

responsive to the public need and articulated with each other in a national policy framework.

To many of you here in this room that prospect will be considered disastrous because you believe that the preservation of academic freedom, the maintenance of high academic standards and the capacity for experimentation in *all* of our colleges and universities, both public and private, is safeguarded by the very existence of private institutions. This may to some degree all have been true in the past; no doubt it was. But it would be a difficult claim to make today and, I believe, will be a ridiculous one to make tomorrow. What we should be worrying about then is how all our institutions, whatever the nature of their control, can preserve academic freedom, high academic standards and an experimental turn of mind in the face of their inevitable heavy financial dependence on the federal government.

And now, ladies and gentlemen, as I close, you will perhaps agree that my topic wasn't, after all, so remote from the theme of this AAC annual meeting: inter-institutional cooperation. I doubt, however, that many of you would have had in mind inter-institutional cooperation within the framework of a deliberately developed, coherent set of national policies for American higher education. If this proves to be a jarring note in your deliberations here, I apologize. But it is the way I see the future.

Mr. BRADEMAS. I made a speech at Spellman College in Atlanta last year, a Negro women's college. One thing that struck me there was the apprehensiveness on the part of the leaders of that institution at the zealous recruiting by larger, more established, more powerful colleges and universities elsewhere in the United States of the most talented and brightest Negro women in that area of the South.

One can readily think of major institutions in the North who were out looking for bright young Negro high school graduates in the South to give them scholarships to go up North and, of course, this was a very tantalizing opportunity. But the effect of it was to deplete the potential of the student body at Negro institutions in the South that were less strong.

Do you have a comment on this problem?

Dr. PFAUTZ. One, it is empirical question, and I don't know whether in fact a significant number have been drained off, so to speak.

I suspect, secondly, that it is very human and understandable that there would be this feeling. I doubt very much whether it has really had that kind of an impact.

These people are not only selected for their abilities and potential but, for the young Negro American from Mississippi with talent and energy, it also takes a good deal of, in a sense, courage to make a decision to go to a northern college, as it would, I think, even for a white person in Mississippi, in the sense of going away from home.

So it is all true that there is this feeling and mood, but I doubt very much, although I don't have the data.

Mr. BRADEMAS. Thank you.

Mr. Esch.

Mr. ESCH. I have questions, but I yield to my senior colleague.

Mr. ERLNBORN. I thank my colleagues for not taking advantage of the seating position.

Dr. Pfautz, I noticed on page 5 of your statement that you have made note of the fact that the institutions making proposals or applications under title III have increasingly asked merely for institutional help rather than having cooperative plans. You apparently draw the conclusion that this would or should lead Congress to fulfill these requests and make institutional help available without cooperative plans.