

local statistical data, and for promotion and augmentation of other types of library service. This responsibility is shared with other local libraries and needs to be coordinated with them. Charges for extensive community services may sometimes be appropriate when these demands impinge on institutional needs.

9. The center functions as an archive for historical information and documents concerning the college itself.

An effort should be made to locate, organize, and house institutional archives to the extent defined by the administration.

#### IX. COOPERATIVE ACTIVITIES

1. Cooperative arrangements for sharing of resources are developed with other institutions in the community and region.

In order to provide the best possible service to the students and faculty in the two-year college, close relationships with other local institutions and with institutions of higher

education in the area are essential. Through consortia, media cooperatives, and loan arrangements, institutions can share resources. When there are large libraries or resource centers nearby to which the two-year college student may go for materials, the college may need to make arrangements, including financial subsidy when appropriate, so that an undue burden is not placed on the neighboring institution. By cooperative planning much expense and wasteful duplication can be avoided in the community and region.

2. The institution is willing to consider participation in cooperative projects, such as shared cataloging, computer use, and other services which may be mutually beneficial to all participants.

Center personnel and institutional administrators need to be alert to cooperative activities of all kinds and to be willing to explore the possibilities of participation for their own institution. ■ ■

## From Inside the DLP

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As you can probably guess, a barrage of letters is coming to Congressmen, Senators, O.E. Commissioner Marland, and even to HEW Secretary Richardson about the inability of many libraries to receive college library resources grants this year under Title II-A of the Higher Education Act of 1965. It was a surprise to us to receive 2,165 applications for basic and supplemental grants because we thought it was pretty plain in the instructions attached to the applications that only those institutions with very small library collections and very large numbers of disadvantaged students could score high enough to compete successfully for grants from such a limited appropriation as \$9,900,000. We had anticipated that an eighteen-point score might be the cut-off level for funding, but the money was all used at the twenty-one-point level.

More letters are coming in from presidents than from librarians, so we know that most of you did read the Title II-A *Instructions* and understood what might happen. Evidently your presidents were surprised, however, and are feeling that a basic grant is a statutory mandate. The cut in the basic grant from

\$5,000 to \$2,500 in 1970 seemed to go unnoticed, probably because the small supplemental amounts brought some of the totals close to \$5,000.

In order to give those small 1970 grants to 2,201 institutions, special purpose grants were eliminated. Consequently, there were no special projects to enable us to support special needs and on which to make interesting reports to Congress and the Administration. Basic and supplemental grants have always more or less gone into your regular budgets and that doesn't make very glamorous reading to compete for scarce federal money. The amounts that went to 231 community colleges and sixty-four technical institutes among the 532 recipients of basics and supplementals this year will really make a difference in their library resources which are generally very inadequate. It's in these institutions that most economically disadvantaged students enroll, and perhaps their libraries will now get a boost toward something approaching the good libraries in four-year colleges, many of which have been built up since 1966 with annual Title II-A awards to supplement their regular budgets and keep their administrators striving to meet the maintenance of effort requirement for a grant. It should also be noted that, for the first time since the inception of Title II-A, the Office of Education has been able to provide a larger than usual measure of support to a great many struggling and needy black institutions. ■ ■