

# Libraries, Education and Society

an address by

**John E. Fogarty**

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Second Congressional District,  
Rhode Island

Annual Awards Dinner of the  
Graduate School of Library Science  
and the Library School Alumni Association  
Drexel Institute of Technology  
May seventeenth, nineteen hundred sixty

*John E. Fogarty has served as United States Representative for Rhode Island's Second Congressional District since 1940. He has been a member of the House Appropriations Committee since 1947, and, for the past nine years, Chairman of the Sub-Committee on appropriations for the Departments of Health, Education and Welfare.*

*On May 17th, 1960, on the occasion of their annual Awards Dinner, Drexel's Graduate School of Library Science and the Library School Alumni Association presented their Distinguished Achievement Award to Representative Fogarty in recognition of his twenty years of outstanding service, during which ". . . his humanitarian concerns have been expressed in tireless efforts on behalf of American health, education and welfare. Through persistent and understanding interpretation, he has brought the public and our highest legislative bodies to a new awareness and appreciation of the vital role played by libraries in the preservation and dissemination of our cultural heritage and in the advancement of learning."*

*It was particularly appropriate that Representative Fogarty should be honored on an occasion which also cited the contribution of librarians themselves to the expansion and improvement of library service and education for librarianship. The 1960 Annual Awards Dinner marked the close of a funds drive in support of Drexel's new Library Center sponsored by 'Operation 020.7', action arm of the Drexel Library School Alumni Association.*

*Alumni organized Operation 020.7 to plan and execute activities and events designed to strengthen the bond among alumni, enhance the prestige of the library science profession, and encourage moral and financial support for the Drexel Library Center. Success of the Operation during the past year is attested not only by expanding enrollment in the Graduate School and an increased public understanding of the importance of the profes-*

sion, but by the impressive list of persons—alumni and friends—who responded to the appeal for financial support.

*Their contributions are proof of their recognition of the double importance of a Library Center at Drexel Institute of Technology: first as a Library essential to the education of graduate and undergraduate students in the basic sciences, engineering, business administration and the applied arts; second, as a School of Library Science for the education of librarians to serve the state, national and international communities.*

Admiring the plaque listing the names of alumni, staff and friends who contributed a 'share' or more to the success of Operation 020.7 are: (left to right) Alphonse F. Trezza, General Chairman, Operation 020.7; Representative John E. Fogarty; Ralph Blasingame, Pennsylvania's State Librarian; Germaine Krettek, Director, American Library Association Washington Office; Dr. John F. Harvey, dean, Graduate School of Library Science, Drexel Institute of Technology; and Paul Gay, President, Library School Alumni Association.



**T**oday I first saw the impressive new quarters of the library school here at Drexel. I am sure they bring to you a deep sense of pride and satisfaction—much as your Distinguished Achievement Award, and this opportunity to meet with you, have given me. It is a fine thing to feel that one's efforts have played some part in strengthening the American heritage.

A library school—or legislation to aid libraries—can do just that: it can enrich society and strengthen the Nation. It does this mainly through the enduring contribution of libraries to education.

#### *A New American Resource*

America's strength was once felt to lie predominantly in her agricultural and geographic advantages. Since the turn of the century, industry and natural resources have been paramount. Both, of course, remain essential to our country's strength and her leadership among free peoples. But the close of World War II brought sharply into focus another basic resource—education; and recent years have commanded its critical appraisal. It is now clear to many that agriculture and industry, however prolific, cannot insure supremacy or even survival without a stronger fiber of education in the social fabric.

The modern concept of education is a broad one. Besides the schools at all levels, many institutions and media are recognized as educational—partly because of their mounting interest in the role. There are more and more educational uses of films and recordings, radio and television, magazines and newspapers, pamphlets and books. There is an upward trend in the publication of all factual matter. I believe these changes reflect generally a felt need of people for a broader view of the world about them.

#### *The Library's Role in the New Education*

One institution with a growing educational mission is the library. It is axiomatic, of course, that libraries should serve scholarship; but I refer to a more active part in the educational

process. Increasingly the progressive library is concerned with *information*—with collecting, lending and promoting current reading matter, films, recordings, and other educational materials. Thus the library aligns itself with institutions and forces that are shaping our national destiny.

It is my conviction that this is the way in which libraries of all types can best serve the community in our dynamic times. Libraries are more than storehouses; their broader function is to teach.

For many years I have given my best thought to certain needs and aspirations of our people. This has been basic to my responsibilities as a Representative to Congress from the Second District of Rhode Island, and as Chairman of the Subcommittee in the House of Representatives which is concerned with appropriations to the Department of Health, Education, and Welfare. I am pleased to say that many libraries and library groups are closely allied with the Department in several of its programs. They collaborate in activities of the Office of Education and the National Library of Medicine. They share particularly the interests of the Public Health Service in aging, juvenile delinquency, and blindness.

### *Libraries and the Elderly*

One of the great paradoxes of the modern world is the problem of our aging population—the medical and social needs that have risen as a result of our longer life span, which is largely attributable to advances in medicine and public health. Since 1900, people over fifty have increased in our population from 13 percent to more than 22 percent. By 1970, nearly 25 percent of the American people will be over 50, and 10 percent will be over 65. This implies a continued increase in those burdens that weigh so heavily upon the aged—health problems, occupational difficulties, lowered income, unsatisfactory living conditions, loneliness.

In attempting to come to grips with such a problem, one naturally turns to institutions and individuals that might be expected to help. A group that has outlined its objectives with



*new look in libraries*—entrance to the Drexel Library Center.

regard to the aged is the National Library Association. It has spelled out in congressional testimony\* how the public library renders direct services to the elderly; supplies middle-age groups with literature on retirement plans, housing and income; coordinates interested civic groups and educational programs; and assists personnel who work with the aging through books, films and exhibits.

These seem to me excellent, practical objectives that might well be extended to all libraries. In addition, I should like to see library schools expand the training of librarians to work with the elderly. Some studies should be undertaken to settle the question whether cultural and educational interests can actually retard mental decline, and to learn how libraries can help bring out and utilize the older person's best attributes. It would be a great credit to library science, and quite fitting, if some library group were to lead the way toward salvaging the elder population's vast resource of experience and skills.

\*Senate Committee on Labor and Public Welfare, August 4, 1959.

### *Libraries and the Young*

The library's place in our culture is nuclear: it offers literature, information and recreation to many groups, the young as well as the old. I feel that its values to youth have barely been tapped. In many young people, there is a spirit that rebels against education—or rather, against being taught. This finds a terrible and ruinous expression in the juvenile delinquent, whose rebellion may lead to total loss of educational contact. And yet the delinquent or pre-delinquent does not necessarily resist *learning*. His indifference or hostility may embrace only the formal aspects of education—the classroom and its implication of discipline and conformity. The same individual may sometimes be reached through an appeal to his curiosity, his need to excel, or his natural love for reading, music or some related pursuit. Every era has its Bohemian movement, which is essentially rebellious and yet intellectual or artistic.

The difficulty, of course, is to capture and hold interest. The library has strong competition, and I can offer no formula. I only know that the mind of youth is capable of intense application in response to the right appeal. With no coercion whatever, youth can master difficult sports, jazz music, automotive mechanics, radio engineering. And we have all seen young people come to public libraries in underprivileged metropolitan sections, drawn by up-to-date material on invention, the space age, sports and recreation, career opportunities, and interesting lives. I have seen this in districts where crime and violence beckon constantly to every child. In light of these things, I am confident that ways can be found to enhance the appeal and effectiveness of libraries in helping the prospective citizen.

You may be interested in certain resolutions passed at the recent White House Conference on Children and Youth, which included nearly 100 librarians among the delegates.

One resolution called for adequately supported studies to determine the effects of reading books, magazines and newspapers upon young people. Another recommended that much more extensive use be made of films and other instructional

material in both formal and informal education. Several resolutions were aimed at augmenting the opportunities for training and participation in dramatics, theater arts, and film production.

With direct reference to libraries, it was resolved that action should be taken to extend the availability of public library service to every citizen; that libraries be established in schools, colleges and universities, with a view to helping them achieve higher standards; and that reading, training in the selection of literature, and recruitment of personnel trained in reading guidance be vigorously promoted.

One of the forums resolved that young people should be encouraged to study the great ethical, moral and religious truths, and to use these to formulate codes of conduct for their guidance toward good citizenship.

*the use of audio-visual aids in education*—An undergraduate class in sociology at Drexel Institute of Technology learns by watching a film on segregation in the Library Center's audio-visual department.





I believe we shall soon see legislation and other efforts to implement these recommendations at local, state and Federal levels. Meanwhile, library workers will be able to draw on the resolutions in seeking interest and aid.

### *Libraries and the Blind*

Another medical and social area in which libraries are making a valuable contribution is blindness. Despite public and private efforts over many years, the number of blind persons in this country is about 350,000 and is steadily increasing. The Public Health Service's National Institute of Neurological Diseases and Blindness is attacking the problem from the medical standpoint. On the social side, I believe there is need for a good study on problems related to blindness and the needs of the blind. One objective would be to help create a national atmosphere more favorable to the blind person and his role in society. This would call for studies of existing conditions, including the problem of providing books and recordings. The best library services now available for the blind should be augmented and extended.

Some of you may not know that the Library of Congress's program to provide books for the blind is currently operating under an appropriation of \$1.6 million, which is a little more than ever before. To date, the Library has provided about 5600 titles in Braille and Moon type and 4000 talking books. Approximately 70,000 of the Library's machines are now in use.

### *The Expansion of Library Services under Federal Aid Programs*

As I have indicated, many grave medical and social problems call strongly on libraries among other key groups. Assistance to libraries themselves has been made available through the Library Services Act. In fiscal year 1960 allotments are based on the maximum authorized appropriation, \$7.5 million. In this session of Congress, I have introduced a bill to extend the Act for another five years beginning July 1.

This Office of Education program has helped to bring library services to 30 million people in rural America. It has provided trained personnel, 200 bookmobiles, and five million books and other materials. Fifty-two states and territories are now participating. Since the beginning of the program in 1957, the matching requirements have stimulated local governments to increase their library appropriations by 45 percent. One of the most encouraging results is the development of an effective *system* of libraries, with strong centers, cooperative processing, and so forth. And throughout the Nation, there is a growing awareness of the meaning of libraries in education.

In my own state of Rhode Island, progress under the Act has been typical. A special unit, Public Library Services in Rural Areas, was set up in the office of the Secretary of State to administer the program. A director, assistant director, clerical staff, and a bookmobile were added and new quarters obtained. A book grant was made to rural libraries, with provisions for emphasis on reference materials. Books are ordered and processed by the state agency. A series of workshops has been held at headquarters, and state consultant and bookmobile services have steadily grown.

Another law that has much significance for libraries is the National Defense Education Act of 1958. This is primarily designed to strengthen, improve and expand education in the United States at all levels. Libraries are specified as basic to the educational process. I should like to call attention to the fact that projects developed under the Act may include books and other materials, and that these are not yet available in adequate quantity and quality. Library materials to aid both teachers and students are needed for a balanced program.

Of the ten Titles in the Act, Title III offers the most direct opportunities for libraries. This authorizes \$70 million a year until July 1962 for improved science, mathematics and modern foreign-language instruction in public schools. Federal funds are available for laboratory and other special equipment. By the language of the Act, special equipment includes printed materials (except textbooks) and audio-visual materials and equip-

ment. Minor remodeling and special equipment needed by the library because of its necessary expansion may be included, under projects approved by the state educational agency and the U.S. Office of Education.

Other Titles also pertain to libraries and librarians—Title II, for example, which provides loans up to \$5000 for college students. Persons training to become librarians are eligible, and 50 percent of the loan will be cancelled for those who serve as school or teacher librarians for five years. Another example is Title IV, which provides graduate fellowships aimed particularly at the preparation of teachers for colleges and universities.

I urge all of you to review the provisions of the National Defense Education Act (Public Law 85-864) and to be sure your students are familiar with the aspects pertaining to libraries. The ALA or the U.S. Office of Education will gladly supply details.

*haven for young scientists*—The Engineering and Sciences Reading Room in Drexel's new Library Center offers the student a complete file of current scientific and technical periodicals as well as the latest books in his subject.



*The Librarian as Public Relations Man  
for Science and the Arts*

While speaking of Federal aid to libraries, I will make a point that may seem to the older hands here a little obvious. I refer to the fact that a library in the modern sense, adequately stocked and staffed to pull its own weight in an educational program, requires strong support from many quarters—particularly in the form of funds. A school of library science would do well to train its advanced students in the practice of fund raising. You must have support at local, state and national levels. To this end, librarians should take steps to increase public awareness of the library—to make it felt as a part of the community. It is largely through *trustees and friends of libraries* that the trend toward a more educational role must be advanced.

Such a role is necessarily diversified, and I have mentioned only some aspects. I have merely alluded to the library's part in cultural enrichment. Society depends upon the library for many things, not the least of which is its capacity to deepen appreciation and stimulate interest in the arts and sciences, in our principles and traditions, and in the peoples of other lands. This is an intangible role, but nonetheless a real one. It evokes a vital spirit in every American—the spirit to see our country progress and lead.

In this complex troubled world, the sciences loom in importance. Our prestige among nations depends largely upon our scientific preëminence. No amount of military preparedness could compensate for a lag in scientific knowledge or manpower. Nor can we ignore the value of the health sciences in a military and economic sense, for the cost of disease is the greatest burden any country can bear in war or peace. All this has direct bearing in the library field. You must continue, and I hope expand, your efforts to interest more people in the various sciences—in their support, their progress, and their application. Again the library is a powerful force for motivating, guiding and teaching.

### *The Freedom to Read*

It is a responsibility of libraries to help keep alive the spirit of culture and learning. I know of no better way than to cherish and promote the *freedom to read*. As a nation we are not given to slogans or glib phrases for expressing our deeper values. It is not easy to tell in a word or two what America stands for. Yet we *can* say that our country and its Constitution are flatly opposed to censorship—that anyone can go to a public library and read any book fit to print, whether or not the ideas it expresses are generally accepted. This is specific enough, and should be widely proclaimed as a basic fact. It is the librarians who make such freedom possible by seeing that all sides of a social issue are presented, trusting in the American way to speak for itself. Freedom to read is fundamental to true democracy.

### *A Summing Up*

I have rambled a good deal, but I believe I can sum up the main theme. The library in modern society is particularly important as an educational institution. To enhance its social value, it must strengthen its educational role. This may be effected through the teaching of librarians, studies in the use of the library as an education instrument, promotion of science, and aid to special groups such as the young at critical ages and the elderly. Progress along these lines will require friends, funds, and a strong voice in the community. Finally, libraries of all types, in preserving the freedom to read, in the broadest sense, both serve and exemplify the American ideal.

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STATEMENT OF HONORABLE JOHN E. FOGARTY, MEMBER OF CONGRESS, BEFORE THE  
SUBCOMMITTEE ON SPECIAL EDUCATION OF THE COMMITTEE ON EDUCATION AND LABOR  
IN SUPPORT OF LEGISLATION EXTENDING THE LIBRARY SERVICES ACT. APRIL 7, 1960

Mr. Chairman, I appreciate the opportunity to appear before this committee in support of legislation to extend the Library Services Act.

The perpetuation in strength and indeed, ultimately, the very survival of our Nation may depend upon the level of education of our people and upon their ability to communicate effectively both with each other and with other peoples of the world.

It is true that some nations have basic political, social, and economic differences that cannot easily be removed or minimized by improved communications. It is also true, however, that better understanding of ourselves and of others can contribute to the eradication of superficial differences and to the capacity of all those who inhabit the earth to live together in peace.

One essential need of the people, if they are to have full opportunity to be informed, is the availability of books and other materials which are the special responsibilities of the libraries of the United States. Library services must be extended to more and more people, particularly in smaller towns and rural areas. It is a severe indictment of our society that even

today, nearly 25 million people in this country--one person in seven--do not have public library services available to them for their pleasure and enlightenment.

There are three reasons why I particularly wish to comment today on the place of the library in our civilization.

The first is that I am introducing into the House of Representatives a companion bill to extend the Library Services Act for another five years. This Act, which was passed in 1956, authorizes an annual Federal appropriation of \$7 1/2 million to assist State and Local governments in the development of more adequate public library services for their people. As a result, 30 million rural people now have new or improved public library services available to them. It is essential that this Act be extended during this session of the Congress in order that the Secretary of Health, Education, and Welfare, and the U. S. Office of Education, which administers the program, may make their plans for the continuation and extension of the program in 1961.

The second reason for my comment today on this program is related to the funds for its effective operation. As chairman of the House Committee on Appropriations dealing with the fiscal needs of the Department of Health,



Education, and Welfare, it was my pleasure and privilege to recommend additional funds for activities under the Library Services Act. I am glad to say that an amount \$200,000 over the President's Budget and \$1.4 million over last year's level was voted overwhelmingly by the House of Representatives in its action of the Labor-HEW appropriation bill for 1961, and I am sure our action will be sustained in the Senate.

A third reason for giving special recognition to library services and library needs today is found in the fact that this week has been designated National Library Week. Improved Library services.....like better health, and safety, and similar goals....is a year-round task. Yet it is altogether appropriate that we single out a short period of time to pay tribute to those dedicated men and women who staff our libraries, to accent the library needs that must be met, and to remind each other that it is our individual and collective responsibility to extend our library systems until no man, woman, or child need be beyond the reach of books.

The Library Services Act contains provisions that bear repeating as we consider its extension during this 1960 National Library Week. It is well to remember, for example, that the Act does not permit interference

with State and local initiative and responsibility for the provision of public library services. The \$7 1/2 million authorized each year are made available to the States on the basis of their rural population and must be matched by the States on the basis of their per capita income. Primarily for use in rural areas, the Federal grants may not be used to buy land for or to erect libraries, but may be used for salaries, books, equipment, and other operating expenses. One result has been stimulus to State activity and support. In order to qualify for Federal funds in this field, many States have created or improved their State library agencies, begun library extension programs, and voted increased funds for public library activities of all kinds. Thus we see illustrated in this program a Federal-State-local relationship at its best.

It is distressing to me personally that the appropriations under this Act have been only about two-thirds of the amount authorized during the first four years of the program. But the tide is beginning to turn. States that were slow in starting are beginning to report excellent progress, and it is my hope and belief that this year will see every one of our 50 States well along the way towards broadened and strengthened

library service for its people.

Despite the newness of the activity under the Library Services Act, great progress has been made. Thirty million rural people have new or improved public library services available to them. Nearly 200 new bookmobiles have been placed in operation. There has been an increase of 80 percent in the total field personnel of State library agencies. State funds for rural public library service have increased 54 percent and local funds for the same purpose by 45 percent. More than 5 million books and other informational resources have been added to the resources of rural communities. There remain some 25 million people in rural areas without any public library service....250 counties which still have no public library service within their borders. The task is far from done--but it is well begun, and the Library Services Act has helped point the way.

My own state of Rhode Island is a case in point.

I speak of it with some pardonable pride because --

although we, too, were late in initiating a comprehensive plan for bringing library services to our people in villages and rural areas -- we have come on with a rush. In the past two years, 42 libraries have improved the quality of their book collections, 14 rural libraries have extended their hours of service, 33 have increased their circulation of books, and 24 have increased local support. National Library Week is being celebrated all over the State of Rhode Island by means of special displays, programs and exhibits in branch libraries.

In my own home town of Harmony, the Library has an excellent display and is also running a poster contest among the students in the community on "Books and Reading."

Mrs. Adah Hawkins, the Librarian, has been serving ably for over 20 years. To my personal knowledge the Harmony Library is highly important in the community, gives good service and also serves the schools which do not have their own school libraries. I have been closely associated with it all my life and know first hand the wonderful work it has been doing. Just a few years ago I was pleased to have the opportunity of donating to the Library a complete set of the bound Congressional Records for reference purposes.

The Harmony Library was originally started by our Volunteer Fire Department, an organization of truly dedicated townspeople with whom I have been privileged to serve as an active member for over 30 years. When the new fire house was built a special area with a separate entrance was set aside in it to house the library. All the members of the

fire department have continued to maintain their strong interest in the library ever since.

Under the Library Services' Act and the Rhode Island State Library extension program, the Harmony Library has received two sets of encyclopedias and their collection has been enriched by the addition of 343 new books representing an investment of well over a thousand dollars. Our librarian, Mrs. Hawkins, is also active in building up the school library for the new regional high school which will serve the Towns of Glocester and Foster.

Although they may appear to be, these are not dry facts and statistics. Behind each one is a story of accomplishment which could only have been achieved by the local, persevering, creative, and dedicated people into whose hands this important activity was entrusted. And I want at this time to pay special tribute to Elizabeth Gallup Meyer, Supervisor of Rhode Island's program for Public Library Services in Rural Areas, to her colleagues in Providence, and to the many hundreds of citizens who volunteer their time and give of their talents in order that the momentum of this program may be continued. I have received a report covering the 1959 Rhode Island activities of the Public Library Services in Rural Areas Program, and I was pleased beyond measure to see how it has grown and matured. I feel confident that with public opinion

firmly behind it, and given increasing resources with which to work, this program will continue to move ahead until no man, woman or child in our State is denied the opportunity for intellectual and spiritual growth that is inherent in the easy availability of quality books and other library materials.

An editorial in the Providence Journal beautifully sums up my views on the importance of libraries in today's world.

"Libraries are not built of dreams although they harbor dreams. Libraries are built by the devoted hard work of many men and women and children; they are kept alive and meaningful by the help of thousands who draw upon the resources of the library to sustain them, to inform them, to inspire them. Libraries can only be what the nation wants them to be.

For this reason, it is good to have a National Library Week to remind us -- all of us from elementary schools to universities, from one reach of society to the other -- that the debt we owe to libraries is one that we can repay only in kind -- by devotion to purpose, by nourishment of resources, by the help of our hands. A world without libraries would be a world without a future."



Last June it was my pleasure, at the invitation of the American Library Association, to speak to many of the Nation's librarians at an annual meeting. I pointed out that these are times when every institution concerned with maintaining a free and informal citizenry is playing a critical part in our Nation's destiny...that public libraries, as a mainstay of our communications structure, are indispensable in this era of science and technology, of far-flung interests abroad, of international tensions and complex domestic problems...that these are times when every thinking person needs the information, the background that only reading can give, and the kind of stimulation and diversion that literature alone affords. I also pointed out that the library's role cannot be a passive one... that dynamic action is called for on the part of

librarians, trustees, and the friends of libraries ....

that a strong organization is demanded in which all members are highly sensitive to social needs, their own goals, and the roads that are open to those goals.

Let me here simply reiterate the importance of these views and emphasize my confidence... a confidence that I know is shared by my colleagues here...that in a society that is blessed as ours with a rich heritage, abundant resources, and unlimited opportunities for social, economic, and political progress, a way will be found to meet the total needs of the people for the information and education upon which our future advancement rests.