

President of the Louisville Transit Company; a representative of the Massachusetts Bay Transportation Authority; the Manager of Market Planning of Detroit's Department of Streets and Railways; the Assistant Operating Manager of the Bi-State Transit System in St. Louis, and the Manager of Operations and the Supervisor of Personnel from the Cleveland Transit System.

Others came from Cleveland, Columbus, Dayton, Springfield, and Maple Heights in Ohio as well as Dallas, Texas, Charleston, West Virginia, and Pittsburgh, Pennsylvania. Most of the participants attended both the November and March sessions.

Reaction to the program is best summarized in an unsolicited letter from Mr. John W. Dameron, Executive Director of the Port Authority of Allegheny County, Pennsylvania. Two of his employees were registered for the fall session and ten in the spring. He wrote: "This is the first time in my thirty-five years in the urban transportation field that such a program of instruction and research has been developed for transit management. It is a program sorely needed and hopefully can be continued in order that more in-depth studies of the problems discussed at the conference can be made."

In addition, the Department of Housing and Urban Development was so impressed with the design and success of this Title I program that it has asked the Center for Urban Regionalism to conduct two two-week sessions on transit management for its personnel this summer.

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Professional, administrative, and technical personnel concerned with transportation have difficulty keeping abreast of the rapid technological advances in their field. Technical research has produced many new concepts and methods for improving present transportation systems. However, the results of this research must be disseminated in readily understandable form before practical advances can be made.

Texas A & M University has initiated a Title I program which applies the research findings of its Texas Transportation Institute to the problem of improving urban transportation. The approach is twofold.

Cooperating closely and utilizing the resources of the Texas Municipal League and the Texas section of the Institute of Traffic Engineers, the Texas Transportation Institute is offering a series of seminars for city, traffic, and urban planning engineers, professional planners, city managers, and training program personnel. Both active professionals and researchers give presentations covering such topics as continuous transportation in urban areas, multiple jurisdiction, and the impact of rapid transit.

Because transportation problems are found throughout the State, four or five seminars are being held in each of ten regions. Each region centers around a large metropolitan area: El Paso, Lubbock, Amarillo, Dallas-Fort Worth, Waco, Houston, San Antonio, Austin, Corpus Christi, and Galveston. It is estimated that 2,000 professionals and non-professionals involved in transportation will benefit through direct attendance.

The second approach is directed toward technicians responsible for installing and operating community transportation facilities. Training and re-training courses in the newest technical methods are being offered at James Connally Technical Institute.

Both approaches are problem oriented. The goal is not simple dissemination of knowledge, but making that knowledge available to those persons who can in turn apply it to the problems of urban transportation in Texas.

Mr. QUIE. Going on to title III, the developing institutions, we had the idea that title III would be used primarily to upgrade 4-year Negro institutions in the South. It has shifted away now partially because the opinion of the House was not shared by the Senate, and 2-year institutions were included. I understand that now this is going to junior colleges, and that new junior colleges are evidently developing institutions. What is really the policy of the Department in title III?

Mr. MUIRHEAD. I would be pleased to respond to that, Mr. Quie.

You are quite right in pointing out that the developing institutions program, as discussed by this committee, had a sharper focus on these