptoms by increased support for our colleges and universities, both public and private channels, to enable them to keep down the charges to students and their families."

In the same statement the two Associations proposed "A New Program of Institutional Support in the Sciences". Such a program would provide aid to all institutions of higher education for the purpose of supporting and developing institutional programs of instruction and research in the sciences, including the social sciences. Its general principles are embodied in HR 13786, introduced by Representative George P. Miller of California, Chairman of the House Committee on Science and Astronautics.

The American Association of Junior Colleges suggests in its testimony that it is preparing a proposal for a "Community College Act" which would provide support for college operating costs on a per-student basis, at the junior college level. The National Association of State Universities and Land-Grant Colleges, and the Association of State Colleges and Universities are fully aware that there are a variety of possible approaches toward provision of institutional support from public funds for colleges and universities.

The need for strengthening the capacity of institutions of higher education to carry on a major function common to them all—that of high quality undergraduate instruction—would appear to be widely shared by all types of institutions at all levels of post high school instruction. Sound educational policy would indicate that a program or programs should be devised which would permit institutions at all levels to take part, in appropriate ways. We stand ready at any time to discuss, with other educational organizations, or with representatives of the Administration or the Congress, the basis on which a program or programs can be formulated which will win wide support, whether based on the need for strengthening instruction in the natural and social sciences, or for general non-categorical operating support, or both.

Sincerely

RUSSELL I. THACKREY,
Executive Secretary.

(Cc: Presidents Babbidge, Henry, Shannon, Jensen; Vice-President Kerley.)

Senator MORSE. I am going to take a recess for 5 minutes before I hear Dean Roberts. I answer a call to make a quorum.

(Short recess.)

Senator MORSE. Our last witness will be Dean Roberts of the American Association of University Women. I want Dean Roberts to know I am delighted to have her here with us. I know she will be helpful

to us in many ways. I know Dean Roberts has been working in connection with title III of the Higher Education Act of 1965 at Stillman College in Alabama. She has had 2 or 3 years' experience there and I hope she will bring to bear upon her testimony some of her experiences at Stillman.

You may proceed in your own way.

STATEMENT OF DEAN EUNICE ROBERTS, INDIANA UNIVERSITY, BLOOMINGTON, IND., REPRESENTING THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN; ACCOMPANIED BY ALISON BELL, STAFF ASSOCIATE FOR LEGISLATION, AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

Dr. ROBERTS. Thank you, Senator Morse.

Senator MORSE. Your associate Mrs. Bell, ought to come forward and be with you at the table.

Dr. ROBERTS. Before I begin the formal statement I must say I have not personally been working with the program at Stillman College but only sitting on an administrative committee that hears weekly reports about what our colleagues have been doing. So I know a good deal about it from that point of view. Senator Morse, you have a statement which I know some of you have not had prior to this morning.

I don't like to read the statement, but I think it might be useful to read a part of it.

Senator MORSE. It is not a long statement. I think you ought to read it all.

Dr. ROBERTS. All right. I shall read it all. I warn you that I want to interpolate from time to time.

Senator MORSE. That is all right.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

Dr. ROBERTS. For the purpose of the record, then, we give some information about the American Association of University Women, an organization of 171,000 members plus, and organized into 1,594 branches in all the States and the District of Columbia and Guam.

It establishes its legislative program through study by committees, preparing recommendations which then are presented to the membership in different ways different years, for comment, and which finally are voted on by the national convention. The most recent convention of the association was held in June 1965 and by an overwhelming majority adopted the following legislative program for the 1965–67 biennium. This will be reviewed by the national convention in 1967 again.

Support of a constructive educational policy, under existing constitutional provisions. We favor such objectives as—

A balanced educational program of quality at all levels.

An adequate supply of competent and qualified faculty at all levels.

Adequate financial support under State and local control for public education at all levels, with consideration of the problems of school districts where large tracts of land are under governmental jurisdiction.

Reduction of financial barriers to higher education for qualified students.

Financial assistance to regionally accredited institutions beyond the high school for the improvement and exemption of staff and facilities.

Adequate libraries and library services.

Advancement of the educational and cultural use of radio, television, films, and other media of communication, with attention to related technological developments.

A National Foundation on the Arts and the Humanities.

An Advisory Council to the President on Education, or a Department of Education headed by an officer at the Cabinet level.

I might interpolate by saying that specific committees of the association interpret these principles adopted by the membership with respect to specific bills as they come up in the Congress.

This subcommittee, we know, is very much aware of the association's interest in advancement of higher education from its support of NDEA, the Higher Education Facilities Act, and the Higher Education Act of 1965. Many of our members are associated professionally with higher education while others have worked as volunteers to establish new institutions and to strengthen existing ones. Correspondence reaching our national office from all parts of the country reports cooperation with other groups in meeting State educational needs. In fact the drive to establish one community college began in an AAUW branch study group on education. This same small group of women has now participated in the preliminary study, passage of legislation, construction and staffing of the third community college in the county in which the branch exists.

Over a period of several years, our Michigan AAUW Division has conducted a study of Michigan taxes and has come up with tax reform recommendations which it presented to 95 of Michigan's 143 State legislators at a luncheon meeting in February of this year.

This tax study and the resulting recommendations were inspired by the Michigan AAUW Divison's knowledge of school needs, from primary through graduate school, knowledge the Division had garnered from earlier school finance studies.

We report this type of AAUW activity to this subcommittee to demonstrate to you that we in AAUW have firsthand knowledge that the time has passed when local colleges and universities can receive adequate support from local sources.

The AAUW has great interest in the legislation which the committee is now considering.

ADEQUACY OF TITLE I FUNDS

We wish to support title I of S. 3047. The $7 million which would be provided under title I to State commissions for planning studies of construction by both individual institutions and State commissions to us seems very important.

In the face of available data it seems unlikely to us that the $435 million for matching grants provided in S. 3047 for undergraduate facilities, the $60 million for matching grants for graduate facilities. and the $200 million in loans for graduate and undergraduate facilities will meet the demands which will be made this year.

In fact, in the light of the 18 percent increase in freshmen enrollments in 1965 over the figure for the previous year, an increase not likely to diminish the next year, or in the years immediately following, we believe the sums named in either S. 3047 or in the House-passed bill H.R. 14644 to be inadequate if higher education needs are to be met.

Testimony before the House Education and Labor Committee, and probably before this subcommittee yesterday, indicated that requests for funds for construction of facilities as well as for assistance to developing institutions exceeded the Federal funds which were available for these two purposes in 1965. We should like to remind this subcommittee of the additional demands, over and above the growth in enrollments to which we have referred earlier, that inevitably will be made upon higher education with enactment of the new GI bill.

Senator RANDOLPH. Mr. Chairman, with you indulgence could I interrupt the presentation of the American Association of University Women through Dr. Eunice Roberts. Could I ask one question?

Senator MORSE. By all means.

Senator RANDOLPH. As you know because of our heavy subcommittee schedule I must move from one meeting to another, but I did want to come in because I have been privileged to check her statement.

DEVELOPING INSTITUTIONS

In your opinion, Miss Roberts, is the $30 million recommended by the administration this year an adequate sum to do the job in the developing institutions?

Dr. ROBERTS. This is a difficult question to answer. I would say that I would not completely agree with the answer to a similar question by the preceding witness. It is a new program. It is experimental. I think it is perfectly sound to review what it is accomplishing, but I see it as one of the very exciting pieces of legislation because there is no question in my mind that the life of some of these developing institutions depends on being able to get help.

There is no question in my mind but that this title under the bill——

Senator RANDOLPH. Title III?

Dr. ROBERTS. Yes. Title III, which is not the one I had been immediately talking about. Title III for the developing institutions. There is no question in my mind that this gives an opportunity greater than most of the other legislation of which I am aware providing financial aid to higher education, a greater opportunity for the exercise of innovation and imagination. An institution—the sky is the limit on the creative imagination an institution could use in developing a good program and if they were able to make a case for it being a sound program, then as I read the bill, the money could be made available.

For that reason, but without any specific facts on what might be requested, I hate to see a low ceiling on this fund.

I think this fund is going to open up some doors. It hasn't been in existence long enough for us to know yet. Stillman College, with which Indiana University, my own university, has been working, has just received a grant that we think is going to be extremely useful to them in getting some of their faculty people to other institutions, per-

haps some of their students also. We have had an exchange going on with them for about 3 years now.

We are delighted that they got a substantial grant. I can't believe that there are not at least a few hundred colleges that could be helped by money if they had the help of—in some cases they might need the help of—experienced institutions in developing plans.

Senator RANDOLPH. Dean Roberts, the distinguished chairman of this subcommittee, Senator Morse, and I have been particularly interested in not just one facet but all the facets of higher education. However, I think we have given particular attention in the subcommittee to those small institutions of the country that need encouragement, many of them yet on the fringes of accreditation, and it is my belief that we must be careful not to cripple this type of program. This is a program of quality education, in an inspiring and exciting way, broadening its fields of approach to some of these challenging problems that are not just the A B C's of education. We should not unduly restrict an imaginative effort which for the first time apparently Congress has committed itself to.

I just wanted to at this point to note that I have read your statement, and thank the Senator from Oregon for the privilege of questioning and commenting at this point. Thank you.

Senator MORSE. I want to say, Dean Roberts, that Senator Randolph is recognized on this subcommittee as the best informed man—as far as the view of this chairman is concerned certainly—in the Senate of the United States on the problems of the small colleges, and on the problems that confront these newly developing colleges. I want to add much more to the record than I already have this morning, for you sat here and listened to my comments when the witnesses for the American Council on Education were before the subcommittee.

Dr. ROBERTS. And agreed with most of them, Senator Morse.

Senator MORSE. In this particular matter I am very much disappointed in the American Council on Education's case this morning because last year we authorized $55 million for the developing 4-year and community and junior colleges. There wasn't one word spoken by the witnesses for the American Council on Education that justified a reduction from $55 million to $30 million this year, not one word.

Senator RANDOLPH. For whom were they speaking, Mr. Chairman? Their organization?

Senator MORSE. For the Budget Bureau in my judgment and for the Department of Health, Education, and Welfare, and that is the point I want to make. Somebody has got to say it. I am accustomed to saying things that many others don't like to say.

I will tell you what this play is. The Bureau of the Budget wants to put the responsibility on the Congress rather than where it belongs, on the White House, for a cut in these authorizations. You see, if they succeed in getting by with it, and I shall do everything I can to prevent them from getting by with it, it will create the political picture in this country that the President was able to fully fund the authorizations through what he will ask for by way of appropriations estimates. But we all know that too frequently the appropriations are less than the authorization and are less than they ought to be.

But this subcommittee has a responsibility of telling the Congress and the American people what ought to be authorized for a program such as this and I am not at all interested in the politics of the situation. Partisan politics have no place to play in the educational problems confronting this country. I fear that the Bureau of the Budget may have sent down the instructions to cut the authorizations and that if so, the department may have yielded to those instructions.

Apparently the American Council on Education may have yielded to them, too.

The question before this subcommittee is what should we recomment to be authorized? I am surprised and disappointed that the American Council on Education could only recommend $30 million for the community and junior colleges and the other 4-year developing institutions because I don't think they know the fire they are igniting.

NEED FOR UNITY IN EDUCATIONAL COMMUNITY

I made a statement yesterday and made it again this morning and I refer to it now. We have been able to pass since the first year of the Kennedy administration more Federal aid to education quantitatively and qualitatively than has been passed in the entire preceding 100 years of this country's history. We were able to do it because President Kennedy came to recognize that the major block that stood in the way of the passing of Federal aid to education was the fact that the educational groups in this country were not united. Under his leadership we helped them to unite. I see this morning the beginning signs of disunity. Let me say on the record today, to all the educational associations in this country, if you disunite, you see the end of any effective Federal aid to education through the Congress because you cannot adopt a divide-and-conquer rule and not destroy yourselves. That is way I expressed concern yesterday when the president of the American Association of Junior and Community Colleges suggested a special act separating them from the Higher Education Act.

They didn't prove their case. I will wait for further evidence in support of such a case. But when you get the American Council on Education coming before this subcomittee today and going along with the proposal to cut authorization for a 1-year program from $55 million to a new program of $30 million, what kind of a unity is that going to produce? Those 19 university presidents that apparently authorized that statement from the council this morning had better do a little reconsidering. They had better recognize that the American Council of Education shouldn't become an adjunct of the Department of Health, Education, and Welfare and the Bureau of the Budget, for those agencies don't pass the legislation. The Congress does. The council had better come before the Congress and give to the Congress the evidence that it needs on which to base sound legislation.

STUDENTS SHOULD NOT BE MADE TO PAY FOR WAR

For I can say now with certainty that the subcommittee of which I am chairman is not going to be advocating the authorizations advocated by the Bureau of the Budget. We have no intention to have the

students of this country pay for the war in Vietnam. We intend to place the responsibility for paying for the war right where it properly rests, on the doorstep of the White House. It is for them to come forward with a tax program and the inflationary control program and the other programs that are necessary to meet a war crisis which this administration has created.

So I am very much disturbed as the chairman of this Subcommittee on Education at the developments under this higher education bill. I think that the educators of the country and the heads of the educational associations had better take another look at the recommendations they made before this subcommittee. You only had to listen to the witnesses this morning to know they can't sustain their premises with facts, and the American Council on Education in my judgment makes a mistake in sending testimony to this subcommittee that can't be sustained on the facts.

As the Senator from New York, Mr. Kennedy, made so clear in his cross-examination of their witnesses this morning, the statement submitted was simply full of holes as far as the absence of the necessary facts to support their recommendations in some particulars. Other parts of the statement were excellent and I am very glad to have them in the record. But I think the witnesses coming before this subcommittee ought to have a better understanding of the legislative process than was being shown.

It is the committees of the Congress that recommend the legislation, not the HEW, not the White House, not the Bureau of the Budget. It is our responsibility to propose the legislation, and I have no intention, I say, of taking it to the full committee and I don't expect to be overruled in the full committee, and therefore taking it to the floor of the Senate, a higher education bill that doesn't correspond in its authorization figures with the needs of education in this country insofar as I am able to determine them.

Let me say also to the institutions of higher learning in this country, you start this program of asking for less than you know the young men and women of this country have coming to them by way of their right to the full development of their educational potential, and you will have to assume the responsibility for setting back for years education legislation.

I have fought for education legislation for 21 years in the Senate and I shall not now surrender to the Bureau of the Budget or the Department of Health, Education, and Welfare, or the White House. Therefore I am sorry to say that for the most part the subcommittee is going to have to collect the data that is needed to show what ought to be authorized.

We didn't get it yet from the universities of the country. May I say I would be perfectly willing to address any of them in convention if they want to disagree with my views.

All right. You may finish your statement.

COMMUNITY COLLEGE BILL

Dr. ROBERTS. Since we have had an interruption, I would like to make one further comment to the question of separate legislation for junior colleges and special support of these institutions. You will not remember, Senator Morse, but I remember testifying before

this very subcommittee 2 or 3 years ago opposing separate legislation for any particular category, whether it would be junior colleges or something else, and I remember giving the committee at that time a map of Indiana which was the State that I know, illustrating that the needs vary in different States and urging the keeping together of all higher education legislation. Let me say I am speaking as an educator and not as a representative of AAUW when I say that, because I don't know that they would reach agreement on that, but I have a very strong feeling that we do not need and should not have this separate type of legislation.

Well, I think we are still talking about title I.

NEW GI BILL

I think I read the paragraph on increase in enrollments. I might say one other think in connection with this. Our registrar's office tells me that we already see the evidence on enrollment of the new GI bill.

At this point we also wish to call the attention of the subcommittee to the constantly increasing demands made upon our colleges and universities by rapidly growing community action programs provided for in recent congressional action. In addition to the normal business of educating college age individuals—and incidentally there isn't any such thing as a typical college age person nowadays in higher education—ever-increasing Federal research programs must also be kept in mind for they are an additional and expending burden upon both the facilities and the faculties of higher education institutions. They certainly contribute to the need for an increase in construction of graduate facilities.

SUPPLEMENTAL RESPONSIBILITIES OF COLLEGES

Let me interpolate here referring again to my own university, Indiana University, because this is the university I know. I could probably list quickly a dozen or so of these special sorts of community responsibilities but just to mention a couple—training of Peace Corps people which is not a part of our regular academic operation, training of Headstart people to be used in communities all over our State, last summer and again this summer.

In our statement to this subcommittee last year, we spoke to the importance of strengthening developing institutions, particularly at the undergraduate level. One of our greatest concerns in AAUW over the past two decades has been that the Nation's schools be assured "an adequate supply of competent and qualified faculty at all levels." We believe programs aiding these institutions in improving both their faculties and their administrative procedures are invaluable. We have some doubt that the $30 million requested for extension of assistance to developing institutions will be adequate to achieve the progress which should be made in fiscal 1967.

STATE-BY-STATE SURVEY OF EXISTING INSTITUTIONS

We suggest the urgency of a State-by-State survey of predicted enrollments and of existing facilities in order that realistic appropriations be requested for the next several years. We believe provision

of facilities and student assistance programs to be of equal importance with provision of teachers. Therefore we must support a student loan program. The reports from our members who have been involved in the implementation of student loan programs of the National Defense Education Act leave no doubt about its success.

Senator MORSE. I only want to break in, Dean, to say I completely agree with that observation.

Dr. ROBERTS. Thank you.

CHANGES IN NDEA

We are doubtful that the changes proposed in S. 3047 to substitute for the NDEA program a loan program carried out through commercial channels, should be made so suddenly.

May I interpolate here again to say that we believe we are seeing some evidence, my colleagues and I—I am speaking not for the AAUW now and not for higher education in general—we have serious doubts as to whether the private sector will ever pick up all that is needed in loans. This is only one of our reasons for believing that the NDEA loan program should not be dropped.

The guaranteed loan program of Public Law 89–329 has not been in effect for a long enough period to make judgments about its usefulness. We in AAUW would like to postpone any recommendation from the association on extensive and rapid expansion of this type of program until more experience with subsidized interest programs has been reported upon.

And let me again personally emphasize this point of view. I happen to serve in Indiana University on the scholarship and financial aid committee which is the committee which sets the policies under which we administer these various programs and I know I reflect the point of view of this committee and of my own institution as well as of the AAUW.

We were pleased to see that the House-passed bill omits the proposal for a shift of NDEA student loan programs to federally guaranteed loans financed from private sources. We have indicated in other parts of this and earlier statements before this committee the association belief in the importance to this country of making a college education financially possible to students capable of undertaking college level and graduate work. Therefore we are pleased that the House action leaves in effect the existing program or at least we understand it has, which provides $190 million for student loans in fiscal 1967.

I do most sincerely thank the subcommittee for giving me the opportunity to make a statement and would be delighted to attempt to answer any quesions that you might want to ask. I jotted down a note or two during the previous testimony that I would like to refer to. I think one point was not mentioned by anyone in talking about the problems created by requiring matching funds in substantial amount for money for facilities building and expansion. I think it is clear that—in fact, we have a summary that was prepared I think for the House committee that shows that $225 million more was requested in fiscal 1965 than was available.

The point I think that has not been mentioned, is that this is a deceiving figure because many institutions, I believe which could use-

fully employ such funds made no request at all because they were not able to raise the matching money, and I think that point was overlooked. I think estimates such as this tend to deceive us on the conservative side.

Senator MORSE. I want to thank you, Dean Roberts, for your statement. It is very helpful. The record should show that I would agree with the position taken by the association that NDEA should be continued as the House continued it.

I support pursuing the development of the loan program through the commercial banks and other commercial loaning institutions.

But, I surmise, you were not aware when you prepared your statement of the additional recommendation of the Department of Health, Education, and Welfare that was clearly discussed this morning and which witnesses discussed yesterday. It is a proposal which seems to have a great deal of merit whereby HEW, as I described at the time their witnesses appeared, will act as the loaning institution or the banker for the educational institutions. The notes or certificates of the loans made go over to FNMA along with the other Federal certificates. I think a prima facie case was made for the proposal but I want to be sure to get the view of all the qualified people who have appeared before us. Therefore if you care to, and counsel can supply you with a copy of the proposal, I would be very glad to have a supplemental statement filed by you on this proposed amendment by HEW. It would make possible a sum over and above the presently authorized $190 million. The evidence seems to be clear that students will need more than $190 million, and that the banks aren't going to supply all of it. I think that is clear. I think we ought to have the benefit of your judgment in regard to the feasibility of that plan. You can file your reactions to it in a supplemental statement if you care to.

(The following supplemental statement from the witness was subsequently received:)

SUPPLEMENTAL STATEMENT (FILED AT THE INVITATION OF THE CHAIRMAN) TO STATEMENT IN SUPPORT OF EXTENSION OF THE HIGHER EDUCATION FACILITIES ACT OF 1963 AND OF TITLE III OF THE HIGHER EDUCATION ACT OF 1965 BY EUNICE C. ROBERTS ON BEHALF OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

Let me make it clear at the outset that this supplemental memorandum to the earlier statement presented by me to the Senate Labor and Public Welfare Committee is presented as an individual and not on behalf of the American Association of University Women. This is because the appropriate committee of the AAUW has not yet discussed the specific item which is the concern of this supplemental statement.

NEW HEW PROPOSAL FOR NDEA

The new proposal made by the Department of Health, Education, and Welfare as a proposal for a substitute Title II of S. 3047 (concerning student loan programs) is the subject of this memorandum.

I have consulted with several of my colleagues here at Indiana University, which is the institution I am best acquainted with. It appears to us that it would be helpful to institutions not to have to find and provide the 9 per cent of funds they now must provide under the present NDEA loan program. My own institution, for example, has already borrowed several hundred thousands of dollars on which we are paying interest in order to provide our share of NDEA loans.

On the other hand, whether in the long range institutions would be helped presents some questions the answers to which we do not have in the material concerning the proposal presently available to us. These would involve questions such as terms of repayment of student loans, whether interest would be free to the institutions, what interest rates would be, and what discounts would be necessary to make paper salable in the private sector of the economy—and others. Answers to many of these questions would be necessary before a firm opinion can be expressed.

It would seem that a "sales participation" program such as this might be very helpful as a supplement to NDEA loans in their present form. It would seem that the details referred to above and others could be satisfactorily worked out to this end.

I should like to record my strong opposition (shared, I think, by my colleagues here at the University) to any proposals such as the HEW proposal, if it were viewed as an eventual replacement for the present form of NDEA loans. One of the primary functions of public institutions of higher education—indeed, of the total higher education enterprise in general—and of federal legislation in aid of higher education is to make it possible for the needy but able student to secure education to the highest level which his interest and ability make possible. Financing of loan programs entirely through the private sector is likely to make more difficult, if not impossible, providing loans to the truly needy student for whom primarily they are designed.

Thank you for the opportunity to file this supplemental statement.

Senator MORSE. This closes our hearing on Higher Education Amendments of 1966. The record should show that the Chair has already ruled that we may call upon any of the representatives of the organizations that appeared before us for supplemental memorandums, if they care to file them, that we will undoubtedly ask HEW for a whole series of memorandums and letters that can be used by the committee in the markup of the bill and can be used by the committee representing the position of the Department when we write our report on the bill.

I want to say to counsel that I would like to have the hearings printed at the earliest possible date, for I am desirious of having markup sessions on this bill immediately following the markup sessions on the secondary and elementary school bill which I hope to complete early next week.

I am going to close the record. The supplemental statements, if they do not get in in time, can be used by the subcommittee as exhibits that the committee can use. I shall close the official record 1 week from today at 5 p.m. Thank you very much.

At this point I will insert in the record statements and letters from various individuals who were unable to appear.

(The material referred to above follows:)

PREPARED STATEMENT OF THE AMERICAN FEDERATION OF LABOR AND CONGRESS OF INDUSTRIAL ORGANIZATIONS

The AFL–CIO is pleased once again, to assure the Education Subcommittee of the Senate Labor and Public Welfare Committee of its continuing concern for the needs of higher education. This subcommittee has demonstrated repeatedly its imaginative understanding and its deep concern for the problems and the opportunities connected with the massive increase in students participating in higher education. The Higher Education Facilities Act of 1963, the Higher Education Act of 1965, and the constant improvements in the national Defense Education Act—all initiated by this subcommittee—have been landmarks in constructive legislation.

In considering S. 3047, the Education Subcommittee is engaged in the useful process of reviewing the progress of these laws and considering possible ways of improving them.

CONTINUE NDEA

We urge you, in considering these matters, to support the continuation of the National Defense Education Act student loan program. In this and other regards we endorse the House version of the bill. The AFL–CIO actively supported the new program of federally insured student loans with subsidized interest which was adopted last year as a part of the Higher Education Act of 1965. We believed then, and we believe now, that this is a good program which meets many needs not otherwise covered by the various existing student aid programs.

The AFL–CIO did not consider, however, the guaranteed loan program to be a substitute for the long established NDEA loan program. The NDEA loans are particularly useful as a form of assistance for young people from low income and working class families. These young people usually experience great difficulty in obtaining loans from commercial sources. Moreover, the guaranteed loan program is new. So far, lending institutions have been hesitant about putting it into operation, and there has been far too little experience to warrant making it the single federal student loan program. We therefore urge your committee to continue the NDEA loan program, thus bringing S. 3047 into harmony with the House bill.

INCREASED AUTHORIZATION FOR HEA

The AFL–CIO also welcomes the increased authorization for the Higher Education Facilities Act of 1963, included in the House bill. The loans and grants made possible under this Act have been of invaluable aid in the expansion of college and university facilities, the development of new community colleges, and the construction of new graduate school facilities. Success of the program more than justifies continuing it; it justifies expanding it considerably. Every year that the program has been in operation, application for grants have exceeded the available funds. The reason is not difficult to find. Everywhere applications from prospective students outrun the available space, and countless institutions are meeting the situation by raising their entrance requirements to a "B" or even an "A" average in high school.

This shortage of facilities will become increasingly serious in the next few years. The high birth rate of the 1940's is just beginning to affect the colleges. Until now, enrollment increases have resulted primarily from the increasing proportion of young people continuing their education beyond high school. Today, however, there is a much larger college-age population than at any time in the past and this college-age population will continue to grow for many years to come.

COLD WAR GI BILL

There is still another pressure which necessitates a continuing and expanded program for the construction of higher education facilities. The 89th Congress has at last passed the Cold War GI Bill. The AFL–CIO actively supported this legislation for many years and we are gratified that it is now law. It is simple realism to recognize that this legislation will create still new demand for space in institutions of higher education. Thousands of veterans who might not have seriously considered attending college will be encouraged to do so by the promise of the GI Bill. Our colleges and universities must have the facilities to fullfill this need.

These growing pressures for admission to colleges and universities should not be regarded as an onerous burden; they should rather be regarded as an unparalleled opportunity worthy of the nation's most creative and imaginative efforts.

We therefore urge this subcommittee to support the increased federal expenditures for construction of facilities for higher education, as already incorporated in the House bill.

OPPOSED TO $30 MILLION "SALES PARTICIPATION PLAN" FOR NDEA

We have read with interest the proposal for a $30 million loan authorization to expand NDEA funds made by U.S. Commissioner of Education Harold Howe II in his testimony to the subcommittee on July 12. This suggestion is a frank acknowledgement that the present NDEA authorizations are too low to meet the need of low income students. The inadequacy of the NDEA funds is aggravated by the difficulties students are facing in obtaining the guaranteed bank

loans authorized under Title IV of the Higher Education Act; a difficulty which is caused in part at least by the administration's tight money policies.

Much as the AFL–CIO recognizes the need for increasing the amount of money available for NDEA loans, we believe that the "sales participation" method proposed by Commissioner Howe is the wrong way to go about it. We would recommend to the subcommittee that the authorizations for NDEA loans be increased by $30 million to meet the demonstrated need, and urge that the Congress appropriate these additional funds. To attempt to transfer a part of the NDEA program to the private commercial credit market in this fashion is a major mistake from the point of view of government fiscal policy.

The AFL–CIO agrees with the point of view expressed in an editorial in Business Week for June 25, 1966 dealing with this general policy. Here is what Business Week says:

"One of the rabbits that President Johnson pulled out of his budgetary hat last January was a plan to reduce the apparent size of the federal deficit by stepping up the sale of portfolio assets held by government agencies.

"As far as the budget goes, the scheme has worked. But these sales are also having the unintended effect of creating a problem for the managers of monetary policy—at a time when they are being forced to bear the full burden of preventing inflation.

"On the surface, the budgetary gimmick seems innocent enough. As the result of the normal operations of federal mortgage and other lending agencies, private businesses and individuals now owe the government over $30 billion. The fiscal 1966 budget called for public sale of $3.3 billion of loans and participations in loans out of this portfolio; the fiscal 1967 budget calls for stepping sales up to $4.7 billion. By a quirk of budget arithmetic, proceeds are subtracted from departmental expenses, making government spending look smaller.

"Unfortunately, the sale of these agency loans, particularly the new certificates of participation, is creating distortions in the capital markets. The new instruments give an upward push to interest rates. Since they are unfamiliar, the market for them is narrow, and they yield far more than ordinary Treasury issues of the same maturity. A recent 2-year issue, for instance, was priced to yield 5¾%, when comparable Treasury notes were selling at a 4.9% yield.

"Yields of this kind are having an unsettling effect on the banking system. They have drawn money out of the hard-pressed savings institutions as well as out of the certificates of deposit issued by the commercial banks.

"This loss of funds to the banking system is only the most obvious problem. By tradition and necessity, the Federal Reserve is obliged to keep the market liquid enough to absorb any new government issue, including the agency issues. Because the market for these issues is narrow, it takes more nursing than the regular government market. Indeed, the need to facilitate the intermittent sales of batches of agency issues is one reason why the money supply has grown so fast and so erratically despite the Fed's attempt to enforce monetary restraint.

"More trouble can be avoided if the Administration stops the sale of the agency obligations—at least for the present—and increases its regular Treasury borrowing by an equivalent amount. The special agency issues appear to have been a bad idea, badly executed. There is nothing to be gained by pushing ahead with more of them."

INVESTIGATE GUARANTEED LOAN PROVISIONS, TITLE IV

At the same time we urge the subcommittee to start a study of the operations of the guaranteed bank loan provisions of Title IV of the Higher Education Act. If, as we suspect, the tightness of the money market has made these loans unattractive to the banks so that students in need of loans are unable to get them, we would urge the subcommittee to consider an alternative direct government loan program for presentation to the next Congress.

PREPARED STATEMENT OF GEORGE E. PROBST, EXECUTIVE DIRECTOR, NATIONAL COMMISSION FOR COOPERATIVE EDUCATION, NEW YORK, N.Y.

May I bring to your attention an important consequence of the inadequate financial appropriation in fiscal 1966 for Title III of The Higher Education Act of 1965.

INADEQUATE APPROPRIATION FOR TITLE III OF HEA OF 1966

The Higher Education Act of 1965 opened the way for financing by the U.S. Office of Education of the establishment at colleges and universities of work-study cooperative education programs. Under a provision in Title III, the Commissioner of Education was to make grants to colleges and univeristies "to pay part of the cost of planning, developing and carrying out cooperative arrangements which show promise as effective measures for strengthening the academic programs of developing institutions." As a result of testimony and evidence presented to the Senate Subcommittee on Education, one of the cooperative arrangements which was to be supported was work-study cooperative education. A provision in Title III states that funds are authorized for "development and operation of cooperative education programs involving alternate periods of academic study and business or public employment."

COOPERATIVE EDUCATION

Among the considerations that led Congress to include work-study cooperative education in The Higher Education Act of 1965 were: research shows that educationally valuable jobs that have been arranged by colleges and universities for students increase the motivation of these students to study; in the one-half of each year that the student spends in his job period the average earnings are $1,800 a year or more toward the cost of his or her higher education; colleges with a program of cooperative education are able to make maximum use of their physical plant and accommodate almost twice as many students; and, the cooperative program is an excellent vehicle through which the real changes in opportunities for the employment of disadvantaged youth may be communicated to students, faculty, and the community at large.

Dr. Ralph W. Tyler, Chairman of the National Commission for Cooperative Education and Director of the Center for Advanced Study in the Behavioral Sciences, who also was chairman of the Two-year Research Study on Cooperative Education, has stated its finding as being that; "Cooperative education gives a student an education qualitatively superior in some respects to a conventional college education. Cooperative students become more mature; and their records in graduate school and in employment show that cooperative education is a first-rate education." I attach a list of the officers and trustees of the National Commission.

U.S. Commissioner of Education Harold Howe II stated to your Committee on July 12, 1966 that, "This year, almost half of our college students are studying in institutions having an enrollment of less than 2,500. More than 1,700 of the 2,200 institutions of higher education fall into this category." It is important to make every effort to improve the educational services rendered by these institutions.

The establishment of cooperative education programs gives students the opportunity to have educationally valuable experiences in full-time jobs in business, industry, and government and can greatly contribute to improving the educational excellence of programs offered by colleges and universities. Some recent instances of this fact can be seen in the experiences of Wilberforce University and Alabama Agricultural and Mechanical College which have both recently undertaken cooperative education programs as a result of assistance given by the Ford Foundation. As a result of the experience that students have had thus far, Dr. Rembert Stokes, President of Wilberforce University, has stated that in his judgment "Cooperative education is of critical importance for a predominantly Negro college."

In view of the critical plight of those to whom opportunity for higher education is limited, it is indeed very unfortunate that the small appropriation of $5,000,000 in fiscal 1966 for Title III did not make it possible for the U.S. Office of Education to make any grants to institutions asking for the support to establish work-study cooperative education programs.

$55 MILLION FOR TITLE III

I should like respectfully to urge you and your Committee to do all that you can to have Congress authorize appropriation of $55,000,000 for fiscal year 1967 for Title III of The Higher Education Act of 1965. Such action would mean that Congress would appropriate the amount originally envisioned as needed

to carry out the various programs that are included in title III, with an indicated allocation to work-study cooperation education. If such an allocation were to be made, expansion of work-study cooperative education would not only be accelerated in four-year institutions but would also be hastened in community colleges, where the need is equally severe.

At the present time, there are slightly more than 50,000 students in college and university work-study programs. These students are earning more than $90,000,000 toward the cost of their higher education this year. Grants made by the U.S. Office of Education to establish additional cooperative education programs would have a very great dollar return in increasing the earned income students would have while going to school. Once a college is in a position of operating a full program of cooperative education, it would have a second student body on jobs away from campus while serving an equal number of students who are learning on campus. An arrangement that can almost double the annual tuition income for small colleges deserves encouragement and support. I hope that it will be possible for Congress to make $55,000,000 available for developing institutions and that it will then be possible for the U.S. Office of Education to make grants for work-study cooperative education programs than can assist greatly in meeting the immense educational and financial problems of higher education.

We shall be most pleased to furnish whatever additional information you may request about this most important matter.

OFFICERS AND BOARD OF TRUSTEES OF THE NATIONAL COMMISSION FOR COOPERATIVE EDUCATION, NEW YORK, N.Y.

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Director of Consultants: Mr. Roy L. Wooldridge, Dean of Cooperative Education, Northeastern University, Boston, Massachusetts, 02115.

Director of Research: Dr. James W. Wilson, Dean, College of General Studies, Rochester Institute of Technology, 65 Plymouth Avenue South, Rochester, New York, 14608.

PREPARED STATEMENT OF JOHN M. LUMLEY, DIRECTOR, DIVISION OF FEDERAL RELATIONS, NATIONAL EDUCATION ASSOCIATION

The National Education Association appreciates the opportunity to submit the following comments on the Higher Education Act of 1966 to the Senate Subcommittee on Education.

TITLE I FUNDS INADEQUATE

The Association supports the purposes of Title I of S 3047, the Higher Education Amendment of 1966, which extends the program for construction of academic facilities. However, we believe that the funds provided for in this bill are too meager to be realistic. The increasing freshman enrollments in recent years (18% in 1965) will certainly not lessen in the foreseeable future, especially with the incentive of the new G.I. bill. The requests for only $435 million for matching grants for undergraduate facilities, $60 million matching for graduate facilities, and $200 million for loans for graduate and undergraduate construction are modest to say the least. We hope the Committee will increase the authorizations for Title I to a more reasonable figure in light of the clearly established need.

DEVELOPING INSTITUTION FUNDS INADEQUATE

Part B of Title I, extending assistance to developing institutions, which has great potential for creative, imaginative progress in higher education, is actually the only new idea for federal assistance to higher education since the establishment of the Land Grant Colleges. The request for an authorization of a mere $30 million is woefully inadequate to meet the need for upgrading the small colleges which must be assisted to carry the load of increasing enrollments and more meaningful programs which is demanded of them. The alternative to strengthening the developing institutions is the further expansion of the sometimes already far-too-large and unwieldly institutions with the resulting depersonalization of students which is the root cause of much of the disturbing student behavior.

We believe a sound and sustained program for developing institution necessitates at least twice the amount of money than is proposed to be authorized in S. 3047 for this purpose.

OPPOSE TITLE II, S. 3047

We do not support Title II of S 3047, relating to Student Loan Programs, since we believe this proposal is contrary to the interest of institutions and students concerned. We urge the Committee to provide for the utilization of the full authorization of at least $190 million, preferably more, for student loans under the National Defense Education Act as presently in force. We urge further that the legislation be so worded that this NDEA loan program becomes permanent legislation, not subject to attempts to "phasing out" in the future. The unqualified success of the present basic NDEA loan program indicates clearly that it should be maintained and strengthened, not abandoned in favor of some untried, speculative program which can become an unstable, unreliable basis for providing student assistance, depending on the fluctuation in the private money market.

PARTICIPATION SALES PLAN, NDEA

We believe there is some merit, however, in the proposal made to the Committee by Commissioner Howe on July 12, 1966, which will provide additional student loan funds to institutions through the Federal National Mortgage Association. We have examined this proposal carefully and feel it is in the public interest, *provided it is not accepted as a substitute, now or at any time in the future, for the basic NDEA student loan program.*

The National Education Association's position in relation to federally financed student loan programs is based on two premises. First, philosophically, it is fitting and proper that the Federal Government make direct and substantial contribution to the education of its citizens through appropriated funds. The investment of federal tax money in the education of individual citizens through scholarships, fellowships, work-study programs and federally financed student loans indicates a realization on the part of the government that it does have a direct responsibility for assisting individuals to achieve educational opportunity, since such educated citizens are of basic benefit to the national well-being. Second, practically, the provision of additional private funds through the Federal National Mortgage Association may make loan funds available through institutional channels to less needy students than those aided by the NDEA program, thus aiding more individuals. We reject any intent to rely exclusively on the FNMA program, however, since the speculative nature of the venture—and the possible unavailability of funds which might occur for a variety of reasons—would be a disaster to the needy student without the NDEA program but would be perhaps only an inconvenience to those in better personal financial status.

There may be a question of certain state constitutional provisions which prohibit state institutions from borrowing money as is proposed in the FNMA program. In light of the situation it is more than ever imperative that the basic NDEA student loan program be maintained and, if possible, increased.

OTHER AMENDMENTS

In the event that the Committee considers amendments to other Titles of the National Defense Education Act of 1958, as amended, we would urge the position of the Department of Audio-Visual Instruction, as presented to the Committee on July 13 by Dr. Charles F. Shuler, in relationship to strengthening the language of Title VI of the NDEA be adopted.

We further urge that Title III of the NDEA be amended by adding "industrial arts" in Sec. 303(a)(1) after the word "geography" and adding after the words "or both"—"of such equipment and materials (but not athletic equipment) suitable for use in providing classroom instruction in school health and physical education in such schools." Sec. 303(a)(5) of this Title should also be amended by adding the words "industrial arts, school health and physical education" after the word "economics." The authorization should be raised from $100 million to $110 million.

We also urge that Title XI of the NDEA be amended by adding the words "school health and physical education" after the words "industrial arts."

The provision for institutes for school library personnel, deleted from the Act by the 1965 amendments, should be restored to Title XI.

The authorization for Title XI should be increased from $50 million to $75 million.

These amendments are intended to complete the extension of the equipment and teacher institute provisions of the NDEA to important parts of the school curriculum not presently covered. As the NDEA has been expanded, the exclusion of industrial arts and health and physical education from the listing of subject areas for which federal funds can be secured for matching local funds for equipment has put these integral parts of the school curriculum at a distinct disadvantage. It is logical that local school boards will commit their equipment budget funds to those areas of the curriculum for which federal matching funds are provided—thus leaving little or no local funds for equipment in unmatched programs. The fear that the high cost of equipment for industrial arts will use up the federal funds for this title entirely for this program is unfounded. The decision as to the use of the funds is made at the local, not federal level. It should be noted also that the inclusion of school health and physical education specifically excludes athletic equipment. The intent of this extension is to give health and physical education classes at the elementary and secondary school level the same opportunity to have modern equipment such as nutrition and physiology charts, measuring devices, and physical fitness equipment equal to that of other parts of the school curriculum. The campaign of the President's Committee on Physical Fitness, which through television and other media urges parents to insist on physical education programs in the schools is highly commendable—but frustrating to school authorities who cannot justify to themselves or the local taxpayers the expenditure of unmatched local funds for the necessary equipment.

The extension of the teacher institute program to include health and physical education is also necessary in order that teachers in these subjects have the opportunity for up-dating their training. There is a continuing shortage of girls' physical education teachers. There is increasing recognition of the value of physical education for young children, especially those in urban areas—yet there is little attention given to training personnel to meet these needs.

Institutes for school librarians, at one time covered by the NDEA institute title, were dropped from this title when the greatly expanded library program was enacted. We believe that the institutes for school librarians should be restored to the NDEA institute program. The emphasis under the Library Services and Construction Act is on college, community, and technical library training. School librarians require a different type of training program, with more emphasis on child relations perhaps, than is normally required of technical or college librarians.

The suggestion has been made that all categories listed under Titles IV and XI be eliminated. We feel this is unwise since then there would be no Congressional directive to the U.S. Office of Education as to the variety of institutes which should be provided with the appropriated funds. We believe leaving the choice of institutes to be funded entirely to the discretion of the Commissioner is a dangerous form of potential federal bureaucratic influence on the curriculum that is most undesirable.

REPRESENTATIVE MEEDS AMENDMENT

Legislation to accomplish the objectives of the NDEA amendments herein proposed, plus authorization of additional funds for Titles III and XI, has been introduced by Representative Lloyd Meeds (D-Wash.) and several other members of the House of Representatives. A great many members of both the Senate and the House have written to members of the Association for Health, Physical Education and Recreation pledging their support for the amendments. We do not believe that there is any opposition to them.

Again, thank you for the opportunity to express the position of the National Education Association on the bills relating to the Higher Education Act and the National Defense Education Act.

PREPARED STATEMENTS OF WILLARD B. SPALDING, DIRECTOR, COORDINATION COUNCIL FOR HIGHER EDUCATION, STATE OF CALIFORNIA

The Coordinating Council for Higher Education has not examined S. 3047 or H.R. 14644 in detail. The following comments should be viewed as my personal opinions in respect to the Higher Education Amendments Act of 1966.

First, and here I am confident that my opinions coincide with those of the Council, the general intent of providing federal funds to support public and private higher education is wholly laudable. National needs will continue to be met most satisfactorily as more well educated manpower is available.

Second, providing funds to enable State Commissions to carry on "comprehensive planning to determine the construction needs of institutions," as proposed by Section 102, Part A, Title I, of S. 3047, is the key to wise use of all resources available in each state for capital outlay in higher education. On the basis of experience in California, future revisions of the Higher Education Act could profitably include comprehensive planning in other areas. I question strongly, however, whether the $4,000,000 authorized by S. 3047 is enough to achieve the goal sought.

California has had considerable experience in long range planning of capital outlay for our 18 California State Colleges and the 9 Campuses of University of California; extremely limited experience in such planning for our 77 junior colleges and our over 80 private colleges and universities. We know that comprehensive planning requires accurate projections of enrollments at all levels and at all campuses. Developing sophisticated procedures to do this is costly and this would be one of the first places the Coordinating Council would use such federal planning funds.

We also know that orderly comprehensive planning requires accurate anticipation of what will be taught on each campus, for buildings are constructed for specific purposes. Space utilization standards are required, so that each institution's needs are appraised on the same basis as those of any other institution.

I suggest at least $10,000,000 for comprehensive planning, a modest sum when compared with the total expenditures proposed for higher education.

Third, I question the desirability of reducing authorizations for funds for the construction of graduate academic facilities. When the California Master Plan for Higher Education was written in 1960, 28,000 graduate students were predicted for 1965–66. The actual number was 61,000, an over enrollment of 120%. The tremendous surge toward graduate education is sure to continue. More, rather than less, funds are needed here.

Fourth, the Higher Education Facilities Act of 1963 contained a statement regarding the maintenance of current effort. I note that S. 3047 and H.R. 14644 make no provisions for changing this section.

Since 1957, the State of California has constructed almost all of its higher education construction from bond funds voted by the people. Well over a billion dollars has been voted to construct facilities at State Colleges and the University of California. In addition, junior college districts have voted local bond issues for construction purposes. An exact figure is not available, but I would estimate that it is over $500,000,000. Thus the total state and local debt for higher education is quite great. A State bond issue for $230,000,000 more will be on the ballot this November. Overall annual cost (both state and local) for interest and principal payments are substantial and will increase.

Since 1957, the State of California has constructed almost all of its higher education which omits current costs, for interest and principal payments, works severe hardships on those states which have endeavored to anticipate their needs through the use of bonds, for it calls upon them to carry past and present burdens at the same time.

Further, since each public institution or each private one must provide a major share of the cost of each facility, I cannot understand what good is served by a maintenance of effort requirement. The sharing formula represents a true partnership in higher education and recognizes the responsibilities and the gains which each partner shares in this important enterprise.

I suggest that current maintenance of effort be defined as the sum of current expenditures for capital outlay for higher education, current expenditures for interest on bonds for capital outlay for higher education and current expenditures for principal payments on bonds for capital outlay for higher education.

Fifth, I do not believe that the policy of shifting more of the burden of financing higher education to the student is in the national interest. Loan programs are designed to require students to pay at a time in life when they will also be paying for new families, new homes, and new public services and the costs of all seem likely to increase substantially, if present trends continue. If trends become deflationary, the student will be in worse shape, for he will be paying off an inflated loan with deflated dollars.

I suggest strongly that grants be used in place of loans. State plans can be developed so that each college or university can use its existing procedures to make grants.

California has a long history of tuition free public higher education. It was among the early states to establish a scholarship program for graduates of its high schools. Continued national policy to shift the burden of support of higher education to the student can erode what has been accomplished here.

Sixth, I suggest you examine the extent to which present policies in respect to guaranteed loans are accomplishing the goals desired. Cheap money is becoming harder to get as interest rates rise. For what purposes are funds secured from loans actually used? To what extent does the use of private organizations to administer the state's loan program actually increase the costs to the college and/or the student?

I recognize that my fifth and sixth comments come too late to affect action this year, but I hope that they can be considered fully when the Higher Education Act of 1967 is being prepared.

PREPARED STATEMENT OF CLARENCE A. PHILLIPS, CHAIRMAN OF THE BOARD, HEALD'S COLLEGE, SAN FRANCISCO, CALIF.; PRESIDENT, UNITED BUSINESS SCHOOLS ASSOCIATION, WASHINGTON, D.C.

Mr. Chairman and members of the subcommittee, my name is Clarence A. Phillips. I am chairman of the board of Heald's College, San Francisco, Calif. For more than forty-five years I have been associated with business education.

Also, I am President of the United Business Schools Association to which belong nearly 500 of the quality post-secondary independent business schools and junior colleges of business. UBSA itself was founded in 1912 but many member institutions, including Heald's College, have been serving students for more than 100 years.

UBSA itself is an affiliate of the *American Council on Education.* At least one administrator in every UBSA school is a member of the *American Vocational Association.*

STATEMENT OF POSITION

1. We endorse and urge favorable consideration of the provisions extending grants and loans under the Higher Education Facilities Act of 1963.
2. We endorse and urge favorable consideration of the extension of the National Defense Education Act.
3. We wish to express our concern for what might be the inadvertent noninclusion of the National Vocational Student Loan Insurance Act of 1965 (P.L. 89–287) with respect to certain proposals in Title II dealing with teacher incentive forgiveness proposals.
4. We respectfully point out to the Committee the array of Federal programs of student financial aid or benefit which include students enrolled in accredited, proprietary institutions.

EXTENSION OF THE HIGHER EDUCATION FACILITIES ACT

Although only slightly more than 10 per cent of the institutions holding membership in UBSA are nonprofit institutions we are pleased to report that a number of these institutions are now participating in and have received grants and loans pursuant to the Higher Education Facilities Act of 1963. One of the requirements of this Act is that the institution be accredited by a "nationally recognized accrediting agency."

We feel that it is indeed a tribute to the efficacy of accreditation by the Accrediting Commission for Business Schools which has had such recognition from the USOE for more than ten years that these schools have been able to qualify for grants and loans under HEFA. We feel the trust reposed in ACBS by the USOE has been justified. The responsibilities of ACBS as the recognized accrediting agency for independent business schools will continue to expand in the light of the host of Federal programs of student financial assistance which have been recently enacted or expanded.

EXTENSION OF NDEA

It is our position that the National Defense Education Act has a very special place in the total structure of student assistance. It is geared to student *need* and, thus, should be distinguished from the two newer loan guarantee programs enacted by the Congress last year.

In support of our position we offer as Exhibit "A" a letter from the President of McKenzie College in Chattanooga, Tennessee, urging continuation of the NDEA student loan program. This letter was published at page 5896 in the Congressional Record of March 17, 1966. It tells how the NDEA student loan program is providing realistic assistance to needy students from the Appalachia region so they can attend McKenzie College, which is accredited by the Accrediting Commission for Business Schools.

NONINCLUSION OF NATIONAL VOCATIONAL STUDENT LOAN INSURANCE ACT OF 1965

In three separate instances this year there has been what might be an inadvertent omission of any reference to the National Vocational Student Loan Insurance Act. In each case there was a specific reference to the Title IV B guarantee loans of the Higher Education Act of 1965. As the Committee knows, the Vocational Student Loan program has language almost identical with the Title IV B language.

Thus, when amendments are proposed for Title IV B loans or reference is made to them we respectfully submit that the same should apply to vocational student loans. The three instances are—

(1) The loan reimbursement payments for teachers under Title II of S. 3047.

(2) The loan moratorium amendment for VISTA volunteers under Title VII of the Economic Opportunity Act of 1964 as proposed in H.R. 15111 which would amend Section 427 of the Higher Education Act of 1965.

(3) Omission of the vocational student loan program from the list of those acts making specific reference to Peace Corps volunteers contained in the section by section analysis accompanying S. 3418 appearing in the Congressional Record of May 26, 1966, at page 11004.

We are fearful that these examples point out the possibility that the parallel language of the two student loan programs which was the intent of Congress at the time of enactment will not be preserved. We therefore, urge the Committee to reflect in its report concern for this problem and that the Committee recommend in such proposals that the two acts be kept in parallel.

We submit as Exhibit "B" letter dated June 17, 1966, to R. A. Fulton from the Deputy General Counsel of the Peace Corps.

In the event that the NDEA is amended as proposed in Title II of S. 3047 we feel it would indeed be an unfair and unjustified omission to exclude a student with a vocational student loan from the benefits of loan reimbursement payments for teachers.

As the Committee knows, there is a growing articulation and transition between proprietary business schools and the four-year degree granting colleges. There is also an alarming shortage of business education teachers. Programs of transfer with credit hour recognition for courses completed in accredited proprietary business schools are now underway. Thus, it is possible for a student who originally enrolled in a business school and who later expanded his vocational and professional aspirations to transfer with credit to a bachelor degree program including certification as a business teacher.

It would be unfair to deny such a teacher the benefits of loan reimbursement payments merely because such a teacher began his education with a loan bearing the label of "Vocational Loan" instead of a Title IV B or NDEA loan.

We sincerely hope that the omissions referred to were inadvertent and not deliberate. We also hope that future inadvertencies can be avoided.

FEDERAL FINANCIAL BENEFITS FOR STUDENTS IN PROPRIETARY SCHOOLS

We respectfully list eight Federal programs of student financial aid and benefit which include students in proprietary educational institutions. In all of these programs it is the need of the student combined with the quality of the educational program (usually accreditation) which governs and not the corporate structure of the institution. It is no bar to student benefits that the institution is proprietary under the following Federal programs:

(1) War Orphans' Educational Assistance; 38 U.S.C. 1701 et seq.

(2) Veterans' Readjustment Benefits Act of 1966; P.L. 89–358 [See Sec. 1652(c)].

(3) Social Security Amendments of 1965; P.L. 89–97 [See Sec. 202(d)(8)(C)].

(4) Federal Employees' Compensation Act; P.L. 89–488.

(5) Income Tax Deduction for Student Dependents; 26 U.S.C. 151(e)(4).

(6) National Vocational Student Loan Insurance Act; P.L. 89–287.

(7) Survivorship Annuities under Civil Service Retirement Program; 5 U.S.C. 2251–2268 [See Sec. 2251(j) definition educational institution] [See Sec. 2260(d) dependent student].

(8) Indian Loans for Vocational School Tuition; 25 U.S.C. 471.

Therefore, while we agree with Commissioner of Education Harold Howe II that the NDEA should be extended, we most respectfully disagree with the completeness of his statement in his testimony to this Subcommittee on July 12, 1966, when he said the objective of the new financing proposal "is to provide a NDEA loan to every needy student who requires it."

There are approximately 100,000 students enrolled in independent business schools accredited by the Accrediting Commission for Business Schools. Less than 20 per cent of the accredited business schools are nonprofit in corporate structure. Thus, students enrolled in the remaining 80 per cent of accredited independent business schools are excluded from access to the NDEA student loan program.

This exclusion is not related to the need of the student or of the quality of the institution's program. It merely is on the basis of corporate structure of the institution; that is, the institution is proprietary in form.

Thus, it can be seen that there are needy students enrolled in accredited institutions but who do not have access to the NDEA student loan program. This Committee in its Report No. 1275 of July 31, 1964, said:

"Approximately 20 per cent of the students in accredited business schools have enrolled after having one or more semesters of study in four-year colleges or universities." Page 3.

According to a report by the American Council on Education, Volume XV, No. 23 of July 14, 1966, 65 per cent of students finish a four-year college program. What about the other 35 per cent?

As the Committee has noted, accredited business schools offer a realistic quality program for students who drop out of a four-year college program. Very likely these college dropouts or transfers are very much in need of financial assistance for this "second chance." It is realistic to point out that certainly a representative percentage of the 100,000 students enrolled in accredited proprietary business schools are "needy." Yet, the bulk of these students are denied access to the NDEA loan program. Not because of the quality of the educational program and not because of student need, but merely on the grounds that the institution itself is organized as a proprietary rather than a nonprofit corporation.

Such a bar does not exist in the other specialized Federal programs of student assistance listed above nor has it prevented such institutions from contributing to the success of other educational programs for many years. Among the many programs through which "under contract training" is conducted by proprietary business schools are—

(1) Indian Adult Vocational Education; 25 U.S.C. 309.

(2) Vocational Rehabilitation Act of June 2, 1920, as amended 29 U.S.C. 31 et seq.

(3) Manpower Act of 1965; P. L. 89–15 [See Secs. 102(6) and 231].

(4) Economic Development Administration; P. L. 89–15 [See Sec. 241].

(5) Economic Opportunity Act of 1964; P. L. 88–452 [See Secs. 103 and 207].

(6) Government Employee's Training Program (P. L. 85–507) 5 U.S.C. 2301–2319: [See Sec. 2302(7)]. [See also P. L. 89–478 authorizing variation in Federal Employees 40-hour work week.]

(7) Vocational Education Act of 1963; P. L. 88–210, Sec. 8(1).

It is our understanding that there are not now before the Committee any proposals which would amend the terms of student eligibility. We, therefore, point out the above facts to the Committee for future consideration. We look forward to the day when such proposals may be considered and to such time when we can testify more fully and completely at this point.

At such time that there is a re-examination of the terms of student eligibility we feel that a commentary by the present Secretary of Health, Education, and Welfare the Honorable John W. Gardner is pertinent. Secretary Gardner pointed out in 1960 that:

"All the organizational arrangements, all the methods and procedures that characterize American education today were originally devised to help us accomplish our purposes. If they no longer help us, we must revise them. The arrangements and methods must serve us and not control us." Goals for Americans, page 88.

As a general proposition we feel that there is a justifiable distinction between necessary organizational arrangements defining present public policy on grants and subsidies to public and nonprofit institutions for institutional support and procedures governing eligibility of students for personal financial assistance.

CONCLUSION

We sincerely urge the Committee to consider favorably:

1. Extension of the Higher Education Facilities Act of 1963.
2. Extension of the National Defense Education Act.

We also hope that the Committee shares with us the view that there is a need to maintain parallel statutory language in the Title IV B student loans of P. L. 89–329 and the Vocational loans of P. L. 89–287. Additionally, we look forward at the appropriate time to the opportunity of contributing to any considerations for amending arrangements and methods governing the terms of student eligibility for any programs of student assistance from which students in accredited proprietary business schools are now excluded.

We thank the Committee for this opportunity to express our views.

EXHIBIT A

McKENZIE COLLEGE,
Huntsville, Ala., March 12, 1966.

Hon. EDITH GREEN,
House Office Building,
Washington, D.C.

DEAR MRS. GREEN: May I add our voice to those urging a continuation of the National Defense Student Loan Program as presently constituted. McKenzie College is a nonprofit institution, accredited by The Accrediting Commission for Business Schools as a two-year business school. We have been awarded a fund of $100,000 for the current college year under this program, and it has been put to excellent use.

Approximately 75% of the fund has to date been committed to about 100 students in McKenzie College. Since this institution has always catered primarily to young people right out of high school in the largely rural, and sometimes quite distressed, areas, I am convinced that these youngsters would not have been able to go to college anywhere were it not for this NDEA fund assistance.

We have applied for twice the above amount for next year because of the tremendous need in our section (it borders the Appalachia region). In our current recruiting program we are finding two to three times as many who will need this help as we did las year. In our function of locating bright, deserving young people in our area of service, we bring them into our community, train them in one to two years, and then help place them in good jobs. We are currently receiving around ten calls for good jobs for every one person we have to send out. These young people, for the most part, have neither the time nor the funds for a 4-year college education. We are, therefore, filling a real need for the type of student for which many of the federally sponsored programs in education today are designed.

The guarantee loan programs enacted last year still have not been implemented, and we are unable to obtain any real information regarding them. Cutting off the NDEA program now would, therefore, work a real hardship on several hundred youngsters in this section who have been counting on this aid and who probably would be unable to attend without it.

Thank you for your consideration.

Very truly yours,

ROY McKENZIE, Jr., *President.*

EXHIBIT B

PEACE CORPS,
Washington, D.C., June 17, 1966.

Mr. R. A. FULTON,
Executive Director and General Counsel,
United Business Schools Association,
Washington, D.C.

DEAR MR. FULTON: Senator J. W. Fulbright has referred to my office a copy of your June 7, 1966, letter to him regarding the omission of the National Vocational Student Loan Insurance Act of 1965 (20 U.S.C. § 981 *et seq.* (1964)) from the list of those acts making specific reference to Peace Corps Volunteers and Volunteer Leaders contained in the Section-by-Section Analysis of the Proposed Act to Amend Further the Peace Corps Act. You are certainly correct that section 8(a)(2)(C)(iii) of the National Vocational Student Loan Insurance Act specifically refers to persons in service as Volunteers under the Peace Corps Act. I am sorry for this oversight and have communicated this information to both the Senate Foreign Relations Committee and the House Foreign Affairs Committee.

Thank you very much for having this oversight called to our attention. I hope that it has not caused any inconvenience to you. If I can be of further assistance in this matter, please feel free to call upon me.

Sincerely,

ANTHONY F. ESSAYE,
Deputy General Counsel.

PREPARED STATEMENT OF THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS, NATIONAL EDUCATION ASSOCIATION

STATEMENT ON THE NATIONAL TEACHER CORPS

A barracuda bite or a minnow nibble?

An innovation with impact or another fast-fading gimmick?

Which will the new National Teacher Corps be? That will depend largely on the quality of planning for it and the spirit with which the teaching profession participates.

For this reason the National Commission on Teacher Education and Professional Standards (NCTEPS) wishes to make widely known its enthusiastic endorsement of the Teacher Corps idea and to offer suggestions for making the idea work.

The National Teacher Corps gives teachers and prosective teachers an opportunity to apply their talents to improving the quality of education "where quality is most needed and in short supply—in the city slums and areas of rural poverty." [1]

The Corps offers the nation one more way to break into the cycle of educational, social, and economic deprivation. It offers teachers the extra help, money, and confidence they need to reach and teach the child of poverty—to give him hope, knowledge, and skill.

The Corps is a means for experienced teachers to develop themselves personally and professionally. It is an opportunity for recent college graduates to enter teaching in an exciting way, with responsibility combined with special training and close supervision. The new program is also an opportunity to demonstrate in action the vitality and effectiveness of many key ideas often proclaimed by educators.

The opportunities are exciting. The preliminary guidelines prepared by Teacher Corps staff and consultants appear, in general, to be sound. However, the next few months will be decisive as to whether the program will realize its potential or sink into the status quo and irrelevancy. During these next months the Corps will name its permanent staff, choose colleges to provide preservice and in-service training, select the first corpsmen, and choose the school districts to participate. The colleges will plan the preservice and in-service training programs; the schools will submit proposals for using the Corps. Teachers and prospective teachers will decide whether to apply. School districts and their staffs will get ready, and the corpsmen will enter and complete the preservice training and start to work.

The TEPS Commission addresses the ideas which follow to all who will and should influence these events.

Staff of the Corps

The national staff must win the confidence of school and college people. They must also communicate the promise and meaning of the Corps to Congress, teachers and administrators, the public, and prospective corpsmen.

To do these things the staff must have the obviously desirable traits of intelligence, imagination, openness to new ideas, and administratve skill. The staff should include people who have had experience working in successful innovative teacher education programs and in school and community programs in urban and rural slums.

Involvement of classroom teachers

Classroom teachers should have an important voice in the planning and conduct of the program. Teachers have understanding and insight which are needed to plan and carry out a program such as the Teacher Corps. Decisions without such understanding and insight will tend to be unsophisticated, unrealistic, and threatening to teachers. At the national level, teachers should help in revising guidelines, selecting corpsmen, and choosing participating colleges and school systems. At the local level, classroom teachers should help to decide whether the district should apply to participate in the program, how corpsmen can best be used, the nature of the preservice and in-service training programs, and the

[1] From a speech by President Lyndon B. Johnson to the NEA Representative Assembly, July 2, 1965.

ground rules for the Corps and corpsmen in relations to existing school policies and programs.

Other educators also should have an important part in the planning and conduct of the program. The Corps needs competence and ingenuity, which are not exclusive traits of individuals who hold particular positions in education and which come best from the participation of many kinds of people, including those outside the ranks of educators. Nevertheless, the importance of involving classroom teachers receives special emphasis in this statement because such involvement is often overlooked and because teachers are increasingly impatient with paternalism and eager to be dealt in on education decision making.

Relationships between the Corps and existing programs

The idea that the Corps is to supplement, enrich, and extend the present school program, not supplant it, is central. The Corps program will make it possible for good teachers to do some of the kinds of things they have long wanted to do (for example, more contact with families and more individual work with children).

Whenever possible, the corpsmen who are experienced teachers should work in their home school district. They will know the community and the school system and many of the other teachers and administrators. The insider will be more likely to succeed in initiating constructive change than the outsider. If many or most of the experienced teacher corpsmen are kept in their home districts, the existing faculty will be less likely to view the Corps as an alien army.

Many teachers should have a part in planning for the Corps program; most should have some opportunity to work directly with corpsmen; all should be informed in detail about the program and its purposes. Unfamiliarity and the feeling of being on the outside looking in lead to suspicion and hostility. It will also be easier to recruit well-qualified experienced teachers if many of them can remain in their present homes and school systems.

The Teacher Corps staff and school and college officials should also take great care that the existence of the Corps does not wash out existing training programs which are imaginative and effective. In recent years teacher educators have developed a number of innovative programs. Some of these are designed to prepare prospective teachers for work in slum schools. Some are Master of Arts in Teaching and fifth-year internship programs. Few if any of the existing programs offer as much salary and other financial benefits to the interns or experienced teacher-supervisors as will the Teacher Corps. The existing programs lack the newness and glamour of the Teacher Corps.

Good ideas from the existing programs can enrich the Corps program, and the Teacher Corps in turn can lead to constructive changes in present programs.

In order to ensure such mutual benefit, the Teacher Corps staffs in schools and colleges and the regular staffs should maintain close relationships and encourage intervisitation and joint evaluation of both old and new programs.

School-college relationships

School-college relationships are often more ceremonial than real. Roll-up-the-sleeves type working relationships are the exception rather than the rule, yet the Teacher Corps is most likely to succeed if schools and colleges collaborate in planning and conducting every phase of the program.

The schools should participate in the planning of the summer preservice training programs as well as in the in-service programs during the regular school year. Similarly, the colleges should participate directly and substantially in planning and carrying out the in-service phases of the program. Neither the school systems nor the colleges should operate unilaterally or independently. To do so would be reliving the mistakes of the past. But to collaborate requires that school and college people be more open to change and to give-and-take than they often have been in the past. Both need to be willing to alter existing ideas and programs.

Recruitment and selection

Energetic recruitment and imaginative, broad gauged screening and evaluation criteria and procedures are necessary if the Corps is to have the high-caliber personnel it needs. As in the Peace Corps, emphasis in recruitment should be on direct, face-to-face contact—through visits by recruiters to college campuses and school districts.

The conventional criteria for selecting teachers—grades, recommendation of college professors, achievement tests covering content of education courses, personal characteristics determined in a brief interview—will hardly be adequate for the Teacher Corps. Neither will the typical checklists of desirable and vague characteristics—pleasing personality, neat appearance, emotional stability, fondness for children, dedication.

Corps officials should ask experts in the schools and colleges to develop imaginative new ways to screen candidates. For example, performance tests in controlled situations (adapting the micro-teaching in use in the teacher education program at Stanford University, or using electronically simulated situation tests) would help to assess the qualities of intelligence, openness to cultural difference, flexibility, and sensitivity which are desired in Teacher Corps participants.

Corps officials should also turn to experts to develop means to assess the performance of participants and the success of the program. The Teachers Corps presents a real opportunity to reject the prevalent "it can't be done" notion about assessment and to dig for ways to do the job.

Relevant preparation programs

Traditional approaches to teacher education are not likely to be adequate for interns or experienced teachers. The Corps needs new approaches, but planning should not start from scratch without reference to what has been learned about teacher education in the past hundred years, particularly in some of the experimental programs of the past decade.

The colleges, working collaboratively with the schools, have an opportunity to overcome the lack of relevancy of training programs to practice that has always plagued teacher educators and their clients.

Preservice training programs should take the corpsmen and the college faculty into slum communities and schools for extended periods. The corpsmen in training and their trainers should, if possible, live for a period of time in the community, should talk to the poor, visit homes and community agencies, and learn how to view the slum community as an insider rather than as a detached, outside observer.

Both preservice and in-service programs should be primarily clinical rather than didactic in approach. The laboratory (the slum community and school) should be the center of rather than an appendage to the academic program.

Seminars built around problems will help to establish the closest possible relationship between problems in the field and relevant theory more effectively than will a proliferation of separate courses.

Relevance can be promoted if the training programs take into account the inevitable differences in background and ability of participants and provide for independent study, individual counseling, tailormade schedules and academic programs.

The relevance of training to practice can also be promoted by using both school and college teachers on the staffs of the preservice and in-service training programs.

Other ideas for those planning training programs are these: (*a*) Problems of children and adolescents in slum schools require heavy emphasis in the training program on knowledge and skill in teaching reading, writing, listening, and speaking. (*b*) Because of the influence of cultural differences on what children and teachers do, Teacher Corps participants will need specific and extensive study of the culture of the groups represented in the area. (*c*) Both interns and experienced teachers will need to observe and analyze similarities and differences between educational problems of disadvantaged children and those of other children. (*d*) Specific training in supervision is necessary for experienced teachers, even though they may be superior teachers. (*e*) The teams of specialists who plan and conduct training programs should include social psychologists, social workers, psychologists, and others outside the field of professional education.

Whenever possible, the preservice and in-service training programs should be in the same college to provide continuity between the two phases of study.

Whenever possible, the college providing the training should be in or near the school system in which the Corpsmen will work. For a Rocky Mountain college to prepare corpsmen for New York or a Pacific Northwest institution to prepare participants for schools in the hill country of Kentucky makes little

sense. Weather and sightseeing opportunities should not determine the selection of summer preservice training programs, either by the Corps or the individual applicants.

New concepts of supervision

Too often, supervision of student teachers, interns, and beginning teachers is hurried, casual, trivial, and frightening to the person being supervised. Blackboard posture and bulletin-board neatness are sometimes treated as being central rather than peripheral matters.

Supervision in the Teacher Corps should be a systematic, cooperative study of educational and instructional problems by senior and junior colleagues. Supervision should help the neophyte study and modify his own behavior. Video and audio taping and various schemes for recording and analyzing classroom behavior can be used to advantage.

While the supervision should be close and continuing, it should not be smothering or oppressive.

Time is essential for effective supervision. The work and study loads of the interns and the work load of the supervisors must allow adequate time for analyzing and discussing teaching problems.

Certification

Certification need not be a problem. In some states an effective procedure already exists for interns and others who are working in the schools—for pay, with supervision and less than full responsibility—as part of a teacher preparation program. However, in many states the certification agency will need to make special provision to issue a temporary or special certificate good only for the intern's tour of duty in the Teacher Corps. The intern who successfully completes two years of supervised teaching in the Corps and the accompanying academic program should be eligible for regular initial certification in nearly all states. The training programs should be planned to make this possible.

The requirements for the Teacher Corps' experienced teachers are sufficiently high that they should have no difficulty qualifying for regular certification in any state. Certificates to cover the one- or two-year period of an experienced teacher's service in the Corps should be issued on an almost automatic basis, with a minimum of red tape and cost either for the applicant or the state agency.

Will a large number of talented, well-qualified teachers with a master's degree and several years of experience join the Teacher Corps for one or two years? The TEPS Commission does not know, but hopes so.

Will a large number of talented recent college graduates and others interested in preparing to teach join the Teacher Corps? The TEPS Commission does not know, but hopes so.

The appeal of social service and the excitement of innovation can be strong attractions. The security of the known and uncertainty about the nature of the new program will be deterrents. While the program has some of the same appeal as the Peace Corps, nothing should be taken for granted. Professional organizations should make dramatic and vigorous efforts to inform their members of the exciting opportunities for career development in the Teacher Corps. College and university faculties should encourage a number of their most promising seniors and recent graduates to apply. The Corps staff should organize a well-focused campaign of direct recruiting on college campuses and in local school systems.

Will the profession accept the Teacher Corps in an open and constructive spirit? The TEPS Commission does not know, but hopes so. We urge the profession to view the Teacher Corps, not as an alien idea or a clever scheme to subvert high standards, but as an unusual and positive opportunity.

Fast and effective action by Teacher Corps officials and leaders of the profession is needed to provide accurate information and to build understanding and support.

To these ends, we recommend the following:

To State teachers associations

Through the association's publications and conferences, get accurate information about the Teacher Corps to the membership as quickly as possible and develop positive understanding about the nature and purposes of the program.

To State commissions on teacher eduction and professional standards

Issue a statement in support of the Teachers Corps, suggesting guidelines appropriate to the state, or endorse this statement from the National Commission.

In conjunction with local TEPS committees, organize a campaign to find and encourage applicants for the Teacher Corps.

Offer advice and counsel to colleges, universities, and school systems which are planning Teacher Corps programs.

Find appropriate ways to ensure high standards in the preparation programs, field experiences, and evaluation of the Teacher Corps.

To college and university faculties

Encourage talented seniors who may be interested in teaching to consider applying for the Teacher Corps.

Meet with officials of school systems in the area to discuss ways in which Teacher Corps participants might be used effectively in those systems.

To the 1,000 student NEA chapters

Cooperate with Teacher Corps recruitment efforts. Encourage interested students to apply.

Organize a meeting for all interested students at which teachers discuss problems and satisfactions of teaching in disadvantaged schools.

During the academic year 1966–67, invite Teacher Corps participants to campus meetings and discussions designed to inform faculty and students about the Corps.

To local teachers associations and their TEPS committees

Get information about the Teacher Corps to all members.

Encourage interested, qualified teachers to apply.

Issue a statement in support of the Teacher Corps, or endorse this statement.

If there are disadvantaged schools in the district, initiate discussions with representatives of the school administration about the feasibility of the school district applying to participate in the Teacher Corps program.

If the Teacher Corps is to operate in the school district, support its members, insist on careful planning at the district level, encourage innovation in approaches to teaching the disadvantaged, invite objective evaluation of results.

Ask the administration and district board of education to make special arrangements for granting leaves of absence to experienced teachers who are accepted by the Teacher Corps and to take necessary steps to protect an individual's personnel benefits (e.g., retirement, insurance) and his place in the school system. If necessary, seek changes in state regulations to make such arrangements possible.

To the Teacher Corps officials

Place major emphasis on face-to-face recruitment in school systems and on college campuses, following the example of the direct recruitment approach used successfully by the Peace Corps.

Work with official representatives of state and local teachers associations in planning and conducting the program, as well as with school district and college officials.

To State departments of education

Provide for the issuance of temporary or special certificates to Teacher Corps interns, good only for an individual's two-year period of service in the Corps.

Provide for automatic or nearly automatic issuance of regular teaching certificates to experienced teachers from other states who will participate in the Teacher Corps. These certificates should be issued to cover the period of a teacher's service in the Corps. This recommendation assumes that the experienced teacher participant holds a regular certificate in his home state and has a master's degree or equivalent and at least three years of teaching experience.

Consult with the state commission on teacher education and professional standards and the state advisory council on teacher education in developing certification policies and procedures for both the interns and the experienced teachers.

Appendix

A Few Facts About the National Teacher Corps (Taken From Fact Material Provided by the National Teacher Corps Office)

Members.—Members of the National Teacher Corps will join regular staffs of "poverty schools"—schools where at least half the students come from families whose annual income is below $3,000.

Most National Teacher Corps members will work in teams, with an experienced teacher leading from one to five beginning teachers. A few experienced teachers will work alone.

The Corps will recruit 3,750 members for the 1966–67 school year. One-fourth will be career teachers—men and women with a master's degree or equivalent and several years of experience, preferably in poverty areas. Career teachers may sign up for one or two years of service. Three-fourths of the members will be teacher-interns—college graduates with little or no teaching experience. Teacher-interns will serve for two years.

Training.—The 3,750 corpsmen will be in preservice training programs during the summer of 1966 in some sixty colleges and universities. During the two-year period of service, the teacher-interns will combine tuition-free academic study leading to a master's degree with work in the schools and community.

Duties.—Duties of the teacher-interns will vary greatly from district to district but will probably emphasize work with individual, children, parents, and community agencies. They will work outside as well as inside the classroom and school. The experienced teacher-supervisors will devote full time to working with the interns assigned to their teams and to providing a liaison between teachers and administrators in the school district, the university, and the teacher-intern group. The experienced teachers will spend full time teaching and doing related work in the school and community.

Money.—Experienced teachers will earn salaries equal to those paid regular teachers with comparable training and experience in the school systems where they serve. During the summer training program, experienced teacher-supervisors (team leaders) will earn salaries at the rate paid beginning instructors in the university. During the school year, experienced teachers who supervise will earn from $500 to $2,500 additional pay, computed as 10 percent of base salary for each intern supervised. Teacher-interns and experienced teachers who will work alone rather than as team leaders will learn $75 per week, plus a dependency allowance during the summer training program.

Other benefits include travel and relocation expenses for members and their families; injury, disability, and death benefit coverage; and a readjustment allowance at the completion of service.

For information: Write the National Teacher Corps, U.S. Office of Education, Washington, D.C., 20202. Telephone: (202) 962–2905 or (202) 963–5266.

NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS

Warren G. Hill, *Chairman;* President, Trenton State College, Trenton, New Jersey.

Howard Lee Nostrand, *Vice-chairman;* Professor of Romance Languages and Literature, University of Washington, Seattle, Washington.

Clara E. Cockerille, Professor of Education, Westminster College, New Wilmington, Pennsylvania.

George W. Denemark, Dean, School of Education, University of Wisconsin, Milwaukee, Wisconsin.

Frank L. Hildreth, Vice-principal, North High School, Des Moines, Iowa.

Sue Jarvis, Teacher, Nelson Elementary School, Kansas City, Missouri.

Paul Kelley, Principal, South High School, Knoxville, Tennessee.

Jean R. Moser, Coordinator of Special Studies and Programs, Baltimore County Schools, Towson, Maryland.

J. B. Wooley, Dean, Southeastern Louisiana College, Hammond, Louisiana.

Consultants

Lane Hotchkiss, President, Student National Education Association; Ball State University, Muncie, Indiana.

Earl A. Johnson, Chairman, Organization of State TEPS Chairmen and Consultants; Dean, Division of Education, Ball State University, Muncie, Indiana.

Rolf W. Larson, Director, National Council for Accreditation of Teacher Education, Washington, D.C.

Edward C. Pomeroy, Executive Secretary, American Association of Colleges for Teacher Education, Washington, D.C.

Robert Poppendieck, Specialist for Teacher Education, U. S. Office of Education, Washington, D. C.

Staff

Don Davies, Executive Secretary.
Dirck W. Brown, Associate Secretary.
D. D. Darland, Associate Secretary.
Roy A. Edelfelt, Associate Secretary.
Edna N. Frady, Administrative Assistant.
Geraldine E. Pershing, Publications Production Editor.

THE AMERICAN INSTITUTE OF ARCHITECTS,
Washington, D.C., June 22, 1966.

Hon. WAYNE L. MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: The American Institute of Architects, a professional association organized in 1857 and which today claims a membership of more than 22,000 licensed architects, appreciates this opportunity to comment on a provision of H. R. 14644, the Higher Education Amendment of 1966, which clarifies the definition of "development cost."

Section 6 of H. R. 14644 states, in part: "In determining the development cost with respect to an academic facility, the Commissioner may include expenditures for works of art for the facility of not to exceed 1 per centum of the total cost (including such expenditures) to the applicant of construction of, and land acquisition and site improvements for, such facility."

Our position on this clarifying amendment is one of total support. We believe it highly desirable to consider art to be an integral part of academic buildings. When substantial Federal sums are expended for educational facilities a modest expenditure for works of art or symbols of our national heritage would surely add to the enjoyment and benefit that these buildings afford.

Such expenditures would be entirely in keeping with the declaration of policy in the National Arts and Development Act of 1964 wherein Congress stated: "the Nation's prestige and general welfare will be promoted by providing recognition that the arts and the creative spirit which motivates them and which they personify are a valued and essential part of the Nation's resources."

Presently, it is the practice of several of the Federal construction agencies to provide a small percentage of total construction cost on some form of artistic embellishment, however, the practice is not universal. Those agencies which have adopted a policy of incorporating art in the design of new public buildings have done so by administrative regulation on the ground that legislation on the subject was unnecessary. Because of the apparent uncertainty that exists, we believe it to be desirable for Congress to establish an "intelligible standard" to which all administrative action on the subject of art for public buildings must conform. Approval of H.R. 14644 with the amendment clarifying the definition of development cost would be an important step in that direction. This progress would be further implemented if such a definitive policy on art was also made a part of the Elementary and Secondary Education Amendments of 1966, S. 3046, and the Library Services and Construction Act Amendments of 1966, H.R. 14050.

We hope that our remarks will be of assistance to the Committee on Labor and Public Welfare in its consideration of these measures.

Sincerely yours,

MORRIS KETCHUM, Jr., FAIA, *President.*

U.S. SENATE,
Washington, D.C., May 27, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR WAYNE: Enclosed is a letter and a paper sent to me by the Director of the Utah State Building Board describing some of the problems which they have faced under Title VI, Part A, of Public Law 89–329.

There are also some suggested amendments which would change Section 604 in such a way as to modify the current criteria for determining priorities and the Federal share. They would permit the Commissioner to reduce the Federal assistance in proportion to the reduced maintenance of effort level of the State, thereby avoiding a situation where a State would lose its entire Federal share of funds even if it fell only a few dollars short of its obligation.

I feel that these recommended amendments have considerable merit and request that your Committee examine these proposals to see if P.L. 89–329 might be amended.

Sincerely,

WALLACE F. BENNETT.

UTAH STATE BUILDING BOARD,
Salt Lake City, Utah, May 18, 1966.

Hon. WALLACE F. BENNETT,
Senate Office Building,
Washington, D.C.

DEAR SENATOR BENNETT: In our administration of Title VI, Part A, of Public Law 89–329, we have become increasingly aware of parts of the act that are very difficult to administer as they are now worded; therefore, we are asking your help in amending one section of the act.

The proposed change is concerning the "Maintenance of Effort" provision. Attached are further explanations of the section, the need for changing and proposed change. We would appreciate your efforts in our behalf to contact the education committees of the House and Senate and express your opinions concerning this change.

As you are aware, the Title I allotments to the State under Public Law 88–204, which we are also administering, have been reserved for projects in our state to good advantage and have aided us in meeting the need of the institutions of higher education in assignable instructional space. No reservation for Title VI funds have yet been made, but we expect this within the next 30 days. We appreciate your efforts in making these acts possible.

If more information is needed for you to further help us, please so inform.

Yours truly,

GLEN R. SWENSON, *Director.*

PROPOSED CHANGE IN MAINTENANCE OF EFFORT PROVISION

TITLE VI OF HIGHER EDUCATION ACT (P.L. 89–329)

Section 604 of the Higher Education Act states:

"An institution of higher education shall be eligible for a grant for a project pursuant to this part in any fiscal year only if such institution will expend during such year for the same purposes as, but not pursuant to, this part an amount at least equal to the amount expended by such institution for such purposes during the previous fiscal year. The Commissioner shall establish basic criteria for making determinations under this subsection."

This provision has caused a great deal of difficulty in Wisconsin and other states for the following reasons:

1. Colleges do not keep their books in terms of expenditures for equipment; the more usual bookkeeping entry is for "equipment and supply items," the latter, of course not being eligible under Title VI. The requirement that an institution maintain its expenditures for laboratory or television equipment often forces a school to change its entire accounting system, a burden which it should not have to bear particularly in light of the small appropriation for Title VI.

Additionally, because the requirements of the Act do not coincide with institutional accounting practices, audit of the books of an institution of higher education by the Office of Education or General Accounting Office becomes extremely burdensome, time-consuming and expensive.

Since institutions do keep records of expenditures from current funds for instructional and library purposes, the difficulties described above would be

obviated by an amendment as proposed in Appendix "A". Also, it is more important and appropriate that a school sustain its expenditures for instructional and library purposes, for this broader category is a truer indicator of how much is being spent for the very basic part of its educational machinery.

2. The language "but not pursuant to this part" requires the institution to expend for the relevant category of equipment and materials an amount above and beyond that which it expended the previous year. This pyramiding of effort hurts those small, poorer schools which are not expanding and which the Act was specifically designed to help, while giving an advantage to larger schools which are continuing to grow. Requirements in other Acts permit the institutional share which is used to match the Federal grant to be included in the maintenance of effort,[1] and this should be the case under Title VI.

3. Section 604 makes maintenance of effort a condition of eligibility. This is extremely harsh, since if strictly construed it would mean that an institution which had failed to meet the requirement by only a few dollars would forfeit the *entire* amount of the grant. This is even harsher when it is realized that in most cases the determination as to whether the institution had met the requirement would be made only after audit, *i.e.*, after the school had received and obligated the money.

The severity of the eligibility condition is mitigated somewhat by section 605 (b)(5)(C) which requires an assurance from each applicant that it will meet the requirement set forth in section 604(b). It appears, though, that there is a conflict between these two sections.

The proposed amendment changes the emphasis on maintenance of effort from a condition of eligibility to a required assurance. It requires the applicant to assure the Commissioner that it will maintain its expenditures from current funds for library and instructional purposes. Thus, if an institution fell a few dollars short of meeting its maintenance of effort level, it would be possible for the Commissioner to take such action—*e.g.*, a proportionate reduction in the amount of the grant—as would be just under the circumstances.

Appendix "A"

Proposed Change in the Maintenance of Effort Provision for Part A of Title VI, Public Law 89-329

Section 604

Heading—delete:", And Maintenance of Effort" so that heading reads: "Basic Criteria for Determining Priorities and Federal Share".

Section 604(b)

Delete:

"An institution of higher education shall be eligible for a grant for a project pursuant to this part in any fiscal year only if such institution will expend during such year for the same purposes as, but not pursuant to, this part an amount at least equal to the amount expended by such institution for such purposes during the previous fiscal year."

Section 650(b)—should be amended as follows:

(5) The Commissioner determines that the application contains or is supported by satisfactory assurances—

(A) that Federal funds received by the applicant will be used solely for defraying the cost of the project covered by such application,

(B) that sufficient funds will be available to meet the non-Federal portion of such cost and to provide for the effective use of the equipment upon completion, and

(C) that the institution *will expend from current funds for instructional and library purposes during the fiscal year in which the project application is submitted an amount at least equal to the amount expended by such institution from current funds for such purposes during the previous fiscal year.*

(Italicized portion is suggested new language.)

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[1] See *e.g.*, Economic Opportunity Act, §§ 124 and 216; Higher Education Act, §§ 202(b) and 407(a).

U.S. SENATE,
COMMITTEE ON THE JUDICIARY,
May 26, 1966.

Hon. WAYNE MORSE,
Chairman, Subcommittee on Education of the
Senate Committee on Labor and Public Welfare,
Old Senate Office Building,
Washington, D.C.

DEAR MR. CHAIRMAN: The interest of a number of Indiana citizens in H.R. 14644, the Higher Education Amendments of 1966, is summarized very well in a recent letter from Elvis J. Stahr, President of Indiana University.

May I respectfully request that President Stahr's letter be included in your record of testimony, which will begin soon on the Higher Education Amendments of 1966? Your courtesy and consideration of President Stahr's suggestions are gratefully appreciated.

Sincerely,

BIRCH BAYH.

INDIANA UNIVERSITY,
Bloomington, Ind., May 18, 1966.

Hon. BIRCH BAYH,
U.S. Senate,
Senate Office Building,
Washington, D.C.

DEAR BIRCH: Associate Dean Richard Curtis informs me that you have asked for an I.U. viewpoint with respect to HR 14644, the Higher Education Amendments of 1966, passed by the House and about to be given Senate consideration. I appreciate this very much.

A major feature of HR 14644 is its *omission* of the administration's recommendation that the NDEA Title II, student loan program be phased out. It is to be hoped that this omission may continue in the final act.

The phasing out of this program would jeopardize the education of many current students and the educational opportunity for many students to come. The private money sector had not risen and in my view cannot rise to meet this need of the many economically disadvantaged but worthy youngsters, and there is little to indicate, particularly in the very tight credit market of these times, that throwing the program back to the private sector would maintain and hold open anything like the same educational opportunity to many thousands now benefitting and the many more who can be expected to benefit in the future. And in any event it would be literally impossible to make the shift in a short period of time.

HR 14644 does extend and establish authorizations in the various higher education facilities programs, undergraduate and graduate facility grants and loans for academic facilities (Sections 2, 4 and 5). There is little doubt that the need is greater than the authorizations represent, but we understand that the authorizations are within the program plans projected by HEW. We believe the availability of grant and loan funds for facilities is central to the ability of higher education to meet the needs and demands we can now foresee for education of good quality. The provision for administration and comprehensive planning within state programs (Section 3) is a wise insurance against inefficient use of the construction funds.

Lastly, extending assistance to developing institutions (Section 8) is in my view most wise. We are acutely aware from our associations with institutions in the South as well as some of our sister institutions in Indiana that there are institutions performing an urgently needed role which are worthy of and need substantial assistance. In some instances, I feel it is safe to say, the question of whether they live or die as institutions of higher education may rest on such assistance, and in times of expanding need it is surely a good investment to preserve assets already available for higher education.

Thank you again, Birch. As always, we appreciate your continuing concern for the enormous problems confronting higher education generally in this country.

Sincerely,

ELVIS J. STAHR, *President.*

U.S. SENATE,
Washington, D.C., May 17, 1966.

Hon. WAYNE MORSE,
Chairman, Subcommittee on Education, Committee on Labor and Public Welfare, U.S. Senate, Washington, D.C.

DEAR MR. CHAIRMAN: Mr. Ben Morton, Executive Secretary of the Missouri Commission on Higher Education, has written me of his concern over certain language proposed in S. 3047, the bill to amend the Higher Education Facilities Act of 1963 (P.L. 88–204). Mr. Morton believes that the wording of that section, as it now reads, may be harmful to sound planning of educational facilities, as it would except engineering and architectural costs from eligibility for federal funding unless such services were performed in a very short period of time.

I am enclosing a copy of Mr. Morton's letter to me, along with suggested language which he believes would alleviate this problem, and would appreciate the committee's consideration of the points raised therein.

Sincerely,

STUART SYMINGTON.

MISSOURI COMMISSION ON HIGHER EDUCATION,
Jefferson City, Mo., May 10, 1966.

Hon. STUART SYMINGTON,
U.S. Senator,
Senate Office Building,
Washington, D.C.

DEAR SENATOR SYMINGTON: I note that amendments to the Higher Education Facilities Act of 1963 (P.L. 88–204), will be coming over to the Senate in the near future.

I would like to recommend that the enclosed language be inserted as an additional amendment to the original Act.

The way the law now reads in that it disallows engineering and architectural services, except those carried out within a very short time before construction begins, is penalizing some of our Missouri institutions. Also, such a prohibition is not conducive to solid and sound long-range planning of facilities. It may mean in many cases that a hurry up planning job will be conducted so that all costs will be eligible for Federal funding.

The amendment which I propose is that part in all caps on the enclosed sheet.

If I can furnish any additional information on this matter, please do not hesitate to let me know.

Sincerely yours,

BEN MORTON.

PROPOSED CHANGE IN DEFINITION OF DEVELOPMENT COST CONTAINED IN SECTION 401, PARAGRAPH (c) OF THE HIGHER EDUCATION FACILITIES ACT (PUBLIC LAW 88–204)

(c) The term "development cost", with respect to an academic facility, means the amount found by the Commissioner to be the cost, to the applicant for a grant or loan under this Act, of the construction involved and the cost of necessary acquisition of the land on which the facility is located and of necessary site improvements to permit its use for such facility, but excluding any cost, OTHER THAN THE COST OF ARCHITECTURAL OR ENGINEERING SERVICES FOR PROJECTS ON WHICH APPLICATIONS ARE FILED ON OR AFTER JULY 1, 1966, incurred before, or under a contract entered into before, the enactment of this Act . . .

U.S. SENATE,
Washington, D.C., April 18, 1966.

Hon. WAYNE MORSE,
Chairman, Subcommittee on Education,
Senate Labor and Public Welfare Committee,
Washington, D.C.

DEAR MR. CHAIRMAN: May I commend this thoughtful analysis of the National Defense Loan Program as it affects one of our state institutions.

Sincerely,

PHILIP A. HART.

EASTERN MICHIGAN UNIVERSITY,
Ypsilanti, Mich., April 11, 1966.

Hon. PHILIP A. HART,
U.S. Senator,
U.S. Senate Office Building,
Washington, D.C.

DEAR SENATOR HART: We at Eastern Michigan University are quite anxious over the announced intention to discontinue federal capital contributions into the National Defense Loan Program. Although an eventual phasing out of this portion of the plan was seen to be desirable, the abruptness of the discontinuation of federal participation would be devastating.

Eastern has participated in this program since its inception. Over the past eight years we have loaned over two and a quarter million dollars to serious but needy students. It is very doubtful if many of these students could have attended college without high volume financial aid. The personal advancement and fulfillment to the student cannot be measured in dollars. Their contribution to the national and international program of social development will occur without an accurate price tag. Their contribution directly to the economy of the nation will far exceed the two and one quarter million dollars during their lifetime.

In 1964 we were awarded $449,200 which we matched with our additional ten percent. This year we have been awarded $462,219. Our ten percent brings this amount to over one half million dollars.

We have requested $578,400 for next year as our enrollment will increase from ten to twelve thousand students. Many students will experience severe hardship if we are abruptly deprived of the anticipated opportunity to assist them.

The governmental guaranteed private loan program is not an adequate substitute. Aside from the problems very needy families may have in handling these criteria, there is also the loss of our ability to individualize and personalize our relationship with our students. Financial aid packaging means a counselor works out a loan, a work program, and a grant whenever possible. The student through this process comes to recognize the value of his own contribution to his education. The heart of this approach is the National Defense Loan Program.

We appeal to you to assist us in retaining this important educational tool. The money already loaned does not rotate in a school that has more than 90% of her borrowers in teaching careers. The forgiveness clause militates against this rotation.

Some reasonable substitute plan for phasing out the federal contribution over the next five years would provide for an orderly transition without gross hardship.

If documentation is needed to assist you in this effort, we will provide detailed information.

Sincerely yours,

WILLIAM C. LAWRENCE,
Vice President for Student Affairs.
HAROLD E. SPONBERG,
President.

WALTER KIDDE CONSTRUCTORS, INC.,
New York, N.Y., April 21, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

MY DEAR MR. MORSE: Please be advised that Kidde Constructors favors the passage of the above referenced Bill, and particularly supports the measures providing "payments for administrative expenses and for planning."

In our company we have made an effort to provide planning assistance to colleges and universities through a series of Seminars for College Planning. The need for these Seminars was determined through a questionnaire which we distributed to Colleges and universities throughout the country. (See sample Questionnaire and Summary of Replies enclosed.) Kidde Constructors intends to continue these Seminars as an aid to proper planning for education facilities.

I believe the severity of the problem is well summed up in the forward of the Ford Foundation's Educational Faciliites Laboratories publication, "Bricks and Mortarboards."

"The consensus of expert opinion is that there will be room on the American campus in 1970 and 1975 for every student who seriously desires education past the high school. But unless there is better planning by the educators and a greater financial commitment by society, there is danger that the needed facilities will be provided in a series of crash programs. Expediency rather than quality will be the byword. And our campuses will be crowded with misplaced academic slums, educationally self-defeating and a drain both educationally and economically on future generations."

Very truly yours,

CHARLES E. DEANGELIS, *Vice President.*

WALTER KIDDE CONSTRUCTORS, INC.,
New York, September 9, 1964.

DEAR ————: A few weeks ago we sent survey forms to more than 500 of the nation's leading colleges and universities. Our purpose was to try to determine the effect of the "Higher Education Facilities Act of 1963" on college and university building expansion plans. In accordance with your request, we are enclosing a compilation of the survey results to date.

Since the mailing of our questionnaire, we have received 211 replies. The replies, so far, indicate that all schools but one plan to expand physical plants within the next ten years. The rate of expansion will be nearly twice that experienced during the previous ten-year period and much of it will depend heavily on Federal funds.

A complete breakdown of replies to each question on the survey form is attached.

Perhaps the most revealing question on the survey form was number 7: "What problems in regard to university building expansion would you like most to hear discussed (at a symposium)?" A list of quotes in answer to this particular question is also included.

The 79 answers to this question range from "how do you raise funds?" to "how do you control construction costs?" The ones that recur most frequently pertain to master planning, high-rise vs. low-rise buildings, the merits of multi-purpose buildings and the responsibilities of lending agencies and fund recipients.

We will explore these subjects at a symposium to be held in New York City on a Friday early in November. It is our intention to have speakers representing government funding agencies, a college or university which has recently been involved in a large building program, a leading architectural firm, and an engineering-construction company with broad experience in buiding educational facilities. These men will attempt to answer questions raised by respondents of the survey. Broadly, they will cover—

Government Funds—How to apply and qualify for government funds.

Administration and Finance—How to plan and administer a building program which will get you the most for your dollar.

Building Design and Construction—The latest trends and techniques in designing and building educational facilities. Discussions will include: the relative merits of high-rise and low-rise buildings, multi-purpose buildings, how to determine and control costs, space utilization, and flexibility.

Due to the large initial response to our survey it appears a nominal fee of about $15 will be necessary to help defray meeting and luncheon expenses. However, before making final arrangements, it would be helpful to have a more accurate indication of the number of people who plan to attend the one day symposium. To help us, would you please fill out the attached, self-addressed card and return it as soon as possible.

Once final arrangements have been set we will mail you the exact date, location and program schedule. We expect the symposium to be interesting and informative, and sincerely hope you will find time to attend.

Sincerely yours,

CHARLES E. DEANGELI, *Vice President.*

UNIVERSITY EXPANSION PLANS

1. Does your university plan to expand its facilities over the next 10 years? Yes, 198; no, 1.

2. Do you plan to expand your plant facilities with:

	Yes	Average (percent)	No
Funds from Higher Education Facilities Act of 1963	149	24	15
Other Federal funds	105	31	12
Private funds	153	60	2

3. How much did you, or do you plan to spend for the following?

	Average	
	Last 10 years	Coming 10 years
Administration buildings	$908,000	$1,754,000
Education buildings	3,865,000	5,411,000
Science and research buildings	2,922,000	6,113,000
Dormitories	4,238,000	5,332,000
Athletic facilities and other	1,432,000	2,183,000
Total	13,365,000	20,793,000

4. If you are planning to build science and research structures indicate which types.

	Yes	No
Undergraduate facilities	154	6
Graduate facilities	88	21
Facilities for providing research services to industry	52	43

5. Do you have a single campus 149 or a multiple campus 39 set up?

6. Walter Kidde Constructors plans to conduct a seminar in New York City during the first part of November, 1964. Is this a convenient time and place for you to attend?

Yes, 114; other time, 14; other location, 21.

7. Problems expressed.

A. GOVERNMENT FUNDS

1. Delay in Government appropriations.
2. Rationalization of Federal regulations for loans and grants.
3. Financing—Federal.
4. Effective college housing facilities. Effective use of science facilities for an undergraduate liberal arts college.
5. Methods and procedures for securing Federal Funds.

B. ADMINISTRATION AND FINANCE

6. Design esthetics as demonstrably enhancing for learning in tax based Institution.
7. Financing, operating costs, capital costs, movable equipment cost.
8. Dollars and how to get them.
9. The administrative structure for a large private university showing lines of authority and relationships between business manager, campus architect and/or engineer and superintendent (or director) of physical plant. The general lines of job descriptions for these positions would also be helpful.
10. Great need exists for getting maximum dollar out of construction and maintenance investment. Financing of structures.
11. Projecting operations in the transitional split campus phase to minimize duplication of facilities and the need for transportation.
12. Land acquisition for an urban university.
13. Expansion of private credit for college building.

14. Planning and building for "an estimated or predicted future".
(*a*) Shall construction be on a basis of optimism or conservatism?
(*b*) Reliability of data and predictions in the past.
15. Planning and building for the increased effectiveness and economy of instruction.
(*a*) Special design.
(*b*) Audio-visual aids and media.
16. Cost reduction programs. State legislative programs to permit private financing of college buildings on state owned land.
17. Educational design—Economic design.
18. Private financing of dormitories. Urban renewal for universities. Science building space norms. Estimating educational space needs on enrollment projects.
19. Long-range planning.
20. Problems of Campus planning that face the urban university. "Renewal, operating, exemption of certain facilities from taxation."
21. Undergraduate facilities for small Liberal Arts College planning a further moderate expansion of enrollment, but needing to expand facilities due to recent increase in enrollment and deferred maintenance over many years.
22. Maximum efficient sizes "enrollment" for various types of colleges and universities.
23. Private financing and dormitory facilities.
24. Finance, fund raising.
25. Financing.
26. Financing, planning for long term development of campus facilities.
27. Budgeting.
28. Finances—Construction of Science Building.
29. What does the client expect from the architect and builder?

C. BUILDING DESIGN AND CONSTRUCTION

30. Multiple-Use Facilities.
31. Methods and Procedures for Master Planning of established Urban Educational Institutions.
32. Cost of construction. Most economical way to air-condition and heat buildings. Annual maintenance cost.
33. Campus land use. Hi-Rise or Low-Rise construction. Campus Parking for automobiles.
34. Class Room planning.
35. Design of multi-use structures. "Standards" of space allocated to research activities, etc. Planning for construction economy without sacrificing utility and service.
36. Vertical expansion of building facilities, multi-purpose Science buildings. Parking facilities.
37. Ratio assignable to unassignable space. Square foot standards for office, labs, classrooms. Simplicity of interior design in interest of flexibility. What prices for renovation.
38. Planning research space for flexibility.
39. Most recent innovations in multi-purpose construction.
40. Land use in an urban campus with high land cost plus 50% of the students commuting.
41. How can colleges plan and design instructional buildings that have flexibility of use so that the greatest utilization of space can be achieved.
42. Design and economics of multi-purpose research buildings with emphasis on flexibility and early conversion of space and services from one type of highly specialized research to another. High rise versus horizontally dispersed facilities for research with emphasis on relative economics of operation, fire, radiological and health, safety, first cost and expandibility.
43. Geophysical and biological science structures.
44. New construction ideas. Time and money saving techniques.
45. Undergraduate science building plans. Library additions.
46. Building program. Construction cost analysis. Structural, mechanical and electrical design criteria.
47. Administration—Buildings.
48. New Materials and maintenance-free construction.
49. How to reduce construction costs.

50. Multiple cross-departmental use of classrooms and labs.
51. High rise construction. Planning adequately for future.
52. Central Heating Plant versus individual Electric Units.
53. The economics of multi-story dormitories and desirable ratios between living and non-living space in dormitories.
54. Costs related to design and materials. New materials and methods of estimating size of facilities per function and numbers. Methods of getting the most for the investment. New trends in college physical plant design and construction. New trends in college dormitory design and construction.
55. High rise versus 2 to 4 story buildings.
56. Planning services. Lab design. Multiple use facilities.
57. How to get the best corporate judgment in building construction.
58. Development of an urban campus of small acreage.
59. Student housing and long term master planning.
60. Program phase as against actual design and construction.
61. Technique to lend flexibility for changes—techniques to economize on construction. Adaptability to new educational technologies.
62. Long-range planning.
63. Flexibility in educational buildings.
64. Parking problems for universities—Financing and economic construction methods.
65. Design, floor layout and economy.
66. Space utilization. Efficient buildings designed to harmonize with existent structures.
67. Modernization of academic space, educational T.V. (classrooms and laboratory), utilities central automatic control systems.
68. Using of modern construction materials—overall campus planning.
69. Science and library facilities.
70. Standard size offices for faculty and staff. Removable wall construction. Architectural design—multi-story complex. New materials available.
71. Multi-purpose buildings. Auditorium and teaching facilities adaptable to varous sized groups.
72. Design of science building with provisions for economical future expansion, yet having acceptable exterior appearance.
73. Relative merits of different approaches to heating, air-conditioning, and communication systems.
74. Alleviation of pedestrian traffic problems.
75. What does the builder expect from the architect and client?
76. Group versus individual or pair dormitory housing. What factors to determine how high "rise" to go. Office buildings versus offices in other types of building. Windows versus no windows.
77. Information about building design in relation to the new media in education; the multi-use of a single structure as a total instructional center combining many facets of college needs; the classic versus modern design in college buildings and particularly in relation to long-range appeal and appearance on the University campus and finally, the unanimity of design and appearance of buildings on one campus, whether or not this is a desirable or an unnecessary point of concern in planning construction of new facilities.
78. Design of scientific and research facilities. Considerable difficulty has been experienced in envisioning requirements and finding an architect who can understand what is needed and produce adequate plans.
79. Extension of central utilities and services to meet campus expansion.

STANFORD UNIVERSITY,
Stanford, Calif., April 12, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

Dear SENATOR MORSE: I am writing to you concerning a proposal which I am informed will be made to the Congress and about which I, as a professional student of higher education, have the most serious reservations. The Commission on Legislation of the American Association of Junior Colleges will propose that the Congress enact a community college act which will explicitly and categorically provide a portion of instructional costs, capital outlay costs, research and

development costs and administrative overhead for state systems of junior colleges. The proposal attempts to make an analogy between the land-grant college acts of 1862 and 1890 and this suggested legislation.

It seems to me that the proposed legislation is faulty on several grounds. First of all, it establishes a special category of aid for a specific kind of institution which if it were granted, could very likely act to the detriment of other types of institutions. The proposal attempts to describe a specific kind of institution, i.e. the public junior college, but in doing so really is talking about the kind of junior college education publicly supported in just several of the states. Thus, an additional effect of the proposed legislation would be to force one mold on such disparate programs as those in California, Indiana, Illinois and Florida.

An even more fundamental reservation involves the effect of the proposal to perpetuate community junior colleges as completely separate and unique entities. Actually, they are not and never have been. Increasingly as community junior colleges conceive of themselves as part of higher education (which is a process well under way) they will partake more and more of the characteristics of that larger establishment. Legislation which attempts to maintain discreteness thus runs counter to strong historical and sociological forces.

I can't believe that the Congress would take seriously such proposed legislation. But just in event committee hearings should be undertaken, I should like to emphasize that serious students as well as other sectors of higher education must view the proposed legislation as potentially extremely dangerous.

Very truly yours,

LEWIS B. MAYHEW,
Professor of Education.

STATE OF CALIFORNIA,
DEPARTMENT OF EDUCATION,
Sacramento, February 24, 1966.

Hon. WAYNE LYMAN MORSE,
Senate Office Building,
Washington, D.C.

Dear SENATOR MORSE: It has recently been brought to my attention that the Administration's Federal budget, as submitted to the Congress, January 24, 1966, proposes a reduction in the appropriation for Title III of the National Defense Education Act from the present $88.2 million to $63.2 million. This represents a 31.5% cutback in the funds for equipment acquisition.

The justification for such a drastic cut was based primarily on the erroneous premise that specialized equipment is now eligible for purchase under the Elementary and Secondary Education Act of 1965. Even though some instructional items do qualify under certain conditions, there is still a tremendous vacuum of need for equipment and materials for California's children and schools, who do not qualify for assistance under ESEA. Many of these needs are now being met through the efforts of NDEA.

The California State Department of Education feels that such a drastic decrease would be a grave mistake, not only for California schools, but the Nation as well. We urge you to consider the following facts and vigorously oppose any attempt to dilute the quality type of educational program for which NDEA was designed:

1. NDEA has been one of the most popular and successful federally financed programs in the history of California education. This was dramatically pointed out in 1964 by the independent management organization of Arthur D. Little, Inc., in a report entitled, *The Emerging Requirements for Effective Leadership for California Education.* In their publication they state:

"As measured by dramatic change over a relatively short period of time, the National Defense Education Act has had an enormously significant effect upon educational programs in California schools. . . . In California, the Department placed emphasis upon curriculum development as a basic objective of the program so that grants for equipment and materials were made in support of specific instructional improvements. Administrators tell "us that this has lessened the tendency for NDEA funds to be used simply as a convenient way of acquiring 'hardware' which may or may not have instructional significance. . . . Moreover, a number of district administrators indicated strong approval of provisions in the administration of NDEA which permitted districts to obtain consulting services from sources other than the State Department of Education.

"In summary, the NDEA experience in California suggests that it is possible to have Federal money and a minimum of control, while stimulating dramatic change in the directions desired by the authors of the Federal program."

2. One of the major advantages of NDEA is that of encouraging innovation and experimentation on the part of the local school district. This factor was clearly revealed in a study conducted in 1963, entitled, *The Dynamics of Educational Change*. It stated that the expenditure of NDEA funds "for instructional equipment and materials has resulted in significant improvement of the instructional facilities made available to teachers. It has resulted in improved instructional practices, better morale on the part of teachers, and the provision of a rich learning environment for the students.

"Nine out of ten administrators reported that the teachers in their schools were more effective as directors of classroom learning after entering the NDEA program than they were before."

3. ESEA funds are basically designed for underprivileged areas, tied to the family income. While this fills a definite need, there are still many school districts in California with average or better family incomes, that are basically poor districts because of a large student population and little or no industry or business for taxable funds. In order for this type of district to conduct a quality type of educational program, it must often turn to NDEA as a source for assistance in acquiring equipment and materials necessary to keep up with changing educational demands.

4. The philosophy of matching funds for educational programs is a healthy one. It contains the concept of incentive aid which has strong appeal to the public and educators. It leaves the local district as an active participant in the program, as well as in the control of funds, while at the same time includes the State as a partner for the improvement of instruction by means of Federal funds.

In a current survey being conducted in California, many school administrators stated that, if given their choice, they would prefer categorical aid similar to NDEA as opposed to lump sum grants. The reason for this is that the lump sum grants often become an expansion of a basic type program with little or no thought for experimentation or innovation, whereas categorical aid designed to improve definite subject areas often results in the creation of new ideas in education.

5. There is tremendous demand by school districts for existing NDEA funds. During the first four years of the administration of NDEA funds in California, the State Department of Education reported that approximately $10.9 million in Federal funds were granted to 887 school districts enrolling over 80 percent of the State's total average daily attendance. The demand for NDEA funds during the next four years increased at an even more appalling rate. The 1965-66 school year was an excellent example of this increased demand. While operating on a budget of less than $5 million, the California State Department of Education received approvable requests exceeding $13 million. It was impossible to even begin to meet these needs. This necessitated participants cutting back their original plans, thus suppressing some of the educational creativity and innovative ideas developed by local districts.

I urge that you actively resist any attempt to reduce the NDEA appropriation under Title III for the 1966–67 fiscal year; and, if possible, take immediate steps to further increase NDEA funds.

Sincerely,

MAX RAFFERTY.

CENTRAL OREGON COLLEGE,
Bend, Oreg., March 22, 1966.

Hon. WAYNE L. MORSE,
The Senate, U.S. Congress,
Washington, D.C.

DEAR SENATOR MORSE: The purpose of this communication is to compliment you on the position that you have taken for the past several years regarding federal aid to education and to deal in some specifics regarding federal legislation affecting community colleges.

I write this letter because I know there has been some criticism of some of the federal programs; some feeling that perhaps there has been too much, too rapidly, to be properly administered, particularly where new agencies have been created. This may be true in certain programs, but I want to assure you that this is certainly not true in the area of federal aid to community colleges.

The community colleges represent the fastest growing segment of public education and many new institutions are being created. All of us are developing as rapidly as we can, but find our development entirely inadequate to meet the challenge of the tremendous demands made upon us.

Central Oregon College, for example, experienced a 59 percent increase last fall term in enrollment over the previous year, when, historically, we have averaged about 15 percent. We found ourselves in the second year on our new campus with less than half of the buildings in our ten-year master plan completed, and confronted with a student body that was well in excess of the number contemplated for the end of the ten-year plan. There is not a single challenge in this picture to which we cannot rise except, presently, the one of adequate finance for capital construction.

I want you to know that we feel fortunate that we were able to secure approval for two federal projects under the College Facilities Act, and that our experiences with the people who are administering these programs, both in the Office of Education and in the Housing and Home Finance Agency in Seattle, have been excellent.

What I am really trying to say is, that in my experience the federal programs that relate to the community colleges have been well administered by the federal government, and value is certainly being received for the money spent in this way. The only problem is that the funds are entirely inadequate to meet the demands being placed upon us by such unprecedented enrollments.

I wish to encourage you to not only continue to support this type of legislation, but to make every attempt to increase the federal allocation to more adequately meet the demand. I am a member of the Commission on Legislation of the American Association of Junior Colleges, and I know that both the problems and satisfactions Central Oregon College is experiencing is only typical of Oregon and the nation as a whole.

Sincerely yours,

DON P. PENCE. *President.*

[From College Scholarship Service, 1965–70, College Entrance Examination Board, New York]

PROBABLE FUTURE DEVELOPMENTS, 1965–70

The ageless enigma of American higher education—we want so many of our students to go to college but it costs them so much to do so—causes us to devote much attention to the economics of college attendance. Educational innovation and economic and social change in and around higher education have increased the need for attention to this matter. These changes indicate a future in which the problems will be more complicated, their comprehension more difficult, and their solutions less certain.

More students, more institutions, more money, more costs, more government—all interacting—will certainly characterize the future. More higher education is in the national interest and is a goal of federal policy. Emphasis is to be put on meeting national manpower needs and serving the cause of national acculturation. Changes of degree and kind will occur that present interesting challenges for the economics of college attendance.

1. In 1970, students will, on the average, remain in higher education two years longer than they did in 1960. Families will send a higher percentage of their children to college in 1970 than in 1960.

2. In 1970, the typical student will have to gain access to some level of higher education twice, and many will have to gain access three times.

3. By 1970, because of the continuing demands for trained manpower and growing efforts to put talented women as well as men into college, the number of women in higher education will be equal to the number of men, instead of the 70–30 ratio that existed in 1960.

4. By 1970, there will be more direct and indirect efforts made to channel students into specific areas of study because of the increased evidence of serious manpower shortages in areas important to government endeavors and private enterprise. This will result in part from public demand, private persuasion, and more efforts at planned utilization of our higher educational system to meet our manpower needs explicitly.

5. Efforts started in the early 1960s to improve educational training and opportunity for youth from financially limited backgrounds will show results by 1970 in two ways: many colleges will be party to such efforts, and many more youngsters from such backgrounds will seek college attendance. Parental means will not necessarily have improved. Rather, we will have a new group of youngsters whose aspirations will be extremely high, whose ability to do college work will be proven but not clearly outstanding, and who will need large sums of money to continue their education beyond high school. Their parents and schools will present special challenges with respect to college attendance, and they as individuals will challenge the present approaches to higher-educational counseling services of all kinds.

6. Just as the rapidly rising rate of high school completion in the fifties greatly accentuated college attendance, the rising level of college completion in the sixties, coupled with the need for large numbers of trained persons, will create great demands for graduate and professional school entrance. Admissions and aid practices at this level will, by 1970, have to be modeled after undergraduate procedures in order to accommodate this pressure.

7. Students, in the main, will be attending larger institutions. The extension of services to students on the same personal level and to the same extent will be more difficult in 1970 than it was in the smaller institutions of the 1960's. Consequently the service needs of institutions and students will change considerably.

8. More students will be attending college on a part-time basis in 1970—perhaps 40 percent, rather than the 30 percent who attended part-time in 1960. Administrative procedures and educational philosophies will require modification to deal with this trend.

9. By 1970, American higher education will be greatly dependent upon and influenced by the federal government and, to a lesser extent, by private business. These are the social entities most concerned with, and able to support financially, changes in the social-manpower role of education. The probability of increased involvement of the federal government in solving national social problems, and the obvious trend toward its greater involvement in educational matters in general, will have considerable consequences for all aspects of college attendance.

10. By 1970, a strong commitment to educate many more students from foreign lands and also to send more American students abroad will have been urged on American institutions by the government and various other organizations. As we know from experience, the consequences of such commitments for budgets, administrative procedures, and policy will be great.

11. By 1970, many students may postpone entering higher education for some months, or even for some years, after high school graduation—either because the institution they want to attend cannot admit them, because the armed services will again offer educational benefits, or because of special programs in which the students have participated in completing their high school programs.

12. By 1970, in recognition of the growing dependence on aid funds to ensure college attendance and of the public's need to understand the intricacies of financial aid opportunities, colleges will have adopted reasonably standard packaging practices based on family needs and students' measured abilities.

13. By 1970, two factors will have strained available administrative manpower in higher education. The numbers of students receiving financial aid will tax administrative personnel and, more important, the complexity of the resources and their often conflicting regulations will force changes in the student personnel practices in American higher education.

14. Already a plethora of agencies and organizations outside the educational community are concerned with student finance. By 1970, the number of these (both commercial and eleemosynary) will have more than doubled. New types of agencies will have been formed with new objectives, problems, and purposes. In addition, some agencies currently involved may change the direction or intensity of their efforts. While adding substantially to aid resources, these changes and additions will compound problems of communication, guidance, servicing, and professionalization. Many of these activities will be "local" to the extent that they will serve special constituencies. For example, the corporate involvement in student finance will greatly increase as a form of fringe benefit for children of employees. Community-sponsored efforts will increase tremendously during the next few years.

15. Current trends suggest that by 1970 the traditional role of higher education as provider and administrator of aid funds will have been sharply altered.

In 1955 about 75 percent of the aid provided undergraduates (exclusive of veterans' benefits and ROTC) came from and was administered by institutions of higher education. An additional 10 percent from outside sources was probably administered by the institutions. By 1960 about 55 percent of the aid was provided by institutions while roughly 80 percent of the funds were administered by them. A forecast of this trend indicates that by 1970 institutions might be administering 70 percent of the funds but might be providing from their own resources less than 20 percent of the total available. The complexity of the institutions' responsibilities will be greatly increased by the need to adjust to the regulations and requests of the various external agencies providing the needed funds and by the great increase in the percentage of students and by the range of students affected.

16. The basic concept that has guided student aid activities—that students shall be selected on the basis of ability and promise and that the amount of assistance given shall be determined according to their need—may be expected to continue as a strong guiding philosophy in 1970. If there is any change, it will be to increase the attention given to the students' need for assistance.

Determining undergraduate student aid needs for the year 1970 is a necessary adjunct to the listing of these assumptions. If demands for education and charges for it continue to rise, if family incomes continue to fight a losing battle with living costs, and if at the same time we are striving to further democratize our colleges and universities, what will be the needs of students in 1970 for financial support beyond that which parents can provide?

This is a large, compound, and complex question. The amount the American public can afford to spend on higher education five years from now can be estimated by making a number of additional assumptions, some readily accepted, some hypothesized, about the future of higher education.[1] By relating the estimate to the projected cost of higher education to families in 1970, it is possible to produce what may be called the *national family dollar deficit for undergraduate higher education.* More simply stated, this is the total amount of money American families presumably will find it impossible or extremely difficult to pay out of their individual pockets for their children's college education. For 1970, this deficit is projected as $3,339,578,924. If as a nation we wish to reduce this deficit through the use of student aid to at least the same relative point as in 1960, our total 1970 national student aid expenditure will need to be $1,903,560,000—a sum more than four times the amount spent in 1960.

Where can the money come from? One possible supposition is that the various resources that existed in 1960 could be increased by a factor of four. For state, federal, corporate, and various private sources this increase would not be unrealistic. Colleges, which provided nearly half the total aid support in 1960 from their own funds, were able to increase aid nearly 50 percent in the 1955–60 period! If they could retain this challenging trend of a 50 percent increase each five years, there would still be an aid deficit in 1970 of at least $500 million. Seemingly this sum would have to come from outside the college community, either from new programs or from greater efforts on the part of the existing programs.

[From the Oregonian, July 9, 1966]

HIGHER EDUCATION BOARD ASKS $108 MILLION FOR BUILDINGS

The Board of Higher Education will ask the 1967 Legislature for authority to spend about $108 million for new buildings during the 1967–69 biennium, more than three times as much as spent for buildings during the past two years.

The board's building affairs committee approved the request Friday, and gave Portland State College needs high ranking on the priority list.

The requested outlay calls for about $74 million from the state general fund, with the rest to be financed from bonding and about $14.5 million in federal grants and other funds. The last Legislature granted $15.5 million from the general fund for higher education building.

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[1] Rexford G. Moon, Jr., "Determining Aid Needs for 1970: A Model," *College Board Review* No. 54, Fall 1964, pp. 11–13.

Roy Lieuallen, chancellor of the State System of Higher Education, said the unusually big request for the coming biennium is caused by two major factors:

1—Enrollment in Oregon's public colleges and universities has grown much faster than expected and budgeted for.

2—The 1965 Legislature allowed only half of the building needs required by higher education, and $30 million of unallowed building requests are reflected in the 1967–69 needs.

Jack Hunderup, building planning director for the System of Higher Education, said the building projections are designed to take care of existing space shortages and to prepare for a 57,285 enrollment expected in the fall of 1970. Enrollment in the state system schools will reach about 46,200 this fall.

The building requests the board will make to the Legislature allow for the following new construction and building improvement work: Portland State College, $18.6 million; Oregon State University, $28.5 million; University of Oregon, $27.5 million; University of Oregon Medical and Dental Schools, $10.8 million; Southern Oregon College, $9.4 million; Oregon Technical Institute, $4.1 million;

Eastern Oregon College, $2.5 million; Oregon College of Education, $3.3 million; Division of Continuing Education, $700,000; and about $2.3 million for land acquisition, architectural work and planning. Nearly 80 building projects are proposed.

Some members of the board said "it is only dreaming" to expect that the Legislature will grant the full request; but Board Member Ancil Payne countered:

"It's our obligation to tell the Legislature what the needs are, and let them determine how much can be allowed. Some day the people of Oregon are going to have to wake up to their obligation to meet these needs—we might as well start now."

The academic affairs board also indicated that about $92.5 million will be needed for higher education building in the 1969–71 biennium; and about $76.7 million for the 1971–73 biennium.

Projects the board is requesting are as follows, with numbers in parentheses indicating the priority given each project on the systemwide list:

PORTLAND STATE COLLEGE

(1) College services building, $980,000; (2) Completion of State Hall, $3,585,000; (3) Pedestrian traffic and cooling improvements to South Park Hall, $205,000; (6) Second science building, $6,830,000; (17) Eight-floor parking lot, $1,165,000; (38) Third science building, $5,570,000; (70) Completion of College Center.

OREGON STATE UNIVERSITY

(10) Business and science building, $3,780,000; (15) Administration building, $3,670,000; (19) Computer Center, $915,000; (24) Utility tunnel, 365,000; (25) Forestry building, $2,365,000; (27) Earth sciences building, $2,420,000; (28) Central heating boiler, $130,000; (29) Cafeteria addition, $1,140,000; (30) New dormitory, $1,825,000; (41) Married student housing, $1,470,000; (42) Dormitory at Yaquina Bay marine studies, $245,000; (44) Agricultural science building, $1,130,000;

Library building, $1,735,000; (54) Physical plant complex, $2,060,000; (55) Batcheller Hall remodeling, $485,000; (59) Production technology building, $2,180,000; (62) Residence hall remodeling, $140,000; (66) Weatherford Hall remodeling, $620,000; (67) New residence hall, $1,115,000; (71) Student health service expansion, $100,000; (77) Purchase of agricultural research quarters, $50,000.

UNIVERSITY OF OREGON

(9) Third addition to science building $3,860,000; (11) Women's physical education teaching building, $1,460,000; (18) Classroom building with offices, teaching center and allied arts, $1,645,000; (31) Building for law expansion and library, $2,600,000; (33) Administration service building, $2,230,000; (39) Laboratory building for marine biology at Charleston, $750,000; (40) Dormitory for Charleston marine study, $325,000;

Men's physical education building and tennis courts, $275,000; (50) Mental retardation clinic, $1,645,000; (53) Warehouse and service building, $225,000; (56)

Behavioral science center, $2,830,000; (57) Music building addition, $905,000; (58) School of education building, $1,265,000; (61) Addition to biology and physical sciences, complex, $2,985,000; (63) Animal laboratory, $410,000; (64) Dormitory, administration and recreation center, $725,000; (65) New dormitory and kitchen, $2,150,000; (79) Parking structure, $1,180,000.

SOUTHERN OREGON COLLEGE

(4) Central Heating plant addition, $335,000; (8) Additions to Green Springs dormitory, complex, $1,900,000; (16) Fine arts building, music, $1,360,000; (32) Addition to 'F.G.H.' units of dormitory, complex, $1,550,000; (43) Married student housing, $395,000; (46) Britt Student Center addition, $1,295,000; (47) Education building, $1,285,000; (52) Physical plant building, $630,000; (73) Campus landscaping, $110,000; (5) Remodel library, $520,000.

UO MEDICAL SCHOOL

(14) Teaching hospital addition, $5,665,000; (22) New cafeteria, $425,000; (49) Mental retardation center, $4,260,000; (53) Incinerator plant, $75,000; (60) Alterations to 5th floor of Medical School bldg., $280,000; (69) Completion of two floors of women's dormitory, $90,000.

OREGON TECHNICAL INSTITUTE

(7) Dormitory addition, $1,230,000; (20) Two more wells, $105,000; (21) Lecture hall and student center addition, $575,000; (34) Laboratory building addition, $1,875,000; (74) Parking lot, $130,000; (75) Physical education facilities, $100,000; (76) Landscaping and sidewalks.

EASTERN OREGON COLLEGE

(23) Women's PE building addition, $855,000; (36) Relocate and expand heating plant, $535,000; (37) New Education building, $820,000; (78) Married student housing, $245,000.

OREGON COLLEGE OF EDUCATION

(12) Central heating plant improvement, $85,000; (13) Science building, $1,715,000; (26) Dormitory No. 7, $700,000; (60) Dormitory No. 8, $725,000; (72) Street constructions on campus, $65,000.

Additional anticipated outlays call for $3 million in land acquisition, architectural services and planning, and $725,000 for an office and medical studies building for the division of continuing education.

(The following tables relevant to the Oregonian article contain funds data secured from the Office of Education.)

Funds allocation for State of Oregon, title I (P.L. 88-204)

	Section 103			Section 104			
	Total allotment	Public institutions	Private institutions	Total allotment	Public institutions	Private institutions	Total 2-year allotment
1965 [1]	582,166	(582,166)	(0)	2,149,378	(1,543,363)	(506,015)	2,731,544
1966 [2]	1,154,461	(1,154,461)	(0)	4,237,738	(2,905,825)	(1,331,913)	5,392,199
Total	1,736,627	(1,836,627)	(0)	6,387,116	(4,549,188)	(1,837,928)	8,123,743
Projected 1967 [3]	1,200,975			4,163,072			5,364,047

[1] U.S. Department of Health, Education, and Welfare; Office of Education; Bureau of Higher Education; "Title D Status Report"; June 30, 1965.

[2] U.S. Department of Health, Education, and Welfare; Office of Education; Bureau of Higher Education; "Title D Status Report"; June 30, 1966.

[3] U.S. Department of Health, Education and, Welfare; Office of Education; Bureau of Higher Education; "Estimated Distribution of Funds"; June 30, 1966.

Institution	Project number	Section 103 grant amount		Section 104 grant amount		Total
		Public	Private	Public	Private	
1965						
Southwestern Oregon College	3-0063	267,300				
Central Oregon College	3-0064	142,734				
Do	3-0065	88,236				
Treasure Valley Community College	3-0066	83,896				
Total		582,166				582,166
Portland State College	4-0296			439,485		
Do	4-0297			341,400		
Pacific University	4-0298				200,000	
Eastern Oregon College	4-0299			233,497		
University of Oregon	4-0300			351,223		
Lewis and Clark College	4-0301				278,500	
Oregon College of Education	4-0302			62,788		
Oregon State University	4-0303			214,970		
Reed College	4-0304				27,515	
Total				1,643,363	506,015	2,149,378
1966						
Treasure Valley Community College	3-0066S	14,506				
Southwestern Oregon Community College	3-1204	361,774				
Treasure Valley Community College	3-1205	124,061				
Portland Community College	3-1478	654,120				
Total		1,154,461				1,154,461
Lewis and Clark College	4-0301S				6,827	
Reed College	4-0304S				242,425	
Willamette University	4-1056				170,892	
George Fox College	4-1199				131,076	
University of Portland	4,1200				141,001	
Linfield College	4-1201				125,631	
Oregon State University	4-1202			586,619		
Willamette University	4-1203				189,685	
Southern Oregon College	4-1472			538,295		
Portland State College	4-1473			51,685		
Maryhurst College	4-1474				324,376	
Oregon College of Education	4-1475			170,952		
University of Oregon	4-1476			485,774		
Do	4-1477			158,215		
Portland State College	4-1872			774,858		
Eastern Oregon College	4-1873			139,427		
Total				2,905,825	1,331,913	4,237,738
Total, 2-year allotment		1,736,627		4,549,188	1,837,928	8,123,743
Total, public and private				6,387,116		

Title III obligations, fiscal years 1965 and 1966, State of Oregon

1965:

Project No. 5-0019, the Reed Institute [1]	$629,000
Project No. 5-0067, Willamette University [1]	296,000
Total	925,000
1966: Project No. 5-1056, Willamette University [1]	150,000

[1] All private institutions.

DIVISION OF GRADUATE PROGRAMS

Obligations to institutions of higher education in State of Oregon under title II of HEFA of 1963

Fiscal year 1965:	
2–0123, University of Oregon [1]	$25,000
2–0124, University of Oregon [1]	523,529
Total fiscal year 1965	548,529
Fiscal year 1966: 2–1200, University of Portland [2]	186,953
Fiscal year 1967: None to date (July 25, 1966)	-------
Total fiscal year 1965–66	735,482

[1] Public.
[2] Private.

NDEA TITLE II LOAN PROGRAM CORRESPONDENCE

U.S. SENATE,
COMMITTEE ON AGRICULTURE AND FORESTRY,
February 28, 1966.

Hon. WAYNE MORSE,
Chairman, Subcommittee on Education, Committee on Labor and Public Welfare, U.S. Senate, Washington, D.C.

DEAR WAYNE: The enclosed copy of a letter I have received from Mr. Allen L. Walker, Director of Financial Aid at the University of Vermont, is self-explanatory.

I would appreciate your making his letter a part of the record on this matter.

Sincerely yours,

GEORGE D. AIKEN.

THE UNIVERSITY OF VERMONT,
Burlington, Vt., February 24, 1966.

Hon. GEORGE D. AIKEN,
U.S. Senate, Senate Office Building,
Washington, D.C.

DEAR SENATOR AIKEN: There is some indication that funds for National Defense Student Loans will be discontinued and completely replaced by the new Insured Loan Program recently established through the Higher Education Act.

I would like to encourage you to consider the impact of such action. Although it may appear that all students will be able to borrow under the Insured Loan Program, I feel that this program does not provide the best method of providing financial assistance to students and furthermore broadens the possibility that those students who really need loans may be unable to borrow because of lack of adequate reserves needed to guarantee these loans. If financial need is not a factor (outside of the fact that interest will have to be paid by students whose parents have an income of over $15,000), then many people will be able to borrow in spite of the fact that they could finance an education without such assistance. This could very substantially increase the number of people who borrow. If more people borrow then there is a strong likelihood that the Insured Loan Program may be handled on a first-come, first-served basis; and when the reserves for any given state are exhausted, everyone else will be denied loans regardless of their need for assistance.

Naturally, many people are unable to borrow under the National Defense Student Loan Program because of insufficient funds, but it seems obvious that those who do receive loans are the ones who really need them. National Defense Loans consistently have gone to students who demonstrate need for assistance.

It seems evident to me that the National Defense Program needs to be continued until such time as it can be determined whether or not the new Insured Loan Program will be effective. I would like to request that careful consideration be given before the National Defense Student Loan Program is abandoned in favor of a program that may or may not provide equal coverage.

Sincerely,

ALLEN L. WALKER,
Director of Financial Aid.

U.S. SENATE,
Washington, D.C., February 11, 1966.

Hon. LISTER HILL,
Chairman, Senate Committee on Labor and Public Welfare,
Washington, D.C.

DEAR MR. CHAIRMAN: The enclosed copy of a letter from President Mark Scully of Southeast Missouri State College speaks for itself as to his concern about the lending of government money under the NDEA of 1958 and the Higher Education Act of 1965.

It would be appreciated if President Scully's views could be considered by your committee as it reviews the present program and policies.

Sincerely,

STUART SYMINGTON.
EDWARD V. LONG.
PAUL C. JONES.

SOUTHEAST MISSOURI STATE COLLEGE,
Cape Girardeau, Mo., February 2, 1966.

Hon. STUART SYMINGTON.
Hon. EDWARD V. LONG.
Hon. PAUL C. JONES.

GENTLEMEN: As you will recall, for a number of years I have worked in trying to bring about a change in the lending of Government money under the National Defense Education Act of 1958, hoping that the home town banks of the students involved in the matter would make the loans on the basis of the recommendation of the College. The above referenced act is a step in this direction, but in some ways it has made the situation a great deal worse than it has been. There is time to correct this matter now. I understand that it will not be financed until the school year 1968 and that the President hopes to phase out NDEA about 1967. I have kept in close touch with the Secretary of the Missouri Commission on Higher Education and he shares my concern over the fact that the law apparently does not consider any factor of need whatever and that the rules and regulations which we expect to come from the U.S. Office of Education governing the administration of this law takes the colleges and universities entirely out of the picture except for a simple certification that the student is enrolled. We are about to begin the greatest boondoggle of all time. The factor of need must be considered and general guide lines need to be laid down by the U.S. Office of Education to be supplemented and implemented by the colleges which these young people will attend.

I well remember that when NDEA was first passed and announced of several instances in which students came to the college demanding to be loaned the maximum of $1,000 and wanting it all in one check. In certain instances their parents came with them, and it became obvious that it was the parent who wanted the loan rather than the student. We quickly set up our own rules and we have taken care of every student who was qualified scholastically and in need. There is no student who has any possibility of success in college who cannot attend this college under the rules and regulations as we have followed them, and yet the average loan this past year at our school was $341. In some schools it probably should be more. I am old-fashioned enough to think that along with need as a factor in making a loan that there should be a concomitant work program for most students. I think that we ought not destroy this facet of American character, but I don't think we should oppress anyone here and we haven't. Governor Hearnes has designated United Student Aid Funds of Indianapolis as the administrating agency for our state. We have worked with United Student Aid Funds since its very inception. We bought the credit that we have owned there and we have had a few students who have borrowed from that organization. In such instances, the student would go to his home town bank seeking a loan and we would guarantee it from our credit, but in every instance we passed on the student's budget and on his loan request and would refuse to guarantee an unwise or unneeded amount. I feel that the present loan program ought to be governed in the same way. I am sure that the Missouri Commission on Higher Education will take views very similar to mine. With this letter I am sending you a Xeroxed copy of a letter received from Dr.

Ben Morton this morning on this matter. I hope that you will give it your attention and that you and your colleagues will try to get this job done in the right way. Peter Muirhead, mentioned in Ben Morton's letter, is a key figure in the U.S. Office of Education.

With every good wish, I am,

Very sincerely yours,

MARK SCULLY, *President.*

MISSOURI COMMISSION ON HIGHER EDUCATION,
February 1, 1966.

Dr. MARK SCULLY,
President, Southeast Missouri State College,
Cape Girardeau, Mo.

DEAR MARK: This is in answer to your letter concerning the Guaranteed Student Loan Program.

This most honest answer I can give you now as per your question is that I don't really know what the rules of the game are going to be. Federal regulations are still to be distributed; presumably they will give us some guidelines.

In talking with Peter Muirhead, I was given the definite impression that any student who is accepted and/or enrolled in a legitimate college or university will be eligible to borrow the money. The only function that he indicated the college will perform is that of certifying such acceptance or attendance. I am scheduled to meet with the Executive Director of the Missouri Bankers Association and Bob King of United Student Aid Funds, Inc. to discuss how the procedures will work. It is my intention to work toward a maximum amount of control by the college student loan officers. I do not know how we will come out, but this will be the objective.

Sincerely,

BEN MORTON.

THE UNIVERSITY OF VERMONT,
Burlington, Vt., March 18, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: May I take this opportunity to express my concern regarding the future of the National Defense Student Loan Program and its impact on higher education in this country. While I recognize that President Johnson has restored most of the funds in this year's appropriation, I am nevertheless concerned that any future phase-out of this program be done in a manner which is not harmful to those persons it was originally intended to help. I would not quarrel with the concept that it might be in the best interest of the Federal Government and higher education for an ultimate phase out of the NDEA Loan Program. In doing so, however, we should have some assurance that a proper foundation is established to fill the vacuum caused by the elimination of this program. Several observations I believe are in order.

Under present circumstances, reserve funds necessary to make insured loans certainly are inadequate to meet the demand. Unfortunately there are only twenty states, according to my best information, which have the necessary operational structure to instigate an insured loan program. Those programs that are operational in the majority of these twenty states are of recent origin. In the case of many new concepts sound judgments are not made because of a lack of experience. Assuming that the banks will choose to cooperate and absorb loans previously made by colleges and universities, I am concerned that those students in the lower socio-economic dimension of our society will not seek this means as a source of assistance. My experience with the needy student is that he is less likely to approach a banking institution because his parents have generally been in the poor risk category and as a result he has a negative connotation of banks. Any change of attitude is a major educational task. With the current emphasis on Economic Opportunity legislation, it does appear that this change in the NDEA Program seems to be working at cross purposes with our intent to help the lower socio-economic income family to pursue the goals of higher education.

This program will also have a tendency to break down the total concept of financial aid which heretofore has been primarily developed by the individual educational institution. Thus the components of scholarships, loans, and part-time employment will be significantly divorced. This breakdown is not an insurmountable problem, but nevertheless is a disruptive factor in any philosophy of financial aid.

As I indicated earlier, I realize that a substantial part of the appropriation has been restored for this coming year. However, I would earnestly hope that in your deliberation regarding the future of the NDEA Loan Program that you might build into the legislation assurances which would stave off the problems I have indicated. Thank you for your anticipated consideration of this matter.

Sincerely yours,

ROLAND D. PATZER, *Dean of Men.*

CENTRE COLLEGE OF KENTUCKY,
Danville, Ky., March 4, 1966.

Hon. WAYNE MORSE,
Chairman, Education Subcommittee,
U.S. Senate, Washington, D.C.

DEAR MR. MORSE: You will find attached a copy of a resolution brought forth from a recent regional meeting of college and university financial aid administrators. It relates to the proposed shift of the NDEA and health professions student loan programs to the new program of Federally guaranteed private loans. I am writing my personal support of the resolution, and request your earnest attention to the matter.

I cannot believe that Congress will allow any necessary tightening of the purse strings to be borne by our college students. The NDEA and the Guaranty loan programs have different purposes; the first for the needy student with little or no family support, and the latter for the middle-income family who can support their children but may need help obtaining the funds at the exact time of college attendance. The two programs can and should be mutually supportive. Elimination of the NDEA plan will ax the needy student. This would be a direct reversal from what Congress has been building in the last several years.

If some higher education funds must be trimmed, would it not be wiser to hold back on building and research programs which can be picked up again later rather than to close out the prospect of college attendance to many eligible students.

A sufficient appropriation to support the continuance of the NDEA loan program is as important now as it ever was or shall be. Can Congress forget that the origin and purpose of the National Defense Student Loan Program was "to identify and educate more of the talent of our Nation," and "to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States?"

Yours very truly,

W. BARRY DIXON,
Financial Aid Officer.

RESOLUTION OF SOUTHERN ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS

Whereas the National Defense Student Loan Program and the Health Professions Loan Program have proved to be both an inspiration and an invaluable source of aid for needy students aspiring to receive college training; and

Whereas students currently borrowing have expectations of being able to continue to borrow as needed until their degree programs are completed; and

Whereas the College Work-Study Program and the Educational Opportunity Grant Program were predicated upon the continuation of the loan programs; and

Whereas it seems clear that no comparable program providing long-term, low-interest loans to college students can be implemented in every state by the 1966–67 academic year; and

Whereas Congress encouraged educational institutions to search out and bring to campus many students who would not be able to attend college without financial aid, failure to continue the loan programs would appear to be a breach of trust between Congress and the students and their families: Be it therefore

Resolved, That the Southern Association of Student Financial Aid Administrators respectfully urges the Congress to continue the above mentioned loan programs.

CINCINNATI, OHIO, *March 7, 1966.*

Senator WAYNE MORSE,
Washington, D.C.

DEAR SENATOR MORSE: It is my understanding that the National Defense Educational Act which loaned money to students going into the teaching profession and could be paid back *after* graduation over a period of 10 years discounting one year for each year of teaching up to 5 years is to be discontinued.

We borrowed $300.00 this past year under this Act to help finance our daughter's education at Lincoln Memorial University at Harrogate, Tenn. She wishes to be an elementary teacher. This $300.00 was a tremendous help to us because without *it* and a job on campus for another $240.00 made the difference between her *going* and *not going* to college. The balance we were able to meet in monthly installments at much sacrifice from our weekly pay check.

I am sure there must be many other young men and women who need this assistance to continue their education.

I work as a secretary to the Senior Counselors at Withrow High School and know how sorely good teachers are needed.

Could you lend us your assistance by asking that this Act remain in existence so that people of the lower middle class income who really need this help can continue sending their children to college.

Our daughter has proved an excellent student and has made the Dean's list her first 2 quarters but without the assistance of the NDEA loan we have little hope of her returning to college in the fall. So any assistance you can give us to keep the NDEA in existence will be greatly appreciated.

Sincerely,

FRANCES J. BOSWELL.

CHATHAM COLLEGE,
Pittsburgh, Pa., March 30, 1966.

Hon. WAYNE MORSE,
Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: The drastic cut in the President's budget for National Defense Student Loans is most distressing. I was happy to read that the administration's new Higher Education bill proposes an appropriation of $150,000,000 to continue the program during the 1967 fiscal year. I am especially happy that the House Sub-Committee voted unanimously that the administration spend the originally authorized $190,000,000. I am confident from your record and former positions that you will support the increase.

This letter is not only in support of the original appropriation, but to urge the continuation of the National Defense Student Loan program. NDSL program has had a considerable influence on Chatham College. Before the program we were able to give loans to only 7% of our financial aid students. This year 92% of the students on financial aid are receiving NDS loans. We have thus been able to meet more adequately the financial needs of our students. The NDSL program was influential in our changing our own small loan program from a rather complicated one with higher interest rates to a more liberal program. Our students are working approximately half the number of hours they worked prior to 1958. More students have continued to graduate and professional schools since the loan repayment can be deferred.

As the bill intended, it has encouraged more students to enter the teaching field. It has enabled Chatham to recruit more students from low-income groups and to offer them more financial awards that cover complete costs. When the Work-Study program first started, Chatham found that it had a high percentage of eligible students for the program.

Perhaps the most important defense for NDSL is that it enables a college financial aid office to give a student the best possible financial aid package. Financial aid is awarded only after a complete analysis of a student's financial resources, personal and family circumstances, health, and potential earnings. The ratio of grant, work, and loan is allocated according to each individual's needs.

Sincerely,

EDWARD D. EDDY.

ROLLINS COLLEGE,
Winter Park, Fla., March 8, 1966.

Hon. GEORGE A. SMATHERS,
U.S. Senate,
Washington, D.C.

DEAR SENATOR SMATHERS: Thank you for your response to my telegram regarding the National Defense Student Loan Program.

The Administration proposes substituting a plan of guaranteeing loans made by private banks. Under the present plan the College can pass judgment on the loan and tell a student what he can receive when his scholarship is announced. The student is then in a position to make a decision on whether he can come to Rollins.

Under the proposed plan we simply refer the student to his local banker, who may or may not be cooperative. If he wishes to make the loan it might be considerably more or less money than the student needs.

Still another problem is that for the plan to work as designed the State Legislature must approve cooperating in the program. Florida, and many other states, have not done this. This means that Rollins will have to finance part of the loans for students from Florida and the other states which are not part of the program.

We are afraid that if this change in financing were made we would lose a substantial number of our present students who are coming to Rollins with National Defense Student Loans.

The solution is for Congress to appropraite the funds to keep the program operative. It is already authorized. All it needs is the money.

Sincerely yours,

JOHN TIEDTKE,
Vice President and Treasurer.

SOUTHERN ASSOCIATION OF
STUDENT FINANCIAL AID ADMINISTRATORS,
Raleigh, N.C., March 4, 1966.

Hon. LISTER HILL,
U.S. Senate,
Washington, D.C.

DEAR SENATOR HILL: I respectfully call your attention to the enclosed Resolution, passed without dissenting vote by 252 members present for the annual meeting in Atlanta, Georgia, on February 17, 1966. These administrators urge that you carefully study the Resolution and make every effort to continue the National Defense Student Loan Program and Health Professions Loan Program.

Sincerely yours,

KINGSTON JOHNS, Jr.,
Immediate Past President.

RESOLUTION OF SOUTHERN ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS

Whereas the National Defense Student Loan Program and the Health Professions Loan Program have proved to be both an inspiration and an invaluable source of aid for needy students aspiring to receive college training; and

Whereas students currently borrowing have expectations of being able to continue to borrow as needed until their degree programs are completed; and

Whereas the College Work-Study Program and the Educational Opportunity Grant Program were predicated upon the continuation of the loan programs; and

Whereas it seems clear that no comparable program providing long-term, low-interest loans to college students can be implemented in every state by the 1966–67 academic year; and

Whereas Congress encouraged educational institutions to search out and bring to campus many students who would not be able to attend college without financial aid, failure to continue the loan programs would appear to be a breach of trust between Congress and the students and their families: be it therefore *Resolved*, That the Southern Association of Student Financial Aid Administrators respectfully urges the Congress to continue the above mentioned loan programs.

UNIVERSITY OF WASHINGTON,
Seattle, Wash., March 5, 1966.

Senator WAYNE MORSE,
Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: Accompanying this letter is a copy of the resolution passed March 2, 1966, by the University of Washington Young Democrats concerning President Johnson's proposal to discontinue the National Defense Education Act Loan Program. While the resolution is directed primarily to Washington State's Democratic delegation in Congress, we feel that, as Chairman of the Education Subcommittee in the Senate, you will be interested in our position on the President's proposal.

We feel that the arguments presented in the resolution for continuing the Loan Program are more than adequate to justify its continuance. The N.D.E.A. Loan Program has been of sufficient value to warrant consideration for its own merits, apart from the question of needing the funds to support the War in Viet Nam.

The major objection to continuation of the program has been that it has aided only a relatively small number of students; however, it is generally conceded by both bankers and administrators of the N.D.E.A. Loan Program that even fewer students could receive adequate financial assistance under the programs of the Office of Economic Opportunity. Furthermore, the amount of funds that would be released if the N.D.E.A. program were discontinued would be insignificant in proportion to the total amount needed to prosecute the Viet Nam War.

For these reasons, and those advanced in the resolution, we urge the Senate to continue to recognize the value of the N.D.E.A. Loan Program in raising the level of educational achievement in America and to support its continuation. We hope that you will actively help pursue this worthwhile objective.

Sincerely yours,

BRUCE STOTLER,

President, University of Washington Young Democrats.

RESOLUTION ADOPTED BY UNIVERSITY OF WASHINGTON YOUNG DEMOCRATS

Be it resolved by the University of Washington Young Democrats:

In recognition:

That the fulfillment of the maximum educational potential of every American is the essential cornerstone for building the Great Society;

That the Elementary and Secondary, and Higher Education Acts of 1965 demonstrate the continued recognition of the necessity for furthering the education of every American;

That the Loan Program of the National Defense Education Act has made higher education possible for thousands of needy Americans;

That this necessary financial aid is not available to these needy Americans from other sources of programs either on comparable terms or in sufficient amounts;

That, consequently, the discontinuance of the N.D.E.A. Loan Program would preclude further education for these thousands of needy Americans;

Therefore, since the highest possible educational achievement for every American is both a pronounced goal of the Democratic Party and a crucial part of the Great Society, the University of Washington Young Democrats beseech the President to withdraw his proposal to discontinue the N.D.E.A. Loan Program, and, further, implore the Congress to defeat such legislation if it is introduced, and, finally, urge the Washington State Democratic delegation to press both the President and their fellow Congressmen for the continuation of the N.D.E.A. Loan Program.

OREGON STATE UNIVERSITY,
Corvallis, Oreg., March 7, 1966.

Senator WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: Various newspaper reports have indicated a proposed decrease in the National Defense Student Loan Program effective with the 1966–67 fiscal year. We understand the Administration is proposing to replace the National Defense Student Loan Program with the new Federal Guaranteed Loans as established in the Higher Education Act of 1965. This proposal is a matter of grave concern to Oregon State University.

We now have notes receivable in our National Defense Student Loan Fund of approximately two million dollars. We were pleased to note that a section in the Higher Education Act of 1965 provides a relief in meeting the administrative expenses of this program. While the U.S. Office of Education has not yet provided us with the details concerning the use of the funds provided by this section, it is our desire to secure the necessary personnel to effectively administer this large program. While this need for additional personnel is a matter of great importance at this time, we are vitally concerned with the future of the National Defense Student Loan Program as it relates to the type of accounting and collection activities we wish to establish. We believe it is important to evaluate a number of alternatives at this stage which will be conditioned by the continued growth of this program or its possible immediate phasing out.

We would appreciate your advising us of the current proposals being considered by the Congress and also would appreciate your reactions concerning the probable outcome. As we are interested in arriving at our decision as soon as possible, your prompt attention and airmail reply to our letter will be appreciated.

Sincerely,

FRANK JONASSON,
Assistant Dean of Men.

GLENVILLE STATE COLLEGE,
Glenville, W. Va., February 25, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: Recent press releases indicate that there is some opposition to a recently announced NDEA loan plan to provide for college loans being made by commercial banks, with guaranted payment backing by the Federal government. This, to my way of thinking, is an excellent change in the program and will be of more benefit to more students. It seems to me also that major benefit will also accrue to the college or university, especially the smaller ones. Banks, of course, already have the mechanics set up for making and collecting loans, whereas most colleges and universities do not. Even now a good many of them have more or less makeshift affairs as far as collection is concerned.

One major opposition to the present program is the laxity of collection by colleges and universities—one reason being, I feel, that such institutions are not set up to make loan collections and do not have adequate trained personnel and equipment to do a satisfactory collection job. This objection would be overcome if loans and collections were handled by commercial banks. This also, I should think, *would make more funds available for lending to students,* as collections would be increased, and would require *less outlay by the Federal government.*

The approving and recommending of loans would, of course, be done at the college or university level, as is presently being done. This is the manner in which it is handled in the United Student Aid Program and seemingly works very well, and as far as I have been able to determine students have been able to secure loans from commercial banks when guaranteed by the United Student Aid Fund.

May I, sir, express my opinion to you that the entire making and collecting of all NDEA loans be handled through commercial banks rather than by the colleges and universities participating?

Respectfully yours,

LLOYD M. JONES,
Business Manager.

THE CITY COLLEGE,
OF THE CITY UNIVERSITY OF NEW YORK,
New York, N.Y., February 8, 1966.

Senator WAYNE MORSE,
Washington, D.C.

DEAR SENATOR MORSE: I am enclosing the photostat of a news article which appeared in Monday, February 7's *New York Post*. I would like to verify through your office the accuracy of this report. As chairman of the Legislative Committee of the Association of University Evening Colleges I am deeply concerned should the loss of funding cause the National Defense Student Loan Program to be phased out. As you know the Association has expended time and effort to have part-time students included in the program.

Would you kindly send me a copy of the Senate's version of the new G.I. Bill. The article which appeared in the New York *Herald Tribune* today mentioned only full time students. The Association of University Evening Colleges is deeply concerned by the apparent failure to include the veteran who may wish to attend college on a part-time basis while employed during the day.

It should be pointed out that had not the evening dean of the University of Akron pushed for the inclusion of the part-time student in the World War II G.I. Bill, thousands of veterans would not have been able to complete their education. As one of the veterans who attended part-time under this bill, I urge that the same consideration be given to those who are included in the new legislation.

I am looking worward to hearing from you in the near future.

Thank you for your cooperation.

Very truly yours,

MARTHA L. FARMER,
Chairman, Legislative Committee,
Association of University Evening Colleges.

LBJ DROPPING OLD COLLEGE LOAN PROGRAM

[From the New York Post, Feb. 7, 1966]

WASHINGTON, Feb. 7 (CDN)—The Johnson Administration has decided to phase out the National Defense Student Loan Program.

Student loans will still be available under a new guaranteed loan program that Congress passed as part of the higher education bill at its last session.

Congress, however, intended to keep the old program going as well. It included in the bill an authorization of $190,000,000 to fund it in the coming fiscal year.

But this authorization was ignored by the Administration, authoritative sources report. As part of its plan to begin a phase-out of the old loan program, the Administration has provided no funds in its fiscal 1967 budget for it, these sources disclosed.

Battle expected

This is expected to precipitate a hot battle in Congress. Many Congressmen have a strong attachment to the old program. It was started in 1958, as part of the National Education Act, and was listed to run until 1972.

The federal government had loaned about $600,000,000 under the program up to the end of 1965.

Under the old program, the government loans money to the nation's colleges. They, in turn, loan it to the students and are responsible for collecting it from them after they leave college.

High-level sources here acknowledge that the repayment record has not been as good as it should be. At the same time, they point out that these were intended to be high risk loans, designed to provide credit to needy students who might have trouble getting commercial loans. They were made to minors with no requirement for co-signers.

Under the new guaranteed loan program, the lending and collecting will be done by banks and other private commercial firms. States will be required to guarantee the loans. The federal government will pay 6 per cent interest on them while the students are in college.

To qualify for participation in the program, a state must agree that the interest rate will not exceed 6 per cent, and that it will not require repayment of the loan to begin until 60 days after a student is graduated.

The federal government is also authorized to guarantee the loans in those cases where a state refuses to take part in the program.

STATE OF NEW JERSEY,
NEWARK STATE COLLEGE,
Union, N.J., February 7, 1966.

Hon. HARRISON A. WILLIAMS,
U.S. Senate,
Washington, D.C.

DEAR SENATOR WILLIAMS: While I am writing to you I should like to advocate a change in the plans referred to in President Johnson's budget message concerning higher education. We see many negative aspects to the proposal to decrease the NDEA funds and substitute state and private loan programs. This would seriously undermine programmed financial aid, that is, financial aid which includes a college making decisions on a loan, work scholarship, scholarship, and other aids. All in one program without control of the loan portion, the total program becomes untenable. I hope that you will examine the President's budget proposal in this light.

Again, thank you for your interest in our college. Best personal regards.

Sincerely yours,

EUGENE G. WILKINS.

EUGENE, OREG., *August 6, 1965.*

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SIR: My problem concerns what I believe to be inequities in the lending of National Defense Education Act funds at the University of Oregon. As I understand it, the purpose of the NDEA is to provide financial assistance to students on the basis of their individual need for such assistance. As you can see from the enclosed budget, I certainly qualify for a maximum loan ($1,000 per year) if it is a matter of need. I think that you will agree that there is nothing on the budget that can in any way be termed extravagant.

The application that I submitted to the university earlier this summer was approved for only ½ of the amount that I need and applied for. This is disturbing to me because I know of cases of people being loaned the maximum amount who, in my opinion, needed no financial assistance at all.

I can turn nowhere else for assistance. I am twenty-six years old, a veteran, and have been financially independent for eight years. Even if I were to ask my mother for aid, she would be unable to give it because she is a widow who has an eleven year old son still in school. Her income consists of small monthly Social Security check and earnings of less than $1,000 per year for working as a part time drugstore clerk.

When I entered the university in the Spring '65 term, I had a small savings account and did not ask for a loan. Now, after attending the Spring and Summer terms and exhausting my savings, I find the maximum loan to be necessary if I am to continue my education. I did not seek a loan until it became an absolute necessity. I realize that the NDEA plan has been much abused by people who have applied for and received the loans without really having a need for them. I am not guilty of that offense.

If I am not granted a loan of $1,000 for the '65–'66 school year, I will have to drop out of college and work full time until I have saved enough to continue or until the G.I. Bill is renewed (in the event that it is).

I want very much to continue my education and to enroll in the Fall '65 term which begins in September. I realize that you are an important and busy person, but if you can do anything to aid me in securing the assistance I need, I am sure that I will be forever grateful.

Very sincerely yours,

_____ _____.

(Attachments.)

Budget for school year 1965–66

EXPENSES

Tuition and fees	$330.00
Rent [1]	855.00
Food and Utilities	495.00
Total, Room and board expenses	1350.00
Books and supplies	90.00
Medical and dental	150.00
Personal	350.00
Transportation (Includes gasoline, oil, and auto insurance)	292.00
Payments on accounts (Includes nine monthly installments on an automobile which my wife drives to work. The monthly installments on the automobile are $57.87) (total auto installments—$520.83)	655.83
Nine months premium on life insurance policy	135.00
Total, Expenses during the nine months school year	3352.83

INCOME

Wife's income	1575.00
Part time earnings [1]	855.00
Maximum proceeds of National Defense Education Act loan	1000.00
Total, Income including proceeds of NDEA loan	3430.00

[1] The $855.00 listed above as Rent and Part time earnings is not an actual cash income or expense. I manage an apartment house. In compensation, I have the use of an apartment rent-free. I have listed the amount as an income and as an expense in order to show the budget in its truest perspective.

EUGENE, OREG., *August 3, 1965.*

STUDENT LOAN COMMITTEE,
Office of Student Affairs,
University of Oregon,
Eugene, Oreg.

DEAR SIRS: I received today a letter from the University of Oregon Business Office informing me that my application for a National Defense Education Act loan has been approved for the amount of $330.00 for the school year 1965–66.

I ask that you please review my application and your decision. I cannot see how I will be able to enroll in the Fall unless my loan is for a higher amount.

Very sincerely yours,

_____ _____.

UNIVERSITY OF OREGON,
OFFICE OF THE BUSINESS MANAGER,
Eugene, Oreg., August 2, 1965.

Mr. _____ _____,
Eugene, Oreg.

DEAR MR. _____: The University Loan Committee has tentatively approved your National Defense Loan Application for the school year 1965–1966, in the amount of $330.00. We say tentatively approved because we cannot be sure of the annual federal contribution to this loan fund until Congress has appropriated the money. We have every reason to believe that it is their intention to continue the program, but we do feel it our responsibility to explain this to you.

Your loan application will be placed in a pending file, and as soon as we receive advice from the Office of Education that the funds have been made available, we will notify you.

Sincerely yours,

STUDENT LOAN COMMITTEE,
By E. W. PIERSON,
Control Accountant.

UNIVERSITY OF OREGON,
OFFICE OF STUDENT AFFAIRS,
Eugene, Oreg., August 5, 1965.

Mr. ———— ————,
Eugene, Oreg.

DEAR MR. ————: The National Defense Education Act under which our National Defense Student Loan Fund was established defines the purposes for which loans may be made. The University Student Loan Committee must evaluate each application and is able to approve loans only in amounts which, when added to the resources available to the applicant, will enable the applicant to meet the costs directly related to his attendance at the University of Oregon.

The amount of loan which was approved for you was determined on the basis mentioned above. While you may not feel that the amount approved will allow you to meet your proposed expense budget, the Committee feels that it will enable you to meet your college-related costs which is the sole purpose for which the loans are made available.

There is room for differences of opinion in all circumstances. If there have been significant changes either in the funds you expect to have available or in the costs you expect to have to meet, the Committee will be glad to review your application in the light of the effect such changes might have on your ability to meet your college-related expenses. However, the Committee has the responsibility for determining the amount of loan to be granted and must be guided in that decision by the requirements of the Act establishing the loan fund.

If you require further information, you may wish to arrange for an appointment.

Sincerely yours,

HOWARD L. RAMEY,
Director of Financial Aids.

MISSISSIPPI STATE COLLEGE FOR WOMEN,
Columbus, Miss., February 21, 1966.

Mr. COURTNEY PACE,
Administrative Assistant to the Honorable James O. Eastland, Senate Office Building, Washington, D.C.

DEAR MR. PACE: We are concerned about the National Defense Student Loan Program which is a part of the National Defense Education Act. In President Johnson's proposal to shift the seven year old National Defense Student Loan Program to federally guaranteed private loans under the Higher Education Act of 1965, we anticipate some real problems. I am listing below our experience with the National Defense Student Loan Program as it has been in effect during the past years and some of the problems that we see for the future.

1. We feel that the program as administered during the past seven years has been most beneficial to students and to the institutions with the least amount of difficulty. The arrangement that has been in effect gave a very close relationship between the student and the institution and assisted the student in making sure that all college fees were paid when the loan was granted, thereby insuring their financial ability to attend.

Under the new proposal we can envision a student receiving a good portion of the loan and using these funds for purposes other than paying college fees and expenses and later encountering financial difficulty in continuing to meet the expenses to the college.

2. We also expect that a federally guaranteed loan to the student would be more difficult for the student to negotiate and equally as difficult for the college to administer. Presumably there would be some qualifying statement from the college before the student could negotiate the loan and this would seem to me to require the student to make her financial status known to two agencies, the lending agency and the institution, whereas now the student may make her status known only to the institution.

3. There are other factors that might prove beneficial to the college in that the institution would not be required to set up the collection arrangement nor collect the loans.

4. The institution would not be required to put up $1.00 for every $9.00 that is made available from federal funds as is now required.

5. However, in regard to the two above items, the program has worked so successfully for both students and institutions that we should strongly urge you to use your influence in keeping the program as it now exists.

These are only a few of the comments that we could make in regard to the National Defense Student Loan Program which, again let me say, to us has been very successful. We shall be happy to provide you any additional information that might prove of benefit to you.

Please let me know what the anticipated changes are so that we may begin now to take whatever plans are necessary to adjust to a new type of student aid program, if such is required of us. Thank you for your cooperation in this matter.

Cordially yours,

R. JACK FREEMAN,
Administrative Assistant.

CAMPBELLSVILLE COLLEGE,
Campbellsville, Ky., February 21, 1966.

Hon. WAYNE MORSE,
U.S. Senate, Washington, D.C.

DEAR MR. MORSE: I am writing in behalf of one hundred fifty-one junior, sophomore, and freshmen students currently enrolled in Campbellsville College. My purpose in writing is to ask your committee to consider a phase-out program over a three year period for the National Defense Student Loan Program. These students entered college with the understanding that the loan program would be available and I feel that sudden termination of the program would be a breach of trust with these students so involved. The breakdown on this enrollment is as follows: Juniors 54, Sophomores 36, and Freshmen 61. If no additional students are taken, we will need $75,500 to operate for the school year 1966–67; $53,500 for the school year 1967–68; and $30,500 for the school year 1968–69.

Kentucky is one of the many States that does not have a program set up to guarantee loans according to the schedule outlined in the guarantee loan program of 1965. Our college participates in the United Student Aid Fund student loan program but so far has been impossible to enlist the cooperation of small town banks in this program. At present there is one participating bank in Somerset, 65 miles east, and one in our local town of Campbellsville, and no other one within forty miles of our college. I have contacted three of the larger banks in Louisville about financing our students under the United Student Aid Funds program. They have not been willing to do so but have promised to encourage local banks to participate. As of present, nothing has come of this effort. It will take at least a year for Kentucky to set up such a guarantee loan program and many of our states will not be able to get into operation for a longer period since their legislature meets only every second year.

It would take a good deal of work off of the college business office if these loans could be made some other way rather than under the National Defense Student Loan Program, and with the general ideas of what I have been told your committee will recommend, I would be sympathetic provided a three year phase out is provided.

On behalf of many young people in Central Kentucky, I thank you for your interest and ask for your consideration along the line so suggested.

Sincerely yours,

MARSHALL BLACK,
Business Manager.

UNITED BUSINESS SCHOOLS ASSOCIATION,
Washington, D.C., March 10, 1966.

Hon. WAYNE MORSE,
U.S. Senate, Washington, D.C.

MY DEAR SENATOR MORSE: Many future business education teachers will be denied the loan cancellation benefits proposed in the Higher Education Amendments of 966 (S. 3047) because the bill makes no reference to the National Vocational Student Loan Insurance Act of 1965 (P.L. 89–287).

The NDEA loan system has been of great benefit to the students in the few business schools eligible to participate. Rather than prematurely abandoning the NDEA, as has been proposed, we would hope that it could be *strengthened* and *expanded* to include students in all accredited business schools.

This and other problems related to the proposed "phasing out" of the NDEA are discussed in the attached memorandum. Also discussed are unfortunate consequences of there being two student loan guaranty programs instead of one.

We are very anxious for a witness to give testimony to the Subcommittee on these problems. As soon as hearings are scheduled may we have an opportunity?

Sincerely,

R. A. FULTON,
Executive Director and General Counsel.

MEMORANDUM

To: File on "Higher Education Amendments of 1966" (S. 3047) (H.R. 13174).
Subject: Exclusionary and Discriminatory Results—Need to "Key In" Vocational Student Loans.

This memorandum concerns the Student Loan Program of Title II of the "Higher Education Amendments of 1965" (S. 3047) (H.R. 13174).

In the "orderly transition to new student loan program" recommended by the Administration some serious inequities will occur unless the language of Title II is also keyed in with the National Vocational Student Loan Insurance Act of 1965 (P.L. 89–287). This will be in the areas of teacher loan cancellation and the refinancing of NDEA loans.

WILL EXCLUDE MANY FUTURE BUSINESS TEACHERS

There is an increasing degree of articulation and transfer of students between accredited business schools and four-year colleges. A particular example is the business education teacher training program at Ferris State College in Michigan. Students with two years in a business school can transfer on for their bachelor degree and the teaching certificate in business education.

These students will most likely have financed their first two years under the National Vocational Student Loan Insurance Act (P.L. 89–287) rather than through either NDEA or Title IV B of the Higher Education Loan Program. But (S. 3047) (H.R. 13174), as introduced, will exclude them from any teacher loan cancellation benefits merely because of the type of their original student loan!

WHEN IS AN "ELIGIBLE INSTITUTION" AN "ELIGIBLE INSTITUTION"?

Conversely, it has already been established that, as a national average, twenty per cent of the students in accredited business colleges enroll *after* having had one or more semesters in a four-year college program. (Sen. Report #1275, 88th Con. Sec. Sess.) Certainly many students who began with NDEA loans will be transferring to business schools where Title IV B loans are not available but where Vocational Student Loans are. S. 3047/H.R. 13174 makes no provision for these students. It should.

The same problem will also confront students with IV B loans who transfer to a business school which meets the definition of an "eligible institution" for Vocational Student Loans but not of IV B. These students will be caught in the trap of statutory semantics merely because there are two separate loan programs. Their IV B loans will then begin to come due while they are still attempting to restructure their education in another "eligible institution" but one defined for Vocational Student loans and not IV B loans!

SIMPLE AMENDMENT TO IV B

Most, if not all of these problems could be eliminated by a single amendment to the IV B loans program of P.L. 89–329. In section 435(a) defining an "eligible institution" simply strike the character "(4)" from the phrase:

"Such term also includes any public or other nonprofit collegiate or associate degree school of nursing and any school which provides not less than a one-year program of training to prepare students for gainful employment in a recognized occupation and which meets the provisions of clauses (1), (2), (4), and (5)."

The *true distinction* between an "eligible institution" for IV B loans and an "eligible institution" for Vocational loans, in my opinion, lies in the accessibility it has to recognized accreditation and *not* whether it is proprietary or nonprofit. Thus, by a simple amendment to the IV B loan program and recognition

of the Vocational loans for refinancing of NDEA many constructive results can ensue. They include:

1. Additional NDEA loans can be more quickly phased out.
2. Business school students who do go on to become business education teachers will also get the benefits of the teacher loan cancellation program.
3. Elimination of the burden that IV B loans can become due and payable by a college "dropout" while attending a business school under a Vocational loan.
4. The Vocational Student Loan program can continue to be fully used to assist students in the great variety of institutions for which there is now no existing access to nationally recognized accreditation.
5. The IB B loan program could be equitably utilized for students in all accredited institutions and not just some.

BETHUNE COOKMAN COLLEGE,
Daytona Beach, Fla., May 2, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR WAYNE MORSE: I am writing you regarding the information I received recently on the National Defense Student Loan Program.

I know that you will oppose the termination of program that is currently making it possible for so many of us to get an education. Because of the financial expense incurred by attending college, this program has made it possible for many of us.

I am sure you are aware of the value of continuing this program and won't let us down.

Sincerely yours,

S. O. OKORONKWO.

THE TOLEDO BOARD OF EDUCATION,
Toledo, Ohio, March 29, 1966.

Hon. Senator WAYNE MORSE,
U.S. Congress,
New Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: Grateful are we for your moral courage in speaking the truth on important issues, including the current attempt to emasculate the National Defense Act of 1958, and the High Education Act of 1965 in the name of economy.

You and your colleagues, like Senator Stephen Young, are leaders proclaiming in the Wilderness, but, eventually that truth will be heard by the masses. We urge you to keep your courage. Push on that education may remain at the task of eliminating war.

As you well know, after Sputnik we were only too glad to enact NDEA because scientifically minded Russia was challenging us then, and that challenge has not abated today. Education must not be reduced, but increased.

We ask you to fight to save NDEA because it is a tremendous educational step forward in which the states and local governments must show their good faith through matching funds. NDEA has accomplished much in up-grading education.

Confident are we that you, Senator Young, and 9th Ohio District Congressman Lud Ashley will fight for the boys and girls of America.

Cordially,

GEORGE HAMMERSMITH,
Director, Audio Visual Department.

TALLAHASSEE, FLA., *March 5, 1966.*

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SIR: I am strongly opposed to the President's plan to discontinue the National Defense Education Act student loan program. There has undoubtedly been some waste in this program; however I cannot see that the proposed re-

placement would be any more efficient. It seems that this alternative, of government subsidized and guaranteed loans from private institutions, would be much more complex, involving more "red tape", and possibly much less effective. Would it, as some have suggested, be of more benefit to those from middle-income families than to those with lower income who have greater need of financial aid for higher education? This would be an infamy. And would these private loans have such advantages as deferment of payment until atfer completion of formal education and military service; partial cancellation of payments for public school teachers; and complete cancellation of payments in case of death? They might not. A much-appreciated NDEA loan has covered a major part of my college expenses; I would certainly not like to see this program discontinued. Let's keep a good thing going.

Yours truly,

A. HENRY ELIASSEN.

ADDENDUM TO RESPONSE OF OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, TO QUESTION 1 OF SENATOR MORSE'S LETTER OF JULY 13

[7-29-66]

To date only one State, namely New York, has been affected by the limitation of 12½ percent per State, and this has occurred during the present fiscal year, for which this limitation is calculated at $37.5 million (12½ percent of $300,000,000). Before applying the limitation of $4 million per campus, the total requested in loans by institutions in New York amounted to $43.8 million. After applying this limitation, the requirement would be $34 million.

Generally speaking we would only expect the 12½ percent rule to come into effect if a State has large institutions proposing a number of major construction projects with a cost of $10 million or more. New York has three institutions applying for such loans this year.

In the months since the amendment of the Act in 1965, we have received a total of nine loan requests exceeding $4 million, two of which were funded in fiscal year 1966 and five of which came from New York State. The limitation of $4 million per campus has reduced the amount of money which could be loaned to these institutions by a total of $20.2 million. We have no basis for estimating that requests of comparable magnitude will or will not be received at the same rate during the remainder of this fiscal year. If this should be the case however, we might expect 11 more of such applications or a total of 18 for the fiscal year. The average request would be $2.25 million if they are comparable to those already received. On these assumptions it would cost $40.5 million over and above $300 million to fund projects this fiscal year without regard to limitations per campus and per State.

(See p. 54 for initial response.)

(Whereupon, at 11:05 a.m., the subcommittee adjourned, to reconvene subject to the call of the Chair.)

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AUG 15
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