

PROCEEDINGS
AMERICAN LIBRARY ASSOCIATION
FIFTY-SEVENTH ANNUAL CONFERENCE

June 25-30, 1935
Broadway Theater
Denver, Colorado

TABLE OF CONTENTS

	Page
Monday Evening Session June 24, 1935	
Opening Remarks--President Compton	1
Presentation of Gavel	2
Address of Welcome--Chancellor Frederick M. Hunter	3
President's Address	4
Wednesday Morning Session June 26, 1935	
Presentation of annual reports by title	5
Report of the Committee on Constitution and By-Laws	5
Communications from American Merchant Marine Library Associa- tion and Library Association of the United Kingdom	7
"Adequate Library Support: How Can It Be Secured"--Mr. Charles H. Brown	8
"Speaking for the Younger Generation"--Miss Aubry Lee Hill	22
"The Library's Contribution to the New Civilization"-- Dr. Rufus B. von Kleinsmid	23
Friday Morning Session June 28, 1935	
Report of the Young People's Reading Round Table--Mr. Robert B. Hudson	40

TABLE OF CONTENTS

	Page
Friday Morning Session	
June 28, 1935 (Cont'd)	
"Libraries and Librarians: from the Side of the Road," by Mr. Robert M. Lester	42
"The Reading of Librarians"-- Miss Agnes Camilla Hansen	42
"Facing the Challenge of Democracy"--Mr. Oscar L. Chapman	43
Saturday Morning Session	
June 29, 1935	
Report of the Resolutions Committee	45
Report of the Elections Committee	45
"Public Forums and Libraries"-- Mr. John W. Studebaker	47
"Star Gazing"--Mr. Judson Jennings	63

MONDAY EVENING SESSION

June 24, 1935

The First General Session of the Fifty-Seventh Annual Conference of the American Library Association, held in the Broadway Theater, Denver, Colorado, convened at eight forty-five o'clock, Mr. Charles H. Compton, President of the Association, presiding.

PRESIDENT COMPTON: It is with great pleasure that I declare the opening of the Fifty-Seventh Conference of the American Library Association. This is the third time the Association has met in Colorado: The first time in Denver in 1895 with an attendance of approximately 150; in 1920 in Colorado Springs, with an attendance of 550; and this year we are anticipating an attendance of approximately 1,500. I suppose if we meet here again in fifteen years more we will have an attendance of 4,000.

Personally, I am greatly pleased that I am to preside over a session meeting in this beautiful city of Denver, with the wonderful mountains surrounding us. It seems to me it gives us the right environment, and it ought to guarantee a successful conference in every respect.

I am sure we are going to enjoy very much seeing the libraries in Denver, the Mary Reed Library of Denver University and the Denver Public Library. Personally I am going to be much interested in seeing something more of the bibliographical center which Mr. Wyer has instituted here through the generosity of

the Carnegie Corporation. At this time Mr. Wyer will present a gavel to the Association.

MR. MALCOM GLENN WYER (Denver, Colorado): Mr. President and Members of the American Library Association: A civilization flourished in Colorado centuries before Columbus discovered America. A few weeks ago the naturalists of the Mesa Verde National Park presented me with a small portion of the remains of part of that civilization, a piece of wood taken from the construction of a balcony house, one of the cliff dwellings in the Mesa Verde Park. From that piece of juniper wood, which was cut about 1200 A. D. and placed in this cliff dwelling, a friend of mine, has fashioned a gavel, and this gavel, from a piece of juniper wood cut about 1200 A. D., in behalf of the Denver Public Library and the University of Denver Library, I have the great pleasure of presenting to the American Library Association. Mr. Compton, may I present this gavel. (Applause)

PRESIDENT COMPTON: On behalf of the American Library Association, I accept this gavel. I shall take pleasure in using this gavel during the conference. I like to think that during all these centuries this gavel has existed while the wood unformed has been waiting for the artist to take it and put it into its present form. When we think of the events of history that have taken place since this wood was cut, we realize this day how our lives are based on that history.

I think the solidity, the permanence, of this gavel has

a significance in its connection with the American Library Association. I think, and expect, that we may use this gavel for some hundreds of years during the future of the American Library Association.

At this time it is my pleasure to present the speaker who will welcome us to Denver and the state of Colorado. I think that we are fortunate in having one welcome us who is so much interested in libraries, who is so intelligent about libraries, who is the administrator of a great University, who recognizes the place of the library in the University, who is an educator, who has established a library school which, under Mr. Wyer's direction, is making new paths in library education.

I am especially interested in the statement which I read in an article written by him a few years ago, which I shall not quote, in which he emphasized the tremendous value of reading to young people.

I take great pleasure in presenting Dr. Frederick M. Hunter, Chancellor of the University of Denver. (Applause)

... Dr. Frederick M. Hunter read his prepared paper, copy of which was retained by the Secretary ... (Applause)

PRESIDENT COMPTON: Thank you, Chancellor, for this welcome and this message.

It has been customary for the President of the American Library Association to give an address at the first session of the Conference, and I am accordingly following that custom.

... President Compton read his prepared address, copy
of which was retained by the Secretary ... (Applause)

... Announcements by Mr. Wyer ...

PRESIDENT COMPTON: The meeting will now stand
adjourned.

... The meeting adjourned at nine-thirty o'clock ...

WEDNESDAY MORNING SESSION

June 26, 1935

The Second General Session convened at ten-fifteen o'clock, President Compton presiding.

... Announcements by Secretary Milam ...

PRESIDENT COMPTON: The first order of business is the presentation of annual reports by title.

SECRETARY MILAM: I present the annual reports of the administration officers, various boards and committees and the financial report.

PRESIDENT COMPTON: It is in order for someone to move their adoption.

DR. HILL: I so move.

MR. SEVERANCE: I second the motion.

... The motion was voted upon and carried ...

PRESIDENT COMPTON: We will have the report of the Committee on Constitution and By-Laws. Mr. Bundy is Chairman.

MR. IRVING R. BUNDY (Public Library, St. Joseph, Mo.): A paper containing the two amendments which the Committee desires to present at this time has been passed around. These amendments were presented to the Conference a year ago in Montreal, and were both adopted, so that favorable action on them will make them a part of the Constitution.

The first amendment merely inserts the words "retiring president", the effect of which will be to make the retiring

president a member of the Executive Board for the year following his service as president.

... Mr. Bundy read the amendment to Section 10 of the Constitution, copy of which was retained by the Secretary ...

MR. BUNDY: Mr. President, I move the adoption of the Section 10 amendment.

DR. HILL: I second the motion.

... The motion was voted upon and carried ...

MR. BUNDY: The next section is a complete new section. It has been felt for some time by those in charge of the funds and other matters of the Association that Section 24, which provides for the endowment fund was not adequate to cover the needs with which they had to deal. The present amendment was prepared by the attorneys for the trustees of the Endowment Fund, and has been acted upon favorably once by the Association, and is now presented for final action.

... Mr. Bundy read the amendment to Section 24 of the Constitution, copy of which was retained by the Secretary ...

MR. BUNDY: Mr. President, I move the repeal of the existing Section 24 of the Constitution and the adoption of this proposed Section 24 in its place.

MR. SEVERANCE: I second the motion.

... The motion was voted upon and carried ...

MR. BUNDY: In addition to the two amendments which have been presented here, the Committee on Constitution and By-Laws

has given a good deal of attention to quite a number of other amendments. They were prepared, and it was expected until a few weeks ago to present them at this time. However, the decision seemed wise to withhold them, to defer them for a year, in view of the fact that there are a good many matters dealt with among those amendments, and it was hardly expected that the Association could give sufficient attention to them this morning to warrant their favorable action.

In the meantime they will be put before the Association in printed or mimeographed form with a view to bringing them up for consideration at the next annual conference.

PRESIDENT COMPTON: Certain messages have been received, which Mr. Milam will read to you.

... Secretary Milam read communications from the American Merchant Marine Library Association and the Library Association of the United Kingdom, copies of which were retained by him ...

PRESIDENT COMPTON: I am sure we appreciate these messages very much.

That completes the business, and we will proceed with the program. I do not suppose any subject is more important than the one which is to be discussed by the first speaker on this program, "Adequate Library Support: How Can It Be Secured." I think we are very fortunate this morning in having a speaker who can speak from experience both in the public library and university libraries.

I feel what the speaker has to say will be of the greatest benefit to all, and those of us who know the speaker know that he thinks things through and that what he has to say is well worth listening to. I have great pleasure in presenting Mr. Charles H. Brown, Librarian at the Iowa State College Library.

MR. CHARLES H. BROWN: In accordance with President Compton's theme for this meeting, I wish to speak to you as a librarian to librarians. I wish to speak to you as your colleague of the A. L. A. and of the library profession. Perhaps some things may be said which you would deeply resent if they were to come from outside the profession, but we can say things among ourselves which we cannot discuss outside, and most of us love an argument. The Council meeting was the best attended Council meeting in the history of the Association, and that is because we hoped for some argument. We did not get as much argument as we hoped for in some places. Possibly I can supply the deficiency this morning.

A favorite author of mine, George Bernard Shaw, said that beliefs should be vehemently defended with all the force and energy which one possesses. Strong, even extreme statements tend to produce arguments which stimulate sound thinking. The truth can be discovered more truly through disagreement and discussion than by a statement of platitudes carefully written to avoid injury to anyone's susceptibilities. If Shaw is right,

and if extensive discussion leads eventually to sound conclusions, we ought to be content with our decision on the wisdom of Federal aid, for we have had five years of argument on this subject.

A similar statement by an eminent American surgeon may not be inappropriate, "Life is a sparring match. If one will learn to shake hands both before and after a bout, he need never lack sport in daily life." One of my acquaintances gave up medical writing because he always stepped on somebody's toes. He should not only have stepped on toes, but have jumped on them with both heels. I have always felt grateful when anyone jumped on my toes, because it forced me to think.

If I step on your toes it is unintentional. I am walking on delicate ground and my toes will always be at your disposal.

I have no exact formula to give you this morning for adequate library support. I am losing my faith in the formulae and questionnaires. Sometimes I believe that they are used as a substitute for thinking and to relieve investigators of the necessity for using brains. Any formula for library support that was of help to Colorado would not apply to Maine. New York City can maintain a much better library service on one dollar per capita than can Ames, Iowa. Furthermore, conditions have changed. We do not know what increased use of libraries there may be in future years. I do not believe you can give

formulae now for what is necessary for adequate library support. If it applied to one city it would not apply to another. There are, however, some principles which can be laid down, and these I hope to give you.

The first and most important is that the library is a part of government. I do not think we can escape that. A friend of mine in an endowed institution said, "We have our endowment." What have become of the endowments in Germany and Russia? What is going to be the future of endowed institutions in the United States?

A year ago Dr. Reed, a noted political scientist, told us that the ship of state, now a modern airship, was flying blind. We cannot see through the fog that lies ahead. We do not know where we are going, but we can faintly discern the future course. Mr. Compton, I may disagree with you. I think eventually the ship of state is going into a much better harbor than we have ever known. I think in years to come we are going to have more social justice, more consideration for the worker, but there will be heavy seas ahead. We are not going back to old-time conditions, whether we like it or not. We therefore must adapt ourselves to new conditions.

You and I, we librarians, are passengers on this airship. We go with the ship or jump overboard. Monday morning I thought I was being pushed overboard. But we must go with the ship. We must adapt our work, our budgets, our methods to the

new conditions of government now developed, unless, we quote Mr. Mitchell, "Our libraries are to become mere vestigial organizations in the educational bodies of the future". I want to disagree with that. I do not think our libraries will become vestigial. They may become vestiges of an ancient and once honorable profession.

Suppose, for instance, that Federal aid may increase. Suppose my own institution may have Federal aid. Suppose I say, "Mr. President, I do not believe in Federal aid. I want no Federal aid for the library. I would rather close my library than have Federal aid," would they close the library? No, they would not. They would get a younger librarian, one more adaptable, but the library would go on.

Ladies and gentlemen, on this question of Federal aid, we cannot stop any decided long-time trends in government. If I said trends, I meant long-time trends. If the long-time trend of government is toward more Federal aid for libraries, for education, including libraries, we cannot stop that trend, but we can bring about the conditions that we as librarians and we, the American Library Association, will not be consulted in the organizing of libraries under Federal aid. That, to me, is a great thing, and that is why I feel strongly that those of us who may be opposing Federal aid honestly are doing a great injury to the library profession, because in the organization to come it may be possible that librarians and the library profession

will be left out of any reorganization.

If an illustration may be given, suppose that the ship of state is taking us into a new economic world where Federal or state support will replace local support and income from endowments. We can adapt ourselves to these conditions, or we can commit professional suicide. Federal support is not new in education. It is not new in other phases. We have in Iowa a most excellent system of highways built through Federal aid in the last ten years. Ten years ago a small group of farmers--they were not librarians, and they were not Easterners--opposed Federal aid for highways. Today you cannot find one person in Iowa who was opposing that Federal aid. I made that comparison another time and one librarian from one of the biggest industrial centers in the East said that my comparison is not fair. He said, "You cannot compare highways and libraries; highways are essential." I protest that statement. If I am going to continue to live and you are going to shut off from me any possibility for intellectual and spiritual growth, I do not care whether I can move fifty miles an hour or not. Libraries existed before we had paved highways. To me the chances for educational growth are as fully essential as paved highways. I never thought I would live to see the day when a librarian would say, "You cannot compare highways and libraries; highways are essential." If we take that attitude, how can we expect the public to understand?

Libraries as a part of the government: If adequate

library support is to be secured, we must study the course of government, especially in regard to government organization and in the incidence of taxation and trend. The organization and administration of libraries, including consideration of the budgets, must be developed to agree with new conditions. I spoke of Federal aid in education, the long-time trends. They commenced seventy years ago. It is not limited to the United States. Popular libraries in Spain are developing through Federal aid. You saw those when you were over there, Mr. Compton.

The university library is developing through Federal aid. The whole library of Russia is developing through Federal aid. Our land grant institutions were built up through Federal aid and they have attracted students from all over the world as well as Americans. We have members from Cambridge and the University of London and from all over the world, and yet, my friends, from an Eastern industrial center, someone said, "Land grant institutions are warts on the educational landscape."

The University of California, the University of Illinois, of Wisconsin, of Louisiana, of Tennessee--they are all warts on the educational landscape! I feel very deeply about the feeling that prompted that statement. I think there is a misunderstanding of rural conditions. Social trends, producing such men as Huey Long and Father Coughlin, and such statements as these are going to bring the West and the South

together as a unit. Statements such as these may cause more extreme forms of government than you and I want to see. The time may come when even the radical proposals of President Roosevelt may seem conservative. "Land grant institutions are warts on the educational landscape!" There is some misunderstanding. The only solution I can see is for all librarians in the industrial centers and their trustees to read more on rural conditions, to read more on social trends, and for them to help us in the rural sections of the West and the South to establish rural libraries so that people in the rural districts can understand more about industrial conditions.

We need more of mutual understanding. It seems unusual to recommend to librarians that they read, but I do wish that more understanding of conditions in the rural states could be had.

I am sorry. That is all off the record. I came here not to make those remarks, but I cannot accept some statements that have been made. To me the conditions are very, very serious and those of us who have lived in the Middle West know how close we were to revolution two or three years ago. The conditions were more serious than the industrial leaders of the East realized.

I am sorry. I do not mean to say these things. It is possible that my toes are too sensitive; you know, warts are always sensitive.

My first point is to study and follow the long-time

trends in your government. My second point is to watch your opportunities. Opportunity has knocked many times, but many librarians seem to be deaf. Sometimes a movement is taking place in your community. I think all of us locally should follow the excellent example of the wandering secretary of the A. L. A. Watch your local movements.

My third point is, make some plans for your library. What are your local objectives? I regret not so much that more emphasis is being made on national things, but that more emphasis has not been made on local plans for the individual libraries. What are your ideals? What are your dreams? Make your aims high. To hope for the impossible is the secret of a happy life, and if you aim at the impossible, you may be surprised to find some day that the impossible is no longer impossible.

My next point is, consolidate. Use all the forces of your community. There is a definition for budget. It is, "A plan for coordinating all forces and directing them toward attainment of a definite objective." "Coordinating all forces," means coordinating all the forces in your community, all the clubs, all the organizations, everyone interested in education. You cannot do that all at once. Why have a campaign only once a year for a budget. Why not a continuous campaign? The time to consider your future budget is the minute your budget is approved for the future year. Have a continuous campaign and use all your forces?

How can you use all your forces? How can one man coordinate all forces of the community? Why not commence with your library staff? How many members of the staff know about your aims and objectives and ideals for your library? I am speaking now as a chief librarian to chief librarians. To the public the library staff represents you. They can be a powerful influence. Why not use them? Tell them what your budget requirements are and the reason for them. Why not let them know the aims of your library? They can be of powerful assistance. I am again speaking as a chief librarian to chief librarians.

Dr. Russell said at the Midwinter Meeting that our library work, our emphasis on scholarship, on detail, tends to train us as introverts and to develop introvert characteristics. We look within. We need, for our budgets' sakes, the characteristics of an extrovert. Why not let some younger member attempt that work if you do not possess those characteristics? Ask one of the younger members to do that work, those whose heads have not been bumped against stone walls too many times.

In very many conversations in my younger days I proposed a certain method, and I received the reply, "Oh, we tried that eighteen years ago and it did not work." That is one of the tragedies of old age. We have had too many years of experience. One method did not work once, so we must never attempt it again.

I was attending a meeting of heads of departments and

I heard that reply made. "I tried this some years ago, and it did not work." Why not use the younger members of our staff?

Mr. Mitchell said last year that we older men should retire. I agree. But we must eat. We have no A. L. A. annuities and if President Roosevelt's Old-Age Pension Plan goes through we cannot accept it because we do not believe in Federal aid. (Applause and laughter) Apparently we must stay on. But there is one thing we can do, and that is give the younger members of the staff an opportunity to show what they can do. One college librarian said that his budget was coming up, and he asked my advice. I talked with him thirty minutes, and I advised him to go to Europe and let someone else handle the budget.

Our librarians are too busy with routine. Why not organize a publicity department? A few libraries have them now, designed especially to inform the public of the needs and work of the library. I have two examples to emphasize the need of this. In a so-called progressive state, an assistant head of the state department of public instruction said publicly that county libraries meant the closing of all the libraries in the county, except the one at the county seat, so that there would be one library in each county--and that is what county libraries meant to him.

A university president, taking a man through the library pointed to a cubicle, "There is where our library clerks work." Those "clerks" had had two or three languages and

library training, and to the university president they were clerks.

Why should we not have public information service, or a contact man. In a small library all of you can keep contact. In the larger library you have to appoint someone to do that work.

There is another field that that department could go into. We believe that reading is not only one of the greatest blessings, but it is a help to us in our daily work. Many people never come to our libraries. Why should not this information service do more to stimulate reading on the part of those people who never come to the libraries? To me it is far more important to stimulate reading on the part of those people who are not reading, than it is to simply meet those that come to our library.

Adequate library support will depend eventually upon the needs of the community. Our civilization is determined by our wants. As civilization increases, wants increase, and man, completely content with himself, is hopeless. The wants of a community should be stimulated, and in the case of the library, the best methods may be enthusiasm on the part of every librarian and every assistant for books.

Many years ago my beloved chief of the John Crerar Library, Dr. C. W. Andrews, proposed to amend the famous motto of Terence to read, "Bibliothecarus sum: nihil de libros a me alienum puto." I should like to keep the old one too. I like

to say, "I am both man and the library. Nothing concerning man and nothing concerning books are alien to my purpose."

Librarians must be fond of books. We must be enthusiastic in recommending books. We must believe in reading. We must be able to talk books. But that is not all. We must be human. We are very eager to serve our patrons, but sometimes we have an inability to show them that we want to serve them. We give the impression in our haste and in our bustle that we are unwilling; that we have not the time. That is to me a serious detriment to the increased use of books. We may need more assistants and readers' assistants. In the small library, all should be readers' assistants. But we need in some ways to develop the ability to show people who come to our library that we are here to help them. A clergyman who made a very great use of libraries gave me two commands: "Thou shalt love thy books with all thy heart, with all thy soul and with all thy mind. This is the first and great commandment, and the second is like unto it, Thou shalt love thy readers as thyself."

And being a clergyman he gave me a daily reminder, "Libraries are for the man, not man for the library."

May I summarize? Libraries are a part of government, and must follow the long-time trends of government. We must watch social trends and take advantage of every opportunity to improve the position of our local libraries. Objectives in the form of local plans should be formulated and continually revised. The

entire staff of a library should be utilized in the continuing effort to plan adequate library support. The job is too big for any one man. Our younger men and women should be encouraged to assist. Publicity departments, or contact men, should be used to inform the public of the work of the library.

Librarians must know books. They must also understand and like them. We must remain human.

The fundamental claim for adequate library support is the service the library is rendering. Library service will continue to increase. You and I may help, or we may hinder, but the movement is going on and no group can change the long-time social trend. Libraries in Russia, after the revolution developed more than ever before. In Germany through several changes in form of government, libraries and universities have remained. In Spain popular libraries are developing as never before. Mr. Compton reported yesterday on libraries in Great Britain. In the United States, according to the office of education, the expenditures of libraries increased from \$7,800,000 in 1900 to \$69,300,000 in 1930, or 900 per cent; and they will continue to increase. Who has heard of the closing of any library in this depression?

The next port of the ship of state may be uncertain, but it is certain that public libraries and public education will increasingly be recognized as a necessary part of our democracy.

Thirty years ago a student in electric engineering, a

man now known to all of us through his books, wandered into a very poorly equipped library at Ames, Iowa. It was a rainy afternoon. He went to the library. That library was poorly equipped, but it had a librarian, unknown and underpaid, who was fond of men, fond of students and fond of books. That librarian gave to the man a book just published by William James on "Talks to Teachers of Psychology and to Students on Life's Ideals." The student took that book home. He read it and then to quote him exactly, he made a bee line for Harvard to study under James. If it had not been for the intervention of one librarian, possibly the contribution of Dr. William E. Hocking of Harvard, would never have been made. The latent interests of one student who later became a great scholar, were awakened by one unknown and certainly underpaid librarian.

We have 12,000 of those librarians in our work today. Some of us have had periods of discouragement. We have the administrative offices of our colleges call us in to talk about reductions in appropriation. Those calls have come entirely too often in the last four years. There is a quotation, "We always went to the fight and we always fell." We always go and we shall keep on going whenever it is required of us. We may lose one fight for adequate support, but we shall keep on fighting, and eventually we shall be successful.

If I have stepped on any of your toes, please accept my apologies and my assurance that even though my toes are warts,

they are always at your disposal. (Applause)

PRESIDENT COMPTON: It happens that I subscribe to all that Mr. Brown has said. Even if I did not subscribe to it I would have the greatest admiration for the forthright way he has said what he believes. He made one statement, and I think it might be remembered, "To hope for the impossible is the secret of a happy life." Whether that is a quotation or not, it is a great statement.

At the meeting of the American Library Association in Denver in 1920, when Mr. Hadley was President, Miss Marjorie Dow, of the St. Louis Public Library Staff, gave a paper called "The Inarticulate Library Assistant." It was a good paper, and it received the attention which it deserved. It seemed to me that it was about time, after fifteen years, that we gave youth an opportunity to express itself again, and at this meeting we have asked Miss Aubry Lee Hill, of the Public Library of New Rochelle, New York, to address us. Her subject is "Speaking for the Younger Generation." It gives me especial pleasure to present to you Miss Hill.

... Miss Aubry Lee Hill read her prepared paper entitled "Speaking for the Younger Generation," copy of which was retained by the Secretary ...

PRESIDENT COMPTON: I am sure we are all grateful to Miss Hill for giving so effectively the point of view of the younger generation, and as an administrator I shall certainly take

it to heart.

The next speaker on the program is one who is so popular that he is speaking in two places this morning, and he has not yet arrived. Mr. Wyer wishes to make some announcements.

... Announcements ...

PRESIDENT COMPTON: In introducing the next speaker, I could give you a long list of distinguished services which he has rendered educationally and civically, but I think I will content myself by saying that for many years he has been known as a friend of libraries.

I take great pleasure in presenting Dr. Rufus B. von Kleinsmid, President of the University of Southern California, who will speak on "The Library's Contribution to the New Civilization," certainly a subject in which we are all much concerned.

DR. RUFUS B. von KLEINSMID: Ladies and Gentlemen: Let my first word be one of appreciation for that very gracious introduction. I am glad to be presented as a friend of libraries. I think that friendship sometimes requires proof, and it has been a pleasure to work in more or less close relationship to libraries throughout the years. I find myself in a much happier mood than upon the occasion when addressing a convention of women's clubs. The president arose to say, "I now have the unique opportunity of presenting to speak before women's clubs a gentlemen who does not believe in women's clubs." Well, of course, I have always

been a little more discriminating than that. I believe very much in some women's clubs. There is occasionally one I have not been so enthusiastic about, but it has always been in the singular number.

But I do believe in libraries. I believe in all libraries--good libraries, indifferent libraries and even bad libraries, if there are such things, though I do not believe there could be such things. There might be a badly organized library, or a library with bad material, or it might have a bad man in it, but never a bad woman, of course. But libraries are like goodness and sweetness and nobility and love and those things. They are just good by very character.

When one approaches a subject of this magnitude and is told that twenty minutes is the limit--"if you insist, you may go to twenty-five or thirty by the gracious sufferance of your kind presiding officer--he feels almost helpless, but I have had an opportunity to feel helpless through the days as I have approached the subject and so have begun to get used to it. I do not know what the speed limit is. If we do exceed it, I trust there are those kindly intentioned and understanding officers who will protect us as we proceed against the law.

It was something like a quarter of a century ago that the great Theodore Roosevelt, in looking out over the affairs of his time, said, "With the discovery of America the Mediterranean Civilization met the set of its sun." We are now in the zenith of

Atlantic civilization. The Pacific civilization is just at the door."

And I call attention to this circumstance of incidents for no other purpose than to call attention to the fact that other folk had been thinking about the same thing. A short time ago on a comission of the United States Government, I spent a day at a certain town in Holland, to discuss many things, but particularly to discuss the future of the great institutions of culture and learning and social helpfulness on the continent of Europe, under the new day and under all the implications of the new day.

The erstwhile Kaiser in the heat of very excited discussion said, "But I tell you there is no such thing as a United States of Europe. It just can't be. Count Colette is talking nonsense. There is no future to the civilization of Europe. With all of our bitterness, with all of our complications with all of our conflicts, there can't be any civilization of a progressive character in Europe. The new civilization will be a civilization of the Pacific."

And then from that modesty so characteristic of a resident of California (Laughter) I said, "Sire, isn't the United States of America very fortunate to be on the Pacific Ocean?"

Quick as a flash, eagle-eyed and with a deafening voice that almost shook the room in which we stood, he said, "But the United States of America must realize that she isn't the only

country on the Pacific Ocean." And I was glad for the combat. It set me to thinking. From that day to this I have been thinking of concomitants of the new civilization, a civilization that will not be primarily a European civilization, not a civilization of the Atlantic, but a primarily western civilization of the Pacific. I grant that in character it may be Pacific, and it is in your new opportunity in this great nation of ours, as we look to the days to come, to gather all that we may gather, to gather all that may be represented in the old civilization to formulate for the coming years a new civilization.

That which first lends itself to a discussion of the new civilization is the immediate and factual narrowing down of all distances in the world. Amazing, isn't it? When they put through the Panama Canal they clipped 10,000 miles off the long tour from New York to San Francisco, and it was a great achievement. Not long ago, over at Lakeside, a great steel and silken bird arose to soar westward. In the dawn of the morning it pointed away from the rising sun, and by noon it had dropped down in Oakland, California. And then to start westward. This bird flew to Hawaii, and then she said "Aloha" and she skipped to Suva, and then she said whatever delicate word means "farewell" in Suva language and jumped to Melbourne, Australia, and then she sat around like Alexander of old, weeping because there wasn't any other spot to jump to.

Now we are talking about circumnavigating the globe in

one day-light period, studying the mechanism of the swiftest beetle that flies in the heights of the Andes. But that is nothing. It is 5,475 miles from San Francisco to Yokohama, and last summer on commission bent we started for Yokohama. There were twenty-one days consumed in the trip, and when we arrived it was suggested that the folk back home might like to hear from us, so we stepped into an office and sent a message. Within three hours they had heard from us. And then they said, "Won't you speak to the people of San Francisco and Los Angeles and let them know that your journey has been safe, and if you care to say so, a pleasant one?" And so I spoke into that microphone upon the wharf of the imperial city of Yokohama, and I give you my word that those twenty-one days were annihilated; the three hours were as though they were not; and I was heard in Los Angeles in the drawing room of my own residence, seven hours before I had spoken a word! (Laughter)

My first consideration is that in this new civilization we are going to be neighbors. There is no such thing as distance. The dividing lines have become merely the lines across which we shake hands with very, very near neighbors, and the great Pacific, at one time an ocean which separated, is now merely an ocean lined with highways of ready and rapid and comfortable and certain communication.

But all that has within it the consideration of understanding as well, because when you live with folk, somehow or

other you at least have opportunity to understand. It is not always achieved. I am sure there are some librarians who never understand the personnel of their boards, and I have understood the librarians on campuses and universities who never could understand the administrative officers. You have been living together for a long time and do not understand, but at least the opportunity for understanding will come about, and if there is for the new civilization a basic necessity, it lies in the attempt of folk sympathetically to understand each other.

We hear about this great western area, and when I talk about the Pacific, I do not mean merely those countries which border upon the Pacific, because all Latin America is pacific in its sympathy. We have about this great Pacific all the makings of a civilization from which the very best that has come from European civilization emanated.

I know what your feeling is about European civilization. It is a little bit of the feeling which you have concerning the most intimate family relationships. My distinguished Chairman this morning has a very definite ideal relative to the European nations or the European races which have contributed most to the civilization of the United States of America, which in its way is rather unique in its characteristics. He is very sure that the finest contributions were made by a gift of quite equal value from the Dutch on the one hand and the German on the other; but he sits across the table every morning from someone who does

not have the same idea, and he is very sure that the contributions which have really made the life of the United States of America are contributions which have come from England and Scotland and Ireland, with a dash of the French; and thus he has all the makings of an international war. And every one of us is in more or less the same position. We have very definite ideas as to the sources from which there came these great streams of intellectual, of social, of spiritual and even of political achievements in the United States of America. But not a one of us looking back into the particular nations from which our forbears came, would wish that the United States of America could be like any one of them. You would not trade this moment, my good patriotic friend, the civilization seen in the United States of America with all the correctives which we would like to see applied in these days, for the conditions under which the far-away relatives of your particular forbears continue to live under European flags.

The saving grace of our own civilization lies not alone in that it represents the very best that the old civilization has achieved, but that it has within it that vital spark of life which makes it possible for them to evolve almost any type of civilization to which they set their minds and their hearts. We have the makings, I say, in this great Pacific area, first because we have all types of government. We stand for democracy, democracy in spirit as well as in letter. They stand for a type

of democracy in the twenty republics to the south of us, not having, perhaps, realized democracy as we think democracy is capable of realization, but at the same time pointing toward that democracy, the constitution of every single republic having been founded upon our own and every one of those republics having now celebrated its centenary.

Go to the north of us and we have the representation of the British commonwealth of nations, Great Britain, which says they have the democracy that America boasts, and Great Britain, represented by Canada and Australia and that oldest sister in the group which goes to make up the commonwealth of British nations, New Zealand, will pour into this new civilization that essence of sturdiness, that realization of the basic principles which go back to make sterling worth and character, the real quintessence of fair play.

But go across, if you will, this 5,475 miles and you find a very curious nation which is going to contribute under a very different type of government, a government which has sprung from feudalism, and within eighty years has become at least in form, a constitutional monarchy. We talk about the Japanese and what the Japanese have not achieved. Let us think of the long centuries that were required by the European nations to step out of feudalism and to take the long, long, long trek down the lanes of time to constitutional monarchy, an achievement which the Japanese for weal or for woe, have achieved in less

than a single century. They still have some of the earmarks of feudalism, but they are marching steadily forward to a realization within their own governmental institutions of that type of constitutional monarchy which represents the best of achievements of Europe.

And what shall I say of the Soviet government to the north? It is a curious line of demarcation, at the opposite end of the poles, let us say. Here are the great American people, and here the struggling citizenship of the Soviet Republics. We are sure that nothing lasting will be achieved through violence and force, proud of the fact that our Constitution has within it its own elements of evolution and never to be changed, good friends, except through the orderly processes of evolution.

Then China. My heart goes out to China, particularly in these days when she seems so tired of the long, long, long struggle; China, who has said, "Let the strongest, let the most virile step in and try it out awhile." I need not name them.

Great India will pour her life into the great Pacific area. The islands of the sea, up from colonial government into some form of independence, will make a contribution. But from very force of numbers we shall achieve.

Have you stopped to realize that around this area and the countries contributory to this, we have over three-fourths of all the population in the world? Three-fourths. What does that mean? That means 1,200,000,000. I used to gag when I thought of

the population of this globe consisting of 1,600,000,000, Mr. Chairman. I had been a school teacher. I could not think in billions. I cannot even think in millions. Thousands scare me. I have come by heroic struggle in these later days to approach some simple apprehension of 4,880,000,000, but that is hard work. (Laughter)

But three-quarters of all the people in this globe are in this new area. Every type of religion, as well as every type of government is represented. Think of it for a moment! How much of the literature of the world; how much of the real good stuff with which our shelves are packed; how much of that gathered about; how much of religious faith! We have every philosophy of life. I know what the philosophy of life is here--rugged individualism. I do not know whether President Hoover said it or not. He is credited with having said it. I suspect, however, that it will stick. It is a good phrase. We still believe in rugged individualism as being the basis, if you please, of progress in democracy. When you think of Japan, surely that is not rugged individualism. The strength of Japan is according to the mathematics of the Scriptures, and you know what those are. All of you have to be intimately acquainted with the Scriptures. "One shall chase a thousand, and two shall put 10,000 to flight." And that is true in Japan. One Japanese is not worth more than one, but two Japanese are worth ten for the single purpose, the devotion to a single ideal of achievement.

Down in China, you have quite the opposite. One Chinese gentlemen can take charge of your entire establishment. He is a host within himself, but put another fellow to him and they do not get anything done. One negatives the other, but behind that there is a definite philosophy, "I cannot cross my sentiment and my judgment with that of another man, because there are within it all the elements of discord and conflict."

I stood one day in the city of Shanghai watching what I thought was going to be a very first-class street fight. If it was going to be a good fight I wanted to be there to see it, so I stood under an awning with a Chinese gentlemen who was appreciating it all. I thought the two Chinamen must come to blows. They spoke with louder and longer words, with syllables more involved with tongues. I thought the next would be annihilation, but all of a moment they stopped short. They bowed to each other and marched off in opposite directions.

I said to my Chinese acquaintance of the moment, "This is the most amazing thing I have ever seen. I thought of course we should have a fight."

"Oh no," he said, "you don't understand the Chinese. When one man strikes another, it is a sure sign that he has run out of ideas." (Laughter)

Now I begin to understand why we write notes, government to government.

What shall I say of the Indian, about 340,000,000 of

them? The Indian has this general feeling, "I will sacrifice myself for my family; I will sacrifice my family for my tribe; I will sacrifice my tribe for my village; I will sacrifice my village for my state; I will sacrifice my state for my nation. But I will sacrifice the whole world for peace in my soul." You are going to make something for civilization out of that. The conglomerate mixture which is ourselves in the new civilization suggests, of course, an unlimited field of interest and investigation and application.

If I say to you this morning--one whom you would expect to say "In the center of it all stands the institution of higher learning"--that I did not believe it, that in the center of it all stands the publicly and privately supported library, I want you to believe that that is an opinion not reached lightly or without careful and long consideration, because it is a part of our duty to emphasize those agencies which will make the most in this particular generation of progress toward this civilization.

At the center of it all stands the accumulated literature and museum of achievements of all the civilizations of the past. What, then, of the librarian who stands at the head of the library, because, no librarian, no library. There are folk who think you can have a library without a librarian, but I have never been fooled at that point. The better the librarian, the better the library, of course, and I do not mean merely the one who stands behind the charge desk, whether it be reference or collateral. I mean that one who makes it possible for the one who stands

behind the charge desk to do the service for which the charge desk stands. In the colleges and universities we are coming to believe--you know it so well and your literature is full of it, as my good Italian friend says, "Thanks God"--that you and the library are really research assistants, and I am not sure that you ought not to be so cataloged, if you do not object to that term, cataloging a cataloger. You are research assistants standing shoulder to shoulder with those in the faculties of our colleges and universities, whose job it is to stimulate the teaching process. I have my own feelings about it.

But we will go beyond the college campus. You folk in the library--shall I say, we in the libraries--are those to whom it is made possible to distribute, if you will, to this new era and this new area, the loaves and fishes brought, if you please, as dedications to the service by the various libraries of this nation and others, and we must not--I like to hark back to the words of the Kaiser, because it has within it that cause--think ours are the only libraries that are going to contribute to the new civilization. I have spent hours on end in the great Japanese and Chinese libraries and the great libraries in the capitols of Asiatic empires and there is a contribution which will be rich in substance, stimulating in character.

But what will be the librarian's responsibility? First, of course, the sympathetic attitude based upon at least a partial and constantly growing understanding of the demands of the time

and its concomitants which will go to make up this new civilization. But since we are talking to librarians in America, this service will be rendered to the casual reader, to the research student, to the man with definite objectives who comes to the library--and how many times he comes and in what numbers he comes these days. He has altogether more time than he ever expected to have on his hands. Your work is distributing to these the material which you have come to know, knowing where to find the things he wants, or where--better still, I think, sometimes--to find things that he does not even know that he wants, but that he needs. Of course, a librarian is not an Encyclopedia Brittanica, but I have faith in that old pedagogy--you do not need to know things; all you need to know is where to find them.

A little fellow was knocked down in the street one day, and when they carried him to the receiving hospital and unbuttoned his little waist from the throat to the mid-line, a half dozen stones as big as your fist fell out on the floor. The doctor said, "Billy what in the world have you got these for?"

"Well," he said, "if a feller's got 'em, he don't have to hunt 'em."

It has its suggestion, and on the other hand there is the extreme of the young fellow who stands in the lobby of the Biltmore, only so high, poured into his little jacket. All he needs is a gold collar with a long chain to be led about to remind

one of the trained animals in the motion-picture studios; but in his way he is a lovely little object. A fussy little lady came out of the writing room one day. "Will you tell me if there is an Encyclopedia Britannica in this hotel," she said.

"There is not, madam. But what is it you wanted to know?" (Laughter)

Now if America is going to take the leadership in all of this--and she must take the leadership, because intelligent men and women must know where to find the storehouse and understand likewise the new conditions into which we are to pour our contribution toward the new civilization, it is not an easy job. It is not a little job, and I sometimes shake a bit as I think of the responsibility which rests upon the citizenship of the United States of America. We are not quite sure of ourselves. I know they think we are a boastful people--at least we who live west of the Rocky Mountains--but I tell you we are modest and retiring in the presence of a real job and any person can be modest and retiring, but I think we have within us the essence of a successful leadership.

Once or twice this whole matter of leadership has been proffered and we have turned away. I wish we could say like Ceasar of old that we thrice refused the crown, but each time more gently than the last. I do not think we have. Each time a little more emphatically than the last, because we have some insurgents. They say, "None of this. This is not for us." It

may not be for the Senate, but it is for the people of the United States. You cannot get out of it. We do not want to get out of it. Some day I think we will probably find the means to express ourselves fairly emphatically on the point, but this is a day in which you know (because you know the literature that is passing over your desks--over the desks of the public libraries particularly) what the people are thinking, the people who have ideas and simply want to have ideas and simply want to bolster them up, the people who have at last sensed the fact that in the world there are floating about somewhere some such things as ideas, and they would like to "meet up" with one.

These are dangerous days, but I think that the United States can do it. In the language of the poet I will tell you what I think are the conditions under which she can do it. With your leadership, yes; and with your assistance, yes. It takes how many to carry a flag? But my, how many it takes to make up a decent procession! And to the United States of America:

"Long as thine art shall love true love
 Long as thy science truth shall know,
 Long as thine eagle harms no dove,
 Long as thy law by law shall grow,

"Long as thy God is God above,
 Thy brother every man below,
 So long, O land of all my love
 Thy name shall shine; thy fame shall grow."

(Applause)

PRESIDENT COMPTON: Thank you, Dr. von KleinSmid, for this stimulating message to librarians. The second session will

now stand adjourned.

... The meeting adjourned at eleven-fifty o'clock ...

FRIDAY MORNING SESSION

June 28, 1935

The Third General Session convened at ten-fifteen o'clock, President Compton presiding.

PRESIDENT COMPTON: At the beginning of the session Mr. Milam has some announcements to make.

... Announcements ...

PRESIDENT COMPTON: Preliminary to taking up the regular program of the morning, we will have at this time a brief report by Mr. Robert B. Hudson, Secretary of the Adult Education Council of Denver. He will report on the conclusions reached at the Young Peoples' Reading Round Table, in which they discussed the young people out of work. I am very glad to present Mr. Hudson.

... Mr. Robert B. Hudson read the report of the conclusions reached at the Young Peoples' Reading Round Table, copy of which was retained by the Secretary ... (Applause)

PRESIDENT COMPTON: Thank you, Mr. Hudson.

At this time it is my great pleasure to present Mr. Frederick R. Ross, President of the Library Board of Denver, and Chairman of the A. L. A. trustees section, Mr. Hadley, former librarian of Denver, and Mr. Wyer. I think it is altogether fitting, Mr. Ross, that the trustees section should preside at a general session.

... Mr. Frederick R. Ross assumed the Chair ...

CHAIRMAN ROSS: Mr. Compton and Fellow Members of the A. L. A.: It is a real pleasure to us in Denver to have such a fine representative gathering of librarians, trustees and others interested in library work. We want to thank you for coming, and hope that you are getting some real good out of different meetings you are attending.

We hope that you will not hurry away after the program is over. There is much to enjoy in our neighboring cities and in the mountains, and we ask you not to leave until you know something about the pleasures of living in Colorado.

If you are interested in the trustees, I think you will surely be interested to know that the trustees have taken steps during this meeting to actively organize and make themselves a real force in the future work of the A. L. A. (Applause)

The first speaker this morning will be Mr. Robert M. Lester, Secretary of the Carnegie Corporation. He is well known to many of you. To those who do not know him, I want to say that he was formerly assistant to the Secretary, and is now Secretary of that corporation in New York. In his official capacity he is a good friend of libraries and librarians. The libraries and librarians of the country owe much to the Carnegie Corporation. We in Denver are greatly indebted to it, as it has assisted in building the main library and branches and has assisted in the Library School at Denver University.

Mr. Lester is to speak on "Libraries and Librarians:

from the Side of the Road." We will be much interested, I am sure, in what he has to say.

... Mr. Lester read his prepared paper entitled "Libraries and Librarians: from the Side of the Road," copy of which was retained by the Secretary ... (Applause)

CHAIRMAN ROSS: Thank you. I thought I knew something about the Carnegie Corporation, but I find I did not know so much as I thought.

The next speaker, Miss Agnes Camilla Hansen, is a Californian who came to us in Denver by way of the Philippines, Seattle and Paris, France. She is now Assistant Professor in the School of Librarianship at the University of Denver. I regret to say that she is about to leave Denver and take a position as Professor of Cataloging at the Pratt Institute, Brooklyn. I think we will be glad to have her tell us about "The Reading of Librarians."

... Miss Hansen read her prepared paper entitled "The Reading of Librarians," copy of which was retained by the Secretary ... (Applause)

CHAIRMAN ROSS: I thank you, Miss Hansen. I am sure those of us who have listened to her understand now why we hate to have Miss Hansen go away.

The last speaker on our program is the Honorable Oscar L. Chapman. Mr. Chapman is a lawyer who has practiced in Denver, and in Denver has been identified with many social enterprises

in the city and in the state. He is now Assistant to the Secretary of the Interior at Washington, and as such, has been of great help to the people of Denver, Colorado and the West, in their contacts in Washington.

I am very glad that Mr. Chapman was so interested in library work that he was willing to come here to address this convention. I am sure that he will be willing to give any members of the American Library Association his advice and help on any question that the A. L. A. wishes to take up in Washington. His subject is "Education and Security."

MR. OSCAR L. CHAPMAN: It is indeed a very interesting occasion for me to come back to Denver, my home town, and see in the audience some of my former associates of the Juvenile Court. I am sure they are saying, "I wonder what he can say about libraries?"

I have heard some titles read, some sermons given, and some texts read, in which the sermon or the speech never followed the title or text. That makes me feel at ease this morning, because when the Chairman read the title of my speech this morning, I realized that I was prepared to talk on "Facing the Challenge of Democracy."

... Mr. Chapman read his prepared paper entitled, "Facing the Challenge of Democracy," copy of which was retained by the Secretary ... (Applause)

CHAIRMAN ROSS: I want to thank you, Mr. Chapman. The

next time I will send you a telegram and get the correct title for your address.

Mr. Compton says there is no further business, so the meeting will stand adjourned.

... The meeting adjourned at twelve o'clock ...

SATURDAY MORNING SESSION

June 29, 1935

The Fourth General Session convened at ten-fifteen o'clock, President Compton presiding.

PRESIDENT COMPTON: We will now have the report of the Resolutions Committee. Mr. Hadley is Chairman of the Committee.

MR. CHALMERS HADLEY (Public Library, Cincinnati, Ohio): Mr. President and Members of the Association: The Resolutions Committee presents the following resolutions.

... Mr. Hadley read the report of the Resolutions Committee, copy of which was retained by the Secretary ...

MR. HADLEY: Mr. Chairman, I move the adoption of this report.

MR. CLARENCE E. SHERMAN (Public Library, Providence, R. I.): I second the motion.

... A rising vote was taken and the motion was carried unanimously ...

PRESIDENT COMPTON: We will now have the report of the Elections Committee. Miss Schumacher will give the report.

MISS DOROTHY SCHUMACHER (Lane Technical High School Library, Chicago, Ill.): I am making this report for Miss Julia Baker, Chairman of the Committee.

... Miss Dorothy Schumacher read the report of the Elections Committee, copy of which was retained by the Secretary ...

PRESIDENT COMPTON: I am sure that we are all sorry that Dean Wilson is not here. As you know, he attended the International Library Conference, and he now is in Europe. However, he sent a message, which I shall read.

... President Compton read the message from Dean Wilson, copy of which was retained by the Secretary ... (Applause)

PRESIDENT COMPTON: At this time I shall turn the meeting over to Mr. James Thayer Gerould, Second Vice President, and Librarian of the Princeton University Library, who will introduce the speakers of the morning.

... Mr. Gerould assumed the Chair ...

CHAIRMAN GEROULD: Mr. President and Ladies and Gentlemen: It is a peculiarly fortunate circumstance, it seems to me, that brings together the American Library Association and the National Education Association. There are still some of us-- a great many of us, I believe--who have faith in democracy, although I have seen some of my friends around here in black shirts. They are people who are, in my judgment, unrepresentative of the most of us. If democracy is to function at all, it must be through education, and our public schools the country over are doing a tremendously valuable work toward education in democracy.

It is very gratifying to us all that we have here this morning the man who in a very large sense stands at the head of the public education of the country, Mr. John Ward Studebaker,

Commissioner of Education. He has been throughout the most of his life associated with the state of Iowa, a near neighbor of ours, and his work there as superintendent of public schools in Des Moines, his interest in adult education and his interest in the education of the handicapped, and particularly his work in public forums, has given him a nation-wide reputation. He is to speak to us this morning on "Public Forums and Libraries." I have the honor to introduce the Commissioner of Education.

MR. JOHN W. STUDEBAKER: Mr. Chairman, Ladies and Gentlemen: I just arrived in Denver this morning at one o'clock, having spent the last ten days to two weeks on the Pacific Coast investigating particularly the C. C. C. camp organization in which the Office of Education in Washington is intimately involved.

Perhaps you understand that the educational work in the C. C. C. camps is directed by the Office of Education in Washington. Since I have been Commissioner of Education only about seven months, and have many other problems than the C. C. C. camps to work on, I took advantage of an opportunity which carried me to the Pacific Coast to spend considerable time there visiting the C. C. C. camps. In other words I have been traveling in automobiles and trains for two or three weeks. I have not had time--I am glad I have not--to prepare a formal manuscript for this occasion. As a matter of fact, I have often thought that I would sponsor, as Commissioner of Education, a movement to

dispense with the reading of manuscripts at conferences for the next five years, in the hope that people will come to conventions with the idea of getting something out of the convention itself. I at one time figured out how I could beat the game of learning in relation to my own particular profession. I figured out how many hours would be required to travel to the annual meetings of the National Education Association, just going and coming, and then how many hours would be required to read the important addresses which in manuscript form were read at the conventions, and I decided that by staying at home I could, on the average every year, gain a week of time and learn practically everything that I could have learned by going and sitting in large auditoriums and listening to manuscripts. Of course, I do not discount the value of lobby sessions. In fact, that is the real reason I have gone to conventions.

So I am here to talk to you as a neighbor and one interested in a great problem to which your Chairman has referred, this great problem of preserving and improving, if possible, American democracy. Apart from that group of people, professional educators in the country, upon whom I think we must depend for initiative in establishing and carrying forward what I have chosen to call a system of public forums, there is no other group in American life so intimately associated with this idea as this one which I am addressing this morning. In fact, I cannot think of education without thinking of libraries. You

are part and parcel of the whole big movement to achieve our American ideals through education. I have known, of course, for many years your exceptionally capable Executive Secretary, Mr. Milam, who has helped me with his ideas and with his labor many times and is doing so now that I am United States Commissioner of Education. I said to him only a moment ago that it falls to the lot of the Office of Education in Washington to approve the lists of books to be purchased in all of the C. C. C. camps of the country, not only the textbooks, so-called (about \$300,000 worth), but six or seven hundred thousand dollars worth in so-called library works. I suggested to him that I wanted to lean rather heavily upon the American Library Association through him in securing assistance in making wise professional selections of those books, untrammelled by any political influences.

As I discuss this subject this morning, I shall probably not say very much in detail about the part of the libraries in the operation of public forums. You have imagination enough and you have already had experience enough to know that as any great movement in the general field of education grows, just to that extent will library service grow and extend its offerings in favor of a more definitely organized educational effort.

I intimated a moment ago that I think our biggest problem is to preserve and improve the thing that we commonly conceive as being democracy. If we are to make it work, if we are

to win in making America what it should be, we must do so through education. We must not be beaten back by forces which, through education, we can bring under control. All we have to do is to glance around the world to witness the extent to which people in desperation have succumbed to the theories of dictatorship and have given up their efforts to achieve this great ideal of democracy.

We have to fight for democracy; it is an eternal struggle. We must continue to fight for it even as our forefathers did in 1776. We are too prone to believe that once we have stated a concept it will last without further effort. I remember a bit of philosophy that I picked up when I was being educated outside the school as an apprentice bricklayer. I learned the trade of a bricklayer. I always like to say that I worked at it in earning my way through college, and after I started to teach I worked at it for several summers in order to save up enough to afford to teach during the winter.

I worked with one Pat Mullen, an Irishman, by far the most expert bricklayer I ever saw. He was the one who was always given the responsibility of laying up the leads, as we call them, the corners. In doing that you have no guides but your eye and steady hand in performing that particular task, because it is to the leads that you attach the lines, and if the leads are not true and plumb, the whole wall will be out of plumb. Pat used to run up that lead and never use what you

would call a level (we call it a plumb rule). He would run it up about two feet high, and then he would put his plumb rule on the corner and it would touch every brick and every part of every brick, and it would be absolutely true. I always watched him with a great deal of admiration, because it is an art and a science.

I said to him one day, "Pat, did you ever see anyone who could beat you laying brick?"

"Yes," he said, "but I never let 'em do it."

We can see people, we can see forces, we can see influences which will beat democracy, but we are not going to let them do it. You remember H. G. Wells' famous statement, "Civilization is a race between education and catastrophe." I think we must rephrase it and say, "Democracy is a race between education and the chaos of ignorance which destroys democracy and supplants it with dictatorship."

Away back in the early days, the Father of our country, George Washington, in his farewell address uttered immortal sentences which I want to read to you. He said, "In proportion as the structure of a government gives force to public opinion, it is essential that public opinion be enlightened. Promote, therefore, as an object of primary importance, institutions for the general diffusion of knowledge."

That is prophetic. "In proportion as the structure of a government gives force to public opinion, it is essential that

public opinion be enlightened." I think we have forgotten that, generally speaking, in this great land of opportunity, where the shoe has never pinched and where we have found it possible to succeed in spite of our failures to plan adequately for the general diffusion of knowledge. We take what we have in the form of public education as a matter of course, not realizing perhaps that it was a long struggle in which we were engaged to establish and develop and to keep up to date and to make sufficiently adaptable this instrument of modern democracy called public education.

Education was not mentioned in the Constitution of the United States. It was scarcely discussed. It was not until 1850 in the northern states that the principle of tax-supported free public education was established. It was not until after the Civil War that that principle was established in the southern states. The recognition of the principle of tax-supported, free public education for the masses of children and adolescents was not established until recently, and yet we sometimes, as American citizens, think that the forefathers established this whole system.

In the debate with respect to the problem of establishing a system of free common schools, tax-supported elementary schools, in New England, the old Rhode Island farmer said, "You might as well come over to my field and take my plow for the

purpose of plowing your field, as to come and take my money for the purpose of educating your child." That is a pretty good summary of all the arguments that have been levelled against the idea of extension of educational opportunity down through the decades since the beginning of our national history.

We built a system of schools finally, but it is not adequate to the demands of democracy in these modern days. In the race between the growing complexity of society and the enlargement and adaptation of education, I suspect that education is lagging. The permanency, the vitality, the scope of this thing we speak of as being education is always relative to social needs.

Let me mention just one of the social problems--this problem of employment. We have not solved it. We are working toward solutions. I was talking with the President of the United States three weeks ago at a small dinner about that problem. He was explaining a number of instances of the encroachments of technology upon employment, describing in the minutest detail a factory for the production of tin plate up in New York State. I asked him about the railroad situation, and I found again that he had on his tongue's end the detailed facts.

He said that in 1928 the railroads of the United States employed 1,900,000 people. Today the railroads employ 960,000 people. Today the railroads, because of the advance that has been made in safety devices, more powerful locomotives, longer

trains and other features, could take all of the 1928 traffic which required 1,900,000 employees and could carry all of that traffic expeditiously and efficiently with 1,200,000 employees, a cut of 700,000 people.

That is just one of many illustrations which might be cited to show that this perennial problem of securing an opportunity to earn one's livelihood is not by any manner of means solved. Our society is therefore extremely complex. That statement is too trite to be repeated, but I said a moment ago, I think, that in this race between the growing complexity of our society and the extension and adaptation of our systems of education, education has been lagging.

We experiment with ourselves in this thing called education and we are likely to neglect ourselves in our haste to achieve accomplishments in more objective realms, in the production of material goods, for instance.

Relative to the needs of American life and of self-government under democracy, we, as Americans, are not only not well educated, but we are not well schooled. There are 57,000,000 American adults over twenty-one years of age in this country. Approximately 46,000,000 of them have not finished high school; 32,000,000 of them have not finished the eighth grade of the common school; only 2,100,000 of them have finished college.

I cannot believe--neither can you--because of our

experiences, that all of education is to be secured through schooling, but we do know as a matter of common sense and scientific research that there is a high degree of correlation between systematic efforts to learn and actual educational achievement. You can prove that in many, many ways. It is perfectly obvious that we are not well schooled, and we know too well that much of the schooling in terms of years has been quite inadequate and inefficient. Millions of boys and girls today are going to teachers who are only a few years older than the pupils. Young girls, relatively inexperienced, are undertaking to give to these millions of boys and girls the last bit of formal education they will ever get, undertaking to interpret this complex social order.

We must extend systematic, competently managed civic education into adult life. The cracker-barrel forums of the country store and the old New England town meeting are gone. The simple conditions of life are gone. We cannot make a democracy by relying upon the simple and accidental devices of education which served well enough in the simple life that has gone forever.

I should like to see at work in every American community a very comprehensive system of adult education, but I do not believe as yet we can afford such a system. We need and must have, and can afford, a nation-wide system of civic education of adults which I have chosen to call public forums. We need it for the same reason that we now have organized, systematic,

rather competently managed discussion groups of adolescents in the country and a relatively few people in the colleges and universities in the country.

We need the mechanism by which we can bring together American adults of all classes, all religions, all political affiliations, all levels of economic status in the schoolhouses and other public meeting places under public auspices at public expense, for the purpose of steadily inducting these adults into a better appreciation of the current problems of their day.

Just as the nineteenth century witnessed the development in this country of a system of free public education for children and adolescents, I think the great contribution of the twentieth century must be the establishment and development of a system of mass education of adults at public expense.

The newspapers, the magazines, the books, the radio, the motion pictures, the political party organizations, the clubs and all the other devices will help, but we cannot rely upon the accidents of that heterogeneous mass of influences in solidifying American opinion with respect to the great common interests which we all possess. We need to get together to discuss our common problems. We need to do this en masse. We can no longer depend upon the understanding and the erudition--if we may call it such--possessed by a handful of college and university graduates trickling down to the masses of American citizens. I tell you from positive experience from sitting

around in labor union halls, and carrying a dinner bucket to work, talking at the noon hour with hundreds of laboring men, that this understanding, if it is sufficient--and I question that upon college or university graduation--does not trickle down in any way if it is possessed by the handful of two or three million Americans who have finished college and university.

Now practically, I think that some of these days there must be established in every American community under the auspices of public education a system of public forums. We have been conducting a project in public forums in Des Moines, Iowa, during the past two and one half years under a grant of money secured from the Carnegie Corporation for that purpose. The project is to continue for two additional years under that grant of money. We have been spending about \$30,000 a year. We have employed trained men and women as forum leaders who have been residents in Des Moines for six months.

While there each forum leader has conducted five forums each week, practically all of them in the evening in some twenty-five centers in a city of 150,000 people. I am not going into a description of that project. The time is passing, and while it is important that you should understand how it can operate and also how it may be improved, I am going to refer you to a book which I have no hesitancy in mentioning (except a bit of personal embarrassment, because I wrote it). I wrote it as a labor of love and signed away any N. E. A. rights to the

American Association of Adult Education. In this book I described the Des Moines project. It is published by McGraw-Hill and is called "The American Way." It describes public forums and the part they have played. I noticed as I came in the room my good friend Forrest Spaulding, of Des Moines, Iowa, who has been most active in giving assistance to the public forum project in Des Moines through his organization.

I know somebody will say, "Ah, well, won't that be a fine propaganda machine? Won't these forum leaders, leading groups of adults all over the city, discussing all of the current national, international, economic, social and political questions become propagandists?" I am one who happens to believe that education should be as far removed as possible from a deliberate attempt to indoctrinate the ideas of those who happen to occupy the positions of teachers. I disagree with some of my fellow members of the profession in believing it is the function of public educators to conceive in some elaborate detail or even in general outline the kind of social order, or economic order we should have and then by all the subtle devices of persuasion as teachers seek to propagandize the learners with the instructor's particular attitudes toward social-economic order.

I think when that is done--it is called mildly, indoctrination--you get a dictatorial propaganda which does not square with our concept of democracy. But I want to say this,

from an experience of twenty years in administration of public education for children and adolescents and administration of systems of public forums, that among thousands of people discussing the most crucial issues of this day, the chances for propaganda and indoctrination are much more numerous on the elementary and secondary school level than on the level of adult education. When you stand before an audience of adults who are not looking for favors from you as a forum leader, who are not looking for credits or promotions or helps in getting a job, when they are free to get up and say what they please, or walk out of the meeting without being demoted, you have democracy at work, and if there is any situation which is designed to keep a so-called educator in equilibrium, that is it. If there is any situation that will run a man out of town when he becomes a propagandist, that is it. He has to be fair in his presentation of the conflicting points of view with respect to an important issue. That is democracy at work in education when that thing is done, and why should public education assume that it is responsible to impose the ideas of a relatively small number of persons called leaders and teachers upon the masses?

Its function is to develop all of the techniques available for interesting the learners in exploring various alternative choices in the socio-economic realms and let those people walk out and join any action groups they desire to affiliate with.

Finally, I want to say that I think we are not going to achieve this ideal of twentieth century education by relying wholly upon local initiative. I think--and I know I mentioned this--that I am treading on dangerous ground, but I say it as a rugged individualist who has caught something of the spirit of the agrarian revolt in the Middle West where I was born and where I lived all of my life, and where I developed a spirit toward unnecessary, objectionable, pestiferous control of local functions by the government, but I say in spite of that, that I find if we are going to preserve and improve our American democracy, the Federal Government must tax its total resources and through devices that can be invented, distribute funds under reasonable controls to local educational authorities for the purpose of matching small funds supplied by these local educational authorities as a means of establishing public forums for the masses of people, for a sort of people's university in the social sciences.

We have had precedents for that. Through my office we are distributing some \$12,000,000 to all the American communities for the support of vocational education in trades and industries, home economics and agriculture. That has been going on for fifteen years. Government under a democracy does not necessarily mean a certain degree of Federal assistance to local communities. What we need to do is to set up some educational

instrumentalities of the kind I have mentioned in order that we may know how much control we are willing to grant to our Federal Government or our state governments. I see nothing incompatible between the distribution of financial assistance from the Federal Government and a straight-forward intelligent determination of the amounts of Federal control written into legislation that we, as masses of people living in our respective communities, are willing to assent to.

The difficulty right now is that there is so much widespread ignorance in the United States about these questions that we do not know how even to give our assent to the amount of Federal control that we are willing to submit to; and, broadly speaking, it would be for that purpose that we need this kind of thing I am talking about, and if we had it, we would govern ourselves, I think, as best fits citizens of a democracy.

Now, in my opinion, this scheme will not be set up quickly enough and on a sufficiently substantial basis throughout the land to save and improve American democracy, unless the Federal Government gives that stimulation. You and I in our respective communities are going to think we have exhausted our resources when we have provided funds for the education of our children or our own education with respect to those abilities which we feel we need in order to win success individually in a competitive society, but we are not going to add to that responsibility, this more remote one having to do with a more exact,

thorough-going knowledge of national and international problems, unless the entity in our total governmental structure primarily interested in having us know about national issues--namely, the Federal Government--takes the initiative in bringing us into the fold and creating within us an interest and understanding of the problems of the Federal structure.

I say that because there is plenty of evidence to indicate that we have not done it, and so I believe that within the next ten years, slowly starting with experiment stations here and there in demonstration centers--which I think is a good policy for the Office of Education to undertake to pursue, exactly as the Department of Agriculture with its experiment stations has undertaken to improve agriculture--we should gradually build up this scheme until in every cross-roads village, in every urban center, in every place in the land, throughout many weeks of each year, we will have millions flocking in to discussion groups which are competently managed on a wide scale by volunteer leaders. Then these people will go to our libraries and read millions of volumes and pamphlets which will be produced for that purpose. I think when that day comes--and it will not cost the American people so very many millions of dollars--we can have some faith in the hope that American democracy will survive.

(Applause)

CHAIRMAN GEROULD: I am sure that every member of the audience will join with me in an expression of thanks to

Commissioner Studebaker for his very stimulating and interesting address.

It has been my good fortune to know the next speaker, Mr. Jennings, through a good many years. He and I entered the profession at approximately the same time--he is an orderly manner through the New York Library School, while I crawled under the fence. Those of us who know what Mr. Jennings has been doing through a good many years in Seattle are great admirers of the valuable work which has gone on there.

I have not the remotest idea what Mr. Jennings is to talk about this morning. When I saw the title of his address, "Star Gazing", it occurred to me that I knew of no one whose feet were more firmly fixed on the ground than Judson Jennings, but in order to see these stars properly one must have one's feet on the ground, so I have the honor, therefore, of presenting to you Mr. Judson Jennings, of Seattle, who will tell us what he sees in the stars. (Applause)

MR. JUDSON JENNINGS: Mr. Chairman, Ladies and Gentlemen: Let me say that this paper is written. (Laughter)

... Mr. Jennings read his prepared paper entitled, "Star Gazing," copy of which was retained by the Secretary ... (Applause)

CHAIRMAN GEROULD: President Compton will resume the Chair.

... Mr. Compton resumed the Chair ...

PRESIDENT COMPTON: As this conference draws to a close, I wish to express personally my appreciation to everyone who has made a contribution to its success. We are all deeply grateful to Mr. Wyer of the Local Committee and the Local Committee who have done everything for our pleasure and profit. (Applause) Certainly no committee could have been more efficient in every way.

I now declare the Fifty-Seventh Conference of the American Library Association adjourned.

... The meeting adjourned at eleven-twenty o'clock ...
