

involving tutorial work, involving remedial English and other kinds of special services to students they have admitted because they think these students have potential for completing the BA degree or indeed going on to graduate school. Although they believe also that these students have not received in their elementary and secondary years the education that would develop their full potential, a number of institutions have admitted students they would regard as risk students and not normally meeting their admissions requirements. They have found that they could have some success in what might be described as a rereading operation to build up their skills and capabilities for college-level work.

We are proposing here a program to allow more colleges, with Federal support, to do exactly that kind of thing. In the first nine pages of my testimony here in regard to this new program, you will find a number of examples of that kind of activity by different sorts of undergraduate colleges.

I would like to go to page 29 of the testimony and read you the description of the exact program we have in mind.

It is the purpose of this proposal to meet the need for special services to the disadvantaged student so that he can readily adjust to his new environment and academic life, and at the same time to encourage the college to attempt new solutions and to search for new educational techniques which are especially suited to the needs of the disadvantaged student.

It is our belief that, as these techniques are further developed, colleges will willingly admit a larger proportion of students they now regard as academic risks and find ways to make them successful.

Emphasis would also be placed on programs designed to encourage students from disadvantaged backgrounds to pursue graduate and professional education by: (1) identifying capable students with aspirations to attend graduate school, and (2) providing counseling and guidance services to prospective graduate students concerning opportunities available to them.

Effective in the fiscal year ending on June 30, 1969, the special services for disadvantaged students program, as a part of the Higher Education Amendments of 1968, would provide assistance to institutions of higher education and other public and private nonprofit organizations and agencies for the development and maintenance of student personnel service programs to assist disadvantaged students in completing their undergraduate education and in encouraging able students to undertake graduate studies.

The Commissioner of Education would be authorized to make grants to plan for and to implement student personnel service programs, and to award contracts to provide support for the operation of demonstration projects of exemplary student personnel practices.

Funds would be available for the development and operation of comprehensive guidance, counseling, placement, and other student personnel services, including tutoring programs to remedy academic deficiencies, and to enable persons to remain in higher education programs.

The program would be authorized for 5 years through fiscal 1973. For fiscal year 1969, \$15 million in appropriations is being requested,