

education, ourselves, for the education of students. We made those decisions.

What I really believe is that grants for which a university is accountable for basic programs really can contribute more in the next few years to higher education than some of the programs which are so closely supervised by people in Washington in HEW.

One of my good friends is Wilbur Cohen. I am sure some of you know him. He and I have argued about this some. He thinks that if the progress is to be made that they want to make with the programs, and is not to be wasted by those of us out in the field who don't know what we are doing—he didn't put it quite that way—it is a mistake, but I would hope that the Congress would look at the Morrill Act as an example of how to help institutions and look at the record. I think I once said to Mr. Hathaway, that if one looks at some of the money that has been given to the States under the Social Security Act over 25 years, they have been very responsible with Federal grants.

I would prefer more future aid in the land-grant pattern. That money allows us to support our basic programs. You provide loan money which the students get and grants and work-study money. This means more students come to us and we have to provide them with the education. These projects don't do that directly. We have to get that from the States.

As you well know, the States' burden of welfare and education is getting almost unbearable. I am going to meet with the Governor this afternoon to explain why his proposals can't be balanced by the university.

Mr. QUIE. On page 2 you talk about encouraging innovation and teaching methods at all levels at a time when higher standards and higher efficiencies are national necessities.

Are you saying that a categorical approach encourages innovation that would not have come about otherwise and therefore you are agreeing with Wilbur Cohen in that statement? Or do you think there would have been more innovation had you had the land-grant approach?

Dr. YOUNG. The record over the last hundred years shows there has been a great deal of innovation in our institutions. If the money was granted, and Congress said some of this money would be for innovations, we hope it would happen without having had the particular thing approved by HEW.

Now, being a conservative person, I would say that the Congress can do it both ways. The tendency now as you know in the last budget message is to pull away the outright grant money and put it all in category. This is my argument with Wilbur Cohen. He is all category. I think we need some of the other.

Mr. QUIE. What you are saying is that there has been great innovation in the past without categorical programs.

Dr. YOUNG. The fact that American higher education is the outstanding system in the world is due in large part to the Morrill Act.

Mr. QUIE. Do you think that we ought to then move in the direction of eliminating the categorical approach by providing the same amount of aid and general assistance?