

and such sums as may be necessary to attain the objectives of this program for the next 4 fiscal years.

Do you wish to discuss this?

Mrs. GREEN. This would not be limited to graduates in professional education?

Mr. HOWE. The investment here is during the undergraduate years although the counseling services may be designed to help these students move on into graduate education. But it is not proposed to carry the remedial concept into the graduate years.

Mrs. GREEN. This is an extension of Talent Search?

Mr. MUIRHEAD. Yes; this is an extension of Talent Search, and is intended, I think, to carry out the purpose both of the student financial aid programs for the disadvantaged and the Talent Search program for the disadvantaged in making some provision to help them succeed in college.

Mr. QUIE. Would the gentlelady yield?

Mrs. GREEN. Yes.

Mr. QUIE. Just as "Follow Through" can only be used for Head Start pupils, can this program be used only for the ones who are picked up in Talent Search?

Mr. MUIRHEAD. No; that is not our intention. This program is intended to support disadvantaged students who are on the college campus no matter how they got there—by the Talent Search route, the Upward-Bound route, or whatever.

Mr. QUIE. What is the dropout rate of those who start their freshman year and don't finish?

Mr. MUIRHEAD. The dropout rate for this type of student—and again we don't have as good studies on this as we should have—is considerably higher than the normal dropout rate. At the present time the normal rate runs to about 25 percent the first year, and 15 percent the second year, and drops off sharply in the third and fourth years.

Mr. QUIE. Of those who start in their freshman year, only about half actually graduate?

Mr. MUIRHEAD. That is right.

Mr. QUIE. Why do you say "this type"? Isn't everybody eligible who doesn't make it through to his graduate year or aren't you disadvantaged if your parents have some money?

Mr. MUIRHEAD. The interpretation of "disadvantage" that we are using here, Congressman Quie, quite obviously does have a financial connotation, but it is more directed at the disadvantage the student brings in terms of his elementary and secondary school preparation and the disadvantage he might bring from his family background?

Mr. HOWE. I think, Mr. Quie, we would expect an institution making a proposal to us for funds under this program to include within the students to be served a fairly high proportion of those who are receiving education opportunity grants, who are involved with work-study opportunities, who are what we normally call scholarship students in school and to include also a definition of students having some form of educational problem with having success at the colleges.

I think the focus has to be set in such a way that this serves students who may have been discriminated against in their elementary and secondary years through the kind of education they received. It may