

they are going to strengthen it, by improving their aid and studies? As far as I am concerned I favor this, since we are going to be involved in Asia now and for a long time in the future. But the question is should it be done with title III.

Mr. HOWE. I think you are answering your question in saying the Government should support the Asian studies, as being an important part, but an institution with several hundred or thousand youngsters where it can't provide any opportunity in his area is missing a significant part of higher education.

Mr. QUIE. Yet, is this the purpose of title III?

Mr. HOWE. I don't think title III tried to address itself to one area of the curriculum over another. I think it addressed itself to a variety of different approaches by institutions to improve their services.

Mrs. GREEN. Would you yield?

To help understand this, you say you have established a project in Oregon that is to improve instruction in five or six different areas. Is this to improve the University of Oregon to bring people to the University of Oregon from developing institutions?

Mr. HOWE. We work both ways actually.

Mr. MUIRHEAD. Well, quite obviously, it is not aimed at strengthening the University of Oregon, but the program to assist the developing institutions may be carried on either on the campus of the cooperating institution or on their own campus, or the campus of the individual institution. I am not on top of the particular details of this program, Mrs. Green, but it is typical of types of programs involving major universities in which they may bring staff from the developing institutions to their own campus or may share with the developing institutions some of their own staff.

Mrs. GREEN. Could you provide, not for the record, but could you provide me the names of the people who are in this project in Oregon for intensive faculty work sessions and where they come from?

Mr. MUIRHEAD. By all means.

Mr. QUIE. Could you also submit for the record the names of the institutions that are developing institutions and the length of time that they have been in operation and what makes them a developing institution rather than a developed one?

Mr. HOWE. Mr. Quie, by saying "names of institutions that are developing institutions," you mean those to which we are making grants?

Mr. QUIE. That is right.

Mr. HOWE. We would be hard put to draw a clear line, I think, looking at all 2,000 institutions.

Mr. QUIE. I won't ask you to do that, just the ones you have funded, the 115 you mentioned here.

Mr. MUIRHEAD. Yes; and we will be pleased to provide for the record also the number we are funding imminently, which will be this week.

Mr. QUIE. That is all the questions I have.

CRITERIA FOR DETERMINATION OF ELIGIBILITY AS A DEVELOPING INSTITUTION

(TITLE III HIGHER EDUCATION ACT)

In order to be considered for support under Title III of the Higher Education Act of 1965, Strengthening Developing Institutions, an institution of higher education must first meet the basic requirements as set forth in Section 302 of the Act, "Definition of 'Developing Institution.'"