

By and large I am most impressed with the soundness of the proposed amendments. I am particularly in favor of those provisions which:

1. would relieve institutions of the burden of putting up one-ninth matching funds for National Defense Student Loans;
2. would permit work/study students to be employed forty hours a week while attending summer classes; and
3. would remove the present restrictions on subjects for which instructional equipment grants are made.

That portion of the bill which deals with the work/study program would call for a reduction in the Federal share to 80% rather than the scheduled 75%; however, I would strongly urge that the Federal share be continued at the present 90% level for on-campus jobs and that 5% of this Federal allotment be allowed the college for use as a way of meeting administrative overhead expenses.

The new bill proposes a change in the interest formula for academic facilities' loans which would, in effect, raise the rate from the current 3% to over 3½%. I would prefer that the formula be left as is.

I hope that this will be of some help to you and please do not hesitate to call on me.

Sincerely,

JAMES H. McCROCKLIN, *President*.

NEW YORK UNIVERSITY,
SCHOOL OF EDUCATION,
April 18, 1967.

HON. EDITH GREEN,
House of Representatives,
Washington, D.C.

DEAR MRS. GREEN: In conformance with your request to convene a group of New York University professors for the purpose of discussing the Higher Education Bill, I am pleased to submit this report. More specifically, you were concerned with the problem of recruiting, educating, retaining, and upgrading teachers in the educationally deprived areas of our nation.

A task force of eight professors, chaired by Professor Jeanne Noble, worked on these and other questions related to the problem of teacher training. This report was developed from their discussions. In addition, we are pleased to convene this group and other professors with related specialists so that you and your committee may explore educational problems of mutual concern.

President James M. Hester has given top priority to University involvement in urban affairs. We in the School of Education are constantly seeking opportunities to help the City, especially its educational system, respond to modern demands. We are grateful for the legislative assistance that supports our efforts. We welcome this opportunity to explore new ways that the Congress might encourage educational endeavors.

In this spirit we welcome you and the committee to our campus. We are ready to offer assistance to your committee today and at any time in the future.

Respectfully yours,

DANIEL E. GRIFFITHS, *Dean*.

REPORT SUBMITTED BY DANIEL E. GRIFFITHS, DEAN, NEW YORK UNIVERSITY
SCHOOL OF EDUCATION

INTRODUCTION

Congresswoman Edith Green posed several questions concerning the Higher Education Act and the adequacy in meeting the needs of teacher training for the disadvantaged. An NYU faculty task force considered these questions and other points of importance. The first part of this paper deals with proposed amendments we recommend and a rationale for each. The second part presents answers to questions not covered in our recommendations.

In some cases, we did not think the Higher Education Act the proper source of funding for the particular area of concern. Probably, the Elementary and Secondary Education Act should deal, among other issues, with working conditions and incentives for teachers. The Higher Education Act should deal more specifically with teacher training, both pre-service and in-service.