

lection and publication of library statistics of colleges and universities, a few years ago. Each year thereafter, both the coverage and promptness in the publication of these statistics improved notably under your direction, and it was very helpful to be able to have these data available by January each year, for use in our own internal budget studies and presentations.

I am sure the decision to centralize the collection of local statistics through each state library agency was well intended, but I had some misgivings that this procedure might possibly delay their publication. Now, this year, we are still awaiting the institutional data, but nothing yet has been forthcoming, although it is nearly the end of April.

I note from your article that hereafter the Office of Education will probably discontinue to process separate statistical forms for elementary and secondary school as well as college and university libraries, and instead incorporate requests for information about these libraries in more comprehensive manifold forms, which will be sent to parent institutions.

While your article does not indicate that this new procedure will affect any economies (which at least might explain the proposed change) I am understandably apprehensive that it may well delay the publication of this information even further, until it may be too out of date when we receive it to be very meaningful.

Statistics on expenditures and salaries are of little use in administrative planning if they do not arrive until a year or more after the period they represent, particularly in these times of rapidly changing costs and library growth and support. For this reason I urge you to bring this matter to the attention of the Commission in the hope that the Office of Education may review its recommendations for further change in the gathering and publication of academic library statistics, before adopting a pattern that may delay the distribution of such information beyond the period of its practical usefulness in budget planning.

Until now you have done an excellent job in collecting and publishing library statistical data, so I hope nothing will be done to delay or decrease the usefulness of this valuable information by introducing additional steps into the process.

Very sincerely,

E. B. STANFORD,

*Director, University Libraries.*

Mrs. SRYGLEY. I am Sara Krentzman Srygley, an associate professor in the Graduate Library School of the Florida State University. For the past 30 years, I have been in library work, during which time I have served as a professor of library science, a library consultant, a State school library supervisor, and a school librarian.

This service confirms my opinion that good library and information services are essential in a nation committed to the necessity for providing educational opportunities for all its citizens, young and old.

Today I am speaking on behalf of the more than 35,000 members of the American Library Association, an organization of professional librarians and lay citizens. For almost 100 years the association has worked for the achievement of a well-defined and adequately supported program of library development for the people of this country, recognizing this to be in the national interest.

Representing the American Library Association, I am grateful to you for this opportunity to discuss proposed amendments to higher education legislation, in H.R. 6232 and H.R. 6265, and especially those sections related to library training and research in title II-B of the Higher Education Act of 1965.

First, however, may I express great appreciation for the provisions in the Higher Education Act of 1965 and in other legislation already enacted, which assists in the development of library and information science programs.

Title II provides for strengthening college and university libraries, recognizing the significant contribution of library services to the na-