

who is being helped or whether you are helping to accelerate an increase in tuition rates by making this money available.

Mr. CAREY. Certainly if we don't move as much as we can—\$3 million in construction of facilities which you said is needed—if we don't move aggressively toward that, then the problem of financing the tuition institutions will become an even more vexing one for those who don't have any means to increase their capital commitments without increasing tuition unless we can move more aggressively toward funding the authorizations we have legislated in this committee.

Dr. GROSS. I do think that is the way to do it.

Mr. CAREY. I would like to say a word on behalf of those supporting the tax credit. It is too often said this is merely an indirect means of getting money into the private sector and it is a conduit for simply raising fees.

Is it not true a great many of those who support the tuition requirements of the students honestly want to make a greater contribution to the school where their children are in attendance? Many do make donations of gifts and so on. These are tax deductible but it is an insubstantial way of financing.

Unless you get a big drive going you don't get money coming in. I think many parents would be anxious and willing to make donations for their children if this was money not taken out of their need for daily upkeep for the family.

This is something to enable families to make a greater contribution to American education. I think this is laudable.

Dr. GROSS. I don't think this is something the private colleges are selling in order to raise their tuition. It is only a question of whether this is the best method of aiding colleges.

Mr. CAREY. In the Secretary's testimony he indicated under title V that under broader education colleges could move to build expertise in the background of school boards, teachers, and so on; does this mean we would find Rutgers instituting a program to upgrade the appreciation of school board members of school problems like Wayne County members?

Dr. GROSS. If it can be done, I would be for it.

Mrs. GREEN. Congressman Esch.

Mr. ESCH. I think all of us are concerned with the tax credit concept, for it is not following the regular pattern through Congress. It has been suggested the program is an indirect way of support of higher education.

Yet if we gain another percept on it, might it be looked at as a more direct way of support with a great deal more flexibility on the part of the student to be selective and have more independence and freedom to choose those paths in the direction he wishes to go?

Dr. GROSS. I don't think it is quite as narrow as you imply. For example, more and more programs are coming in with scholarship aid to the student, to take him where he wants to go, sometimes out of the State.

There are programs designed to do just that: give the students greater flexibility. I really don't see it the other way because I don't think the amount is sufficient to make any drastic difference.

Mr. ESCH. More and more States are utilizing the student aid programs.