

the pattern of putting knowledge to work is the same in agriculture, business, manufacturing, education, and all other fields.

Generally there is a small percentage of decisionmaking units which consciously seeks out new developments and find ways to apply them to the improvement of current practices.

But a very determined and conscious educational effort must be made to get the majority of the decisionmaking units to become acquainted with new methods, ideas, and processes and to put them into operation.

It is precisely through the service which the State Technical Services Act provides that this effort can be made most effectively.

From the standpoint of the national interest, reasons for the act which were considered and endorsed by the Congress 3 years ago when first considered, are more cogent today for the simple reason that experience has proved them to be sound.

State Technical Services programs have been in operation only 2 years and at a low level of funding, yet many useful results are already evident.

Many examples of these results could be supplied, and it is evident that the cost-benefit ratios are decidedly favorable. However, since the educational programs are essentially long-range in nature, even better results are to be expected in the years ahead.

The program has brought about significant and beneficial changes within the universities. A survey of our member institutions indicated that most of our members have enthusiastically accepted the commitment implied in the State Technical Services Act.

Overall, the survey showed that:

(1) There has been a substantial increase in continuing education activities with business and industry.

(2) There has been much innovation exemplified by universities employing field service personnel for reaching the hard to reach and establishing central reference systems and information programs which provide new information through systems which previously could not have been afforded.

(3) There has been a heartening increase in cooperation between public institutions and private institutions.

(4) There has been increased productivity, communication, and partnership between State governments and universities. As one notable result, the requirement of State or private matching funds has not proved to be a major problem.

(5) There has been the recognition by universities that successful prosecution of this program requires a team of specialists representing a number of disciplines. Universities have been able to mount such teams and report a valuable carryover of the team effort into other fields as well as back into the classrooms on campus. The program has resulted in increased capabilities and motivation of universities to assist business and industry much greater than one could reasonably expect from the investment of the modest amount of funds that have been available.

One new development in the State Technical Services program which I believe deserves special mention has taken place in New England.