

in fiscal 1968 and the other personnel elements of total authorization budget have been the elements which have made progress in a difficult budget year. We are endeavoring to reach in the direction you are suggesting.

We have not probably reached far enough to meet all of the requirements but we are getting there.

Mr. ESCH. I have one more question, Madam Chairman. I am vitally concerned as everyone at this table is, I think, in the need to properly support those interested in pursuing higher education. We heard one suggestion as to why you may not support the tax credit concept as a means of supplying valuable aid. I would like to hear other discussion as to why you would reject the tax credit concept as one that is not valid.

Secretary GARDNER. I really can only go over the same ground with a little addition, or few additions. The very large sums involved will purchase very little in the way of additional help to parents, additional help to youngsters, and it will end up as help to private institutions. If we want to go that route, it would seem to me we might decide what forms of help we want to give to private institutions and do it directly.

Mr. ESCH. Mr. Secretary, what you are suggesting is you don't care to give a great deal of assistance to private institutions, at least non-categorical aid to private institutions?

Secretary GARDNER. No; my last sentence was if we wished to do it we should address ourselves directly to the fact, to the possibility, and decide what kinds of aids we want to give, how categorical or general, and do it.

Mr. ESCH. I am asking now for your opinion on this matter, do you look at the giving of noncategorical aid to private institutions as a valuable asset to increasing efficiency among higher education in the United States?

Secretary GARDNER. Do you mean simply general aid?

Mr. ESCH. Well, we have reached the point where our discussion attacks created grants. At least your assumption is it would be a form of noncategorical aid to private institutions. This is what it filters down to, and do you look upon it as a valuable asset?

Secretary GARDNER. I think we have to look at it in the context of general aid to higher education as a whole. I think it presents quite a few problems. I would want to examine it. I would want to examine it by the front door and not the back door of a tax credit. I have been very favorable to aid to private institutions and we have done a great deal of it, as you know.

Mr. QUIE. May I ask a question?

Mrs. GREEN. Your time is gone, Mr. Quie, but, go ahead.

Mr. QUIE. First, Mr. Secretary, I want to commend you on the excellent statement you have made about shifting to noncategorical programs as fast as we can and I am glad you are committed to doing this in additional programs as time goes on, I hope that your first big attempt in the Education Professions Act will meet with favor here in the committee so we can at least get moving in that direction. I have received some letters from teachers of English quite concerned that we are going to lose title XI of NDEA, and also the equipment in title III, which I don't believe has any relevance with the Education Pro-