

have been segregated education, as is the case for about 80 percent of the Negro youngsters who go to college. It may have been ill-supported education.

I would suspect a major proportion of the young people served by this program would come from those categories, but I think the institutions would also have a flexibility to try to meet the special needs of some educationally deprived youngsters who didn't necessarily represent those from a particular financial background.

Mr. QUIE. I would have imagined any Negro who is about to drop out from college or Mexican-American or Puerto Rican or American Indian would automatically qualify so we are not talking about any discrimination against them.

But what about the discrimination against or among the white people? What makes a person who drops out of college not qualify for this program? Isn't it as much of a concern to us if the dropout should be a child from the suburbs, who may be disadvantaged as well, even though his parents have enough money to put him out there on "mini farm"?

Mr. HOWE. I think this is directed to the point Mr. Muirhead made a moment ago of trying to work on the high percentage of dropouts that does indeed come in college among people from low-income families. That is a distinct, identifiable problem.

That percentage of dropouts comes from several sources. We know it comes in part from financial sources. We have talked the last two days about a program to meet that financial problem. We know also it comes from a background of education which fails to equip these youngsters with the capacity to succeed in college even though they have the potential to do so.

So, some kind of retraining, some kind of special counseling, seems to be worth trying.

There is evidence in trial projects that we have observed, many of them funded by foundation efforts. For example, I happened to be talking the other day to the President of Cornell University, Mr. Perkins, who told me that over the past 2 or 3 years his admissions officers have admitted to Cornell on a risk basis a group of students who would not normally meet the Cornell standard. With foundation support they were providing special education opportunities for these youngsters in the undergraduate college at Cornell. It now appeared these youngsters were indeed going to be successful and graduate, whereas every prognosis when they were admitted was that they would drop out and fail.

It is that kind of direction that we see this program moving in.

Mr. ERLÉNORN. It would seem to me that what you are making here is a social decision rather than an educational decision. Any potential dropout, I think, would be the concern of the educator regardless of the background of the individual.

Mr. HOWE. You are absolutely right. Any potential dropout is bound to be the concern of the educator. You still confront the fact that when the educator wants to mount a program to get at the biggest piece of the problem, he finds that the biggest piece of the problem is among those from low-income families.