

Librarian
WPA

"Right to Read Program"

001-855

April 10, 1970

Dr. Stanford

TO: Ted Wick - Harris Smith
FROM: Ursula
Miss Young

D.B.
Skookie

RE: Library Speech - University of Minnesota April 13, 1970

During 1966-68 - 11,680 New School Libraries
10,000 in elementary schools

Fred Kruger of EB called in the following information in addition to the speech draft they have forwarded to you:

The American Library Association, Washington Office, is supplying the following data:

Library Services and Construction Act Funds: - Elementary & Secondary Act

1957 - 1969 85 million people received new and improved public library services.

15 million people received public library services for the first time.

650 book mobiles were put into operation.

45 million books were purchased for libraries.

It is estimated currently that 15 1/2 million Americans are still without public library services.

Elementary and Secondary Education Act Title II.

New school libraries and instructional materials under the above act were provided to 45.3 million children for fiscal 1958 and to 1.7 million teachers in public and private elementary and secondary schools.

In the period 1966-68 11680 new school libraries were established. (10,000 elementary - 1,400 secondary).

In Minnesota	10%	of the elementary schools are without libraries
In Iowa	42%	" " "
In North Dakota	40%	" " "
In Wisconsin	50%	" " "
In Montana	90%	" " "

Braille
Audio
Visual
Film
Records
Records
Study
rooms

Presidential
Libraries

Large Print for
Partially Sighted

See HHS

Information Banks
Central Systems

Informator Science - Retrieval - Index Abstracts

Almost
1/2 Public
Schools

Libraries - Books

REMARKS

THE HONORABLE HUBERT H. HUMPHREY
NATIONAL LIBRARY WEEK
MINNEAPOLIS, MINNESOTA
APRIL 13, 1970

It has been said about me
that I view the world through rose-
colored glasses. < If looking at the
world ~~and~~ seeing people and having
positive hopes for people is taking
the rosey view, then I will have to
admit to it. < I like people. People, *for me,*
are like no other stimulant I know.
< They can be exciting, exasperating,
frightening, and comforting. < *but* They
are never dull and never completely
predictable. < They are people!

↳ So, it is not going to be difficult for me to talk about libraries, It never has been and never will be, because libraries are people: exciting, exasperating, frightening, and comforting. And I like libraries.

↳ Coming from a small town, I have the evergreen memories of just what an exciting place the library could be for a young boy. ↳ In those days there weren't too many libraries in the country.....very few in towns the size of Doland, or even Huron. **S.D.A.K.** so even those who didn't use the library

were properly impressed with its presence.....many took it as a visible sign of the town's commitment to culture. [But for those of us who used the library, it became a key.....a key that opened up the door of imagination and information far beyond the city limits of ~~South Dakota~~ near home ~~town~~. There was no televisionvery few movies. 1st Granddaddy Plain, Spoken for entertainment we could go down to the corner and watch the ice truck unloadbut we had the library and its treasure of books.....a commodity few people could afford, even in limited numbers, in their own homes in those days. [The library became my enter-

- 4 -

tainment.....my educator.....my
travel agent.....and, I suppose,
to a great degree it helped to
form much of my basic philosophy
of America, its people, its great-
ness and its role. (*my father's library -
bequeathed to me*)

↳ I have always felt a great
debt to the library for what it
gave to me. ↳ It was this early
fondness that motivated much of what
I fought for during public life in
terms of library services and con-
struction act funds for libraries
across this country.

*Carnegie Libraries
Municipal
Congressional*

< This nation of ours has been a leader in the development of libraries. < From 1957 through 1969, 85 million people received new and improved public library services and of these, 15 million Americans received public library services for the very first time.

< During this period we modernized the library.....put it on wheels and toured the neighborhoods, the countryside, the ghettos, and very smallest rural towns.....making available and more accessible the wonders of the library.....and we

*Library
mobile.
Book-
mobile.*

did this by adding over 650 new
bookmobiles.

↳ And into the new libraries
and bookmobiles, ~~my fellow Americans~~,
we place in excess of 45 million | -
newly purchased books.

↳ Now as amazing and rewarding
as these figures seem.....they still
leave a great story untold. The
battle to bring the library to every-
body is far from over.....in fact,
as we sit here tonight inaugurating
National Library Week, we can find
no better dedication ~~but~~ ^{but to} see that the
past efforts are continued and
accelerated, ~~then~~ to realize that
→

there are still almost sixteen
million Americans without public
library services.

*in town -
village
+ Rural
America*

↳ Libraries don't just
happen.....they take money and a
commitment from your government
to invest that money in these badly
needed libraries. ↳ There had never
been a society that has become in-
solvent because of its investment
in books, learning or education.

None. ↳ Many a society has destroyed
itself through wasteful spending,
arms and wars, and indulgence.

↳ There has never been a society that

has not profited industrially,
economically, and culturally by
investments in learning and edu-
cation; ~~and~~ in books and libraries.
And there has never been a time
that any society has over-funded
itself in the fields of cultural
attainment, education, or libraries.

↳ This is where we are in
Minnesota and America today.....
we have to stand ready to make the
necessary monetary investment in
our educational and cultural
institutions. ↳ To do this you must

make yourselves heard, not

only in St. Paul

~~But~~ at the capitol building, but more importantly and urgently ~~this~~ need must be communicated ~~to in~~ Washington.

I might say that during the Johnson-Humphrey administration, we were aware of the vital role being filled by our schools and libraries. ...after all, we were both a couple of old school teachers. I am proud that more public funds were allocated to schools and libraries during our administration than at any time previous in the history of this great nation.

During 1966 to 1968 alone
.....11,680 new school libraries
were established.....with over
10,000 of them going for the little
kids in the elementary schools.

That, my friends, is commitment....

but not completion. There are still
40,000 tax supported elementary
school buildings without libraries
or even a semblance of the ~~same~~
library services we've learned to
take for granted. Imagine that....
forty thousand.....that's almost
half the public grade schools in
this country!

40,000

And don't kid yourself that they are all in the South or all in the inner-core of our major cities. Just look around you. In the state of Minnesota a full ten percent of **10%** the elementary schools are without libraries. In Iowa, it's 42 percentWisconsin, 50 percent and..... hardest of all to believe.....Montana, where an astronomical ~~and shameful~~ **90** percent of their elementary schools function without a library.

The nation needs an expanding library system if we are to make ideas freely available to all of our people.

And when they can, people use libraries. You will find a Toddler little toddler on the edge of de-ciphering words having the time of his life in a library, going through the picture books and having stories read to him that build his imagination and heighten his anticipation of the wonders of words. You will find elementary school children searching eagerly through anything in the library, not only to satisfy an assignment but to ease their own itching curiosity. You will find a high school or college student searching through miles of references and stacks of knowledge in search of

himself and his future. ↳ You will find the adult using the library as a friend and associate in his continuing drive to keep a flow of information and inspiration constantly refreshing his mind. And you will find the elderly revisiting the past and enjoying the present in the waning hours of life that are not always "golden". ↳ And, there is the scholar and the scientist dependent on libraries for the clues to the betterment of man and his world.

↳ These are people and people are libraries. That is the rosey view, my friends.

Libraries have been trying to become part of the changing society that has both distressed and excited all of us these past few years. I have heard of the store front library alive with day-glow paint and acid-rock music becoming a center for restless teenagers; I have heard of book-mobiles wired for sound like a good humor ice cream truck piping its way into the hearts of ghetto children; I there are volunteer high school and college students sitting on the crumbling steps of pollution-ridden cities telling stories in hopes of bringing some magic back

to childhood; there are libraries trying to teach adults to read enough to be able to fill out a job application form; we have heard of librarians climbing the dirt-rutted paths of the Appalachian hills with an arm full of books; we have heard rumors of books and libraries in prisons and mental institutions; we have heard of special collections of large-print books for the partially-sighted; and there are librarians visiting the bed-ridden in their homes. These are all people helping people. It is the libraries as they attempt to approach the 70's.

But, talk to the librarian about these wonderful developments and they are quick to point out that they are special cases..... experiments..... little more than dreams. In most communities of the nation, ~~my friends,~~ the libraries are little more than sweet-shops for bon-bon literature, a weekly story hour, a study hall for students, a left-over from the horse and buggy days that is seldom open when you want to go there, most people finding no use for it in their day-to-day lives.

Now, don't blame the libraries for this state of affairs. They are

for the people if they are given a chance. When they are given a chance to perform, they come up with services the like of which I have just mentioned.

School libraries have been struggling for the past decade to provide children with the tools needed to learn and communicate. If you have ever seen a media center in one of the few schools fortunate enough to have been able to develop one, you know why the school librarians are fighting. You will see children's eyes bright with excitement and with the intense seriousness that an enraptured child assumes going from slide projector to

tape recorder to film loops and phonograph and back to the books as he wraps up a total experience of seeing and hearing his subject and reconfirming what he has read about it. This is learning at its most efficient and all children should have a chance at it. A lot of schools are still without libraries, let alone a chance for the funds needed to provide the media center concept.

Having recently been exercising my mind in the academic halls of this nation, I am aware of the many efforts being made by college

and university libraries to speed up the availability of information. The way some of the ideas are being formed and tested today, the idea you had yesterday can be ancient history by tomorrow and forgotten by the time it is printed in a paper or a book. They would like to form a string of networks all across this nation that would cut the amount of duplication of collection and preservation of materials. They want to create one huge library as big as is the nation to assist the student and the scholar. They received no funds for it this year.

I could go on with these stories but I think that you are beginning to get my point. Libraries are people. People are communities. Communities are in all kinds of trouble. Libraries are one of the few places that have part of the answer to the people's needs standing on their shelves, in their file cabinets, on their films and tapes. But libraries are in trouble too.

They have been on the threshold of moving out of their nineteenth century seclusion into vital and meaningful service. They had just began to profit from a decade of investment

of federal and state aid which allowed them to spruce up a bit, build a brighter, newer collection, and find out what they were needed for and what they were going to do. But very few of them are going to get much of a chance.

We need an immediate reversal of the present administration's tendency to abdicate its responsibility to assure that every child in this nation will have the best education that our wisdom and schools can provide.

I support President Nixon's \$200 million "Right to Read" program,

which is aimed at 10 million American children who today are headed towards functional illiteracy because they lack the simple skills they need in order to cope with everyday realities. But I am disappointed that the funds for the program are not new funds, but rather taken from programs to aid school libraries and innovative educational projects which we desperately need.

The current administration began back in April of 1969 by calling for a reduction of almost \$90 million in federal support for

library programs for 1970. That was one quarter of the entire Office of Education's proposed budget reduction. And now for the 1971 fiscal budget there is a recommendation for \$2.5 million below their recommended cuts for 1970. Somebody up there doesn't like or understand libraries. It sounds like they are trying to do away with libraries.

It is all a matter of commitment. We have been hearing the administration beating the drums for the massive moon shot in education. The 1970's are going to see them mount a massive program to insure that the 60 percent of the students

graduating from our schools that can NOT read is wiped out. And how are they going to do this? With volunteers. That's right, with volunteers. Let's you and I get on the phone later today and call up Washington and ask how many volunteers it took for NASA to put men on the moon. Maybe they will let the educators borrow a few. Maybe I'm being unkind. They have asked Congress for \$200 million for the program. \$200 million to guarantee the children of this country will be able to read and all this money to be taken from other programs. And the Department

of Defense gets 73.5 BILLION and you know what they are doing with that.

It is time that we in this country stop being committed to the hardware of destruction and become committed to people. We have to make certain that the dignity of life and education and the joy of discovery and enlightenment is readily available for all. For poverty, hate, prejudice, and despair feed on ignorance. We need food for the hungry in this country Food for the body and food for the mind. The food for the mind is in the library but the people that are

part of that library are going to have to fight to keep the doors open because there are forces in this country that want to keep a lot of people going "mind hungry"..

“ ” ” ”

Well, my life has always been an interesting one and it's a rare privilege to be introduced by one of our truly great educators, a distinguished man in his profession, Dr. Stanford. And I love this University so much that I just can't get over the many wonderful things that happen to me over here at this University. It's a real love affair that I have with it and to be introduced and presented here tonight by a distinguished professional gentleman, the librarian educator, is something I greatly appreciate. I want to thank you, Doctor, and I want to thank you for that good story. I'm glad this is a family affair so we can tell a few raucous ones like that, and.. I was interested that you did check through the press as to my whereabouts and some of my activities. I'm ashamed of the New York Times; I should have thought they would have taken note of me much earlier than that. Apparently, they never heard of Doland, South Dakota. They always say they have all the news that's fit to print. I was on the Doland High School track team, I played on the Doland High School basketball team; there weren't many kids in Doland High School, I want you to know, but if you were warm and alive you were on something, I guarantee you. I was on the debate team and I won the oratorical contest. Now you would have thought that the New York Times would have had all of that momentous, that panorama of events in my life all tabulated. I'm surprised, the Doland Times Record has it all listed, I want you to know. For those of you who don't know where Doland is, it's in Spink County, South Dakota, where I grew up as a young man, only to go on to the wicked city of Huron, South Dakota later on, where the great metropolitan area at that time was about 6,000 people, now a little larger.

Now I come tonight, to be with a family of friends, or friends and family, so to speak, and the first thing I want to do is to thank Miss Young and the Minnesota Library Association and their president, Mr. Brown, for this certificate of merit. If I were to say that I didn't deserve it, it would only be another time that I told the truth. I've gotten more plaques and more things that I didn't deserve, all of which, however, I greatly appreciate. Because, I want you to know, Miss Young, after you've gone through what I've gone through you just appreciate this, particularly considering its auspices.

Then too, I think we owe a special debt of gratitude to Ted Peck for his great leadership, and I want to thank Ted. I think I want to thank his wife for letting him do so much here and give us so much of his time. He's done a great job and we're indebted to him and his staff. And to Hannis here, who's the one and only, who goes on as he.. who tried to identify himself here with a river. Now listen, Hannis, I don't want you to get too religious and too spiritual on this occasion as to your immortality and eternity. But this I will say, he surely has enthusiasm and he surely is a driver. He did a fine job for all of us and for education in particular and the library aspects of our education system.

I just came back from Washington as some of you know. I went in last night to be prepared to testify before a committee of Congress this morning. I've been on the other side of that table interrogating witnesses for sixteen years in the Senate and sending up witnesses for four years as the Vice President. The first time I ever went before a Congressional Committee is when I was mayor of Minneapolis. I'll never forget that experience. I was frightened. I was shaking in my boots and I can still remember every senator that was there at that hearing. So I know how some people feel when they come before committees. Today I was there for a great educational institution, the Woodrow Wilson International Center for Scholars. I'm sure that many of you have not heard of it because it is new. But it is a living memorial to the former president, the late President, Woodrow Wilson, our 25th president, I believe. Woodrow Wilson was a scholar, he was a writer, he was an educator and the Congress of the United States decided after seven years of inquiry under a commission that has been appointed to pass legislation, to establish a living memorial to Woodrow Wilson. And that living memorial is the establishment of a very prestigious, respected and we hope high quality international center for

scholars in Washington, D.C. Both a physical facility as well as a great educational program. I am privileged to be the chairman of that board of trustees.

Now many things come to you in life that some people would just imagine is just another thing that doesn't mean much. But I grew up in a home where there was a father that loved Woodrow Wilson. I have had many people say to me, you know, just about the only word of politics I'll inject into this, why are you a Democrat? And I will say, simply because my father brought me up on Woodrow Wilson. People have said to me why have you always been interested in international relations? Because my father taught me about the League of Nations. I remember my father having bound every issue of the Christian Science Monitor and the New York Times during the period of the Paris Peace Talks and all the battle over the League of Nations. And I remember that he gave those bound copies, as a matter of fact, he bound the National Geographic too, and he had a book binder that I think took it out in trade, as I recall. And he gave those books all to our little high school library. And some years later when I was a senator I went back to give the commencement address at Doland, South Dakota and I said to the principal, I said, I want to go see the library. He said, what do you want to go see that for? I want to see if my dad's books are in there. Now I'm going to let you in on a secret. I found them but they were covered with dust way down on some shelves and I took them out and put them on the table and I said don't you ever let me come back here and not find these books where they belong. Because they ought to be on the table. Because they asked me what they could do for me, to honor me, I said keep my father's books up front. When my father passed away the gift that he gave to me, all the rest was left in an estate for my mother, but what he gave to me was his library. It was the finest library of any man in town and he was known for having good books. What a privilege I had, to grow up with good books. I grew up in a home where dad and mother read to their children. My mother could tell more, what we call fairy stories. She could make them up better than you could write them. She had been a school teacher, you know, when you didn't have to go through college to be a school teacher in those early days; you went to normal school for a year or two. I still think she was a better teacher than some of them I've had that spent a lot of time in college. Don't mean that college doesn't help because I'm in that business now. But she loved people and loved children and therefore, had a way of communicating and was a good teacher. But my dad was a self educated man in many ways. I've written about him.

I was once asked to write about the most famous man I'd ever met. And I'm happy to tell you that Reader's Digest thought it was good enough they wanted to publish it. I just happened to be talking to Bob Manning of the Atlantic Monthly once, a friend of mine who's the editor. I'd met him over in London, got to know him, he comes back, next thing I know he's a big man over in Atlantic Monthly, publisher. And we were having him out to dinner one night and we got to talking and Bob said, who's the most famous man you've ever known? I said, my father. He looked, I said absolutely; he puts all the rest of them to shame. He said why don't you tell me about it, so I did. I wrote it. I wrote a piece, I just dictated it. You know I don't have much time for all this editing business and if I don't have staff to help me it just has to come out raw, that's the trouble. I live a fast, busy 18 hours a day, six, seven days a week and have been all the time. I was brought up to believe not to judge a man by how many years he's lived but by how many hours he was awake. My father told me when you're asleep, you're dead and you'd be surprised at how many people die young.

Well, so I wrote this business up, you know, and one of the things that I put out, one of the things that I put in that little story, that little piece, was that I was so proud to have been the son of the father and mother that loved books and loved good music. My father bought books like some people would buy

cigars. And he would buy records. We lived in a small rural town. We had the finest record library which my sister received. I can remember when my father used to get in the car out in South Dakota and drive in to see the, hear the Minneapolis Symphony. That was a big drive in the Model T and the Model A. And I remember later on, when in the forties, when plane travel after World War II was readily available, Dad used to take off on his own, get Mom by the hand. She always kept a suitcase packed. She never knew when Dad was going to take off. He'd just decide one afternoon he was going to go to New York, go to the Metropolitan Opera. He was a small town druggist who had more culture than some of the people I've known who thought they had an awful lot of it. Because I've been around. There are very few people who have been more places. From the Kremlin to the Vatican I've even slept in Windsor Castle and dined with Charles DeGaulle and argued with Khrushchev, not in the kitchen, but argued with him.

So I've been around and I've seen the best that they've had to offer, the poets and authors and musicians and I must say that you don't always have to see them and get to know them to know about the importance of learning. I really think that when people are hungry for learning is when learning really counts. I have a feeling that sometimes our real problem today is there's so much that some people don't know if they want anything. And for those of us who have so much forget that other people have been starved, starved for learning, starved for culture. Most of us that have been privileged to go to a university, most of us that are middle income, upper income people, have got so much available to us that we don't really realize there's a thirst on the part of people who have so little.

I saw to it that every boy and girl that went through the Job Corps in the United States government program for the Job Corps got a set of books. I went and found some people who have a lot of money, that ought not to have that much. They ought to spend some and I'm for getting them to spend it. And over a hundred sixty thousand or more boys and girls went through that Job Corps, more than that, a couple of hundred thousand and every one of them got a set of books, a bookcase of books: on the Capitol, on the Presidency, on the Supreme Court, on the White House, on great Americans. They were history books and each one of them that went out as a graduate of the Job Corps Program, got, many of them, their first set of books. You ought to see the letters that I've received from them. And one of the men that headed this project for me was a gentleman from California who came to this country as an immigrant after World War II and made a fortune and he just wanted to do something for somebody else. He said I just want you to know what a lucky man I am, how fortunate I am. I gave him the opportunity to share that wealth. And every young man and woman that came out of the Job Corps camp for the four years that I was Vice President of the United States got a set of books. This is what I meant in 1964 when I talked about paperbacks.

And when I think of what we've been able to do overseas I wonder how many of you realize that the Food for Peace Program where we took Minnesota soybeans, South Dakota wheat, Minnesota dairy products and shipped it overseas and were able to get that paid for in terms of local currency. That large amounts of that currency, because of an amendment that I passed for the Food for Peace Program, was converted into books, text books, magazines, scientific publications. I remember, I went to Pakistan and I went through a medical school and they had inadequate professional documents. They just didn't have it. I said well, we'll get them. Well, how are you going to get them? I said when you have, when the government of the United States has on deposit here large amounts of your currency, I'm going back to get some of that currency released so that you can have it to buy books. And if you can't buy books here, we'll get some other country where we have currency. We'll get some other country where we have currency and buy the books with that currency. And buy the books with that currency like Italian lira

001885

or Finn mark or whatever it was, and these counterparts, and we'll buy the books and send them to you. And I would like to get a tabulation of the hundreds of thousands of copies of books that came out of soybeans and butter and oats and wheat and cotton and cotton seed and soybean oil. We changed it into books, into libraries, into universities, into conferences, into seminars. You know, back in the middle ages they used to, the old kings wanted to find a chemist, they called him an alchemist, that could change gross metal into gold. Well, we're able to take food and make it into books and ports and harbors and universities and classrooms under a program called Food for Peace.

This is why public life is interesting. It's why you can get things done in public life. And you're in public life, you librarians and all those of you that are associated. We're all in a sense public. As a member of the faculty here at the University I am a part of the public life of this state. As a member of the faculty of Macalester College, I feel the same way. I give my students large numbers of reading. I encourage them to buy certain numbers of books that I want them to keep and not to just transfer into a book shop because young people ought to be encouraged to accumulate books. That's what we as people interested in libraries and education can do in part.

Now Hannis and Ted, I have a full fledged rip snorting speech here but I'm not going to make that speech. I'm going to think about it a little bit. I'll remember a few things from it but I've just been talking to you and that's what I think I'm going to do for the moments that are mine here. But I'll cover all that material. If you want a copy for your memoirs, I'll send it on over to you and give you a copy and you can say, I was there the night and he sure did talk too long but I'm glad he gave me a copy. I heard Hannis speaking to one of the associates here and he said what comes after Humphrey and he said Tuesday, so I'm going to get right down to business.

Last week I, I think you know that I'm privileged to be the chairman of the board of special editors of the publications of Encyclopedia Britannica. I am going to Tokyo Wednesday of this week and I shall be in Osaka at the Expo. We are having our international meeting of all the representatives of this great publishing company and we are publishing an entirely new encyclopedia in Japanese. An entirely new encyclopedia, Japanese. It is my privilege to help put that together, so to speak. What a new experience. A fantastic new enterprise for two hundred and some scholars contributing, Asian thought scholars contributing to this new publication. Two thousand, two hundred translators and I'm working with all of them. I'm seeing these professors, these leaders in the field of Asian thought and philosophy and science and what have you and for the first time we're going to start to bring into western reference books Asian thought.

And I want to leave you with the thought right now that if we knew as much as we ought to know about Asia we wouldn't be in the trouble we're in in Asia. We have had a half-world knowledge of the world powers or we've been a world power with a half-world knowledge. Remember we have representative government and we only get the kind of policy that our people are capable of thinking about out of their experience. And I keep pounding away at this because I think we have to understand what is going on. We do not select for government genius because there isn't that much to go around and the people that are there in Congress, in the Presidency, in the White House, in the Cabinet, in the State Department, most of them are, of course, the product of our educational system. And Dr. Stanford, in 1940 in the beginning of World War II there were fewer than ten universities in the United States that had a graduate course in the Far East. One of the outstanding scholars was right here at this campus, Dr. Quigley. Very few others. We knew nothing about India, except that the British had it. We knew little or nothing about what we call Southeast Asia except to call it Indochina and that it was a French possession. We knew little or nothing about Indonesia except that

it was a Dutch colony. And all at once after World War II this whole thing's right on top of us. And we started to make decisions because you have to.

One thing I learned in public life, my academic friends, don't go along with it. But when you're in public life you have to decide. You can't wait for next year's reports sometimes. You can't wait for another twenty years. When you are a professor, you can say, I can say well, I'd like to study that a little longer, you know, but there are times when you're in public life when you just have to decide. You have to do something and you do the best you can do. It's like a surgeon with a patient that is in critical condition. He can't wait to get the next ten year's experiments on some kind of organics or some kind of a transplant of an organ or whether or not this is a new kind of virus. He has to deal with it the best way he can. Sometimes he may administer a drug that has serious side effects because he didn't have time for all of the experimentation that had to take place. I think that if you keep that in mind, you'll have some historical perspective on what's going on in the world today.

Well, how do libraries fit into this? You can pretty well judge an educational system by the quality of its library and that is, I think, as true an evaluation of an educational system as I can give you. You can fairly well judge the character and the quality of a community by its investment in education and I want to say to you what I've said all across this land. And I'm going to be a very stubborn person about this. There is no instance in recorded history of any community becoming insolvent or on the verge of bankruptcy because of its investments in education. None. But there are a host of examples of nations and communities on the verge of bankruptcy or becoming insolvent or destroying themselves because of their investments in armaments or in luxuries or in things that did not pertain to the esthetic or the spiritual or the intellectual parts of life.

Now I'm proud to be an educator, you see one of the reasons I wanted to be President of the United States I've had people say, why would anybody ever want to be president? Because two men affected my life. One of them I mentioned to you, I mean of presidents, one was Woodrow Wilson, the other was Teddy Roosevelt. Teddy Roosevelt said that the White House was a bully pulpit. And I've always felt if I wasn't such a sinner I could have been a preacher. What he meant by it was it was a place where you could inspire, where you can lift, where you can broaden people's horizons, when you can give them a sense of perspective and vision. And Woodrow Wilson said the White House is the world's greatest classroom and the man that occupies it is the world's great professor. Well now, Wilson understood that because he was truly a professor. And I've thought that there ought to be a synthesis of the two: both inspiration, the kind of passive commitment that Teddy Roosevelt gave to his presidency and the kind of intellectual, rational approach that Woodrow Wilson gave to it. And if you're a teacher this is the best of everything, I mean this is the whole world wrapped up in one package. And since I didn't quite make that world's best classroom, I've come back to the second best one, right here in Minnesota and its classroom. And I'm proud to be in education. I only wish that I did a better job at it because it does require real professional competence. As we know, and some of us are like itinerant preachers, we don't really take time enough to study as deeply as we should. We rely a great deal upon our experiences rather than upon the accumulated culture of mankind.

Libraries today are changing as just everything else is changing. I suppose that no country has built as many libraries as the United States. Now, you generally hear what's wrong with our country. Let me tell you that compared with the rest of the world we have more libraries in the United States than all the rest of the world put together. We have great libraries too, with the Library of Congress, with our own great library here at the University, with the great Harvard Library, the Stanford Library, the University of California, the Princeton Library.

Oh, there are many. We have municipal libraries like no other community in the world. Oh, you'll find a great library in Paris or another great one at Berlin or another great one in London but all across this nation of ours are magnificent libraries and of course this great industrialist, Carnegie, after having extracted wealth from the steel industry and indeed, even from the open iron ore pits of Minnesota, decided to take that wealth which, by the way, he extracted out of the back of his workers as well. He decided to give it to libraries.

But I remember when I came to Huron, South Dakota, as a young man after graduating from high school in Doland, South Dakota, there was a Carnegie library. And it was a very important part of our cultural life in that community. What do those small towns have for entertainment? What did they have, at least, in those earlier days, when I was a young lad? We had seldom even a movie and we had a library if you were lucky. We had our home town athletics, the high school class plays and occasionally some roving band of troubadours coming through but that was about it. That wasn't the day of television. It wasn't the day of the mass communication such as we have now. But I think it is fair to say if you were to ask any person to identify one thing about America, if they didn't mention that we were all rich, which is of course kind of a myth that has been perpetrated upon mankind which most people abroad think is true, the other thing they would say is education. Because we really have developed in this country the greatest single, the greatest system of education. A pluralistic system to be sure, public and private, but the greatest system of education of any country in the world.

Now having said all of that, we have to have our own standards because we're blessed with more things than anybody else in the world. Six percent of the world's population consuming forty percent of the world's goods. We have so much and how much we have had. Little, therefore, should we complain in terms of helping others and yet with all that we have, we've learned, that there was much more that we needed. We have witnessed what can happen to a child. Now I think that's the best way to judge anything that you do. What does it do to a child? Because a child first of all gives you an honest response; they are filled with integrity. You want to know what's going on in somebody's house, just ask little Johnny. They give you an accurate tape recording. Well, maybe we should. We should judge what we should do, what we do do, and what we don't do by the effect upon a child. You see a little preschool child and librarian and there they are trying to decipher words, looking at picture books. You see a child in the elementary school and they're pawing through and paging through documents and they're maybe trying to write a paper or improve their reading and their eyes are wide awake and they're in the realm of fantasy and imagination and yet, also practical study. You see the youngster that's in high school or what we call secondary school today and they're more serious about it and of course today there are so many new things going on in libraries that we have to really be up to date. They're using every conceivable new device and technique that we have. And then we see our higher education students, really knowing that there is no way they can get an experience in higher education unless they know how to use the library. A library is a useless instrument unless people know how to use it.

And one of the things I would hope we could get out of Library Week is to show people, not only that we have a library but to show people how to use it. It's like having all the wonder drugs and not knowing how to take them. Or it's like having a marvelous automobile and not knowing how to drive it. What good does it do unless you know how to use it? And I believe that one of the tasks of a librarian today is to launch a program. How you're going to do it, I don't know, but you're ingenious and you're innovative and you must think about it. We must convince people that a library can be used. I know lots of people that don't use a library because they don't know how to use it and they're afraid to ask.

People are really embarrassed to show at times their limitations and this is particularly true of people who have already established themselves, so to speak, in a community. They don't want to reveal their lack of knowledge so we ought to have a kind of public information program going all the time on how to use your library. These are your books, these are your pictures, these are your records, these are your tapes, these are your films, this is your equipment, Mr. Citizen, Mrs. Citizen, young lady, young man. We want to help you learn how to use it. A manual of how to use it, it's really a liability unless you can put it to use. I would hope that you would make this part of our goal and as you talk. And I'm on TV and radio a little bit this week and I've been doing some tapes. I plan to talk about how to get accustomed to the library. In fact I want to see if we can, Ted and Hannis and the others, I want us to after this Library Week to have a follow up program of where we get our libraries to try to go to more and more of the clubs and more and more of the organizations throughout our state and continue on radio and television to show people not only that we have a new library at Fairmont or that we have a new one at Red Wing or we have a new one here or there, but how do you use it. How do you put it to work? And it can be taught. I look at educational television a good deal. I never have seen a course on how the public can use the library. Maybe I've just been missing the boat but I think it would be a great idea to get on there to show people how a library operates, how people use it, how easy it is to use it. How you can work the stacks, how you can work the, whatever the system is. Of course there are all kinds of systems. And one thing above all, the willingness to just go up to the librarian and say I need your help. I need your help. I remember when I took pharmacy training the old professor of mine said I don't want you to remember one single thing, Hubert, except where to go to get the information. Because if you try to remember all these formulae and if you try to remember all these drug assays, all these means and the Latin derivation, the chemical analysis, you start to remember this you'll kill half the people who come in there with their prescriptions. You just remember where to go get the information. Just remember how to use the library, how to use the information and I think this is so important.

Well dear friends. Libraries like I said, like everything else are changing. I got some information there that I'd like to share with you. Under this Library Services and Construction Act there are two basic acts as you know: the Library Services and Construction Act and then the Elementary and Secondary Education Act. Of course, there are all kinds of other libraries like the new medical library in Washington that we have out by the National Institutes of Health, the Agriculture, the library for agriculture. We have huge library resources and this morning I was trying to put together this program for the Woodrow Wilson study to show how we can use all those resources. We're establishing a brand new library in the Smithsonian Institution for prestigious scholars from all over the world, tying in the Library of Congress, tying in all the depository libraries, tying in all the library facilities of the State Department, every department of government, the library of the House of Representatives, the library of the United States Senate, the libraries of every college and university in the District of Columbia and the neighboring area into one massive reference system. So that when we bring forty scholars, as we're planning on doing in this first year, twenty from the United States and twenty from abroad, they will have at their fingertips the greatest reserve resource of reading material and library material, the greatest cultural resource that the world has ever accumulated in one area, in the District of Columbia, but right there just like that; immediate information, immediate book publication and cultural documents. What a fascinating business that is and we're getting it off, by the way, I want you to know - getting it off the ground.

Well, in 1957 and 1969, you know, I always say you've got to give people faith that our system works. A lot of people are questioning our system today. So do I, I question it all the time. I started questioning it in my earliest memory. I know I questioned it when I was a student here at the University because it was the period of depression. I wasn't at all sure it would work and help me at all. I see more about young student radicals and militants and I say what are you radical about, you should have been around when I was going to college around here. No jobs. I lived in a house with three fellows and two of them got tuberculosis and one of them died of it. The other was Freddy Manfred, Freddy Pikey Pikemer, the author. I don't know, I guess I got a little bit of it myself because when I went out and took a medical examination for Selective Service they found all kinds of bumps on my lungs. We were hungry, it's a fact, hungry. So we had doubts about the system, I'll guarantee you that. But I tried to show how this system can work. And that's important because there are some people today who would like to destroy our system and the rest of us better make up our minds how to change it and adapt it and make it work for everybody, everybody. John Stewart Mills said let a man have nothing to do for his country and he shall have no love for it. Let a man not be involved in decisions involved in the life of his country and he'll have no love for it. He'll be glad to destroy it. We've got to involve people, we've got to bring them in, we've got to show them that there's something happening. I go across this country every day. I'm doing something trying to show people not that the system is perfect, to the contrary. Democracy is like the flowing river that Hannis talked about. It's constantly moving. It's a tactic, it's a strategy, it's a technique of human relations and we've got to move with it, change with the times.

But look what's happened. Starting in '57 to '69, just twelve years, eighty five million people received new and improved library services, public library services during that time. That's a pretty good accomplishment. We've still got a lot to go but eighty five million people received better and improved and some of them for the first time library services. Fifteen million people received public library services for the first time; that's better than a million a year - almost a million and a half a year, that's pretty good. Six hundred and fifteen bookmobiles were put into operation, should have put many more. Forty five million books were purchased for libraries and yet having said all of that it is still estimated that fifteen and a half million to sixteen million Americans, primarily in small towns and rural areas, are without any kind of library service at all. In the years from 1966 to 68 there were eleven thousand, six hundred and eighty new school libraries in elementary schools. That's a three year period. That's going some. Ten thousand of those, I should say, were in elementary, the other two thousand approximately, were in secondary schools. But having said that, there are over forty thousand schools, elementary schools in the United States, with no library services.

I think the best thing I ever did for a library was in the District of Columbia. I've got to tell you that story. Anecdotal stories are much better than all these facts. I used to work on Saturdays. Every Saturday in my office as a senator cause I, during that time we didn't have quite so many people calling us and I could get caught up. And I'd have about half staff. We'd have half the people work every other Saturday. And you know when you've got a good staff they try to keep people away from you. And of course, I tried to tell them that isn't the way you get elected, you know, so they wanted me to be very studious and very, you know, time for meditation. I said that I'd have plenty of time for that when I'm defeated, don't worry. I mean, I'll have lots of time for it. Well, so this is very important in politics. Be sure you have somebody out in the front office that wants you to see people; not somebody that can explain that he's

001890

not in only to have his voice booming out as mine did because I was never a very well disciplined fellow. But anyway, on this day I heard somebody out at the front desk, no, he's not in today, I'm sorry young folks, you cannot see him and if he were in he'd be very busy. So I like young people and I knew there were some young people out there and I was going to fix that secretary anyway. So I just walked right on out, right out and I said well, he may not be in but there's been a reincarnation, son. Here he is, right here. Right here, here I am, now what is it all about? Well it was five students from the District of Columbia School. Now here's their sad story. I took them into my office and I was already accused of spending too much time with these young folks but I'll tell you I get awfully tired of older folks sometimes. I have a little sign up there that when I get weary of people that are always trying to remake the world and people that are always concerned and worried then I like to turn my attention to children and gentle people, etc. because it kind of refreshes you. You get awfully weary of the other after while. Well, these kids were there and they said, Mr. Senator, we've been trying for two years to get somebody to listen to us. We've been up here every Saturday, nobody would listen to us. I said you've got to be kidding. No, because you know, they're just young people. And I said you're not just you, not just those of us, but people from our school. We've been trying to get a chance to get somebody interested in our school library. I said, well tell me your story. It's all a matter of record. It's all in the record. They told me their story and here's what I found out. I found out, for example, there wasn't one single librarian in an elementary school in the District of Columbia, in the nation's capitol. 1962, ladies and gentlemen, there was not one single librarian in a junior high school. But there were some in the senior high school. As a matter of fact, most of the elementary schools had no library at all. Not only a librarian, they didn't have any library and over the half of the junior high schools didn't have a library. Then they showed me the books. For example, a textbook that they had on science was so up to date that it showed the Tri Motored Ford plane as the latest means of air transportation and I remember it said that it could fly across the continent with only one stop and the history book brought them right up to the time of the Nazi-Russian pact of 1940. They didn't have World War II yet. That hadn't been brought into their history books yet, that's a fact. They had language books. One for every seven young people studying a foreign language in the District of Columbia, 1962. Geography books that were so obsolete that they should have been back in the hill country someplace. You know, they tell that story about that fellow that was going to teach, found a job teaching, and the school board asked him, well, how do you teach geography? He said to them, well, how do you like it? They said, do you teach it flat or round? He said, I can teach it either way. Well, this is about the way it was with their geography books.

Well, ladies and gentlemen, let me tell you what we did. I'll show you what persistence does. I made it my business to take five minutes every day of the week in the Senate. Every day to harangue the United States Senate on the inadequacy of books in the District of Columbia. I'm happy to tell you that we poured in hundreds of thousands of dollars after a while to modernize those books. And Mrs. Robert McNamara, later on, the wife of the Secretary of Defense, organized a citizens committee in the District of Columbia and we got books for our kids down there. You wonder why people have problems in education. May I say quite respectfully, that one of the reasons there wasn't any books in these schools was because many of the children were black. The District of Columbia Committee used to learn by some people in other parts of the country. They didn't care. Fortunately, it was changed. This is the story about books and libraries and today there are librarians in those schools. And there are libraries in those

schools. I found there wasn't a lighted playground in the District of Columbia. Can you imagine when I became Vice President of the United States, 1965, not one single illuminated playground in the District of Columbia for the kids you know. You wonder why the high rate of crime. I went out and raised money to take all the old lamps and bulbs and lights from the old Griffith Stadium after the Senators left there and came to Minnesota. They had all those old bulbs and lights out there. I can plainly see why the Senators never won any ball games; they couldn't see at night. But I raised, to show you what you can do, I raised two hundred thousand dollars privately to have those lamps and got the local utility to put up the light posts and we illuminated playgrounds. Today there are one hundred and forty three illuminated playgrounds in the District of Columbia with permanent illumination. It can be done. But I have little time for people who say, I don't know what to do, I can't do this. The can't doers just can move over because what we need are people that are can doers. People that will take hold of something and run with it and do something about it.

Now, let's take a look at our beloved Minnesota. Here are the latest statistics that I've got here about new school libraries, new school libraries and instructional materials under the Elementary and Secondary Education Act Title II for the nation. Now, the boys provided to forty five and a half million, forty five million, three hundred thousand children, for the fiscal year 1968, and one million, seven hundred thousand teachers in public and private, elementary, secondary schools. Just think of that, new book materials, new teaching materials, new library facilities for forty five million plus children in materials from 1960. In Minnesota today, in this last year, nearly ten percent of the elementary schools are without libraries. In Iowa forty two percent, in North Dakota forty percent, in Wisconsin twenty percent without libraries. Elementary schools in Montana ninety percent.

Now ladies and gentlemen, we can put libraries in every single school in the United States for the cost of one aircraft carrier. And provide a librarian at double the pay that she's getting right now for the rest of her life. The total life of library's money expanded by the Federal Government was under one hundred and fifty million dollars for one year. One aircraft carrier costs seven hundred and fifty million dollars, now, if they don't have a cost overrun. I want you to get this, because I want librarians to be fighters. Listen, we spent two billion, two hundred million dollars on a tank that never operated. That's what we call research and development. But it didn't research and it didn't develop. And very little is said about it. We spent seven hundred and ninety million dollars on an airplane engine that never lifted the fuselage off the ground. It didn't work. So when somebody tells you and tells me that we can't afford books and libraries, just tell them that I've heard a different story. And I almost told you what you can tell them after. What Dr. Stanford told you in the story tonight.

Now, I'm concerned and I want us now, I'm going to try to wind this up for you. Our libraries of tomorrow are what we've got to talk about. They're going to have to be computerized. You know that the computer has a great role to play. We're going to have microfilm and microfiche. Here is a book that, the book is called Timothy Dwight Travels in New England and New York, and there's five hundred and sixty pages right here, leaving room for another four hundred and forty pages on one fiche. A thousand pages on one card and this is going to be the library, and in many instances, the big library of tomorrow. It's going to take the machinery, to take equipment, but this is just a matter, as they say, a matter of technology. Anybody can get a little hand television camera that isn't half as big as this, that doesn't weigh two and a half pounds, three pounds and take it to the moon, can figure out how to take a card like this and make it

readable, if you want to do it. It costs five million dollars for a camera and those pictures that you see when you see Apollo 13, I know, I was chairman of the Space Council, five million dollars, what it costs to make one as a miniaturized. Nobody complained about that at all. Now, I'm not complaining about it. I'm glad to get the pictures of the moon but we can do what we want to do. And I did say if you can open up space, what a tragedy it would be to close the doors of the library in the same decade.

Libraries are basic to economics. Right here in our state, our Technical Services Program of our state's library system is a valuable instrument for our state industries. Our program of tying into the central library system in this state is advancing now which means that every library will soon become a great library because of the tie-in with closed circuit television, with modern communication, with the computer. We can pop into any library in the state, just like that. We're going to be able to have, right shortly, all kinds of print out materials that we can get because of the computer system. Every library, because of the information science we're developing, a whole new breed of librarians, information scientists. Systems retrieval of collating, indexing, abstracting, conflation, we are now at the pilot point project of instantaneous mechanical translation of foreign languages.

In the Soviet Union they've been experimenting with it for twenty years. And they have an amazing system in the Soviet Union that I visited this last summer where they have got all of their scientific journals, eighty percent of all the scientific journals of the world, on computers. Over eighty percent of all of them and they're now starting with the social science journals. And I worked out an agreement with the Academy of Science in the Soviet Union with the Library of Congress of the United States, as a private citizen, not as a government official, for the exchange of information.

We're beginning to move. Tremendous things are happening. You're in the most revolutionary development. Wait'll you talk about modern industry changes. Library services are changing more rapidly than any industry in this state or in this nation. They're just coming alive and we need retraining programs just as we need them for pilots and spacemen and even for doctors. Just as doctors have to learn new techniques about new medications and about new types of surgery and care, so do librarians. We know all, of course, about our Braille and our audio visual and our films and our recorders and our records and our study rooms and we know about our big print for the partially sighted. These are things that are almost commonplace except most places they are experimental. They haven't made it general yet. When I think of the thousands of young people today that are involved in volunteer services across our country in libraries.. This is another thing I want to say, project in Library Week.

I want you to start telling people about the thousands of young volunteers in colleges and high schools across the country that are in the ghettos reading stories to little kids out of books, telling them how to use a book, working in store front libraries, working on bookmobiles, really remarkable. If you go to Philadelphia, Cleveland and San Francisco, New York, Boston, these places, you'll see this going on all the time. This is the volunteer generation and I wish to goodness young people got publicity for what they do. How, at the University of California, Los Angeles, we found a student body there, sponsoring a camp for five thousand disadvantaged kids in that city. Students at the University pay for it all and man it all. They don't get a line for it. But let them have a little riot, occupy a building and they're right up there. But here's a remarkable program that's going on.

Now we have a program that's called a reading program, the "Right to Read". I'm sure we're all interested in it, I'm for the "Right to Read" Program announced

001893

by Commissioner Allen. I've spent an hour and a half with Commissioner Allen two weeks ago. I speak of the Commissioner of the Office of Education, a fine and good man. There's some... there's some illiteracy in this country, there's basic illiteracy in America. We've had trouble with reading and reading is part of your business and you've got to have reading if you're going to have libraries. And librarians should be involved in this. And, by the way, there is going to be a Reading Council appointed. I want to make sure that we get librarians on it so we tie in not just the elementary and secondary school teacher but we tie in the librarian because the librarian maybe will do more to teach reading than anybody else and what kind of services you have are very important. So we want to be sure to tie in. But this "Right to Read" Program is supposed to have two hundred million dollars attached to it and I think you ought to know that that two hundred million dollars is not new money. That two hundred million dollars is going to come out of your library funds, what little you have left. And it is going to come out of Title I of the Elementary and Secondary Education Act. Not a single, new dollar. You can't keep reshuffling the deck without getting the spots finally worn off the cards.

Now, we've cut back the resources for education from four billion to two and a half. And if I sound a little bit political, you just take it as it is. Now you are going to have to learn to fight for education or you are not going to get anything. That's what I told the American Library Association and I think I got some librarians fired up. They went on down there to Congress and for the first time, Congressmen saw librarians spitting fire as they were coming in the door. Now library services were cut in the last budget by ninety million dollars. And they have been cut another sixty percent. Now you are not going to have much library funds and what you are counting on for these innovative programs, for the new facilities that you need, the new books and particularly, may I say, for the disadvantaged, but for any library service, is going to depend on dollars. Commitment is dollars; rhetoric, that is just generalities. We've got to have the money. And I want you to keep in mind as you talk to people and when talking on the television, when you are on radio, stand up for your profession. The air traffic controllers do, postmen do, the teamsters do, the bankers do, they got some interest rate increase. The teachers are doing it. What about you? And you are speaking not for yourself, you are speaking for the thousands and thousands of users of library services. And in all across this country there is a need of more library services.

And I conclude by telling you that the library is the inheritance of a civilization. It's the one way that we pass from one generation to another man's accumulated knowledge. And today, you're in this revolutionary development of making that information digestible, usable, available. You are overrun with periodicals, as you all know. There is an information glut; it comes like a tidal wave. And this is why now we need to develop these scientific systems, these technical systems that help collate, sort, retrieve, disseminate, properly utilize, make useable this tremendous volume of informational material that comes to us. Somebody said that man's judgement is no better than his information. And your job is to help the American people gain better capacity for judgement. Information doesn't necessarily make us wise but it can help. And surely, a library that becomes an integral part of a school system, an educational experience, can be a tremendous help.

So as you leave here tonight, particularly those that are librarians and those of you on the Citizen Committee, let's just remember that we are really the front line fighters in the educational struggle. You cannot have a good high school without a library. You can have a good library without a high school but you cannot have a good high school without a library. You cannot have a cultural center, a community that has a basic culture, without a library. And you can't have good elementary and secondary education without a library. And I say to all

001894

of those of us in higher education, that the hope of better higher education is not in higher education alone. It's in better elementary, secondary and pre-schools; that's where you start. And we've got to start little children with that excitement that comes from the learning experience, with the new films, with the new records, with the new books, with the new methods of instruction. And I have been in libraries to see these little children, their eyes just open big as a lightbulb as they have been brought to that first great experience of the story, of the book, of the letter, of the picture, with somebody there to help them to digest it, this great intellectual and spiritual adventure.

So I've been proud to be a part of this week, of this effort. I've just talked to you very plainly tonight, off the cuff. My heart is filled with the work that you are trying to do. If I am any good at anything, it is hopefully, that I can inspire you to want to do more. I want you to feel important; if you don't feel important, you can't do anything. You have to have pride in your profession and not self-satisfaction, there is a lot of difference. Somebody said that success is a man who wished to succeed and worked. A failure is a man who wished to succeed and wished. We can't afford to be failures; we've got to work. We've got to encourage other people to join us. So go on out now and be salesmen of modern library services, and salesmen of education, the provocateurs, so to speak, of creating interest in your community on what we are trying to do in this National Library Week and then let's not just let it be a week. Let's have this week as a way to get some experience so that we can really pour it out afterwards.



Minnesota Historical Society

Copyright in this digital version belongs to the Minnesota Historical Society and its content may not be copied without the copyright holder's express written permission. Users may print, download, link to, or email content, however, for individual use.

To request permission for commercial or educational use, please contact the Minnesota Historical Society.



www.mnhs.org