

Without knowing the exact cost of graduate education, we are convinced that the present \$2,500 cost of education allowance is at least \$1,000 too low. The Administration, therefore, proposes to move toward a \$3,500 cost of education allowance for all Federal fellowship programs beginning with Fiscal Year 1969. We will be proposing the \$3,500 figure for all new Office of Education-sponsored fellowships beginning next fall if this new flexible authority is granted. This would mean that within 3 years all fellowships new and continuing would be covered by the higher figure.

While this will not turn our colleges and universities into profitmaking organizations, it should add a degree of equity to our support and ease somewhat the burden on these institutions.

SPECIAL SERVICES FOR DISADVANTAGED STUDENTS

The Disadvantaged Student

During the last decade, a number of economic, social, and cultural factors have combined to bring to the forefront of public attention the condition of the poor and disadvantaged in our Nation. These disadvantaged families have in common such characteristics as depressed economic status, low social status, inferior educational achievement, tenuous or no employment, confined participation in community organizations, and limited ready potential for upward mobility. In many instances, they are further handicapped by the attitudes of others toward their ethnic or racial status. Many of these socially disadvantaged either live in isolated rural poverty areas, or are concentrated, in ever increasing numbers, in the inner city of our metropolitan centers.

Children living under these depressed economic, social, and cultural circumstances, have acquired from their families and peers attitudes, motivations, and values different from those of the community at large. Furthermore, it is widely acknowledged that these students often receive inferior elementary and secondary education. For example, the Panel on Education Research and Development has reported: "By all known criteria, the majority of urban and rural slum schools are failures. In neighborhood after neighborhood across the country, more than half of each age group fails to complete high school, and 5 percent or fewer go on to some form of higher education." (Zacharias, 1964).

As a result of these conditions, in school these children show disproportionately higher rates of academic retardation, social maladjustment, behavioral disturbance, and physical disability than the more financially fortunate students.

However, this apparent academic and social handicap of disadvantaged students has nothing to do with intellect or potential. Although statistical information currently available is inadequate, existing compensatory practices demonstrate that many of the academic and other deficiencies characteristic of the disadvantaged student can be overcome. Imaginative and innovative programs can make the difference between a college graduate and a college dropout just as they can in high school. Several examples of programs successfully providing special compensatory services for disadvantaged college students are as follows:

During 1966, the "Berkeley Education Opportunity Program" was set up with the objective to provide massive amounts of aid to disadvantaged students in three key areas: Admission to the university, all the financial support necessary to attend college, and the academic assistance needed to remain in college. Some 175 disadvantaged students, primarily from minority groups, most of whom under normal circumstances would probably not have attended any college, were admitted to the institution. Of these 175 students, 12 percent were dismissed for continued poor grades, and an additional 12 percent left for personal reasons other than finance. (The dropout rate of 24 percent compares favorably with the 25 percent ratio of all students usually not continuing after the freshman year at the university.) However, by the third quarter of the school year, the remaining students were performing as well as, or better than, regularly admitted students.

During 1966, a demonstration program was initiated at Antioch College to determine the plausibility and success that may be expected of a program that focuses on counseling and remediation techniques for the disadvantaged college students in a highly competitive academic climate. Students whose performance in high school and on standard intelligence or achievement tests gave little indication of success at Antioch, were supported by financial aid, counseling, and tutorial assistance. The program has been remarkably successful. Of the original