

college, university, public school. You can't do this if you are fragmented.

Now, if it is together you can get seed money under title III of LSCA planning money, which is all they got this time trying to develop in early library cooperation between universities, school libraries, and public libraries. This is part of the reason.

Mr. BRADEMAS. I don't know if I quite understand that last point you made. It would seem to me, purely in commonsense terms, that it is less important—I am not trying to be combative, I am just trying to elicit some response—that it is less important for an elementary school library to compete with a graduate research library than it is for the people running that elementary school library to be working very closely with the people who are running the elementary school.

Mr. TREZZA. When you take the extreme this is true, but you remember this is a graduated business. We have to cooperate with the junior college library and public library.

Mr. BRADEMAS. You are going to have a hard time persuading me that junior high school libraries in southwestern Indiana have very much in common with the research library at Notre Dame.

Mr. TREZZA. No, but it has a lot in common with the elementary school. Take the public library. The public library has got to work with the grade school library because no grade school can really have a collection that is going to do a full job, it has to rely on the public library. If you take Harvard, which is probably the best university library in the world, it is self-sufficient. The Library of Congress will tell you the same thing.

Mr. BRADEMAS. That is reciting the obvious. The point I am getting at is you are arguing, as I understand it, that all the library functions of the Office of Education ought to be thrown into one shop because of the inner relationship that you are arguing is to be found among all libraries. I am suggesting, just speaking for myself, that I am profoundly skeptical of what you just said; that is, I don't think that it can be shown very accurately that aside from the fact that you have books and shelves and librarians that there is a great deal in common between the elementary and secondary school libraries in most schools in this country and college and university libraries.

Mr. TREZZA. No; but the point I make is if you take the two extremes of everything the distance is great but remember you have to take the gamut. You are thinking of the elementary, which is the lowest, to the university, which is the top of the educational ladder.

You need cooperation of all kinds together because there are several things which are accountable to all of us. The processing of books, this whole thing, it is the same whether it is done by a college or a grade school. Now there are many differences in degree, in depth, at the university which you never have at the elementary level, obviously.

Mr. QUIE. Let me interrupt. I see you two are never going to reach that point of agreement between junior high and high school. I think that you people in the library association are to blame here as well, because when you began inserting portions in legislation that was not primarily for libraries, you added some language which would give assistance to libraries. I asked Miss Krettek and others from my own State who represented the library association why they didn't