

ture and quality of higher education. Title II-B relates to this provision but has even broader implications.

It provides assistance to graduate schools of library and information science in producing better qualified librarians and information scientists to staff libraries of all types. This refers to school, public, and special libraries as well as to those in universities and colleges. It further provides for support of research and demonstration projects for the improvement of libraries, or for the training of librarians or information scientists.

This legislation has received high praise by the education community, including librarians and library educators, and also the country at large. It has been described as noteworthy evidence that the Congress and the people it represents are increasingly aware that the quality of the country's libraries determines in great measure the educational opportunities and achievement of its citizens.

There has been serious concern that in the beginning stages of implementation, this important legislation has not been funded as authorized. In fiscal year 1966 no funds were available for research, and only \$1 million for training grants.

In fiscal year 1967 the amount allotted for research was \$3.55 million and \$3.75 million for training. The budget recommendation for the fiscal year beginning July 1, 1967, is \$3.55 million for research—the same as fiscal year 1967—and \$8.25 million for training.

These amounts are quite inadequate to get a program of this nature really off the ground. The \$15 million which was authorized for each of the fiscal years 1966, 1967, and 1968 to support both programs under HEA, title II-B is considered to be the minimum appropriation necessary for implementing a great national program of library research and training.

In fiscal year 1966 grants were awarded to 24 institutions of higher education providing 139 fellowships to individual students of library or information science.

In fiscal year 1967, \$3.75 million was allotted for fellowship programs, and plans are presently underway to provide 595 fellowships to students of library and information science.

Let us think of manpower needs in library and information science. The need for recruitment and training of librarians is even more acute than it was a year ago as my colleague has said, when it was estimated that 125,000 additional librarians would be needed in school, college, university, and public libraries.

Developing programs of library services in this country to meet critical needs have precipitated an ever greater need and demand for qualified personnel. Librarians are essential to insure wise expenditure of funds for books and other materials and to plan programs making these materials both accessible and useful to the people who need them.

A good example of this need can be found in school librarianship. In Florida the director of educational media in the State department of education has identified the need for 900 additional school librarians to staff the elementary and secondary schools of Florida in 1967-68 alone.

Additionally, county supervisors of instructional materials are needed in approximately half of the 67 counties of the State. Similarly