

higher education, not necessarily those that are connected primarily with space and defense such as the physical sciences but geological sciences, the arts and humanities and the social sciences.

We have the ideal as a nation to try to create a liberated, educated person. We cannot overemphasize one part of education to the neglect of others. I may say that this should extend to undergraduate and graduate institutions and public and private institutions.

I regret very much that your associate Mr. Reid, who is a member of the Board of Trustees of Long Island University, was not here to note that that university which had a center in Brooklyn and the heart of the ghetto area and had a program to administer to the poor, remedial reading, nurse's training, speech, that that institution was offered as a piece of real estate for sale because they had insufficient funds.

This is what is happening with some of our private institutions and that institution is now setting its sights on the affluent suburbs in Long Island.

The fourth point that I want to bring up is the increasing lag of facilities behind the enrollment pressures. We are opening up opportunities for young people but the facilities in terms of human beings, staff, buildings, lag behind.

I could tell you of overcrowded classes where the teacher cannot recognize the student as a human being but as a number. That increases impersonalization and alienation and discontent on the campus.

I can tell you about faculty offices which are bullpens, 16 faculty members crowded into one room with not even a telephone or a secretary.

I can tell you about some professors which are called briefcase professors, they have no desk at all and hop around with their briefcase from class to class.

Now finally I would say this: The President's objectives are entirely laudable, they are commendable. But what disturbs me is that in the context of these objectives he used the words long-range concept. If the long-range concept is translated to mean delay and tokenism it would be indeed very, very deplorable.

You heard about the report on the riots by that distinguished Commission. One of the ways in which we can avoid the difficulty is to invest the money in education and that time is now. There is nothing so disconcerting as to raise the hopes of people by incomplete programs and then have these programs, because they are incomplete, dash the hopes of many, many people.

We know that your investment in education now will enable you to avoid the rehabilitation process that goes on later on in prisons, welfare rolls, rehabilitation costs, where we have to take care of these individuals as social obligations of society in a negative way.

If we had a free university—in City College, Dr. Jonas Salk was a graduate. Has he not repaid society by the Salk vaccine far in excess of the investment made in free tuition and the extension of opportunity to the poor?

This is what I hope this committee will do. I know part of its bill will be to set up a commission to study the financing, but these are some of the things that I thought I would bring to your attention as matters of practical reality that exist now.