ironically as it may seem, actually reduced the capacity of our colleges and universities to educate these same young people by drawing resources from their instructional budgets to administer and match Federal student-aid programs. Programs in support of research, productive and essential as they have been and are, have, because of their project and mission orientation and cost-participation requirements, served to some extent to draw resources and emphasis away from undergraduate education, rather than to complement and strengthen it as they should.

Measures designed to conserve the operating resources of colleges and universities and to enable them to hold down their charges to students while continuing to provide quality education for greater numbers — such as the academic facilities grant and loan programs and the college housing program — are inadequately funded or have excessive matching requirements, or both.

All Federal programs relevant to higher education have suffered during the past year because of the exigencies of a wartime budget, inflationary pressures, and the urgent needs of other high-priority national programs.

Despite the expansion of Federal assistance in education in various areas, it is upon the states and their tax resources that the major costs have fallen of expanding the wide variety of needed public programs in education at all levels and in other fields. The potential for expansion of support from this source is already limited in many states. Public institutions, which have carried the major initiative for expansion to keep opportunity open, find this responsibility an increasingly difficult one to discharge with distinction. To maintain quality, they have raised student charges substantially, turned away qualified students, limited enrollments, and refused requests for urgently needed public service. Even the strongest private colleges and universities, with already high student charges, report they are faced with the certainty of mounting deficits if present trends continue.

Some see the solution to the problem of financing higher education in shifting more and more of the cost of higher education to the student and his family. But the student, in economic terms, is already paying three-fourths of the cost of his education through various types of required charges and foregone earnings. For the most affluent society