

Mrs. HUNT. I think it would be interesting to the subcommittee to know that at the western regional meeting of financial aid officers held in Portland in January, there was a rather extensive discussion of the educational opportunity grant programs for the disadvantaged.

Repeatedly during the deliberation, the challenge was put to the college people, how are you becoming increasingly flexible to work with these disadvantaged?

How are you modifying your academic requirements? How are you modifying your counseling programs?

So that the individual needs of this new kind of student on your campus are going to truly be met. Finally, someone said to David Johnson, who is chief of the educational opportunity grant program, what is being done to increase the flexibility of your program which is designed to help us work with these young people?

And this, I think, is what this legislation, this proposed legislation, does. It increases the flexibility markedly and, yes, it does give more responsibility perhaps to the financial aid officer but it also says to the financial aid officer, if in fact you have a student who is culturally separated and who is not yet prepared to handle employment and who is going to have to borrow very modestly at the beginning, whether this be for psychological reasons or other reasons, then indeed, if this student needs to have more of his need met with gift aid, with a grant, than would be possible if you can only use the grant to meet half of his need, I think this is how we are really going to reach disadvantaged students, bring them to the campus and to keep them there once we have brought them, and I do think we are going to have to look at aid in a little different way especially for this group of students.

Mr. QUIE. Is there a difference between institutions which attract large numbers of economically disadvantaged students and those which attract a very few economically disadvantaged students?

Mrs. HUNT. There is a difference, quite frankly, Congressman. I don't think that any of us is so extremely successful in attracting really large numbers of truly separated students yet.

I think we have a long way to go. I think this legislation will help us.

Mr. QUIE. Aren't all the EOG students supposed to be the separated ones—those who would not otherwise go to college without the grant?

Mrs. HUNT. Yes, and there are degrees of separation. We are trying to dip down increasingly bringing in greater risk students all the time. These programs generate their own momentum for growth and they have become increasingly effective. We are only in our second year on our EOG program.

Mr. DAVIS. I am concerned about the loan aspect of the thing. Being from the deep south where the secondary schools don't always prepare as thoroughly as they might, their students, although gradewise they are outstanding. Now if we get a youngster I am not so sure that over the long run we are doing him a favor to load him up with \$400 or \$500 initially as a loan because if he does not make good he does not have any place to go, nor is he prepared to do anything other than to go back to his home town to some menial job which in many sections, even today, means \$15, \$20, \$25.

Now you are asking him to pay \$15 out of a potential earning perhaps of \$60 a month. Are we doing him a favor to saddle him up with a