

teaching fellowships. The cooperative arrangements are significant in that they allow stronger colleges and universities and industry to "adopt" or "sponsor" the development of those institutions in the United States which are struggling for survival and are isolated from the main currents of academic life. Last year, 84 cooperative arrangements were funded involving 115 developing institutions, 66 cooperating or strong institutions, and nine business entities. Included in the cooperative arrangements were student and faculty exchanges, faculty improvement program to release members for further higher education, curriculum improvement programs in remedial reading, English, and mathematics, student services for cultural exchanges and visiting scholars programs. The funding of these arrangements allowed projects to be established in Oregon for intensive faculty work sessions to improve instruction in psychology, art, Spanish, sociology, history, and English; in Indiana, a program to strengthen business administration and economics; and in Florida, an inter-institutional five-college program for Asian studies.

The other important facet of Title III is the National Teaching Fellowships Program. In 1966, 263 fellowships were awarded. This figure however, did not even begin to meet the application demands of the colleges because judging from the requests almost all the developing institutions have an overwhelming need for additional faculty. Nearly 1,000 fellowships were requested either in conjunction with a cooperative arrangements or separately. For Fiscal Year 1967, \$30 million has been appropriated for these two aspects of the Title III program. Requests for these funds, due to the need for support and the success of the program, are expected to exceed appropriations.

Title IV of the Higher Education Act authorizes the first comprehensive package of student financial assistance opportunities. Educational opportunity grants, combined with low-interest insured loans and college work-study programs, have had a major impact in helping more young people cope with the financial burden of attending college. During Fiscal Year 1966, \$58 million was appropriated for educational opportunity grants for qualified youths of exceptional financial need. From this amount, over 100,000 students in 1,420 institutions were able to receive grants averaging approximately \$432. In Fiscal Year 1967, the \$112 million appropriation is expected to assist over a quarter of a million students.

The complementary programs of Title IV—college work-study and the insured loans—may be used to round out the support needed by a low-income student or to supplement the sometimes burdensome financing of a student from a middle-income family. The insured loans program—Part B—is well on its way to being a success after a slow start due to a tight money market. During Fiscal Year 1966, interim agreements were signed with 12 State guarantee agencies; 8 State agencies commenced operations under permanent agreements; the United Student Aid Fund had begun to participate in the program under permanent agreement in 18 States, and the District of Columbia had been authorized to establish a guarantee agency. This program was so popular that from November 1965 through the end of October 1966, the volume of loans exceeded \$223 million, and the estimated number of borrowers exceeded 174,000.

The college work-study program—Part C which was transferred from the Office of Economic Opportunity to the Office of Education—allowed over 190,000 students to work part-time and to receive earnings at over 1,500 institutions.

In addition to this tri-pronged student financial assistance package at the college level, Title IV contains the authority for a program to advance President Johnson's promise of equal educational opportunities for all at the secondary school level. The Educational Talent Search is a program to:

- identify qualified youths of exceptional financial need in secondary school and to encourage them to enter postsecondary educational training; and,
- to encourage secondary school or college dropouts of demonstrated aptitude to reenter educational programs, including postsecondary school programs.

During Fiscal Year 1966, 133 proposals were received and 42 contracts were ultimately funded to carry out the purposes of this program. The contracts, funded at an average amount of \$47,000, were awarded to members of the educational community in 31 States, where youngsters with a great deal of potential but little family or financial backing are being encouraged to stick it out and seek the benefits of a higher education. Often, such youths are promised an educational opportunity grant as part of the incentive to continue their education.

For Fiscal Year 1967, a total of \$291.6 million was appropriated for these student assistance programs.