

Probably the best way of trying to summarize it is to separate what I think are the three major areas and that is personnel, program, and procedures. I would like to add to what some other speakers have already said, that I am in the area of—if this were a classroom and I were to give grades—I would give a very high A to all the personnel that all of us have ever been in contact with. Locally, Dr. Mousolite has been extremely helpful, sensitive, and available. The same on the national level. Our faculty and administrators have had beyond-the-call-of-duty effort, courtesy, and assistance.

On the area of program I would give a high B. We have had, we feel, imaginative programs. There are areas in which suggestions should be made and in which more courage and more farsighted planning, farsighted awareness of the real leverages of social sanction should be taken into account.

I must say that in the areas of procedure I would only award a C. I would say that is in this area—I emphasize this—not merely to offer here to this committee critical comment but really on a larger scale to suggest that maybe it is in this area which we so frequently take as the nasty afterthought that it is maybe here where the most creative thinking and the most imaginative work needs to be done.

In an age where the total national picture is involved in awesome complexity, where colleges are changing from leisurely communities of thinking scholars to essentially product mills, I think President Umbeck's comment here can be supported and amplified.

The creativity of procedural efficiency is probably one of the greatest challenges that confront us both in the public sector and the private local level. The examples that President Umbeck gave I would support wholeheartedly although I would amplify that. Mr. Umbeck referred primarily to the so-called developing college. I would take it upon myself to say that every one of our institutions, from the smallest to the largest, has not kept up with the real opportunities that are available.

If I think of my own position as a dean of a liberal arts college within a larger institution, I am supposed to exert educational leadership, I am supposed to keep my faculty informed, I am supposed to try to encourage them wherever they are. Yet the detail of the continuous and sometimes not well coordinated daily demands is such that, in order to do what is necessary, we are kept from doing what is important. This puts it glibly, maybe.

Mr. BRADEMAS. That is, if the chairman may interject, a problem not uncommon in all walks of life.

Mr. MAUKSCH. Yes. Yet I feel it is the colleges of our day, and particularly those institutions which by society have the mandate to support and to encourage the intellectual product, where this becomes a critical product.

Speaking critically about some of the programs, let me start with various student loan programs. We have very good experiences with all of them. I would support the point that President Umbeck made about the educational opportunity grant. The procedural implementation of that particular grant carries with it some very real problems. We are caught between two conflicting procedures and frequently feel that there should be more flexibility. If either the matching require-