

TALKING POINTS

DR. BOYER'S REMARKS

TO STATE LIBRARY CONFERENCE, AUGUSTA, MAINE

APRIL 18, 1979

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#### BACKGROUND INFORMATION

President Carter signed the fiscal year 1977 Supplemental Appropriation Bill (Public Law 95-26), May 4, 1977. Its purpose is to develop recommendations for further improvement of the nation's libraries and information centers. The \$3.5 million appropriation for the conference activities includes 56 state and territorial conferences; national theme conferences on networking, finance, and literacy; and the White House Conference on Library and Information Services at the Sheraton Park Hotel, Washington, D.C., October 28-November 1, 1979. The White House Conference on Libraries and Information Services was previously authorized under P.L. 93-568, December 31, 1974.

The National Commission on Libraries and Information Science (NCLIS) has the responsibility for these activities and is assisting states and territories in holding the pre-White House conferences. The scheduled conferences began in September 1977 and will conclude this month. After Maine's conference, April 17-19, there will be three more -- in Colorado, Washington, and Vermont.

At the state conferences, two-thirds of the participants must be lay citizens -- users and potential users of library and information services -- and one-third must come from the library and information science community. Recommendations from the state and theme conferences will be the starting point for the National White House Conference in October. To date, the majority of the recommendations concern state and local responsibilities rather than federal issues. It is expected that Maine will follow the same pattern.

The theme of Maine's Conference will be "Libraries Rising To Meet the Challenge." Dr. Boyer has been asked to speak on Wednesday, April 18, at 9:00 p.m. following a banquet at the University of Maine in Augusta. It would appear that his speech should be inspirational and broad in scope. He will be addressing the 100 official Maine delegates coming from all parts of the state and representing all aspects of Maine life. Bill Caldwell, Maine author and writer for the Gannett Press, is the chairman of Maine's 50-member Citizens' Planning Committee.

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#### Public Library Services

The Library Services and Construction Act, Title I, authorizes federal support for certain public library ser-

vices. Priorities under this program include the strengthening of state administration, support of metropolitan libraries which serve as national or regional resource centers, and the extension of library services to unserved or underserved persons, e.g., the disadvantaged, handicapped, and institutionalized, as well as persons of limited English-speaking ability.

#### Interlibrary Cooperation

The Library Services and Construction Act, Title III, authorizes the encouragement of cooperation among all types of libraries -- public, school, university, and special -- to share their resources. Although this is not a large program in terms of dollars, the potential for impact is great through the development of networks of libraries. Funded under this program are the following: (1) identification and location of particular resources in the state or region, (2) establishment or expansion of interlibrary loan activities, (3) establishment or expansion of processing centers, (4) coordination of acquisition activities, and (5) establishment of regional library councils.

#### Libraries and Learning Resources

The Elementary and Secondary Education Act (ESEA), Title IV, Part B, authorizes funds to states based on total

number of children enrolled in public and private schools. The state allocates funds to local districts based on two factors: (1) number of children enrolled in public and private schools, and (2) presence of a large number or percentage of high cost children.

Maine has identified two kinds of high cost children -- those from low income families and those living in sparsely populated areas. On the basis of enrollment, 241,423 public and 17,575 private school children were eligible for benefits. Included in the public school total are 136 children in the State School for the Deaf, 95 children in the State School for the Retarded, 200 children in the correctional centers, and 350 children in three Indian schools. Over 87 percent of funds allocated for Part B purposes were spent on school library resources, instructional equipment and minor remodeling. Textbooks amounted to 1 percent of the expenditure.

The Media Services Section, a unit of the State Library which is a unit of the State Department of Education, is responsible for the administration of the school media program in Maine. Two professional staff members provide local school districts consultative services in the area of materials, facilities, equipment, personnel, and program development.

Funds provided by Title II of ESEA from 1966 to 1976, and by Title IV of ESEA since 1976, have played a major role in the development of library media programs over the past 10 years. Prior to 1966 there were no elementary libraries and few secondary library media centers. ESEA has helped to establish elementary and secondary school library programs where there were none, and upgrade those few which had been in existence. An outstanding feature has been the development of regional media centers. Small school units within a county pool funds in order to increase resources and encourage sharing of materials to more adequately meet student and teacher needs. Also, facilities have been improved and personnel added. There is better utilization of educational technology for alternative instruction. The average number of books per child has risen from 4 in 1966 to 10 in 1978. There is now better communication among school staff members in the study of new techniques in teaching and the use of a variety of resources.

#### Strengthening Research Library Resources

Under provisions of Title II-C of the Higher Education Act, grants totaling \$5 million were made for the first time in 1978. They were to help strengthen library collections and make them more readily accessible to scholars and

researchers. Some of the funded projects are primarily concerned with making library holdings more widely available through cooperative lending systems; others focus on acquiring or cataloging rare collections.

Awards in 1979 will total \$6 million and will be announced about July 1.

#### Research and Demonstration

From 1967 through 1979, more than 300 projects were funded under the provisions of the Higher Education Act, Title II-B, at a total cost of more than \$25 million. This program helped develop model information services for target groups lacking access to adequate library information services, e.g., Native Americans, Black Americans, aging Americans, the disadvantaged, and the handicapped. Also, it has developed knowledge about utilizing community resources and new technology with potential for widespread application in all types of libraries and information centers.

## IDEAS

The capacity to send and receive messages is a distinct characteristic of human beings. Without this capacity, we wouldn't be at this conference trying to help develop recommendations for the further improvement of the nation's libraries and information centers.

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All we know, all we fear, and all we hope are created and conveyed through symbols, and a man or woman who doesn't know the symbols -- one who can't read -- is isolated from the past, present, and future. He is trapped in a tiny world of narrow possibilities, and tragically cut off from the benefits of life that we so often take for granted.

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Basic skills are first of all coping skills of survival. Without these skills one is often so isolated that he or she can't even gain access to programs developed specifically to meet such needs as skills training and health care. Furthermore, isolated persons usually do not adequately understand the meaning of legal and human rights for themselves and others. Therefore, it is literally impossible for them to accept the responsibilities that society expects of each of us.

Beyond the realm of coping, basic skills open up new and exciting vistas in which learning unfolds into empathy with the great thinkers of all ages. Information and media specialists share with teachers and librarians the great excitement of leading persons -- young and old -- into these kinds of learning experiences.

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More than a century and a half ago, Goethe wrote: "A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows of natural objects, classified with name and form."

Such a person must have guided the early learning experiences of Charles Lamb, who was born almost a quarter of a century before Goethe. Lamb said, "I love to lose myself in other men's minds. When I am not walking, I am reading; I cannot sit and think. Books think for me."

Farquhur Tupper also sent a message to his readers about the cherished messages he received from books. He said, "A good book is the best of friends, the same today and forever."

Realizing that not everyone has an equal appreciation for great books, Thomas Fuller observed, "Learning hath gained most by those books by which the printers have lost." It is not unlikely that the type of books to which Fuller referred



may well be among the special collections in this country's research libraries. There are about 300 of them.

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Our research libraries represent the bibliographic foundations of the nation's research efforts, serving faculty, scholars, and researchers with the combined resources of over 200 million volumes. These libraries are prepared to share these resources through a growing system of interlibrary lending networks. Persons in need of these resources should not be barred from their use because of geographic location.

Research libraries have for many years borne a disproportionate burden of the costs of making their resources available. To help correct this situation and to help strengthen research libraries, the U.S. Office of Education for the first time last year awarded \$5 million in grants. These grants are helping to strengthen library collections as well as helping to make them more accessible to scholars and researchers. This year's grants of \$6 million will be announced about July 1.

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In the nineteenth century, Ralph Waldo Emerson said, "'Tis the good reader that makes the good book." And, in the century before Samuel Johnson said, "A man will turn over

half a library to make one book." Today, a man or woman might well turn over half the libraries in the country to make one book, thanks to our advanced technology and communication systems.

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Surely, Samuel Johnson must have had some foresight about today's world when he wrote, "Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it." Never has there been a period in history when it was so important to know how to find information, even on those subjects about which we have a great deal of knowledge. Just keeping up-to-date takes skill and careful selection of information sources.

In Samuel Johnson's day and for nearly a century and a half thereafter, this country had a print-dominated culture. Ideas were built and assimilated slowly -- and often with great effort. Now we live in a "culture of images." Messages are more fleeting and less valued because information is expanding at such a rate that it is often outdated before it is communicated.

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Technological, economic, and social changes have had a significant impact on the role and operation of the public

library. These changes -- large and small -- have touched the various types of information services. Television is part of the mainstream of living, satellite communications are an everyday occurrence, and the increased capability of computers is casually accepted. These rapid changes are not a reason to panic or despair. New achievements in technology can offer opportunities for serving the public more fully and more economically through cooperative planning and coordination.

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For more than a decade the public library has expanded its services not only geographically but also to previously unserved or poorly served groups. Institutions such as prisons, mental hospitals, and nursing homes are now part of the public library service area. Adults who wish to learn a new job skill, improve an old one, or take up a hobby, are coming to the public library for help.

The effect of these changes and the fact that they came at a time of tight money has created a need for better planning, cooperation, and communication. The competition for limited public dollars has caused greater scrutiny and greater emphasis on accountability. At the local level, libraries usually find they must show they can respond effectively to the information needs of their community in a cost-effective manner.

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President Carter supports citizen involvement in helping to set policy to bring about full-service potential for library and information services in the decades ahead. I know that the lay representatives here tonight are well able to identify the library and information service needs of Maine's citizens. Also, I appreciate their dedicated efforts to find ways to extend access of services to all -- including those isolated by geographic location, physical handicaps, or lack of basic skills. I applaud those energetic citizens of Maine who are working together in an effort to bring to fruition the hopes and dreams of many.

At the federal level, the competition for dollars and the justification for federal support is keen. Federal support is more likely to encourage the extension of services to segments of the nation's population not being adequately served or to support research programs. Research may include programs to utilize new technology, to open up education opportunities in the profession, and to find more cost-effective ways to provide basic services.

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All too often there is a parochialism among different types of libraries which results in duplication of services

in many communities and also results in costly inefficiencies. Today we have in this country more than 100,000 libraries of all types to which more than 201 million individuals have access. Perhaps the greatest challenge of the future is that of developing cooperative plans and linkages among these libraries and among schools and colleges -- between schools and public libraries, between academic institutions and public libraries, and between specialized library collections and all other types of libraries.

Projections for the future indicate that the role of the public library in the education of both full-time and part-time students will continue to grow at a rapid pace. Elementary and secondary school students, college students, and other adult learners will depend more and more heavily on the collections and convenience of the public library in their educational programs. Public libraries must be treated as an essential component of the education process.

QUOTES

"I love to lose myself in other men's minds. When I am not walking, I am reading; I cannot sit and think. Books think for me." (Last Essays of Elia. Detached Thoughts on Books and Reading, Charles Lamb).

"A man will turn over half a library to make one book." (To Dr. Bernard Bishop of Killahoe, April 6, 1775, Samuel Johnson).

"Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it." (To William Strahan, Samuel Johnson).

"A book should teach us to enjoy life, or to endure it." (Attributed to Samuel Johnson).

"A good book is the best of friends, the same today and forever." (Proverbial Philosophy, Series I of Reading, Martin Farquhar Tupper).

"A good book is the purest essence of a human soul." (Speech in Support of the London Library, 1840, F. Harrison's Carlyle and the London Library).

"'Tis the good reader that makes the good book." (Success, Ralph Waldo Emerson).

"Some books are to be tasted, other to be swallowed, and some few to be chewed and digested . . ." (Of Studies, Francis Bacon).

"A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows on rows of natural objects, classified with name and form." (Elective Affinities, Book II, Chapter 5, Goethe).

"Learning hath gained most by those books by which the printers have lost." (Of books, Thomas Fuller).

"Books are not absolutely dead things, but do contain a potency of life in them to be as active as that soul was whose progeny they are; nay they do preserve as in a vial the purest efficacy and extraction of that living intellect that bred them." (Areopagitica, John Milton)

"As good almost kill a man as kill a good book: who kills a man kills a reasonable creature, God's image; but he who destroys a good book kills reason itself."  
(Areopagitica, John Milton).