

1704 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

The Council's approach has been to send highly qualified observers to sit in classrooms and talk with children, teachers, and administrators. An interesting side effect of these visits is that most consultants have been warmly received by local educators who have plied them with questions about the promising educational programs they have observed in other parts of the state or nation. The reports, which provide a substantial data base, are then analyzed by the Council and its staff.

Members of the Council here today will report on the Council's findings.

STATEMENT BY DR. RICHARD L. DARLING, DIRECTOR, DEPARTMENT OF INSTRUCTIONAL MATERIALS, MONTGOMERY COUNTY PUBLIC SCHOOLS, MARYLAND, AND PRESIDENT, AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

My name is Richard L. Darling. I am President of the American Association of School Librarians, a division of the American Library Association (a non-profit, professional organization), and a department of the National Education Association. My present position is Director of Instructional Materials, Montgomery County Public Schools, Rockville, Maryland, and among my responsibilities is the implementation of Title II programs under the Elementary and Secondary Education Act.

I am grateful for the opportunity to submit this statement for the record of hearings of this Committee on the Elementary and Secondary Education Amendments of 1967.

As a representative of the American Library Association and the American Association of School Librarians, I wish to support the bill as a whole which amends and extends the existing legislation.

In connection with this amending legislation, however, there are several serious shortcomings to which we would like to call your attention. One is that, despite the authorization of \$150 million in Title II of the Act for fiscal year 1968, the budget recommendation for fiscal year 1968 is only \$105 million. As you know, Title II has to do with school library resources, textbooks, and other instructional materials. Since even the authorization of \$150 million was thought by those working in the field as woefully inadequate for overcoming the critical gaps existing in this educational area throughout the Nation, it is easy to see the great concern of those persons engaged in this field and aware of this distressing situation. We hope that your Committee will correct this difficulty. We are pleased, however, that the bill provides continuation of the benefits of the Act to Indian children enrolled in Bureau of Indian Affairs schools and children in overseas dependents schools operated by the Department of Defense.

Another matter of apprehension to us is that amendments do not provide for the extension this current year of Title I, Title II, and Title III of the Elementary and Secondary Education Act. It is true that these titles do not expire until June 30, 1968, but if the question of their extension is left until next year, the planners of these programs will be faced with uncertainties and delays. In the case of Title II, for example, should the extension not take place until sometime in 1968, it could well be late in the school year which begins in September 1968 before the library books and instructional materials would be available to the students and teachers who so desperately need them, and should have them without any lapse in time or use.

The ESEA has already accomplished much for the students and teachers of the United States. Since other witnesses have dealt in detail with other titles of the Act, my remarks will be directed mainly toward the effectiveness of Title II—School Library Resources, Textbooks and other Instructional Materials.

In order to get that information, the American Association of School Librarians set up an Ad Hoc Committee for the Implementation of Federal Programs to undertake a national survey. This statement which I am presenting is heavily dependent on the letters and reports from State and local school library supervisors which were sent to this Ad Hoc Committee.

As would be expected with a new program, many school systems experienced minor difficulties at the outset. Most problems related to delays at the Federal and State levels in preparing and approving State plans and regulations. Others resulted from school library staffs being too small to continue effectively former levels of service to students and teachers while completing careful selection of materials to be purchased with Title II funds. To administer this important expanded program efficiently and promptly requires a strong administrative staff,