

quately trained manpower. It seems to me that if you are looking at priority questions, the major question which ought to confront the Congress at the moment is how can we do better than we are doing presently in the conduct of public affairs and international affairs.

If this is the central question, then it seems to me that this title XII deserves a very high priority.

Mr. ERLNBORN. Thank you very much.

Mr. GIBBONS. Thank you, Dean Bailey. We appreciate this very much. As we said in the beginning, it is a very fine statement, and you have added a lot to our understanding. Now, only because I cut off the questioning here on this because I have that crisis that I mentioned a little while ago, I would like to call on Mr. Harold Pfautz, who is a professor of sociology, at Brown University, to come forward.

Dr. BAILEY. Thank you, Mr. Chairman.

STATEMENT OF DR. HAROLD W. PFAUTZ, PROFESSOR OF SOCIOLOGY, BROWN UNIVERSITY

Dr. PFAUTZ. Mr. Chairman and Congressmen, I might begin by saying I appreciate very much the opportunity to appear before you. I am convinced in my own mind that the work of this subcommittee and the parent committee is the pivot around which the future of higher education in America will undoubtedly turn.

I am professor of sociology in Brown University and for 2 years, 1964 and 1965, served as coordinator of the Tougaloo College-Brown University cooperative program. My remarks are apropos to H.R. 15067, a bill to amend the Higher Education Act of 1965, especially titles III, parts A and B, title IV, part C, and title IX.

As you will recall, the major impetus for title III, "Strengthening Developing Institutions" by means of cooperative programs was the growing recognition of the plight of young Negro Americans relative to opportunities for quality higher education.

On the one hand, a tradition of de facto segregation and occasional discrimination on the part of our colleges and universities, coupled with the abiding economic and educational disabilities of Negro youth minimized the matriculation of Negro high school graduates at predominantly white schools.

On the other hand, such studies as Dr. McGrath's survey of the predominantly Negro colleges made clear their financial predicament and all the correlative defects which stem from inadequate funding; a situation, incidentally, which they share with an even greater number of the smaller, predominantly white institutions of higher learning.

Together, these factors were largely responsible for the isolation not only of the predominantly Negro colleges from the academic mainstream but of their students from American society.

Of course, as long as the future of such young people was the traditional ghetto—for example, Negro business and teaching in segregated schools and colleges—these defects were of minimum import. But, in the past decade, our Nation has rededicated itself to making real the promise of equal opportunity and has come to recognize the folly of literally writing off the human potential of one-tenth of our population.