At ACRL's membership meeting in New York on July 13, three speakers—each from his own vantage point—discussed the meaning of the Higher Education Act to the nation's academic libraries. Germaine Krettek, director of the ALA Washington office, began with a report on the background and status of the Act. Charles F. Gosnell, director of libraries, New York University; Everett T. Moore, assistant librarian, University of California, Los Angeles; and Helen M. Welch, acquisitions librarian, University of Illinois, spoke respectively on implications for library administration, reference service, and resources and technical services. Maurice Tauber, Columbia University school of library service, summarized the speakers comments, and spoke on guidelines for preparation of grant requests, and implications for library education, and recommended future ALA division activities.

THE HIGHER EDUCATION ACT OF 1965: BACKGROUND, PROVISIONS, ADMINISTRATION

BY GERMAINE KRETTEK

At this possible three-quarters point in the second session of the eighty-ninth Congress, Senate committees are still considering several measures relating to the Higher Education Act of 1965. The status of the proposed amendments and the appropriations is this:

On May 13, six months after the Higher Education Act of 1965 became law, President Johnson signed the Supplemental Appropriations bill which provided limited funds to implement P.L. 89-329 for the fiscal year which ended June 30, for Title II—College Library Assistance and Library Training and Research. Ten million dollars was appropriated for Part A—college library resources; $1 million for training of librarians; and $300,000 for the Library of Congress program of acquisition and cataloging of research materials. No appropriation was made for library research.

Facing a deadline of June 30, the Library Services Division of the U.S. Office of Education did a remarkable job in getting the guidelines and regulations approved, necessary forms and information out to the approximately twenty-one hundred institutions, over nineteen hundred applications processed, and the checks totaling over $8 million mailed within the brief period of two weeks (sent out May 20-21; back by June 4). It was an almost round-the-clock operation.

On the other side of the coin, colleges and universities did an equally fine job of getting their applications mailed in record time and we trust the eighteen hundred and ten institutions who received grants got their funds obligated by the end of June.

On July 1, the new 1967 fiscal year began but appropriations are not yet available. This year, however, the President's budget included recommended amounts for all titles of HEA and for all parts of Title II. The Administration asked a total of $35.3 million for Title II. Of this amount it is expected $25 million will be allocated for resources, $3.75 million for training, $3.55 million for research, and $3 million for the Library of
Congress acquisition program. The American Library Association testified at both House and Senate hearings on the HEW Appropriations bill (H.R. 14745) and strongly urged the appropriation of the amounts authorized—$71,315,000 rather than $35.3 million.

The House of Representatives, however, has approved the budget recommendations. The Senate Appropriations Committee has completed hearings but has not yet issued its report.

According to Sec. 205 (a) of the law, an Advisory Council on College Library Resources is to be established in the U.S. Office of Education, consisting of the Commissioner as chairman, and eight members appointed by the Commissioner with the approval of the Secretary of HEW. It is anticipated that President Johnson shortly will announce the establishment of this council to advise the Commissioner with respect to establishing criteria for making supplemental and special purpose grants.

After the council is established, new guidelines and regulations will be drafted and promulgated.

The Commissioner is also authorized to appoint a special advisory committee of no more than nine members to advise him on matters of general policy concerning research and demonstration projects relating to the importance of libraries and the importance of training in librarianship.

In connection with Part B of Title II—Library Training and Research, it should be kept in mind that this section provides for the training of all types of librarians. In relation to the training of school librarians, there is specific provision for the continuation of the School Library Institutes, which are included in Title XI of the NDEA, through the next fiscal period but thereafter will be funded under Title II, B.

At this very hour, Carolyn Whitenack, associate professor of library science and audio-visual education, Purdue University, and president-elect of AASL, is in Washington testifying before the Education Subcommittee of the Senate Labor and Public Welfare Committee on those aspects of the Higher Education Amendments of 1966 which are of particular concern to libraries and librarians. Some of the provisions of S. 3047 and H.R. 14644 that ALA is supporting relate to facilities, the extension of Title III of HEA—Strengthening Developing Institutions, and a technical amendment to Title II, Part A, to correct certain inequities in the maintenance-of-effort provisions in the program for college library resources. A statement concerning the importance of the School Library Institute program is also being stressed in her testimony.

Two other titles of the Higher Education Act of 1965 have important implications for libraries which have been overlooked by some college librarians because of the emphasis on Title II.

Title V, Part C, provides fellowships for recent college graduates and other college graduates who plan a career in elementary and secondary education. Fifteen hundred and thirty of these prospective teacher fellowships have been awarded for study beginning in the 1966-67 academic year; seventy of these fellowships are in librarianship.

A separate program exists for experienced teachers.

Another title with specific implications for college libraries is VI—Financial Assistance for the Improvement of Undergraduate Instruction. Audio-visual equipment for the college library is specified and in Part B—Faculty Development Programs, provision is included for the training of librarians in the use of educational media equipment.

These are the highlights of the major portions of the Higher Education Act of 1965. It is a landmark measure, and should do much to improve college and university libraries if full advantage is taken of all titles.