

At this point the educational experience of Negro Americans takes on significance. Indeed, despite the ambiguities involved in supporting such institutions due to their own de facto segregated character, the fact that they have served, serve today, and will continue to serve in the near future the largest number and proportion of Negro undergraduates has made it imperative that they be brought into the mainstream of higher education.

Moreover, given the rapid pace of development that our best colleges and universities have experienced since World War II, it also became clear that the gap between such institutions and significant numbers of our smaller, independent colleges was increasing as a result of the rising costs and competition for staff.

It was in this context that title III of the Higher Education Act of 1965 was enacted. It aimed precisely at providing Federal financial support for cooperative working relationships between so-called developing institutions with the desire and the potential to make a substantial contribution to our educational resources and the talents and know-how of our best colleges and universities, as well as the educational resources of business and industry.

Significantly, this title involved a much needed innovation in Federal aid to higher education; that is, direct financial aid, not for buildings, facilities, or research, but for basic educational operations: curriculum development, faculty and administrative development, student services, and planning operations.

In addition, the national teaching fellowship program sought further to be helpful in staffing the developing colleges.

We are now beginning our third year of experience. And, while I have not been privy to the inner workings of the operation, I have had the honor of serving as an adviser to the Office of Education as a member of the panels which have reviewed the proposals, in addition to my tenure as coordinator of the Tougaloo-Brown program.

In the first place, I would say that the Office of Education and especially the division of college support have done a really magnificent job in administering the title to date. Despite the press of time and the problems of setting up lines of communication between Washington and the myriad of institutions throughout the country, the moneys have been allocated with a minimum of the bureaucratic difficulties usually encountered in such an extensive and complicated program. Moreover, I am personally convinced that these moneys have performed exceedingly useful functions which are precisely along the lines of the intent of the Congress.

Through the medium of cooperating working relationships literally hundreds of colleges outside the mainstream of higher education have been brought into contact with our more developed institutions.

Correlatively, these contacts and the funds received for such programs have, to a greater or lesser extent, at the very minimum served a significant catalytic function: They have acted to shake up, so to speak, the operations of the smaller and less developed schools.

I do not need to tell you that educational institutions, despite their formal dedication to truth, learning, and change, are, in the final analysis, also human institutions with understandable vested interests in their own status quo and informed by administrative and faculty fears of the consequences of rocking the boat.