

Since Mr. Grindle will discuss our participation in the various student financial aid programs, I shall confine my remarks to the other programs I have identified.

As a land-grant Institution, the University of Maine has long been accustomed to the concept of federal support for higher education. Founded in 1865, the University received its initial thrust from a federal grant of land under the Morrill Act; additional money grants at later dates fostered the development of the University, particularly in agricultural teaching, research, and service.

But the broadening of the scope of federal aid and the increase in its amount in recent years have been so sudden and significant that even those most used to the idea of federal aid—the faculty, staff, and alumni of land-grant institutions—have been jolted and jarred by the changes. I am happy to report that these jolts and jars have been, on the whole, happy and fruitful ones.

The new federal programs have made a substantial contribution to the improvement of the University and the expansion of its programs. They are helping the University accommodate an increasing number of students at a time when Maine stands 51st among the states in the percentage of high school graduates who go on to higher education. They are encouraging innovation in teacher education and in teaching methods on all levels at a time when higher standards and higher efficiency are national necessities. They are providing more opportunities for graduate education in a state where the first Ph. D. was granted not more than a decade ago. It should not be overlooked that these programs reach out into the state to encourage more young people to go on to higher education; to improve the qualifications of teachers in languages, history, and mathematics; to support enrichment of education through ETV; and always with a multiplicity of primary and secondary effects.

Naturally, certain problems have arisen in connection with these programs. I understand the interest of the Subcommittee in these problems which new legislation might be able to solve or alleviate, and will try to point to specific problem areas. But if I appear to dwell longer on problems than on progress, on lapses rather than leaps, it is only because the benefits seem so self-evident to educators and informed citizens alike.

I propose to give you a brief résumé of federal programs presently in course at the University of Maine, and then to consider some of the patterns of problems that have been encountered in putting them into effect. I purposely omit references to student grants, loans, and work-study programs as Mr. Grindle, the Assistant Director of Student Aid, is to testify separately on that subject.

The Higher Education Facilities Act of 1963 has made it possible to expand our building program to provide more and better facilities for graduate and undergraduate education. Additional space for psychology and foreign languages was partly underwritten by the Federal Government. Besides a number of renovations to existing buildings, two new buildings for zoology and forestry are under construction. It is worth noting that these two structures are not only going to be more adequate and better equipped than had been hoped a few years ago, they will also be architectural creations in which the citizens of the state can take pride.

Public Law 87-447 provided \$96,000 to assist in the construction of an additional link in the state-wide ETV network at Calais. Programs of the network can now reach over 90 percent of the population of the state, if a cooperating station owned by private colleges in southern Maine is included.

The National Defense Education Act has had an impact on the University for a number of years now. Loans, institutes, and fellowships have widened opportunities in important fashion. In particular, the NDEA doctoral fellowships have been instrumental in encouraging the introduction and expansion of Ph.D. programs in a number of disciplines. (The University now offers the Ph.D. in nine specialties, and the Ed.D. in two areas.)

NDEA institutes for teachers and counselors have been conducted each summer since 1959. The institutes have contributed to strengthening the regular programs by bringing national, professional leaders to the campus to work closely with resident staff, by encouraging curriculum and teaching changes which feed back to the regular program, and by increasing the geographical "mix" of the student body.

Of course, the Higher Education Act of 1965 is a landmark in this area. The University has been making every effort to exploit its potential for improving