

Do you think that the developing institutions have the ability to use properly and wisely, these institutional grants if they don't have some leadership from outside?

Dr. PFAUTZ. First, I see certainly some meaning in the original concept of title III for cooperative operations, but I think it is also clear that for a significant number—and I have no idea what proportion of our smaller colleges is predominantly Negro and white in terms of what Congressman Brademas was mentioning—their future viability is just tied up with the necessity for certain basic funds.

It isn't that you would expect out of many of these small schools—what shall I say—large advances in programs or anything like this.

I think we are coming to the point where it is just maintenance and to maintain their quality.

Mr. ERLNBORN. Would this fit into your concept of just keeping them going rather than getting them going places? Would you want the institutional grants to be given initially or just as a followup after a cooperative program?

Dr. PFAUTZ. I think that what we need is a graduate and an undergraduate program which would be oriented, on the one hand, to institutional development. And when I say "development" here, I mean a kind of a sensible and responsible development so that one doesn't get in over one's head.

I suspect, for example, that we have many interesting educational curriculum programs which focus on the problems of young people of energy and talent who have suffered because they have gone to poor schools on the primary and secondary levels.

I also personally suspect that many of these programs are oriented to some notion of a clinical education in which you have a very small student-teacher ratio.

Now, I think that if you finally get down to it, you can teach a person a lot. The real problem here is to, I believe, address ourselves to the problem of taking that middle majority of young people who certainly do not in educational terms score 600 and 700 but 300 and 450 and ask what can we do for them in a realistic basis, both educationally and economically.

I suspect that many of these programs actually involve a kind of a clinical approach, very costly, and the question is, when the cooperative grants end, will the college be able to maintain this kind of education at this level?

Mr. ERLNBORN. Do I understand you to say that the institutional grants would be more valid as a continuation after the cooperative effort rather than initially?

Dr. PFAUTZ. That is right.

Mr. ERLNBORN. In your experience at Tougaloo, would it have been valid for them to have been given an institutional grant without a cooperative program to get them started in the right direction?

Dr. PFAUTZ. In the beginning I think no, but there are many small independent colleges who have the administrative cadres and know-how to handle it.

Mr. ERLNBORN. Maybe you could explain to me what sort of grants are now being given. Are they categorical grants?

For instance, would the plan that is approved call for a certain amount of money to be spent in the science part of the college or