

ments of 1968. I should like to say at the outset, Madam Chairman, that it is a privilege and pleasure for me to convey to you and to your fellow members on this Committee the profound gratitude of the more than 38,000 members of the American Library Association for the truly great work that you have already done and are continuing to perform on behalf of education in this country and of the users of libraries, and of librarianship in the service of American education.

As you are well aware, representatives of the American Library Association testified before this Committee on April 20, 1967, in support of the library-related amendments to the Higher Education Act of 1965 that are also included in the bill before the Committee. Other than to assure you that our position on these amendments is the same today as it was last spring, I am sure you would like me to avoid a needless repetition of the same testimony.

If you will permit me, however, I should like to reiterate briefly the several suggestions made by the representatives of the American Library Association with respect to the amendments before you which, in our opinion, would improve Title II of the Higher Education Act still further.

The first of these relates to the proposed amendments to Section 224(a), Title II-B, providing grants for the "planning or development of programs for the opening of library or information science schools, or of programs intended to lead to the accreditation of such existing schools." We believe that this amendment should be made, more appropriately, to Section 223(a) of the Act which relates specifically to "grants for training and librarianship," rather than to Section 224(a), which relates specifically to "Research and Demonstrations . . ." in this area.

Second, there is some question in our minds also regarding the advisability of referring in Federal legislation to "programs leading to the accreditation of such existing schools." The procedures and criteria involved in accreditation are complicated and this part of the law would be extremely difficult, if not impossible, to administer.

Third, we should again like to urge that authorization be given for grants to strengthen and expand the programs of existing library schools as well as to support the establishment of new schools and new programs in the unaccredited schools. Language for a specific amendment to Section 223(a) of Title II-B was included in ALA's 1967 testimony.

Another suggestion relates to Title II, Part C which authorizes the Commissioner of Education to transfer funds to the Librarian of Congress for the purpose of acquiring all library materials which are of value to the scholarly and scientific community, and of providing and distributing catalog and bibliographic information promptly. We endorse wholeheartedly the proposed amendments to Title II, Part C, and would suggest only that Section 231(a) be amended further to authorize continuation of the program for the next five fiscal years rather than two, to insure continuity of planning and administration of this program.

My main purpose in appearing here today, however, is to offer you the views of the American Library Association on two new amendments contained in the bill before you, namely Title III-B, which concerns the improvement of graduate programs and the new Title IX—Networks for Knowledge. These seem to us to be closely interrelated and a natural expansion of the present programs to foster cooperation, authorized in Titles II and III of the Higher Education Act and in Title III of the Library Services and Construction Act.

We are all persuaded that the amazing productivity of the United States is, in large part, a consequence of the investment we have made as a nation in higher education and training for our people. The almost fantastic proliferation of new knowledge on the one hand and the accelerating demands for the newest and best information and research to help us attack the many varied and critical problems of our society on the other, make it apparent that we shall be increasingly reliant on the resources of our universities, on their faculties, institutes, laboratories and libraries both for advanced research and for the advanced training of increasing numbers of people competent to help us maintain our national productivity and scientific progress and to resolve the dilemmas that confront us. We, therefore, support this measure to strengthen and expand existing graduate programs and establish new ones with a view to developing an "adequate number of graduate schools of good quality within each appropriate region."

We are very pleased, furthermore, that this amendment to the present Title III—Developing Institutions—makes provision for assistance to graduate schools in "the acquisition of appropriate equipment or curricular, research, or