



## Gratia A. Countryman and Family Papers.

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## BUILDING FOR THE FUTURE

We <sup>are</sup> hear and read <sup>in</sup> much of a dawning new day. We feel that we stand at an historic moment in civilization; that a new scene in the drama of human freedom <sup>a world</sup> is being enacted before our eyes. But in the drama, we are participants, not idle spectators. We are vitally interested and deeply concerned in each act as it is presented on the world wide staging of events. We would not, if we could, stand apart from the glowing satisfaction of <sup>playing</sup> having our part in bringing about what we believe to be a new and more righteous social era. You would not be here and I would not be speaking if we were not looking forward together to a better tomorrow than our yesterdays. We must believe, if we are looking far ahead, that there might be in the not too distant future, if conditions were met, the most majestic civilization that the world has ever seen. But we must <sup>also</sup> believe, if we look at our past, that it will come when we have re-created our social ideals and built up new spiritual values. These are the conditions to be met. We have been having <sup>but</sup> along period of material achievement <sup>in</sup> with an eclipse of moral values. In a recent correspondence, Canon Donaldson of Westminster Abbey sent us his address on what he calls the "Seven Deadly sins of Modern Society." His characterizing phrases are profoundly impressive. Here they are: "~~Society's~~ ~~Seven Deadly Sins~~,-- Politics without Principles, Wealth without Work, Pleasure without Conscience, Knowledge without Religion, Industry without Morality, Science without Humanity, Worship without Sacrifice."

Science has ministered to our material advancement by furnishing us with marvellous conveniences of living and the satisfactions of physical comfort. But our social and economic <sup>systems</sup> life <sup>has</sup> not been bettered thereby. There are at present the greatest possible contrasts between our scientific attainments and our social and moral weaknesses. The Century of Progress was magically lighted by a beam from Arcturus through a photo-electric cell, while at the same time, our daily papers blazoned forth a record of criminality beyond belief. We hear the friendly voice of our President, speaking to millions of citizens through



that most marvellous invention the radio. But <sup>Consider at the same time</sup> ~~what about~~ our industrial conditions, our sweat shops, our racial antipathies and injustices, our methods of enforcing law. Science has <sup>truly</sup> put at our service the results of great discoveries but it cannot change <sup>human relationships upon which civilization rests</sup> ~~social relations~~. It has created a wonderful setting for a new civilization. Will men be able to fit themselves into it? Science has been served by a group of thinkers who at great sacrifice have fearlessly sought for truth. Now we need leaders who will as fearlessly and with as much sacrifice seek solutions for our unadjusted social relations. The fundamental need in these reconstruction days is for men and women, many men and women, a constantly increasing group of people, who are thinking truthfully and intelligently. A new social order must of necessity be directed by men who read and study and think. Here is our chance for a contribution to the solution of social problems. Herein lies the responsibility of all the great forward looking agencies—that they furnish opportunities for growth and understanding taking warning from the words of an old prophet: "My people are gone into captivity because they have no knowledge."

#### Government Stimulates Thinking

During the past year, the government itself has been the greatest agency of all in stimulating thought. During these dark years which we hope are passing, men and women have had a rude awakening to conditions which have perplexed and distressed them. They have asked questions; they have sought answers. They have been compelled to think. When a new administration has proposed vital economic and social changes to a discouraged citizenry <sup>with the intent to permanently improve conditions</sup> they have responded with considerable readiness to make experiments. One hears workmen on the street <sup>and in the shops</sup> discussing what the government is doing. Everybody watches eagerly for the daily paper to see what new plan the President proposes and what Congress is going to do about it. The common man heretofore has been paying little attention to his government. It was a far-away and vague factor in his life. Now it has suddenly assumed a close relation to him. It is one of the most outstanding features of this most unusual year, this interest



which the common people have shown in public problems and the reading they have done to try to understand some of them. They have developed a new consciousness of their government and its importance to them. They are looking into the future with new opened eyes, seeing visions of what a new deal may mean to them.

And so the government itself, through this widely aroused public consciousness, has compelled people to think and read and discuss great issues, which is in itself a great rebuilding process and one which prepares the way for other upbuilding agencies.

#### Other Agency Activities

One cannot pick up a magazine or paper without noting that this institution or that is facing thoughtfully new problems of its future activities and considering a revaluation of its work on a new social basis. They are preparing to meet the clash between materialistic ideals and spiritual and cultural ideals. They are trying to throw off the smothering blanket of commercialism and greed which has brought us to this pass. The one increasing purpose of a new emerging civilization is good-will among men. It is significant that Mr. Roosevelt has spoken often of neighborliness, good-will, consideration of the common good. Secretary Wallace in a recent pamphlet said that <sup>from</sup> exports, imports, tariffs, quotas, etc., are weapons which have a spiritual significance in that the interests of the individual must be subordinated to the good of the whole.

The church is facing the problems involved with definite statements of its social ideals. Its social platform, as recently adopted and published by the Federal Council of Churches, is a pronouncement of deep significance. Religious leaders of all faiths are making a vital re-examination of the part which the church must play in a new order, knowing that the idea of social justice and all that that phrase connotes should find its sincerest promoters among their followers. Professor Luccock of Yale has urged a planned program of religious education, especially adult religious education, which shall concern itself primarily with the changing social conditions confronting the churches and society.



The church does not lack great leaders who are eagerly planning the more excellent way.

Then there is that great American institution, the public schools, capped by a marvellous system of colleges and universities. With great seriousness they are facing the staggering task of preparing the youth of to-day for the new problems of the future. Great social changes require changes in education. Recall the educational changes after the French Revolution. Witness Russia's new educational development or that of Nazi Germany. Their educational system is made to fit their national ideals. Mr. Dewey often repeats that "education is not preparation for life; it is life." So in the new epoch upon which we seem to be entering, our schools must change from the ideas of one <sup>period</sup> ~~age~~ to those <sup>hereafter</sup> of another to fit our changing viewpoint. Our economic life has been based upon competition. Success has been predicated in terms of material gain or power of position. But our new social vision looks toward the common good, a goal to be reached by common effort and changed <sup>human</sup> ~~social~~ relationships, not by hard competition and false ideas of success. It is a brave task to fit the present youthful generation for this new social era and to teach them to so think that they will deal honestly, fearlessly, and understandingly with the issues. <sup>of today.</sup>

Contrary to the experience of every other depression, the schools are facing the most determined opposition from capitalism. The reason seems to lie deeper than tax reduction. Again it is a struggle for the spiritual against the material. Schoolmen are looking their problems squarely in the face. Curriculums are being criticised and analyzed. Dean Russell, formerly of Columbia University, tells us that adjustment of pupils to present conditions is not enough, but that it is "far more important that we so train them that they may re-make this world into one in which it is good to live." One wonders what this new school of the future will be like. It will be different. <sup>It will be different.</sup>



✓ The library profession has also a compelling vision. We are instinctively feeling that we are one of the country's most constructive agencies in helping men to fit themselves into what promises to be a great civilization. Men with leadership, and legions of men and women who read and think and are prepared to follow leadership, must have the service we offer. Great as are the problems of the religious world in enlisting its membership in the cause of peace and social betterment; great as are the tasks of the schoolmen in building ideals into the growing generation, ours of the library profession are no less important and not greatly different. It is in our minds that we are active co-partners of church and school and state to accomplish the same purposes for which they strive. If they are examining themselves for their responsibilities, so much more must we as their co-operating helpmate.

*Bar* It is our belief that we also have a separate and enormous work of our own: that this great association of librarians, actuated not by financial returns, nor by professional fame, but by the same fervour that has always characterized scholars, lovers of literature and arts, will in the years to come make a tremendous contribution to American <sup>life and</sup> culture, now at so low an ebb. This group which deals with ideas, with the cumulated record of centuries of experience, with those things which pertain to the good life; this important, if sometimes unappreciated profession, will move out to a new front and become one of the most dynamic influences for bringing about a permanent social reconstruction. We are in it for just such an accomplishment. With this belief, it is important to examine our objectives, our purposes, our <sup>our personnel</sup> equipment and our local and national plans.

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Recently members of the profession were asked to answer the question, "How do you think the libraries of 1954 will differ from the libraries of to-day?" In answer, librarians projected their thoughts into the future and gave a body of remarkable replies covering the field of the local library and reaching out to a greatly enlarged national service.



We have passed through our first epoch of library organization and standardization. We have more or less perfected our technique. We have just been passing through an epoch of great expansion and popularization, known as the Public Library Movement, which is not yet over. It has been in keeping with this age of mass production: bigger and better figures for a generation which adores bigness. But we seem to be bringing the best of our experiences from the past into a new period. We are rethinking our purposes, and subjecting them to close scrutiny. *Have we been popular at the expense of our educational function?* As we look at the titles on the shelves of rental libraries we wonder *whether* what has happened to public taste, and *if* we have done what we might have done to stimulate better reading. We are, we believe, beginning to place more emphasis upon good reading these days rather than much reading. We are emphasizing our service to individual seekers after knowledge. Circulation figures will, we hope, cease to be our yardstick of usefulness. Instead we *will* ~~are going to~~ measure ourselves by our contribution to better public thinking, by our close contacts with individuals and with groups of individuals, and by the efficiency of our service to them. In the light of a re-valuation of our task *may* we for a moment consider some of our more immediate outstanding functions, new and yet old, which look toward the looming problems of a new future. In doing so we are not forgetting the constant and ever continuing service to scholars who turn to books as a needle to a pole. We are thinking chiefly of our impact upon the social needs of to-day and our part in the social reconstruction.

1. First: May I name a function not usually classed among our chief functions, that of character building. It is a tragic fact that a gradual moral deterioration has been taking place and that our national problems are a result of a breakdown of moral character. All the educational forces, ourselves not least, must be enlisted in an effort to restore right standards of private and public morality. Let us look at the picture as youth sees it. What does the future appear to hold for these millions of young people who are now between the ages of twelve and twenty? They make up nearly one-fourth of our total population. They will furnish the future business leaders, the professions, the farmers,



the officials of government, and the rank and file of citizens. Complex forces are acting upon them and this present generation is bewildered, unsettled and disillusioned. The international outlook menaces them with war and insecurity. Domestic conditions confound them with inexplicable conditions of over production existing beside bitter poverty. They do not see their way forward. A generation of competent, vigorous, intelligent young people, seeking vainly for any employment, questioning the whole social order that denies them work and opportunity,-- they are turning, some to the road, some to crime, and many to indifferent and ambitionless idleness. Mr. Haggerty, Dean of the College of Education at the University of Minnesota, says, "I have spent forty years in counselling and teaching boys and girls in schools and colleges, and never have I seen anything approaching the unsettlement which hovers about the youth of to-day." Some of the most insidious and destructive forces which they face are the crude and vulgar, often obscene and immoral movies, cheap and low entertainments, commercialized and vicious recreations, and now the licensed saloon. The boys and girls of to-day are facing life with the odds against them.

Yet this generation will soon carry on. It is surely one of the first obligations of every institution to keep up the resistance, the courage of the on-coming generation. Every librarian in every school and college library, and especially in every public library large and small, has an unparalleled opportunity to build back into social usefulness the potentialities of to-day's discouraged boys and girls. In April of this year occurred the National Youth Week. Its purpose was to focus public attention upon boys and girls as among the world's greatest assets, so that the nation would consider its problems in terms of youth. In June, Commissioner Zook called a conference of people to consider ways and means of helping youth to bridge the gap between school and employment. He says in his call that "the conditions forced upon the country by four and a half years of depression have been particularly baffling to youth, and that it is threatening to break the morale of these mounting millions of



young people who rightfully want their chance. "What can we do about it" is on the lips of every thoughtful American and is a question of paramount national importance."

Many states have appointed Crime Commissions, and Councils of Social Agencies have appointed special committees. From a Minneapolis Committee report I quote the self evident fact, "The criminals of ten or fifteen or twenty years from now are boys and girls to-day. If we can keep the boys and girls of to-day away from delinquency, we shall reduce the number of criminals and the amount of crime tomorrow."

It is our ever recurring problem of adolescent youth to which we have never given sufficient attention. We must accept as one of our prime functions for the future, what the schools and churches accept without question as one of their chief functions, the building of character and ~~ideals of clean living~~ <sup>right social attitudes</sup>. Each of us will hope to find some way of doing something, but so vitally important is a solution that together a close study should be made of the task as a professional objective.

Two other outstanding functions are tied closely to this first one, one which precedes the youth problem leading back to children's reading and co-operation with schools, the other leading forward to adult education which follows.

2. With reference to work with children, it is perhaps our most rationally developed branch of library work. Children's librarians have worked closely together and have developed techniques and standards which they are constantly discussing and improving. Co-operation with the schools still looks into the future. I am thinking chiefly of co-operation with the elementary schools and high schools. We have considered this in many aspects; we are recently getting reverberations from opposite camps as to the ways of doing it. Shall the public library establish branches in school buildings which they operate alone or shall they share the expense with the schools, or shall the schools establish a separate system? <sup>of school libraries</sup> We are not nearly through with this consideration



of the school library, nor have we solved the problem of co-operation. We are each going our own way, making experiments in various cities, and muddling along with what seem more or less ineffective and extravagant methods. There is a chance for much greater and more closely knit co-operation in promoting children's reading in a combined school and public library program.

Some of us can remember when we first established classroom libraries in outlying schools against the opposition of many principals, and we remember the arguments against taking up the teachers' time and diverting the children from their studies. This has all changed; the present curriculums demand the wider use of books: text-books are not slavishly used; children are sent to the library for their school topics; they make book reports; reading for pleasure is encouraged and supervised <sup>by the teachers.</sup> From experience, I believe that children's librarians know much more about children's books than most teachers; but there are many new interests coming into the field: parents' education, child psychology, behavior problems, etc. It may be that while librarians know more about books, they have not concerned themselves enough with the many contributory influences which lie behind the formation of reading habits. Teachers and librarians have much to learn from each other. Whatever working basis can be obtained between them, and by whatever method school libraries are established, the task of introducing children into the world of books and inspiring them with the love of reading is a joint project of the first importance and must be approached with more unity of purpose and more mutual understanding between teachers and librarians than has yet been attained. The very great value of teaching children not only the habit of reading, but the habit of using the library for the sake of their later years, is our unanswerable argument for the closest co-operation of the public library with the public schools. We would like to suggest a close study based on the experience we have already had.

3. Adult Education follows naturally from the problem of youth just presented. It is a function that grows more vital every day. We cannot look ahead at our social needs without realizing the deep significance of this great and growing



movement which we call Adult Education. In this emerging society, perhaps a planned society, we will have the very same persons that we had before. Most of them will need to re-adjust their ideas to a new social regime and their working plans to new conditions of industry and business. We need to emphasize in our thinking that out of the social body must come the reconstruction of society: from the common people will come the leaders of tomorrow. I, for one, still believe in a democracy, by the people and for the people, and hope that we are really going for the first time to have a taste of a real democracy by and for the people. James Truslow Adams in his "Epic of America," asys that there has always been what he calls the American dream, a vision of a society in which the lot of the common man will be easier, a dream of a richer, better, and happier life for all the citizens of every rank. Or, as Professor Orton, in his "America in Search of Culture," expresses it: The American tradition "is a dauntless faith in ends that are ever renewed, and in the power of ordinary human beings to attain those ends. It bids us try this means and that means and the other means with our eyes fixed on the goal, and try and fail and try again, and in the end get there." There is a hope that this dream and this faith may be nearer fulfilment in a new social order. Our library minds are unusually alert as we think of the service we can render to this common man-- legions of him. We are the basic agency in furnishing him with opportunity to read and to come into contact with the current thought of the day. We believe that such opportunities as libraries can furnish must be widespread throughout this country if we are to maintain a democracy for the people.

The schoolmen in the main see the problem of adult education as one to be solved in the classroom with a teacher, along the accepted pathway of formal education, and a very great deal will be accomplished that way. But there are whole areas of life open only to our informal methods of education: Many, many thousands of Mr. Lincoln's "plain men" who are trying to think their way out and must be given a chance, through the tools which we handle and the guidance we can give, to consider and weigh the truth. There is an enormous



amount of propaganda in the newspapers, over the radio, in public lectures, among walking delegates. We wonder how any one finds his way in the maze, but it only goes to support the value of an agency which is a storehouse of material on every side of every question, without bias or partisanship.

In this matter of adult education, I do not think we have touched the fringes of our possibilities. We have been a little slow in visualizing the far reaching horizons of this field of effort, or grasping the full significance of its value. We have been backward in providing the machinery: we have been more or less unprepared with the proper book tools and with trained personnel. We have said that we were and always had been doing adult education, and so we have, for any one who came to us for definite <sup>informational advice</sup> ~~help~~. But an awakening has come to the people; they want to know about the many new ideas and they don't know how to go about it. A perfectly typical case came to my office recently,-- a young married man who fervently explained to me, "I don't know anything about all these things, and I'm just waking up. ~~to the fact~~. I'm married and my wife and I want to read and learn something. Where shall we begin?" It is people such as these who make us realize that it isn't the old type, but a challenging new type of adult education thrust upon us, and I hope welcomed by us all.

We shall, I believe, develop a full departmental organization for this type of work far in advance of our present readers' advisory service. It will have time to make outside contacts with all kinds of groups. It will use radio, television, films, or whatever new inventions may be bent to educational uses. This department, composed perhaps of experts from each of the special departments of the library, or of a specially fitted person in a smaller library, will conduct forums, discussion groups, co-operate with all educational efforts of the city, but above all and chiefly will follow the effective library way of concerning itself with individuals. There is no limit to the ways in which the world of books through the effort of librarians may fit itself to human needs in this growing world. Intelligence, capacity for thinking and for making seasoned judgments is democracy's crying need. But I am lingering too long



on a most intriguing subject, and one that I feel will be our greatest future development.

#### Leisure Time Reading

4. I pass on to another almost as intriguing,-- leisure time reading. We have had a most searching experience these past four years. It has tested our resources and proven our value. Hundreds of thousands have turned to the library because they had nothing else to do. They sought escape; books furnished it; they needed recreation; books gave it; they needed an interest; we helped them to find one. They were all types of people, those who took detective stories, and those who had never read a book through in their lives. There were intelligent readers who read on their own lines of cultural interests and for once had time enough to satisfy themselves. Many others took occasion to study new vocations. One mechanic in our library settled down with an algebra which he declared he had always wanted to study, while one woman went home happy with an arithmetic. What we have done in these years for men and women will never be told.

We know the story of the past. I presume it will continue for some time. But the future story of leisure time reading may be on a different basis. If hours are permanently shortened as seems possible; if present movements for social security mature to give what Mr. Roosevelt calls an ample and secure life, then the library will have a chance to influence most significantly the cultural development of a whole people. Avocations will be as important as bread winning jobs. The jobs themselves will become more interesting because they are not consuming. With the heavy hand of dire necessity lifted men and women may be allured into the marvellous world of cultural interests which has been a closed world to so many. The standards of living, not only material living, but standards of mental and spiritual living should reach new levels. Leisure time should bring a new content into poverty stricken souls, with new appreciation of beauty and fineness and often the development of latent powers. There are undoubtedly many musicians and artists and poets who never ~~know it,~~

*find themselves*



but with a new leisure and an opportunity to read may find a new unfolding enjoyment.

But a new leisure offers not only an opportunity of great promise, but also of grave danger. The regrettable growth of cheap and vulgar recreation will probably increase and make an overwhelming bid for these extra hours. Many men and women and young people will only have more hours to waste. <sup>13</sup> Education whether by school or libraries, church, or other cultural forces, has much to contend with.

But accepting the situation, it is all the more compelling that we too make a bid for these leisure hours. It will be a great opportunity to change the texture of human life, to bring permanent enrichment into American life and to add new satisfactions to individual lives. And it is an opportunity, shall I say obligation, shared alike by public libraries and research libraries, by large libraries and by small ones.

#### Selling Our Libraries.

But you and I may look into the future and dream dreams among ourselves. I have expressed nothing here regarding the fruitful aspects of our work which has not been expressed over and over again. We believe in our public service. We write articles and make speeches which we ourselves read or listen to. We discuss methods of carrying out our purposes, we discuss books and reading habits and everything concerned with library extension into new fields. But our discussions and speeches and articles are for each other and a few interested and understanding outsiders. We ourselves know, ~~but~~ perhaps as we have never known it before, how great a community service we might perform, and as far as possible are performing. But do the people know it? We have faced some hard facts these past years as well as great opportunities. Our budgets have been pared to the bone and our services seriously curtailed just when they should have been expanded. A few years ago Mr. Roden of Chicago startled us with a statement that libraries were of minor consequence in the eyes of the municipal government. We have had a sad confirmation of this fact in the scant consideration



given us by tax levying bodies. We have felt the inertia of the uninformed public and the active opposition of many distressed tax payers. We have thousands of borrowers who appreciate the library, but each one knows us <sup>mainly</sup> ~~only~~ through the individual contact which he makes. He comes for a book and gets it and unthinkingly goes his way. He is hunting for some statistics or he wants a sheet of music or a poem or a book on gardening and he is satisfied to <sup>14</sup> get what he wants and thinks little about it. He expected to get it. The great mass of people who use the library have no realization of the various directions of service or the ramifying influences of the library as we have been picturing them. They know it only where they use it. Moreover, individual patrons, even those that thoroughly appreciate books and the service we give, are unorganized when it comes to action in our behalf, and the great mass of our patrons are inarticulate, scarcely knowing how we are supported. We cannot wonder that when we need their support most we cannot command it. Then too, the group who compose our tax levying bodies are only other individuals who may or may not have used our services and, just as the others, <sup>have</sup> given little thought to it, with no comprehension of our budgets except <sup>the</sup> items for building maintenance and obvious supplies.

Why do they give us so little thought? How does it come to be that we can be considered a non-essential or <sup>a</sup> less essential part of the municipal government? Why is it that we could escape the attention of so intelligent a man as Professor Ogburn in his "Recent Social Trends?" Why did the national government officials not see the public libraries as the natural channels of distribution for all the information on codes and other information immediately necessary to the people? We have all had the personally embarrassing experience of being left out of lists of ~~active~~ participating agencies in some public activity, not because our services were not appreciated but because public officials or leaders did not think of us. I have in mind a recent magazine which gave a list of agencies, clubs, churches, newspapers, schools, etc., as channels through which some important information might reach the people, and the public library wasn't mentioned. What have we



done or not done that this can be so? Why is it that we have not impressed ourselves, as an important and essential institution, upon the governing body or upon intelligent authors and scholars? Is it in the very nature of our work that it should be so, or is it in ourselves?

Let us assume that it is in ourselves and that we have not sold our institution to our public. Too long we have been willing to be advertised by our loving friends. We have just naturally been inclined to the dignified, scholarly <sup>15</sup> attitude, conscientiously developing many phases of our work and extending it as widely as possible, but not seeking publicity. But we are facing a future pregnant with possibilities, and if we believe, as most of you do, that the great fields of service which I have tried to outline are worth while, whether they are carried out in the small village or a great regional system, then we will need to be aggressive for their fulfilment. It is true that our future accomplishments depend upon financial maintenance and that maintenance depends upon national recovery and probably upon a new system of taxation. In that we share the difficulties and the success of all other educational institutions, and education is hard hit.

But we have, I believe, much to do for ourselves both locally and nationally. Our public must be made library conscious, or we cannot expect the united support which we must have to secure our budgets both now and when recovery comes. The administrator of a university no longer sits meditatively in his office conducting the policies of his institution, in touch only with his faculty and students. He actively sells education outside the institution, and makes opportunities to do so. We too must be salesmen, in season and out, of education through books as libraries render it. We must make the library a working partner, not a silent partner either, of every interest and every group in town or county or state or whatever unit we represent. It should be impossible for them to forget us because of the constant <sup>Reminder</sup> ~~presence~~ of our thoughtful service. We must interpret ourselves clearly and constantly to the news agencies, to public officials, to organizations. And perhaps I might add that we must interpret ourselves



first of all to a group which often fails to understand us in full, our own Boards of Trustees. I <sup>indeed</sup> am <sup>the necessity of</sup> talking about publicity, but of something more vital than ordinary publicity: I am talking about sacrifice of our own time and energy, our own dedication to the promotion of our splendid objectives to such an extent as to carry conviction to an ever enlarging and influential group. I am talking about using all of our powers of leadership, all of our educational abilities and our personality to completely sell this institution whose <sup>16</sup> functions we so thoroughly believe in. Dreaming about it is one thing, acting about it is another. <sup>(said?)</sup> Says Mary Beard, speaking at the International Congress of Women in Chicago last summer: "Our Common Cause, Civilization ... I try to see it in terms of the total situation, to try and see the rounded arch under which we all operate, to try to see what guidance we may get out of the past for the future, but to insist that without action, whatever our thought, we are futile. It is not enough to know; action is as essential as knowledge; but action without thought is perilous, and thought without action is futile."

#### Planned Service.

That phrase, "Our common cause, civilization," is an arresting one. It involves us. It takes us out of our local field into a wide field of action. It is not enough to see ourselves locally. <sup>Now</sup> ~~we~~ must plan <sup>by</sup> a national <sup>accomplishment</sup> campaign. These times are a ~~live~~ challenge to action. As a professional group we have been <sup>extending</sup> ~~enlarging~~ our spheres of influence year after year, making vital contacts with other national groups. We have grown from <sup>unconnected</sup> local libraries to state organizations, from town libraries to county or regional libraries. We are now thinking in still larger terms of a national plan. It would not be possible for us to be gripped with the possibilities of our own local fields without realizing that the same privileges must be given, not here nor there, but everywhere. If the national plans for a better distribution of wealth, for social security, for re-adjustment of labor conditions are to succeed, then opportunity for self education, for the cultivation of the good life, for the satisfactions of finer



*Don't forget page 5*

ambitions, must be organized throughout the country as a universal opportunity. In the final outcome every one in town or country, in mountain regions or prairie stretches, in the cotton belt or the corn belt, should be within reach of a publicly supported library. Who else will organize and promote it but the library profession itself?

We have come to the time when the nation is developing far reaching plans for industry, for banking, for agriculture, and labor. We too must take the long view in step with other national advances. We have already had enough experience in county and state projects and in special demonstration fields to know that we must now think nationally, not in small areas but in larger ones, not as parts of the profession, but as the whole profession. We may each work in a small local field, but we must think of ourselves not as single small units but as parts of a large system working together for the same objectives. So we undertake to think out a national plan. ¶ Since the nation as a whole, and each state as a political division, is vitally concerned with the education of each citizen, it is perfectly reasonable that the responsibility for the adequate financial support of libraries and schools should be shared by state and nation. This involves the creation of machinery and <sup>organization</sup>: it involves a study of our present facilities and a plan for equalization of <sup>service</sup> ~~facilities~~. We are not intending here to <sup>outline</sup> ~~anticipate~~ any details of a planned service, as it <sup>may</sup> ~~will~~ be presented to you, <sup>at this Conference</sup> ~~but~~ it is thinkable that all the small libraries in the state <sup>B</sup> will be co-ordinated for service with the large libraries in such a way that material will flow readily from the large library to any citizen of the state, especially if there be supporting funds from the state or federal governments. It is even thinkable that in the equalization of the means of research and study the Library of Congress may at some time create branches of the National Library, or may create centers devoted to rare and scholarly material on special subjects.

*may decide upon*

Looking toward such a possible future of co-ordinated national and state effort we realize that the personnel of the pfofession with this growing responsibility will be most important. We who are older will only look over



into the land of promise. The young people coming from our library schools will enter upon a giant task. <sup>Mr. Miller needs leaders</sup> This is the time to recruit the flower of our college graduates, men and women with high scholarship and knowledge of books, with fine personality, and a sympathetic understanding of people's needs. We are building, not for a day but for a great nation's future, not for the development of captains of industry, but for the culture of a great people. We believe we are planning for a great democracy. Ruskin says somewhere that "the flower is the end and object of the seed, not the seed of the flower, the reason for seeds is that flowers may be." So we sow to make the American dream come true, an enriched and fuller life for every American citizen.



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The great functions merely outlined herein of increased work with children, of vital work with the youth of today, of extensive adult education and of the fruitful use of our increasing leisure need the best qualities of mind and character and social understanding that we can enlist in library service.

We are building, not for a day, but for a great nation's future: not for the development of captains of industry, but for the culture of a great people. We believe we are planning for a great democracy. We believe we are building toward a new and finer civilization. Ruskin says somewhere that "the flower is the end and object of the seed, not the seed of the flower; the reason for seeds is that flowers may be." So we sow to make the American dream come true, an enriched and fuller life for every American citizen.

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