

After research on thousands of students in business schools, the former president of American Personnel & Guidance Association, Dr. Kenneth B. Hoyt, concluded that there should be no special commitment to any particular post-high school educational opportunity by saying:

A counselor's proper function is to supply students with an understanding of opportunities and then to help the student arrive at his own decision. A good high school counselor should not feel a special commitment to a business school, a junior college, a public vocational school, or any other type of post high school educational opportunity. In discussing educational opportunities, the good counselor seeks only to communicate accurate information to the students. The student should be the primary decision maker.

I call your attention at page 17 of the bill to the proposed language for section 400.(a) of the student assistant title. Under the statement of purpose clause it points out:

It is therefore the purpose of this title to provide substantial assistance to students in order that no student of ability will be denied an opportunity to develop his talents because of financial inability to meet basic higher education costs.

Your bill proposes to consolidate the administration of the three programs of financial aid to needy students which I have been discussing. Furthermore, under the proposed new definitions limited to part A in section 410, at page 46 of the bill, the measure already recognizes the needs of students in accredited proprietary schools insofar as it proposes to give them this freedom of opportunity with respect to the work-study program. We ask you to grant these students the same freedom of opportunity for the educational opportunity grants and the national defense student loans.

This provision is admirably drafted so that it continues the distinction between aid to students (including those in accredited proprietary schools) and aid to the institution itself. Clearly what we seek here is to aid students only.

Consistent with the purposes which I have just cited, what we urge today is that the definition at page 46 be expanded to include the remaining two programs as well; namely, the national defense student loan program and the educational opportunity grants program. To accomplish this purpose, may I suggest the following very simple change in the bill:

"At page 46, line 5, strike 'Work-Study' and insert after the word 'program' and before the comma, 'authorized by this part'."

In closing, let me state that we feel that we are asking this committee to do, that is, to open up access to educational opportunity grants, national defense student loans, and the work-study program is completely consistent with the stated purposes of the measure itself and of the testimony of the Commissioner of Education.

Thank you for this opportunity.

Mr. BRADEMAS. Thank you very much, Mr. Green.

I have a couple of questions.

You use the phrase in your testimony that independent accredited proprietary schools represent a small but an important complement to the mainstream of our educational effort.

Can you give me any generalization on the percentage of enrollments in such schools as distinguished from enrollment in public vocational schools?