

Occasionally, some of these people are interested in elementary and secondary education, but primarily for higher education or for teachers of teachers.

We are under pressure to get sufficient awards for people who are applying. At the present time, we are making one award for every seven applications we accept. We can predict, from our applications, that number is going to get larger and larger as time goes by.

As an evidence of what has happened in our institution, and I am now speaking again as a regent who has been on the board for 6 years now, this past year or rather 2 years ago the comparative costs of our programs went like this: \$725 per student in the 2 first years, that is the lower level, and \$2,800 per student in the second level. The graduate level 2 years ago was costing us \$5,300 a student.

Do you know how much it cost us in Nevada, per student, for a medical student—\$20,000 per year per student. This is what we are facing, ladies and gentlemen; and this is what we are looking forward to having to support.

Now, we admit that being a small developing institution, we are in a particularly peculiar position because of the fact that our costs are necessarily larger when we have smaller graduate enrollments. As our graduate enrollments increased, and this shows from year to year, the cost per student decreases.

To give you a figure for the medical students, the new medical schools with 32 to 40 students are costing per student \$20,000, and the older ones, which have 200 or 300 students enrolled in a medical school are costing around \$12,000 to \$14,000. This is what we can expect over a period of time, a decrease in the per student cost. But somehow or other we have to find the financial means of lifting the level of production in the new institutions to a point where they can operate more economically.

Another item that I feel we must consider in the development of higher education programs is the impact of the GI's who are returning. If you remember way back in 1945, even my husband was one of them, the higher education institutions were completely incapable of taking care of returning GI's.

Some men had to wait 2 and 3 years to get admitted to what we call a retraining program. Therefore, I think in making allocations we should consider what is going to happen to our institutions as the boys return and want more education.

The other thing we need to think about in considering allocations under these bills is the fact that the higher education colleges and universities are experiencing a brain drain by the junior colleges which are developing at the rate last year of 200.

Science and math still take the lead for demand but philosophy and English positions are getting to be increasingly difficult to fill.

In our particular case, we are being drained of our masters degrees with what we call professional training of 1 year beyond masters degrees by a brain drain of faculty into the junior college system. We have only one community college in Nevada and many of these graduates go to California. They don't stay in the valley.

In other words, we are contributing to the total need in the United States.

Enough has been said indeed, I think, by the bankers, about the financial aid programs which are being discussed, but we in AAUW