

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 operations 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 five years through fiscal year 1973. For fiscal year 1969, \$15 million in appropriations is being requested, and such sums as may be necessary to attain the objectives of this program for the next four fiscal years.

NETWORKS FOR KNOWLEDGE

As the costs of providing a higher education continue to rise, our Nation's colleges and universities are increasingly developing cooperative arrangements among institutions, as a means of providing high quality education to the greatest number of students. The "knowledge explosion" of the past few years coupled with the vast increase in the number of materials available, have made it almost impossible for even the wealthiest university to afford extensive specialized library collections in all the areas its faculty and students might wish to investigate. It has also become extremely difficult to maintain a faculty fully competent in all the major areas of concentration. Less affluent institutions may even experience difficulty in maintaining an adequate collection of basic library resources and minimum levels of faculty coverage of subject areas.

Similarly, in an age of growing student enrollments, hand-processing of college fiscal and student records is costly and inefficient. Yet many colleges cannot afford—and do not need—a computer on a full-time lease or purchase basis. Again, cooperative arrangements among a group of institutions, each utilizing a central computer for the processing of student and fiscal records, might prove efficient and economical.

A recent study made by the Office of Education showed the existence of nearly 1,300 consortia between institutions of higher education across the country. These cooperative arrangements involved as few as two colleges and as many as eighty or more. They covered everything from faculty and student interchanges to curriculum planning and centralized data processing. Such inter-institutional cooperation must be encouraged if we are to insure that college students receive the best possible education.

A new program—Networks for Knowledge—would become title VIII of the Higher Education Act, designed to encourage such resource-sharing among institutions of higher education. Emphasis would be placed on the stimulation of arrangements whereby institutions of higher education would share technical and other educational facilities and resources, while maintaining institutional identities. The Commissioner of Education would be authorized to make grants to institutions of higher education to support the planning and operation of such sharing agreements. In certain instances, grants might be made to other established agencies and organizations, including professional organizations or academic societies—for example, for the development of a common program in