

Part A of the title provides support for research and experimentation and evaluation of projects involving television, motion pictures, radio, printed and published materials, and related communication media. Since 1959, approximately 375 projects have received support, 215 of which have been completed. Part B of the title provides support for project activities involving dissemination of information about new educational media and their utilization. Since 1959, 253 projects have been initiated under Part B; 195 have been completed.

We are not requesting extension of the authorization for Title VII. Its activities may be funded under the authorization for the Cooperative Research Program.

Titles VIII and IX are not involved in the proposed Higher Education Amendments of 1967. Title VIII authorized area vocational education programs, and was enacted as Title III of the George-Barden Act of 1946. Its technical education provisions were made permanent by the Vocational Education Act of 1963. Title IX establishes a Science Information Service to coordinate and improve methods of disseminating information in the sciences. This activity is carried out by the National Science Foundation.

Title X provides grants to State education agencies to improve the adequacy and reliability of educational statistics and the methods for collecting, processing, and disseminating such data. The extension of this section of the title is not being sought, as its function has been superseded by Title V of the Elementary and Secondary Education Act of 1965. Technical amendments to the title provide for participation of the Trust Territory of the Pacific Islands, for schools of the Department of the Interior for Indian children, and for overseas dependents schools of the Department of Defense in the programs authorized under NDEA.

Title XI—Training Institutes—was added in 1964. As enacted, it authorized institutes in modern foreign languages and English taught as a second languages, but the program was expanded to include a selected range of fields—English, reading, history, geography, disadvantaged youth, and educational media specialists. Amendments contained in the Higher Education Act of 1965 added economics, civics, and industrial arts to the list of permissible institute subjects. By amendment to the International Education Act of 1966, institutes were added in the field of international affairs.

Title XI expires at the end of Fiscal Year 1968. Its extension is not being requested, as it will be incorporated in Title V of the Higher Education Amendments of 1967—Education Professions Development—which I will discuss at length later in this testimony.

EXTENSION OF THE HIGHER EDUCATION ACT OF 1965

This year we are similarly seeking the expansion and extension of the various programs of the Higher Education Act of 1965. Over the past year and a half, students and colleges, citizens and their communities have felt the impact of increased Federal assistance to higher education. Projects have ranged from Community Service to the minor remodeling of college facilities. The authorized programs of the Higher Education Act, coupled with the construction projects under the Higher Education Facilities Act, have become part of an essential package of assistance to institutions of higher learning. In this age which calls for a total commitment and involvement of all the Nation's resources in bringing about the full development of the country's potential, the Higher Education Act stands as one of the vital bases for such a commitment.

Some of the actual projects carried out last year illustrate the manner in which the Higher Education Act is rapidly increasing the number of persons affected by higher education. Title I of the Act provided funds to help solve community problems and to meet the continuing education needs of those whose formal education has been terminated or interrupted. In 1966, 85 percent of the projects funded dealt with urban and suburban problems. Participants in these projects included subprofessional workers being trained in recreation therapy for the elderly, civic officials interested in studying the various means for upgrading substandard housing, and the staff of a university transportation and research institute on flexible, light-weight transit system in urban areas. Projects emphasized problems of municipal recreation, building code interpretation, usage of nonprofessional volunteer personnel, and rehabilitation of prison emigrants. In California, San Diego Junior College received a \$37,000 grant for a project dealing with problems of senior citizens; in Florida, the University of South Florida received a \$3,000 grant for a pilot program in consumer educa-