

is we are helping, we are not wanting the families to give up where there are resources. We are wanting them to be a part of the picture. We are wanting to leave the door of opportunity open to these students and open it to them while they are still in the lower grades so they know they can go to college if they have the motivation to do it. Then when it comes time for them to go to school, make them up a package that is reasonable but also leave a part in every package for the student to do his own planning, show his own initiative and put forth some effort on his own.

We will take one or two points as they come; first we are pretty well pleased with the package the Federal program has built since 1958 of having three types of aid rather than just one.

In the amendments having to do with this program, the extension of these various programs on a longer time basis is going to lend confidence and put them on a much better footing than they have had before. It is good news to learn you are already in the process of speaking toward this advance funding because this will help the programs quite materially. We need, in talking to the students, to be able to give firm answers and they need to know in January or February are they going to have the help or not and, if so, they can make their plans. Advance funding is real important and we congratulate you on being way ahead of us on that suggestion.

The educational opportunity grant program is real interesting, it is real challenging because we are hitting one of the great needs of our country in getting these kids with educational potential and getting them to go to school. This is a high-risk group; we all know it. They take a tremendous amount of counseling.

You will be interested to know a girl showed up, I talked to her and then, on enrollment day, she showed up in my line. I said, "Helen, what can I help you with?" She was not sure and it took 5 minutes for me to find out what she wanted. She got to the cashier's window, got her EOG check and she did not know how to endorse it. This shows how complete the counseling must be.

We think we see an encouraging aspect here. The preliminary report shows the dropout rate among these EOG's is not as high as we feared it might be but we won't know too much about that until the end of this year. This is a rather exciting program.

If you happen to be looking down here, point 4 on page 3, finding the matching resources for educational opportunity grants is a real problem and the smaller the school, the larger the problem, pretty much. We are very pleased that you are looking toward making work-study a part of this matching grant because this is logical. This also puts the student in a position of helping himself and we think this is a real part of the program.

Now, I have a couple of suggestions here, you may not like them, but hear them and let's discuss them just a minute. We have work on campus as a matching idea. Working at the bookstore across the street, which is privately owned, is not a matching idea. I wish it were. This is private money and if they want a part in helping these students, I think this is good. Any private dollar we can get in the program is good.

I say that every institution must maintain their efforts and increase their efforts.