

In summary, I would point out that during the current academic year 1319 students have received National Defense Student Loans, 770 have received Economic Opportunity Grants, and 1120 are employed in the federal work-study program.

I strongly support the amendment to the Higher Education Act that provides for "Special Services for Disadvantaged Students." This amendment clearly recognizes that for the disadvantaged student we must extend our efforts beyond *Talent Search*, *Upward Bound*, and financial aid programs. We must be in a position to provide the necessary but expensive special programs for these students or many will not, as has been the tragic case related at institutions all across the breadth of this country, survive beyond the first semester. In many cases we are talking about the first generation college student, and I would urge that we not forget, in these days of concern for urban problems, that these youngsters may be found in large numbers in rural America.

Special projects or programs (p. 75) provided for in the amendment indicate a keen awareness for the kinds of problems faced by the disadvantaged youngster:

A. Counseling, tutorial, or other educational services, including special summer programs, to remedy such students' academic deficiencies.

B. Career guidance, placement, or other student personnel services to encourage or facilitate such students' entrance, continuance, or reentrance in higher education programs

C. Identification, encouragement, and counseling of any such students with a view to their undertaking a program of graduate or professional education

Many institutions, including the one I represent, have attempted to provide special assistance for disadvantaged students but we recognize that our efforts have been small in relationship to the need. The proposed amendment authorizes \$15,000,000 to support special programs for the fiscal year ending June 30, 1969. While this amount will provide for a beginning, I feel that much larger amounts will be needed in the fiscal years that follow if we are to make a functional and realistic interpretation of the "statement of purpose" of the proposed Educational Opportunity Act of 1968.

Without delving into the technical amendments to the Education Professions Development Act, I would comment that this Act provides for a great breadth of programs important to those in the field of education. The positive impact of the NDEA Institute program, now provided for in EPDA, has been generally recognized. Five NDEA institutes in Reading, Industrial Arts, English, History, and Geography will be conducted on our campus this summer in addition to an Institute for librarians. We have observed the enthusiasm of the teachers who have enrolled in institutes conducted in previous summer terms, and we believe that we have returned them to their school systems better equipped to discharge their responsibilities.

The Education Professions Development Act encourages educational institutions to develop new programs that are related to present and emerging needs, and that are far less restrictive when contrasted with previous NDEA type programs. The Act, for example, reflects an awareness for the needs of the teachers who staff the rapidly expanding vocational-technical secondary and post-secondary programs. Eastern Kentucky University has a strong commitment to technical education programs including the preparation of technical subjects. In September of 1966 Eastern became the first institution in Kentucky to offer university-based programs at both the associate and baccalaureate degree levels to prepare vocational-industrial and technical teachers. We look forward to the opportunities provided under the Education Professions Development Act to better serve these and other educational personnel.

I endorse the amendment to Title VI of the Higher Education Act to provide for a five year extension of support for instructional equipment and materials, the elimination of subject restrictions, and the provision to extend assistance to graduate instruction. Although funding levels have been limited, this Title has enabled us to move ahead with critical equipment purchases in a manner that would not have been possible with our institutional resources.

The new Title VIII, "Networks for Knowledge," should offer an incentive for colleges and universities to join together on a multi-institutional basis to share educational and other related resources. As I mentioned earlier in my testimony, we are presently involved in a project with a number of nearby institutions to