

from the government on a 25-75 per cent basis. The desirability of the suggested amendments certainly should be clear to any legislative committee."

Dean Bushey of the University of Chattanooga, Chattanooga, Tennessee, writes in part:

"The increase in the matching funds to be provided by the University for the work-study program will work some hardship on us since we have a private institution and work on a close budget.

Of course, I favor legislation to remove discriminatory practices related to part-time students. As we realize, far too few legislators realize the importance of continuing education for adults and the need to make proper provisions for this segment of higher education."

Coordinator Farmer of the City College of the City University of New York, writes in part:

"I have found that many of our evening part-time students who come from the poverty areas of the City could eke out a more acceptable standard of living if they were given the opportunity of participating in the Work-Study program. The margin between existence and subsistence is sometimes a very narrow one . . .

You have my unqualified support as suggested amendments are long overdue and should provide a standard principle for the benefit of part-time students which should appear in all legislation affecting higher education."

Dean Harpel of the University of Colorado, Denver, Colorado, writes in part:

"The question seems to be why the student is attending part-time. Often he is married with family obligations and simply cannot afford to be a full-time student. If, however, it is at all possible with the help of all university resources to bring the student to a full-time status, every effort is made at the University of Colorado to do so. The University of Colorado has attempted to use institutional funds for tuition grants to meet the need of the student who finds it impossible to attend full-time . . .

The real value of federal aid to the part-time student would seem to be to lighten his work load by providing a Work-Study position and supplementing it with grant or loan funds to make up for the loss in earnings. I would strongly support the inclusion of part-time students in the Educational Opportunity Grant and Work-Study Programs."

Director Sonneborn of the University of Detroit, Detroit, Michigan, writes in part:

"It is suggested that financial aid fulfill only educational costs rather than attempt to satisfy overall financial need as in the case of a full-time student. As an example, a part-time student who is a part-time worker would be a charity case as far as financial assistance is concerned, with no real progress toward the attainment of a degree because of a light academic load.

Matching would not be a problem, except that available University funds would be called upon to a much greater degree to provide a match."

Dean Gwiazda of the Drexel Institute of Technology, Philadelphia, Pennsylvania, writes in part:

"If educational opportunity grants were made available to evening college students, the Institute monies now available could be used for matching federal funds, thus doubling the monies available to students. I am certain this would benefit those who find the present \$150 grant-in-aid hardly sufficient to dent their financial burden. In view of rising costs, tuitions, and fees, and no increase in private funds for scholarships and grants-in-aid, federal funds are sorely needed to encourage the qualified part-time student to continue his education. If the availability of these funds were made known in the underprivileged urban areas, more qualified individuals could be attracted to continue their education from among those who are convinced they cannot afford the high tuition costs of an evening college."

Director Jones of Drury College, Springfield, Missouri, writes in part:

"The cases we have found where adult students need help financially have been concerned largely with women who were employed part time or not at all and yet had a strong motivation for completing college. I have in mind two cases of divorced women who were faced with supporting a family and who felt they could do so if they could get enough financial help to complete an already started college course. In both the cases I have in mind, the adult student already had two years or more of college work. In both of these