establishing a student's need will then be reflected in the educational opportunity grant the student is given, but he has complete freedom to decide how much is coming from the home.

It is common practice for me when computing financial need for incoming students to change approximately 35 percent of the financial needs analysis reports that are submitted by the College Scholarship Service when these forms are filed.

Mr. GRINDLE. There is no conflict here, because whether you use the parents' contribution that comes through on the parents' financial needs analysis report, from the College scholarship Service, or whether you adjust it and use your own, you still are going to be working with a figure in the end. You are still going to be working with a parental contribution.

I don't question that these are changed. We change them, too. I don't know if we change 25 percent of them but the point is that there is a definite schedule here, starting at 625 at the top and zero at the bottom.

Now, whatever your final parental contribution is—and this can be the CSS figure or your own; I don't care—you must look down on that schedule and find the parents' contribution; and that is the size of the award—it must be that.

Now I don't particularly like to do it this way. I would rather, within the spirit of the law, the 800 maximum, the 200 minimum, based on our experience and our knowledge, be able to determine the size of the award.

One other point comes to mind on this. Every out-of-State student necessarily has a higher financial need because out-of-State students pay more tuition.

For instance, an in-State student pays $400 tuition. An out-of-State student pays $1,000. The budget, therefore, for an in-State student is $1,650. Theoretically for an out-of-State student it is $600 more, $2,250. This makes practically every out-of-State student appear to have a higher degree of financial need.

We use our educational opportunity grant money on those students with the highest financial need. We take all of our folders and we pull all those out who need the help the most and these we want to give this grant money to.

Mixed in that group are many, many out-of-State students. So that theoretically what this program does here is to assist out-of-State students and the money is gone and we have nothing left to help the Maine students.

Let us bear in mind at the same time that we have an 80–20 relationship in enrollment—80 percent of our students are from Maine, 20 percent are from out of State. But because of the higher cost to an out-of-State student, and therefore, a higher financial need, all the EOG money will go to out-of-State students—to 20 percent of the student body.

Mr. GIBBONS. I wish the staff would make a note to check whether that is unique here or whether that is a constrained interpretation.

Mr. GRINDLE. We don't have the flexibility to determine who gets the award and the size of the award within the maximum and minimum levels. We don't have the same problem that Bowdoin College