

Mr. MORTON. Speaking personally, I would not want to go beyond the half because it is no longer really a partnership if you do.

Mr. ESCH. Thank you.

Mrs. GREEN. Do you feel that way on all matching funds?

Mr. MORTON. Well, matching funds that are, again speaking personally, for higher education as such. When you are talking about specific contracts for research and this kind of thing, I am not sure I feel that way there. Because there in theory you are buying services from these particular groups of people.

Mrs. GREEN. But on programs where you are not buying services where there is a goal that is of equal interest to the local area, State and Federal?

Mr. MORTON. I will stick my neck out but I personally feel philosophically that way.

Mrs. GREEN. Congressman Burton.

Mr. BURTON. You then would hold to this average despite the great difference in the ability of various States to meet their educational needs? What about the very-low-income States?

Mr. MORTON. With small populations?

Mr. BURTON. Not necessarily small, but those faced with the dilemma that they do not have the local resources to construct adequate higher education facilities and their more talented youngsters go to the States that have these facilities and they lose this talent for all time.

Mr. QUIE. If the gentleman will yield, we had a little problem in the Elementary and Secondary Act where the richest States got the most and the poorest States got the least.

I don't think the Congress has ever been able to put forth those equalization programs.

Mr. BURTON. I only want to test his suggestion in the light of this problem.

Mr. MORTON. That is a very good question. I recognize, of course, that there are many States that are making a tremendous effort now, the Dakotas, for example, in our region, based on their per capita income, and all these other kinds of measures, they are doing a tremendously lot more than, say, Missouri is, in terms of effort. But they have bumped against a kind of ceiling.

Your point is well taken. The other thing that I would have to say and this might engender some more discussion, that I am not completely buying the theory that just because one of our students goes to school in California or Illinois that this is necessarily bad.

I mean, this is the national panorama, particularly in graduate education. What I am trying to say is that I am not sure that watertight State boundaries on matters like this is completely defensible.

That is why I think maybe the Federal Government has a role in all of this. I do not know the answer; you have raised a good point, whether or not we can logically expect North Dakota—

Mr. BURTON. Or Mississippi.

Mr. MORTON. Or Mississippi; they are putting a pretty good effort, too, from what I read—to come up with the same kind of effort as Illinois. I was talking of your general principle. Your point is well taken.

What would happen is that maybe the 25 or 30 larger more wealthy States this would work. Maybe with some of the others we would have problems.