

another certain number of dollars be devoted to developing the library? Are funds made available just for improving administrative abilities in the school?

Dr. PFAUTZ. Yes. It has been my observation personally that they are in these basic areas I mentioned, curriculum, facility development, administrative development, student services, and long-range planning.

Not every institution requests funds in all areas, although I suspect there is a kind of tendency to. As to what part of the curriculum will be at stake, this depends upon the individual college.

Mr. ERLBORN. Are funds available, for instance, just to augment the faculty salaries, or would this be prohibited under title III?

Dr. PFAUTZ. I don't know. Let me think.

Of course, I have only been privy to a small and unrepresentative sample of the items, but it has been more along the lines of additional personnel rather than any orientation to raising faculty or administrative salaries of those present.

Now, I suspect that additional personnel often come in at a higher rate, which has some kind of a feedback on other salaries.

But, no, my answer to that would be that by and large it has been money for additional personnel connected with the new programs.

Mr. ERLBORN. I was interested in your comment about the \$100 a day fee. How was that applied, for instance, at Tougaloo, as to you personally or as to the professors who spent a semester there?

Dr. PFAUTZ. It had nothing to do with that, but the point is that when my colleagues who occasionally act as consultants, not those who are there for a semester, go down, they do not receive a consultant's fee. Their expenses are paid. Brown University pays them.

My impression is that in many programs where consultants go from many universities, they go and their expenses are paid. And they are paid \$100 a day.

I am rigid enough to feel a little uneasy about this.

Mr. ERLBORN. You mean those who go for a weekend or a week, not those assigned there for a semester? They certainly would not get the \$100 a day fee?

Dr. PFAUTZ. No, sir. That is a different proposition. It is a minor matter.

Mr. ERLBORN. I have no other questions.

Mr. BRADENAS. Mr. Esch.

Mr. ESCH. Thank you very much, Mr. Chairman.

I would like to bore in on title III (B), if we might, on the improvement of the graduate programs.

You suggested that you were somewhat shocked by the inclusion of this function at this particular time. You alluded to the fact that the concept of higher education cannot be diluted.

Are you suggesting that there is only so much expertise and so much comprehension and ability on the graduate level and that we can't dilute that by broadening out the base?

Dr. PFAUTZ. What I am trying to suggest is that I think that there is a Federal difference here.

A graduate educational program grows in terms of the people who are involved in the learning themselves, doing research, which is quite different—and it is not an invidious difference. They are just simply