

1 year after graduation from college. This would not work an undue hardship on those whom this program is intended to serve.

Special services for disadvantaged students:

Part C of title IV, starting on page 74, proposes a new Federal program of project grants to post high school institutions, to provide special services to disadvantaged students to help them succeed in college. Provision of such services is highly desirable, and it is also expensive.

Many colleges and universities have, through the use of foundation funds, funds contributed by students, alumni, and others, and through donated time on the part of thousands of faculty members and students, been able to provide varying degrees of special services to disadvantaged students.

The demand on colleges and universities for special services to individuals, and the need for them, is great and it is increasing. The economically and culturally disadvantaged student the physically handicapped student, the foreign student, and the veteran student, are all subjects of special national concern and of special national policies to encourage their college attendance. But funds to provide needed special services once these students are in college have been limited or nonexistent, so far as the Federal Government is concerned.

As in many, many other instances, the term "Federal aid" in such programs is a misnomer. When the success of a declared national program or policy depends on educational institutions providing from their own resources a high percentage of the costs of making it successful, this is reverse Federal aid.

This is a preface to saying that (1) We support the proposed authorization for a new program of helping finance special services to disadvantaged students. We believe such services are essential and very much in the national interest.

(2) At the same time, we emphasize again the need for recognition of the financial burden on institutions caused by the initiation of new programs on a project-grant basis, without the assurance of continuing support to keep them going.

Part D. Amendments to the national defense fellowship programs:

We favor the proposed amendments of section 461 through 463 with the reservation, expressed above, that the number of fellowships awarded should not be reduced as a result of the proposed increases in accompanying grants to institutions.

Title V—Education Profession Development Act:

This title proposes certain amendments to the Education Professions Development Act. While we have no comments on the technical amendments proposed, we would like to take this opportunity to comment on the act itself.

It has the potential for a major step forward in strengthening the partnership between the Federal Government and institutions of higher learning toward the solution of educational manpower problems. We have enthusiastically supported this act.

We are concerned, however, that the preliminary guidelines have been developed with little consultation with the institutions themselves and that the partnership may be reduced, as in some other Federal programs, to having the administrators of the program iden-