

PART II. DATA BEARING ON ECONOMIC ASPECTS AND IMPACTS OF THE
PROGRAM

9. *Economic effects*

Prior to implementation of title III, assessment of the likely economic effects of the program must necessarily be limited to subjective appraisal. Even when operational data become available, objective evaluation of program results will be limited because of their inherent complexity, interrelation, lack of measurability, and long-term nature.

The economic consequences of the developing colleges program can be considered in three categories: (1) benefits to the economy as a whole because of the greater number of well-educated citizens promoting a higher standard of living; (2) benefits to communities because of the presence of stronger educational enterprises; and (3) possible benefits to society as a result of changes in the occupational mix of graduates from developing institutions aided by the program.

It is recognized that well-educated people make positive contributions to society. Helping small isolated colleges raise their standards of education constitutes an important step in increasing the supply of quality graduates to meet the demand. Educational expenditures for smaller and inferior colleges may be expected to provide the initial stimulus for expanded and continuing growth.

Raising the academic quality of a college is likely to have a positive effect on a community's economy. Certainly the vitalization of an isolated institution struggling for survival should increase and upgrade job opportunities, alter consumption patterns, add to gross expenditures, and in general increase commercial attractiveness. The developing colleges program may in certain instances serve as a catalyst for long-term regional improvement.

Helping developing institutions loosen curricular and other restraints imposed by academic isolation will allow students to enroll in disciplines previously denied. The occupational mix of graduates will then be altered by the increased span of course offerings and no doubt will improve in favor of those academic fields in greatest demand.

10. *Economic classification of program expenditures*

Not applicable. This program was not in operation in fiscal year 1965.

IMPROVING UNDERGRADUATE INSTRUCTION

(The Higher Education Act of 1965—Title VI)

PART I. DESCRIPTION OF THE PROGRAM

1. *Objectives*

To improve the quality of undergraduate classroom instruction in selected subject areas by providing grants for the acquisition of equipment and minor remodeling and by supporting short-term workshops and institutes for those persons engaged in the use of educational media equipment or preparing to be specialists or librarians for educational media.

2. *Operation*

Funds are provided on a matching basis to higher education institutions for the purchase of laboratory and other instructional equipment and materials and closed circuit television equipment. A State