

and unbiased manner. I would direct your attention, however, to the section entitled, "Lists of Specialized Material."

Of the 33 lists enumerated, 14 lists have to do with minority groups and/or human relations and/or reading material for slow or reluctant readers. These 14 lists represent 42 percent of the total lists enumerated within this section.

Many school systems, recognizing the need for identifying quality books on intercultural relations, develop relevant lists on a local level. One example I can show you is this list, "The Negro in American Life," which was developed by the bureau of library services of my own school system in Baltimore City.

The AASL Committee on the Improvement of School Library Programs, when it met in July 1966, discussed at length the necessity for keeping lists up to date and the responsibility our organization has for being a source of suggestions for book purchases, particularly in certain areas of great current concern. As a result of this meeting, the following committee recommendation was presented to the executive board of the American Association of School Librarians: that an ad hoc committee be appointed to explore the practicality of using data processing procedures for producing, as printouts, up-to-date lists in certain areas of concern (examples: early admissions or Headstart programs; culturally different), such lists to be available from a central location.

The decision of the executive board was to refer this project to a newly established division of the American Library Association, the division of information science and automation, for more expert treatment. We anticipate being actively involved in supplying the raw material, in other words, the selected books, if this project is undertaken by that group.

Our organization is very much concerned, also, about the kind of program that is carried on with library books and other library materials once they are within the schools. To promote excellence in such programs, we are sponsoring a nationwide demonstration project of good school libraries in action.

This 5-year undertaking, the Knapp School libraries project,¹ is being conducted with grant funds from the Knapp Foundation. Eight demonstration centers, six of which are still in operation, have been identified in eight schools strategically located throughout the mainland of our Nation.

A brochure about this project is included in the materials distributed to you. We are fortunate to have one of these centers at the Mount Royal Elementary School in Baltimore, Md. You are cordially invited to visit this inner city during the next school year to see the library program in action. I shall be pleased to arrange visits for any of your committee who wishes to come.

Mr. Chairman, I thank you and your committee members for this opportunity to talk to you about the very important question. I shall be glad to hear any questions you and the committee members may have. If I can answer them at this time, I shall.

¹ In 1962, the Knapp Foundation—established in 1929 and noted for its many studies and projects for the advancement of health, welfare, and education—made a grant to the American Library Association to carry out a 5-year project of the American Association of School Librarians to demonstrate the educational value of a full program of library services.