

tional program by raising faculty salaries, or by funding post-doctoral research by junior members of the faculty, or by developing experimental curricula. For other institutions additional funds for instructional services will make possible the appointment of additional faculty to accommodate expanded enrollments, to improve faculty-student ratios, or to reduce class sizes.

Although support of instructional programs should be on a non-categorical basis, it would be advisable and also consistent with the provisions of section 401 (a) (2) of the Higher Education Facilities Act to exclude by explicit reference support for sectarian instruction and for courses taught in preparation for the ministry or for religious vocation.

3. In terms of purpose, institutional grants should support necessary quantitative expansion of higher education and should encourage, as well, qualitative improvement in instruction. To the maximum extent possible the amount of each institution's grant should be determined through objective formulas. Admittedly, objective formulas which will effectively encourage qualitative improvement in instruction are more subtle to devise than formulas bearing on quantitative expansion with their emphasis on enrollments and degrees granted. Nevertheless we believe the attempt should be made to recognize educational quality in apportioning grants to institutions.

4. To be eligible for an instructional support grant, the institution should be regionally accredited. To insist on accreditation as the minimum standard of qualification will insure, at the very least, that the grants are made to bona fide institutions of higher education. Excluded from eligibility will be a number of institutions that are also bona fide, at least to the extent of being listed in the official directory of the U.S. Office of Education. Many of these institutions are worthy of support, but this support should be of a special kind such as is now available for "developing" institutions. Institutions which have not yet achieved regional accreditation probably need proportionately larger amounts of financial assistance directed to specific needs if they are going to achieve accreditation. Once they have achieved accredited status, they will then be eligible for the general instructional support grants described in this proposal.

The Association suggests the above four points as guidelines rather than as absolute requirements. It believes that institutional grants for the support of instruction are the next logical development of federal support of higher education, though it recognizes that many of the present project grants and other special forms of support need to be con-