

STATEMENT OF ERIC H. JOHNSON, ADMINISTRATIVE VICE
PRESIDENT, ILLINOIS STATE UNIVERSITY

Mr. JOHNSON. I have a statement.
(The statement of Mr. Johnson follows:)

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During recent years, Illinois State University has received substantial support from the U.S. Office of Education for a variety of its programs and activities. Several members of the faculty have received research grants from the Bureau of Research. We have had six NDEA Summer Institutes. The University is operating an Experienced Teacher Fellowship Program in History under a grant from the Bureau of Elementary and Secondary Education and a Prospective Teacher Fellowship Program in Latin under a grant from the Bureau of Higher Education. In addition, the history department is supported by an Institutional Assistance Grant from the latter bureau. For the coming academic year, the University has received NDEA graduate fellowships to support two of its three doctoral programs—in biological sciences and in art education. Thirty percent of the cost of a new general classroom building is being supplied from funds made available under the Higher Education Facilities Act. The University has established an Adjacent Municipalities Institute under funds granted under Title I of the Higher Education Act and a self-teaching audio-visual laboratory under Title VI of the act.

The administration and faculty of the University are most grateful for this support and for the confidence in the University which this support represents. With this support, the University has undertaken projects which would not have been otherwise possible. *Without exception, the officials of the USOE have extended services and assistance to the University far in excess of those required by laws and regulations. These officials have demonstrated a devotion to the requirements of education and of educational institutions which should earn them the respect and gratitude of their fellow-citizens and the Congress.*

Federal programs in aid of higher education have multiplied rapidly in the past few years. No catalogue of these is here necessary. The expanded federal role is both cause and effect of the era of transition which currently characterizes most colleges and universities. As programs have been created, problems have followed. Some that we have encountered may be of value to this committee in its investigation.

There is one area about which we are concerned. This is relative to the length of time which it takes for processing federal grants and loans for building construction. We estimate conservatively that any time federal money is used in a construction program, we will be delayed one full year in the construction of the building. Not only does this mean that the University is denied the use of much-needed facilities at a time when space is at a premium, but also the amount of federal assistance may be nullified due to the increase in construction costs during the delay.

On a recent bidding, 30% of the construction and equipping costs of a general classroom building are to come from federal sources. We estimate that in the last year building costs have risen approximately 28%. We were delayed one full year in getting construction under way, largely because of the length of time it took to process the application for the federal share. There was a very great possibility that this delay would result in the University getting no additional facilities for the federal dollars as well as losing the much-needed classroom and office space for a full academic year.

Similar delays are encountered in connection with research and training programs. In the well-established programs, such as the NDEA summer institute program, the USOE has established a long lead time between the date proposals are due and the date the institutes are actually conducted. This means that the University must reserve space and staff very far in advance, not knowing whether or not the proposal will be accepted. If a proposal is rejected, staff and facilities often go unused. If the University assumes that the proposal will be rejected,