



## Gratia A. Countryman and Family Papers.

### **Copyright Notice:**

This material may be protected by copyright law (U.S. Code, Title 17). Researchers are liable for any infringement. For more information, visit [www.mnhs.org/copyright](http://www.mnhs.org/copyright).

A 207

All that is greatest in this  
American Revolution of a Century was  
typified in Hamilton. His formidable  
energy, his unqualificed honour and  
integrity, his unquenchable optimism,  
his extraordinary nimbleness of mind  
and readiness of resource, his gay good-  
humour, high spirits and buoyancy  
his light philosophy ~~expressing above~~  
~~unassisted depths~~, his inability to see

When he was beaten, the morseless  
industry, his hard Common Sense,  
Combined with a versatile Cleverness,  
his careless generosity, his aptitude for detail  
and yet his impatience of it, his reckless  
bravery in war and intrepidity in peace  
even his highly strung nerves, excitability  
and obliging readiness at all times for  
a fight raise him high above history

as the genius of the American Race  
The energy of the Amer nation today was  
generated by Hamilton

[Penpatetic Club.  
March 31, 1947]

## Alexander Hamilton

This paper as originally written took two hours to read, and it hurt to cut it to half its length, but I know you have all had the same experience and I marvel at the skill which I haven't got. I have had to cut down the most picturesque parts.

My eyes have not allowed me to read so widely as I would have liked, but after reading Fiske and some encyclopedic articles (for condensation) I have rather slavishly followed the latest life (1946) written by Schachner. I have enjoyed also Gertrude Atherton's book "The Conqueror", which is really a very accurate life of Hamilton, after much historic research, written in novel form. Schachner says that she unearthed facts about his birth not before known.

I admit as enthusiastic an admiration for Hamilton as for Jefferson Washington or even Tom Paine when I began this paper. <sup>It is wonderful that</sup> ~~There was such~~ a galaxy of great men providentially assembled to give birth to this nation and many historians give Hamilton top rank. Fiske calls him "one of the greatest statesmen this country has ever produced" known. Others go so far as to say that without him there would not have been this nation. <sup>this kind of a nation</sup> Atherton says, "That in all the instances of precocity, it is doubtful if there is a parallel

Footnotes

1. Carleton B. Joeckel, Library Service; prepared for The Advisory Committee on Education (Staff Study No. 11), (Washington: Government Printing Office, 1938), pp. 33-53, 64-90.
2. L.H. Evans, The Job of the Librarian of Congress, an address by Luther H. Evans, Librarian of Congress, Station WTOP, Columbia Broadcasting System, Washington, D.C....., July 21, 1945, U. S. Government Printing Office, 1945.
3. Joeckel, op.cit., pp. 65-66, 73
4. H.A. Kellar, Memoranda on Library Cooperation, No. 1, September, 1941. (Washington: Library of Congress)
5. U. S. Commissioner of Education, Annual Report, 1941 (Washington, Government Printing Office, 1942), p. 57.
6. U. S. Library of Congress, Annual Report of the Librarian of Congress for the Fiscal Year Ended June 30, 1944. (Washington, Government Printing Office, 1945), p. 110.
7. Ibid., p. 81.
8. U. S. Library of Congress, op.cit., 1942, p. 48.
9. Vannevar Bush, Science the Endless Frontier, a Report to the President. (Washington: Government Printing Office, 1945), pp. 112-15.
10. American Library Association. Committee on Indexing and Abstracting in the Major Fields of Research. "A Plan for Proposed Unified and Abstracting Service." A.L.A. Bulletin. XXXIX, (Oct. 15, 1945), 426-27.
11. Merritt, L.C. The United States Government as Publisher. (Chicago: University of Chicago Press, 1943), pp. 1, 147, 150.
12. Charles F. Schwartz, "State Income Payments in 1944," U. S. Bureau of Foreign and Domestic Commerce, Survey of Current Business, XXV, (August, 1945), 10-19.
13. Joeckel, op.cit., p. 83.
14. A.L.A. Bulletin, XXXVIII (December 15, 1944), H-3. A.L.A. Handbook, 1944.
15. Joeckel, op.cit., p. 90.

Case of so great a range of intellectual Curiosity  
And versatility Combined with so great a pursuit  
of Knowledge". Bryce says that the generations  
since have not done him justice".  
Atherton brings out his other side by calling him  
the most endearing of all our public men. And  
this seems to be borne out by the influence of  
his personal charm and friendliness and his magnetic  
influence even over his opponents. Washington  
loved him to the end. La Fayette always  
was his warm and devoted admirer, and the  
group of famous men, especially young men, that  
gathered about him were held by love and  
friendship for him throughout his life. He had  
a genius for friendship. So I accept these  
superlative opinions of him, realizing after reading  
that they probably do not over-rate him. He was  
a very great genius. And gave a very great  
and self-sacrificing service to his country.

And so, on with the story:—

Alexander was an illegitimate child, born  
on the Island of Nevis, in the West Indies  
supposedly in 1757. There are no sure records  
But this fact was well known in the Island  
and did not seem to be regarded unfavorably.  
Gertrude Atherton in the interest of accuracy  
spent months on the Island, consulting records  
and Church registers and found all that will ever  
be known of his family. She made a close  
study of the Islands, their history and description as they  
were in Hamilton's boyhood. ~~Historians find~~

8. Provision of a greatly expanded repertory of printed cards for library catalogs, issued in varying forms suitable for use both in scholarly and popular libraries.

9. Federal grants-in-aid to libraries in a variety of forms:

a. Equalization grants to public libraries of ten to twenty million dollars annually, based primarily on need, and designed to assist in extending library service to all the people and to insure a high, nation-wide level of library service.

b. Grants for "maximum" library service to twenty or more metropolitan libraries for regional service to libraries and readers in their geographic regions.

c. Grants for the construction of library buildings, as part of a general public works program.

All of these services should be freely offered by the federal government to the libraries and people of the nation as part of its contribution to public education. The federal government should not direct and control local library activities but should aim at full cooperation with libraries of all kinds in building an integrated pattern of library service.

His biographers all give much space to his early life and that of his family; for certainly the chief was father to the ~~mad~~ - I will follow her record. The Island of Nevis was <sup>Capital</sup> ~~the~~ of the Leeward Island (And still is) belonging to Great Britain, governed by a governor & assembly most brilliantly through ~~and~~ its 100 years of Supremacy (Arthurson adds, "her celebrity still British as she is serves but as a pedestal for the greatest of American Statesmen") Her planters were men of great wealth, their canefields covered the mountains & peaks on all sides. Sugar was the great industry. French and English <sup>aristocracy</sup> came to visit the Islands for the brilliant ~~weather~~ winter and the lavish hospitality of the planters; the Commerce of the world passed through it, and the residents were as accomplished as those of Europe and the Society as gay. John Fawcette

Hamilton's grandfather was an exiled Huguenot who came to Nevis as a penniless boy. He was brilliant and able, he acquired a knowledge of medicine and practiced successfully; growing rich ~~and~~ <sup>he</sup> seemed to have acquired a large sugar estate and built a "great house" in Charles town, with a surplus for London trading ventures. He married the daughter of a rich planter twenty years younger, of whom we know nothing except that her name was Mary, not even the date of marriage. Mary was evidently a high spirited person with much intelligence. They

Summary

A national program of action in the improvement of public library service can be achieved only by the joint efforts of federal, state, and local governments.

"The final result should be a cooperative partnership in library development in which the Federal government shares responsibility with the states and the local units."<sup>15</sup> The federal portion of the joint program will include the following functions and services:

1. An enlarged and greatly strengthened national agency equipped to provide effective leadership in the extension and improvement of library service throughout the whole nation - the Library Service Division in the Office of Education.
2. A national bibliographic center in the Library of Congress, prepared through a continuing and expanded Union Catalog and appropriate bibliographic machinery to direct interlibrary loans and other services for scholars and research workers.
3. Compilation by the Library of Congress of a complete and continuing national bibliography of books and pamphlets published in the United States.
4. A complete system of catalogs and indexes of federal, state, and local documents, laws, and ordinances.
5. Free distribution of government documents to libraries in quantities sufficient to meet actual needs.
6. Continuation and improvement of the project of Books for the Adult Blind in the Library of Congress, with grants-in-aid to cooperating regional libraries.
7. Necessary library services in all regional and field services of the federal government, such as the Tennessee Valley Authority and the Agricultural Extension Service, provided by cooperation between federal, state, and local governments.

Participated in all the gayeties, entertaining Celebrities  
and attending the Government House festivities.

They raised two daughters, educated them in Europe  
~~and~~ each of whom married well and moved to the  
neighboring Island of St Croix. After this long married  
life, an unexpected baby arrived, little Rachel  
Fawcett, Alexander's mother. She was an unwelcome  
guest to her father, <sup>who had grown cold and exacting,</sup> ~~she~~ shut himself away in a  
wing of the house. Mary Fawcett decided to leave  
him ~~husband~~ and devote herself to this little child  
whom she passionately loved above every thing else.

And so as Gertrude Atherton says "came into the  
world the unhappiest woman that ever lived, but  
it was her splendid destiny to become the mother  
of the greatest American of his century".

There were no divorce laws on the Island, &  
divorce could be had only by Act of Congress, and it  
took four years, with the help of Dr Hamilton and  
other good friends to obtain from Fawcett a  
complete separation of her property and a settlement  
of  $\frac{1}{3}$  of his estate. She was free now and moved  
to St Christopher where she owned an estate.

The father died soon after, and Rachel's share  
of his property was the town house on Nevis.

Mary Fawcett's place on St Christopher must  
have been beautiful, ~~she managed it well, with plenty~~  
~~of slaves~~. The house stood on a mountain ledge  
facing the ocean. Here Rachel grew up, leading an  
out of door life on her pony and in her boat, growing  
full of grace and strength.

Role of the American Library Association in the National Plan

Consideration has been given to the role of the national government in the advancement of public libraries and to the direct financial assistance which is necessary before all citizens can have the full benefits of library service. Another aspect of national participation in library development should be mentioned. The part taken by the American Library Association will be, as in the past, indispensable in carrying out a national plan for libraries.

"The American Library Association is an organization of libraries, librarians, library trustees, and others interested in library service . . . It now has more than 15,000 members distributed in every state and Canadian province and in the major countries of the world."<sup>14</sup> One of the chief objectives of the Association is complete and adequate library coverage, and to that end it has worked actively since 1925. Through numerous boards and committees it seeks to raise the standards and level of library activities, procedures, and personnel. With an able headquarters staff, it implements the work and recommendations of its members, and furnishes advice and stimulation to state and local library authorities. As a supplement to this brief statement, attention should be called particularly to the work and annual reports of the Library Extension Board and the Committee on Federal Relations, though the interests of no association committee or board are unrelated to a national plan for the advancement of public libraries.

It is obvious that the American Library Association, a membership organization, cannot itself assume the responsibility for nationwide extension of public library service. It has neither the resources nor the governmental status for such a role. Its contributions, along with those of supporting state associations, will continue to be those of planning, guiding, stimulating, and administering special grants for research and demonstrations.

Mary the mother was clever and accomplished and employed the most cultivated teachers the Island afforded for Rachel. By the time she was 10, it was quite apparent that she had a most distinguished mind, <sup>with a beauty quite remarkable</sup> for 10 years her life passed uneventfully in study, she painted, she sang, played the piano, harp and guitar. She had inherited the Gallie temperament of her father, his ~~able~~ and brilliant mind, and the gaiety and social graces of her mother which she passed on to her son Alexander.

The young planters besieged her father, but her mother would have none of them. Just after her 16<sup>th</sup> birthday a ball was given at Government House where she met John Levine, a wealthy Danish-Jewish planter from St Croix. He was much older than she ~~but~~ <sup>but he</sup> laid siege to her heart. Mary Fawcett was failing in health and wanted to leave this beloved daughter to the protection of a devoted husband. She persuaded Rachel against her fervent objections to marry Levine. They went to Copenhagen in the Gayest Society. but in two years she returned to her mother telling her a tale of horrors and brutality. Levine got a divorce <sup>which</sup> freed him to remarry, but did not free Rachel <sup>either</sup>. Dr. Hamilton did everything that could be done to change the Court decision.

She was now twenty, a beautiful stately creature and she turned her back to the past and went on with studies and her out-of-door recreations.

But fate was shaping; a young relation of Dr Hamilton

be special in character and beyond the scope of other libraries which the reader might use.

Except for these limitations, readers in any region might use the metropolitan center library under the following conditions:

1. Individuals in any community throughout each region would be permitted to use the facilities of the central metropolitan library in person on the same basis as residents of the city - for reference, readers' advisory service, and for home circulation.

2. Individuals anywhere in the region would be permitted to use the central library by mail or telephone.

3. Local libraries throughout the region might freely call upon the regional center for bibliographic service and for advice from the specialists on its staff as required.

Thus the most isolated rural or small town reader would have access to the same kind of library service enjoyed by the resident of the metropolitan community. He would have available not only the "minimum" service of his local library but also the "maximum" service offered by the best large public libraries. This maximum service would be provided by a natural and easy extension of existing metropolitan library facilities to the relatively small group of readers sufficiently interested to use the central library in person or to communicate their inquiries and needs by mail or telephone.

Federal grants to the metropolitan centers undertaking this form of extended service should be substantial. Experimental grants might first be made in favorably situated regions in order to determine as accurately as possible the types and costs of services desired. The system of maximum service regional centers would then be expanded gradually to cover substantially the whole country.

6  
Came over from Scotland and very naturally was  
introduced to Rachel. They fell desperately in love  
at once. Rachel was young, had never loved and  
she adored with all her ardent soul this charming  
young man. ~~He was on a pedestal.~~ They waited  
however until Mary Fawcett's death and then they  
decided to live together without benefit of law and  
clergy. They set up housekeeping back in the house  
which Rachel inherited from her father in Charlestown.  
They evidently were received in society and led a very  
gay life, spending money lavishly. ~~But Hamilton~~  
Here in Jan 1757 little Alexander was born.  
Nothing could have been happier than their home.

But Hamilton was not a business man,  
nothing that he did prospered. He ran through his  
money and Rachel - and finally deserted her, and  
she had to go to live with her sister in St. Croix.  
Her romance was over. She was worse than widow  
for husband and lover were both living. She did  
not long survive. She died at 32 leaving two  
sons for her sister to care for. ~~Alexander~~ was 11 years  
old when his mother died. She had taught  
him until he was beyond her except in French which  
they read and talked daily.

Alexander lived on in comfort with his aunt and  
was tutored by Dr. Hugh Knox, a graduate of Princeton.  
When his dear friend Ned Stevens went away to  
New York to school, his ambition to go overwhelmed  
him and he determined to earn his way to go.  
Dr. Knox got him a job and at 12 years he  
became office clerk to the wealthy merchant  
Mr. Leuzer. He was so small that his feet  
couldn't reach the upper rungs of his office stool.  
He hated the job and wrote to Stevens (12 years) -

just as the public utilities, the great hospitals, banks, and retail stores stand ready to serve the same regions.

The public libraries in metropolitan cities, as shown in the following chapter, serve to a considerable extent as natural reference centers for entire regions. Smaller libraries throughout these regions cannot and should not provide the resources needed for the research worker nor for the general reader whose needs and interests extend beyond the relatively narrow limits of the collections available in his local library. On the other hand, it may be questioned whether the metropolitan cities, in fairness to their own taxpayers, should freely provide their special facilities to a population outside their taxing areas. While many large public libraries are already generous in giving certain types of service beyond their legal boundaries, present organization patterns and sources of library revenues obviously do not permit the extension of their potential service to its natural and logical limits.

As an important part of the national plan for public libraries, it is therefore proposed that federal grants-in-aid for regional library service be made available to a selected group of twenty or more metropolitan public libraries, strategically located throughout the nation. Under the terms of these grants the designated libraries would make their collections and their facilities available to libraries and to readers in their respective regions.

It is not the intent of this plan to set up a group of metropolitan regional libraries as competitors of the present state libraries. In general, this proposal for metropolitan centers would be subject to certain general limitations. First, the functions of the states libraries would remain unchanged, and certain of the larger ones might be designated as regional centers. Second, library users would normally obtain materials readily available in state and local libraries from those libraries. The services requested of the metropolitan libraries would usually

"I condemn the grovelling Condition of a Clerk to which  
my fortune Condemns me, but I mean to prepare  
the way for futurity. I wish there was a war"

But in spite of <sup>this</sup> to quote Schachner, "he thrust himself  
into his work with that ardor and impetuosity of spirit  
and complete concentration for which he was afterward  
to become so famous." He worked with such diligence  
and understanding that he was promoted and put  
in charge of a branch. Then Cruzer was taken  
ill and had to go to New York, whom should he learn  
in charge. It seemed absurd, but Cruzer decided  
to learn this 14 year old boy in charge. Cruzer  
dealt in everything, from mules to wines & grains and  
all sorts of imports, dealing with planters, foreign  
merchants and sea Captains, loading and unloading  
big cargoes, and endless correspondence with  
foreign ports. Alexander rose to the occasion  
he handled the whole business, and what is more  
he handled all the employees. It was about as hard

a job for a 14 year old, as running a nation  
was to the man. It was a wonderful opportunity  
and discipline. It gave him a firm knowledge  
of facts and figures and prices, familiarity with  
trade and commerce and above all independent  
judgment and quick decisions. He could not have  
had a more thorough training for the financial job  
which he was later to undertake. When Cruzer  
came back he found his business in a flourishing  
condition and probably Alexander could have remained

The proposal just made calls for continuing aid to the whole public library system of the nation through federal subsidies. In addition, federal funds should be made available for other projects of a more specialized character.

Grants for library buildings. - Any postwar program of public works should give consideration to the building needs of libraries. As pointed out in Chapter II, there is urgent need for remodeling, enlargement, or replacement of many existing library buildings, as well as for an extensive building program to supply the needs of 35,000,000 people as yet unserved by libraries. Local inability to meet these needs to any considerable extent is fairly evident from the generally inadequate per capita support of libraries. States in which the average annual support is four, ten, or fifteen cents per capita are not likely to witness a library building program of necessary proportions.

Grants to metropolitan libraries for regional service. - The system of federal equalization grants proposed above would insure at least a minimum level of library support in all parts of the nation. Through a network of local libraries some library service, at least, would be available to substantially all people. But such a system of grants alone could not raise the general quality of service to the level of the high metropolitan standard maintained in some of the great American public libraries. Libraries in small or medium-sized communities, however good, cannot possibly provide the many diversified and specialized services available in the large municipal libraries - any more than the small local hospital can provide the same quality and variety of service provided by the great metropolitan medical center. The large metropolitan libraries contain great stocks of books and other materials, well-organized and costly systems of bibliographic apparatus, information services in business and other fields, and their personnel includes specialists in reading, in adult education, and in many fields of knowledge. They stand potentially ready to serve the people of their natural geographical regions

becoming a partner and a wealthy merchant if he had not had far different ambitions. It goes to show however that as a boy, he had the practical hard headed sense of his Scotch descent as well as French effervescence of an romantic temperament of his French descent. He could dream, but it didn't affect the thorough doing of the job at hand. That is the way he began, but that is the way he went through life.

But now Nature intervened: a terrific hurricane swept the Island and almost wrecked the whole of it. Bruger sent him out with others to warn the planters. The others never came back, but Hamilton went out into the storm, warning along the road to his Uncle Peter Lyttons house. He tried to stop him, but no one ever stopped Alexander, he kept on with roofs flying over his head, trees falling across his pony's path till he reached his other Aunt Mrs. Mitchell, crawling on his stomach up to the great stone house. He helped her put on her hurricane shutters and sank exhausted. He had done what he set out to do.

When the storm abated and he returned, he was appalled at the ruin everywhere, trees uprooted, houses gone and many dead. He went to Dr. Knox's house and in vivid excitement told Knox of his adventures. Dr. Knox listening said, "Write that all down for from your brain as you have told it to me. So he wrote with all the ardor of his imagination and the language of a well-read scholar. He sent it to the chief English paper of the Island and it was printed.

It brought the greatest acclaim, not only from relatives and friends, but from hard headed business men and governmental officials. This was another side of this brilliant versatile boy, perhaps new to himself.

that equal effort in the form of tax rates or appropriations will not produce equal revenues throughout the nation.

Federal aid to libraries, based on the premise that an intelligent and informed citizenry is a national need fully as much as a state need, should be designed to promote a high, nation-wide minimum of library service. The amount appropriated annually should begin at not less than \$10,000,000 and should be advanced to \$20,000,000 over a period of five years, during which state plans for the use of federal grants should be tested and perfected. An annual appropriation of \$10,000,000 would insure a minimum per capita revenue for libraries of at least \$0.60 in every state. Twenty million dollars would raise the minimum level to \$0.75.<sup>13</sup> Both of these amounts are materially below the minimum of \$1.00 per capita recommended by the American Library Association in Post-War Standards for Public Libraries, but the proposed grants would provide a great stimulus to the public library system of the country. At the very least, the appropriation of the suggested amounts should go far toward closing the present great gaps in public library coverage.

Raising the national level of library service and advancement of public libraries as unique instruments of education would be the goal of such a program. Local autonomy in the use of federal grants should be safeguarded, but ample provision should also be made for such national direction as would insure maintaining and gradual raising of service standards. Administration on the national level should be vested in the Library Service Division in the Office of Education, but grants to the states should be directly administered by state library agencies, which will understand local plans, conditions, and needs. State agencies should file with the Library Service Division their plans for the use of federal grants. Over-all plans for administration should provide for a minimum of federal control, except as necessary to insure the use of funds for the purposes designated.

They declared that he was a genius and that he must have a chance for an education. (This youthful effusion had never been seen since until Miss Altertton unearthed it) ~~This was another side of this brilliant versatile boy.~~ The matter was arranged with lightning speed. Dr Knox taking charge. The Aunt pooled their resources and Knox and others helped. His Uncle said "if he can write like that he shall have his chance. We will do the thing properly, and he shan't worry for want of plenty."

So dazzled with the suddenness of this turn Alexander found himself within a week on board ship, with money, letters of introduction to New York merchants from Mr Leuger, and letters to professors and prominent personages whom Dr Knox knew. ~~Dr Knox gave him this <sup>parting</sup> advice on two points~~ Get a tight rein on your temper (and this was needed) and second, Keep the secret of your birth, you are not accountable. Your mother was the finest woman I ever knew, you've got the best blood of Britain in your veins. You are an aristocrat in body and brains". He wrote to his father on shipboard, his brother in after life he often helped. His Aunt he never saw again. Mrs Mitchell his best loved aunt and who loved this beautiful gifted young nephew as a son, kept sending him fine linen, crumpled shirts and lace socks which were the envy of his friends. His ties with the Island were kept up through this ~~short~~ and his life long friend Dr Hugh Knox ~~left the never returned to the Island, that period is over,~~

material available to them. Other libraries may secure documents by various arrangements, sometimes free but more often by purchase from the Superintendent of Documents. These provisions scarcely amount to a systematic plan of distribution, especially for the quantities needed for popular use.

The complex and cumbersome procedures now in effect could be reduced to a minimum by the adoption of a single simple principle: Public documents should be made freely available to libraries in such quantities as are actually needed. This rule would bring "to the people of a democratic society.....free of charge those publications of their government in which they are interested."<sup>11</sup>

#### Federal Aid to Libraries

The foregoing brief review of federal library relations makes it apparent that the national government recognizes a considerable obligation to libraries and that its services are many, some of them as by-products of its major activities, others as direct acknowledgment of responsibility. It is also evident that the government uses libraries as tools or channels for the dissemination of information. All this represents close cooperation between national and local authorities in library activities. But the public libraries of America need more than cooperation and services from the federal government.

Equalization grants to public libraries. - The present great inequality in public library service throughout the nation can be fully corrected only by a permanent system of federal grants-in-aid to libraries. National subsidies in substantial amounts are essential if the basic goal of a high minimum level of library support is to be achieved. In a nation in which per capita income in the several states varies as much as 3 to 1, and among major geographic regions as much as 2 to 1,<sup>12</sup> state and local effort alone will not produce the amounts required to finance an adequate library system. It is reasonable to expect state and local governments to make an equal effort to support public libraries, but it is obvious

And now we have our hero in New York, a new  
 life has opened, He has found his Island  
 friend Ned Stevens, ~~who~~ he has found a home  
 which thereafter was always open to him to the end  
 with one of Mr Cruyzer's firm. He has delivered  
 Dr Knox' letters to Princeton classmates and  
 men of influence. These men took a deep  
 interest in him and their united advice as well  
 as that of Ned Stevens was that he should  
 enter Francis Barbours grammar school to prepare  
 for College - He was accepted, and as to lodging  
 Mr Cruyzer's letter to Mr Boudinot caused him  
 to offer the young man a home in his spacious  
 elegant house. Mr Livingston, governor of New Jersey  
 likewise gave him a pressing invitation, and he  
 divided his time between these two homes. Here  
 he met John Jay Duane, Dr Witherspoon, Pres.  
 of Princeton, and members of the Morris  
 Dehuylar Clinton and other notable families.  
 These men were accustomed to  
 his ~~last~~ weekly meetings and Alexander gained  
 a comprehensive idea of the colonial situation.  
 He was only 15 ~~and~~ ~~but~~ but these men  
 found his brain and knowledge most extraordinary,  
 and mature. And as to the daughters of  
 these families they adopted this boy with his  
 handsome sparkling face, his charming manners  
 and his gay humor, all so much like his mother  
 into their ~~private~~ home life. As one of them  
 Before a year was out, the grammar school  
 pronounced him ready for College and he chose  
 Princeton. He applied to Dr Witherspoon who

generally acknowledged to be best suited to the needs of scholarly libraries, and Dewey decimal classification numbers, used in the great majority of public libraries in the United States.

This system of card distribution, as already stated, has grown up on the by-product principle. Cards are prepared for use in the huge catalogs of the Library of Congress; they are not always well adapted to the needs of the average public library. Forms of author entries and many subject headings are often too complex for use in small libraries. If the full potential advantages of this great system of centralized cataloging are to be achieved it may be necessary to inaugurate an entirely separate series of printed cards designed for use by public libraries. For example, a great need for popular libraries of all sizes is a special series of catalog cards with descriptive book annotations. The publication of cards with annotations for approximately 2,000 selected titles annually would meet the needs of the great majority of public libraries. The national library is already deeply committed to the centralized production of catalog cards for American libraries. The next and logical step is to adapt this service to the needs of popular libraries in such a way that it may be most economical and most useful.

#### Distribution of Federal Publications

The federal government operates a publishing business of colossal proportions. It carries on its list of publications 65,000 titles and claims an annual sale of 18,000,000 items. These publications are presumably issued for the information of the people of the United States. Relatively few are confidential in character. The national government has recognized libraries as logical channels through which federal documents should be made available to the people. There is a network of 544 depository libraries designated to receive free one copy each of all publications which are for general distribution. The privilege of selection granted to these libraries has reduced to 123 the number which receive all classes of

Had been seeing much of him and characteristically asked for a course to suit him. He always knew just what he wanted and went right after it. He asked for a full course which he would be allowed to complete in 2 years. After examination Dr Witherston declared he would be able to do it. But the Board of Regents refused. Then Hamilton betook himself to Kings College in N. Y. where his friend Ned Stevens was studying for a physician. There he was allowed to enter on his own terms. He laid out a stiff course, kept faithfully to his schedule, with apparently plenty of time to read (he left the list in his notebook of the books he read, an appalling list.) He wanted to make every minute count. Life was beckoning and he was in a hurry to come to grips with it.

Without <sup>Society</sup> neglecting reading and studies. He had wonderful times with Ned Stevens and the group he went with. He was already deeply interested in the unrest of the Colonies and <sup>early</sup> history and law and conditions of the world. There was a debating club in College and when he joined he became the acknowledged leader, the most able and clear thinker, the most logical <sup>debater</sup>. His arguments clear and unanswerable. This was in 1772 when he was 16 years.

In 1773 came the Boston Tea Party and the Club debated all the issues. Dr Miles Cooper, the <sup>ultimately</sup> Pres. was a Tory, not so the students and they drove him out of town. Hamilton began to have

This nation is on the eve of unparalleled developments in research. In these great postwar developments the national government and its libraries must participate to the fullest extent. The ultimate goal should be to make the past and future findings of research quickly and surely available everywhere through inter-library cooperation, bibliographic and reference services, and abstracting and translating services.<sup>9</sup> The activities suggested in preceding paragraphs are only the beginning of a much more far-reaching scheme.

Participating in this complex machinery of research activities will be government, learned societies, educational foundations and institutions, and industry.<sup>10</sup> The precise role of the federal libraries in the future organization of research resources remains to be determined, but inevitably it will be one of major importance. Some of the functions will be performed directly by federal agencies; others will almost necessarily be performed in federal libraries, just as the Union List of Serials was compiled in the Library of Congress. The more the collections of the federal libraries are enlarged and their bibliographic devices perfected, the more essential will be the role of the national government in organized research.

#### Cataloging and Classification Services

In the related field of cataloging and classification the Library of Congress has provided the libraries of the nation with technical services of basic importance. The standards it has set in cataloging and classification have become models for the nation. As a by-product of the classification and cataloging of its own collections, it makes available at a nominal price to libraries printed catalog cards for all materials processed by the Library itself and also by the group of libraries cooperating with it. About 6,500 libraries of all types subscribe to this service. Included on the cards are both Library of Congress classification numbers,

An idea to write, so between studies he sandwiched in a paper called "Defense of the Destruction of the Tea" and sent it anonymously to a well known paper. To his surprise it was printed, then he proceeded with a whole series which attracted the attention of some of the great leaders who welcomed such a <sup>an anonymous</sup> ~~protagonist~~ champion. He had gone to Boston, he had met

some of the Stern Colonists and had a tragic revelation of the American Cause. He began to realize that these 3 million people, honorable, industrious, educated, these British subjects were protesting their rights under the British Constitution. As a youth of 17, ~~wielding a facile pen, he takes rank as a political philosopher~~

In July 1774, a big meeting was held in the Fields. A great crowd assembled in force and so did his debating Club. Fiery speeches were made, then one of his Club called for Hamilton. He has never faced a crowd, he faltered, but getting his ideas started, he spoke so eloquently, that to quote, the huge assembly swayed to the ringing oratory of his first extemporaneous speech. The slender little figure, fair curling hair tied loosely with a ribbon, his proud high bred face, a mere boy looking more like a court favorite than a champion of liberty. They asked who is he, they reply a Collegian. Then they roared their approval of this 17 year old student. So his first speech was as successful as his youthful effusion with his pen which changed his fortune.

The compilation and publication of a definitive national bibliography of American imprints also appears to be a natural and appropriate federal responsibility. The American Imprints Catalog, to which the Library of Congress holds title, covers American publications through 1876.<sup>8</sup> This inventory, together with the privately compiled bibliographies of American publications, constitutes a substantially complete historical background for a national bibliography. For the current publications, the Catalog of Copyright Entries, issued regularly by the Library of Congress, provides a fairly satisfactory record. With this substantial beginning, the compilation, as a national service, of a complete and continuing national bibliography seems a reasonable possibility. This project is not likely to be undertaken by any other than a national agency.

In the field of subject bibliography, also, many federal agencies are becoming increasingly active. Numerous current bibliographies and digests of publications in specific subject fields, of which the Bibliography of Agriculture, compiled by the Department of Agriculture Library, is an outstanding example, are now regularly issued by various federal libraries. The further development of federal bibliographic enterprises should be carefully planned and coordinated.

As part of the system of bibliographic apparatus, the library agencies of the national government should strengthen and extend the present array of catalogs and indexes of public documents and current legislation. Already the federal government has made itself responsible for the cataloging of federal and state documents and the indexing of federal and state legislation. It is in a strategic position, likewise, to undertake similar comprehensive services in the field of municipal and local government. In the national system of bibliographic machinery, the broad area of public documents - federal, state, and local - should be assigned to the federal government.

And now he has finished his 5 year course in 2 years. His experience in Cruger's store had made him as methodical as a machine and given his brain a system which could use his passionate energy, his fearlessness of thought and audacity of expression. He set his mind <sup>in just this systematic way</sup> in later years to accomplish a goal and applied all his ability to accomplish it, just as he decided to take a 5 year college course in 2 years + did it.

The first Continental Congress met in 1774 they were determined to find ways and means to defend the colonies. The <sup>long</sup> controversy left the radicals <sup>who didn't want war</sup> in control. A Dr Seabury, a Conservative, published a tract to the Farmers called "Four thoughts on the Proceedings of the Continental Congress" and another, "Congress Canvassed by a Westchester Farmer". They were well written, popular in style and fell on fertile ground. <sup>The radicals were alarmed</sup> From an anonymous answer came "Full vindication of the measures of Congress", Seabury answered and then another counterblast from the Anonymous Hamilton. These papers were so logical, remarkable for logical argument for papers appeal and for deep understanding of Colonial problems that it was agreed that they were written by an experienced hand. Strangely enough they contained the kernel of all his later government theories and the very techniques of his later years. So young he had thought out the ideas + methods which he substantially followed to the end. ~~He had already taken form his~~ He is already, while a student of law

The strategic position already achieved by the Library of Congress in scholarship and research makes it inevitable that it should be formally recognized as the national center for bibliographic information. It should coordinate the services of the various regional bibliographic centers, such as those of Philadelphia, Denver, Seattle, and others as they are organized. Bibliographic publications, prepared by specialists on its staff, embrace practically every field of human knowledge. The vast resources of the largest library in the world are thus made known to research workers and serious students throughout the country. Recent study of its publishing and bibliographic activities looks toward a more integrated program. A new publication, the United States Quarterly Book List, although designated primarily for use by the republics of the Americas, will be of great value also to the libraries of the United States, containing as it does descriptive reviews of important new books and biographical sketches of their authors. Likewise, its new Quarterly Journal of Current Acquisitions will inform the research libraries of the country of the materials currently added to the Library.

Of paramount importance to serious users of libraries everywhere is the development of the Union Catalog in the Library of Congress, "which has as its objective the recording of at least one location for every significant research title represented in American libraries."<sup>7</sup> Approximately one hundred libraries are cooperating in this project, with the result that the scholarly resources of the entire nation are made increasingly accessible. Work on this basic research tool should proceed as rapidly as possible.

The existence of the Union Catalog places upon the Library of Congress the obligation to act as a national center for interlibrary loans for research purposes. Eventually, it may be anticipated, the national library will not only furnish information concerning the locations of needed titles but will also participate actively in the interloan process.

his way to the front rank of great leaders. He was a remarkable pamphleteer, and his works throughout his life done in moments between work are so voluminous as to fill 12 volumes edited by Henry Cator Lodge.

<sup>His first war paper</sup> The N.Y. Provincial Congress decided to raise a Company of artillery for defence of the Colony. Hamilton who had prepared himself by the study of gunnery and pyrotechnia, and after examination was appointed Captain altho only 19 years old. He had to enlist the men, furnish their uniforms and furnish their first bonus. No money was appropriated (as usual) He took his last installment from home and outfitted them and trained them so vigorously that at Harlem Heights, their first battle they did so well as to recommend their Company to Washington. Hamilton had longed for fame and glory in war, now he was doing just what he wanted, commanding troops in war.

But it was short lived. Washington needed an aide. He was overwhelmed with correspondence, he wanted some one who could ~~be trained~~ <sup>think</sup> for him as well as execute orders. Hamilton wrote plainly <sup>and rapidly</sup>, could put messages into clear cut ~~easy~~ words, understood military strategy and was loyal to Washington. ~~It has been thought that much of Washington's writings were really Hamilton's and some believe that the great Farewell Address was written by Hamilton, tho Washington furnished the ideas.~~

~~Hamilton~~ was offered the place in Washington's family as Lieut-Colonel. It was a dazzling offer, but he <sup>hesitated</sup> did want to stay on the field of battle. However an invitation from the great Chief was virtually a command! And in 1777, at 20 years old, he entered Headquarters.

for information of immediate concern. The State Department, Office of War Information, and agencies concerned with civilian defense, price control, food production and conservation, health maintenance, and victory loan campaigns have solicited the aid of libraries as outlets for information on vital international and domestic issues. Obviously, the services of libraries should also be enlisted in the peace-time activities of the federal government.

Bibliographic, reference, and indexing services. - Federal libraries in Washington exist primarily for service to Congress and to the administrative arms of the government, but many of their services are of direct benefit to libraries and research throughout the nation. Piece by piece, an impressive array of bibliographic machinery has been constructed in Washington - partly as by-products of the present functions of the federal libraries, partly through grants from individuals and foundations, and partly through deliberate planning by the agencies concerned. The term "bibliographic machinery" is here used to cover the widest possible range of indexing services, including card catalogs of library holdings, indexes and checklists of documents of all kinds, and catalogs and lists of books on many subjects and in many special collections. The specific items described below are only selected examples of a great array of similar tools.

The time is ripe for the libraries of the federal government to perfect and to systematize the various elements in this complicated bibliographic apparatus. Of the list of bibliographic enterprises suggested in the following paragraphs, some are already fully in operation, some are in part new, but the genesis of all is already clearly evident.

The Library of Congress, now fully established as the national library, is the natural focus for this machinery. It recognizes its responsibility to libraries and to scholars as one of its major concerns. Its reference facilities and those of other federal libraries provide a highly competent type of service to scholars and research workers throughout the nation.

He did the very thing that Washington needed done. He could follow Washington's thoughts. He knew what should be done, so he could word the messages, carry on endless correspondence with army officers. He was Washington's trusted right hand man.

But he disliked to be tied to an office, he wanted to be in action once again and again. Gen Greene and La Fayette asked for him but Washington just couldn't spare him and refused to let him go.

When the mission was to be sent to France for a loan he was the best fitted for the mission, Congress chose some one else. When Congress adopted one of Hamilton's suggestions written to Gen Sullivan to change the Committee of Finance to an <sup>loan</sup> Finance Committee, Hamilton was the natural one, he had outlined a careful system to them, but Robert Morris was appointed. He felt all avenues of advancement were blocked. Then came Benedict Arnold's treason and the execution of André. Arnold the real culprit escaped, André the gallant British Major, who was only following orders was caught. When Washington refused the heavy pressure to save André, and even refused André's request to be allowed a soldier's death by a firing squad. Hamilton thought it was a great injustice and his loyalty to his beloved Chief faltered.

Finally after a petulant reprieve, that seemed a trivial incident, Hamilton resigned his post as Washington's aide. Washington, the very great man, apologized and asked him to remain. but he agreed to stay only until his place was filled. ~~for the time being~~ the tie was broken.

FOOTNOTES

1. For a discussion of the trade area as a logical library unit, see C. B. Joeckel, Government of the American Public Library, (Chicago, University of Chicago Press, 1934), pp. 317-20. For maps of trade areas see International Magazine Company, Inc., Trading Area System of Sales Control: a Marketing Atlas of the United States with Supporting Data (New York: International Magazine, Inc., 1931); Hagstrom Company, Inc., Hagstrom's Loose Leaf Atlas of the United States for Sales Managers, Advertising Directors, Business Executives, edited by A. G. Hagstrom and J. B. Keeney. (New York: Hagstrom Company, Incorporated, 1935).
2. Lowell Martin, "The Optimum Size of the Public Library Unit", in C. B. Joeckel, ed., Library Extension: Problems and Solutions, (Chicago: University of Chicago Press, 1946), pp. 32-46.
3. Ibid., p. 45.
4. Ibid., p. 46; Joeckel, Government of the American Public Library, op. cit., pp. 275-76.
5. Good examples are found in some of the city-township libraries in Indiana.
6. E. H. Morgan, "The County Library", in C. B. Joeckel, ed., Library Extension: Problems and Solutions, op. cit., pp. 59-74; M. W. Sandoe, County Library Primer (New York: H. W. Wilson Co., 1942); L. R. Wilson and E. A. Wight, County Library Service in the South, (Chicago: University of Chicago Press, 1935).
7. Important examples are found in Hamilton County, Ohio (including Cincinnati and Norwood, population 34,000), Multnomah County, Oregon (including Portland), and Kern County, California (including an area of over 8,000 square miles).
8. Numerous examples are found in California, New Jersey, and Ohio.
9. H. M. Harris, "The Regional Library", in C. B. Joeckel, ed., Library Extension: Problems and Solutions, op. cit., pp. 87-97; Joeckel, Government of the American Public Library, op. cit., pp. 271-340.
10. Consult the regional library laws of Virginia, South Carolina, Michigan, and other states.
11. C. B. Joeckel, "Design for a Regional Library Service Unit", Library Quarterly, XII, (July, 1942), 571-82.
12. C. B. Joeckel, "Realities of Regionalism", in L. R. Wilson, ed., Library Trends, (Chicago, University of Chicago Press, 1937), pp. 74-80.
13. Vermont, New Hampshire, and Massachusetts have established regional services of this sort.

Schachner hints, that Washington a wonderful reader of men feel that a brain like Hamiltons should not be risked on a battlefield, that he saw in him the future statesman, jurist, creation, Executive Commanding; and that was the reason he refused the stubborn determined boy & his request for an army command. Anyway, for the present the tie is broken. And Hamilton leaves Headquarters.

In the meantime, Hamilton has been having some interesting private affairs. In the winter when the army was in retirement at Morristown, many wives and daughters had enlisted the camp. Hamilton, most attraction to women, was again thrown with a bevy of girls of distinguished families many of whom he had known in his first school days. The Livingstons, Clintons, Schuylers & others. Philip Schuyler admired him very much, had read his suggestions to Congress, had seconded all his requests, welcomed him in his home. When Alexander fell in love with Eliza Schuyler (or Rutsey as he called her, the aristocratic girl who later wrote him, "You cannot, my dear Sir, be more happy with the connection you have made with my family, than I am."

Hamilton wanted to marry at once. for the engagement came just when the mission to France was under consideration. But the Schuylers wanted to wait, and at their request it was postponed until they could have a magnificent wedding at the Ancestral mansion. in Dec 1780.

Now Hamilton, with legions of friends, allied with the great Schuyler family has achieved security. As a matter of fact he brought more to them through his name, than he gained from them. He is still madly craving a command, and in July achieved his heart's desire, a battalion from

Regional libraries, comprising two or more counties, should develop greatly in importance in many states in which counties are small in population or low in taxpaying ability. Library regions should usually be organized about the principal trading centers.

Federated groups of cooperating libraries are a possible type of larger service unit which should be successful in regions like New England and the Middle West in which there are large numbers of well-established small public libraries. These cooperating groups will be informal in structure, but their services should be carefully coordinated about a natural center and should approximate those of a regional library.

State library services, in the form of state regional districts or branches of the state library agency, may be used in states with many small libraries or in very sparsely populated areas.

In a system of library service organized in large units of this kind, every American citizen would be within easy reach of a community branch library or a convenient bookmobile route. Within a distance of twenty-five miles, and usually much less, would be a central library with an ample stock of books and other materials and an expert staff at his command. And beyond this, for his out-of-the-ordinary needs, would be the state library agency or the great metropolitan public library acting as a major regional center.

About 1,200 public library units, according to tentative estimates, would be required for complete coverage in a library system using organization patterns of the various kinds described. As this goal is approached, good library service will become generally available to all people and all regions in the United States.

25th 17

New York was placed under Lt. Col. Hamilton  
by Washington, who was expecting to make an  
assault on New York, but hearing that Cornwallis  
was laying waste to Virginia ~~and then~~ Washington  
swiftly and secretly changed his plans, which involved  
Hamilton's command. Hamilton fairly quivered  
with excitement, as when Cornwallis was hemmed in  
<sup>near</sup> ~~at~~ Yorktown. Hamilton was given command  
to make the attack. Lafayette was leading the band  
and wrote afterwards to Gen Washington that Hamilton's  
gallantry was most conspicuous. At the last  
moment Washington sent Hamilton to Cornwallis  
under a flag of truce, and there in casual  
conversation apparently, Hamilton told Cornwallis  
that an assault in force was in the making and  
that as Washington was most humane, he  
would suggest a surrender before the attack came  
and he could assure <sup>him</sup> that ~~they~~ <sup>he</sup> would be  
granted favorable terms ~~and~~ <sup>that</sup> ~~he~~ <sup>he</sup> ~~had~~ <sup>had</sup> ~~him~~ <sup>him</sup> ~~handed~~  
The strategy worked and ~~the next day~~ Cornwallis  
surrendered at Yorktown.

Hamilton had achieved his dearest wish  
he had led a successful assault and  
covered himself with glory for his intrepid attack  
and been <sup>Washington's diplomatic messenger</sup> ~~present at the~~ <sup>event</sup> ~~at the~~ <sup>and has been present at the</sup> closing of the war  
He could not leave the army and attempt  
to making a living. His The Schuylers would  
gladly have kept them in the Schuylers mansion,  
a little son had been born in Jan 1785, which was  
an added reason for keeping them, but an added  
reason <sup>also</sup> for Hamilton to begin a home. So ~~he~~  <sup>Proudly</sup>  
firmly refused any financial assistance.

It establishes round tables and can discontinue a round table when Council decides its usefulness has ceased.

It establishes committees and boards and discontinues committees and boards as the Association's needs require.

It designates standing committees. It authorizes special committees. It approves definitions of functions of committees and boards. It decides on which boards' and committees' activities are of special concern to certain divisions.

All resolutions coming before the Association are referred to Council except resolutions of thanks. A summary of all resolutions, not confidential, adopted by the Executive Board must be reported promptly to the Council.

#### Practices and Procedures

At council meetings which are open to all members of the Association, special seats are reserved for council members who are expected to occupy them to facilitate the legal conduct of the council's business.

Councilors are given special badges to wear during meetings to establish their official identity and to help members to identify them as council representatives.

Each councilor elected by a chapter or a division must present credentials signed by the president of the chapter or division to the secretary of the Council in advance of the first meeting of the Council which he attends after his election.

If regularly elected councilors representing chapters or divisions cannot attend a meeting of the Council, the chapter or division or its president may elect or appoint a substitute for the regularly elected councilor.

The president of a chapter or of a division may authorize any elected councilor of his chapter or division to give his proxy to another elected councilor, preferably from the same chapter or division, if he is unable to attend a meeting of the Council.

Forms for designating substitutes or proxies may be had by chapter and division presidents from the office of the executive secretary.

Material for information and study is sent to councilors from time to time and when possible in advance of council meetings or mail vote where action is to be taken.

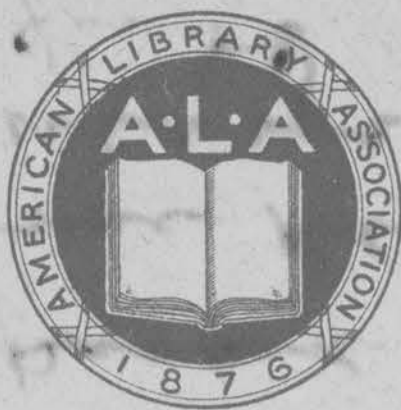
February 1947

JN 13265

He knew exactly what he wanted to do  
 He was going to be a lawyer - He foresaw  
 that Lory lawyers would be disbarred and  
 that the seizure of Lory property would  
 cause endless lawsuits, that he would have  
 opportunity for all his persuasive powers and  
 eloquence and good information. He set to  
 work in March with his old college friend Robert  
 Lory who was already engaged in practice and  
 with his usual concentration he passed his  
 examination with flying colors in July - A full  
 two years course in 4 months. He had jotted  
 down important points as he studied making  
 a manual for himself. This outline was so  
 logical that it became a base for printed manuals  
 of practice, praised by Kent as other great lawyers -  
 He couldn't do anything that he wasn't well done at  
 well done as only he could do it - no shiffling  
 or carelessness. But painstaking careful attention to detail

He had  
 already  
 been  
 a  
 lawyer  
 and  
 was  
 a  
 very  
 good  
 one

~~His activities are so various and so important~~  
~~that we want to put before you some of them.~~  
 But now  
 Morris asked him to be Collector for the State of New York  
 He agreed reluctantly, with little hope for with Schuyler's  
 help in the New York Senate. He secured from the public  
 Legislature a grant of \$18,000 over Gov. Clinton's  
 opposition. But while at the Legislature, he  
 reported to Morris that both houses of the N.Y. Legislature  
 had passed a resolution to be sent to Congress and to the  
 several States proposing a Convention of the States  
 to enlarge the powers of Congress and vest them  
 with funds. This he did not report that he had  
 written the resolutions, and by his arguments  
 had caused them to be passed over Clinton's  
 opposition. Schuyler was in the N.Y. Senate and strongly opposed



# AMERICAN LIBRARY ASSOCIATION

EXECUTIVE OFFICES: 50 EAST HURON STREET, CHICAGO 11

February 14, 1947

To A.L.A. Councilors

In accordance with the wish of President Rothrock and on the recommendation of the Committee on Council Practice and Procedure, the enclosed statement has been prepared on duties, responsibilities and general practices of the A.L.A. Council. It will be sent to new councilors as elected.

As a member of the A.L.A. Council you may wish to keep this for reference.

If after reading this statement you have any comments or questions, I hope you will let me know.

Cordially yours

*Carl H. Milam*

Carl H. Milam  
Executive Secretary

W  
Enclosure

JN 13265

A

27. 23

This was the very first call for a Convention  
to alter the Articles of Confederation, ~~and~~ <sup>and</sup> was  
the beginning of the movement which  
culminated in the Constitutional Convention  
and Hamilton had been the <sup>first</sup> instigator.

He had vowed to leave public service and  
attend strictly to his private affairs, but his law  
practice, interrupted by his office of Receiver of  
Taxes, was now interrupted by his election as  
a N.Y. delegate to the Continental Congress.

~~From which on Washington staff he had  
written many letters on his views, but he had  
also begun a series of pamphlets 6 of them  
called the "Continentals". They hammered on a  
single theme "More power to Congress"~~

~~In the last number we find this peroration~~

~~Quote p. 155. Dehaeck~~

He went to Congress in Nov 1782 in Philadelphia.  
Found it in the usually moribund state.

But he was not dismayed, he had come  
to Congress with a purpose. ~~Confidence~~  
The Confederation was bankrupt, interest on the  
domestic debt was in default, no money for  
the army & navy. Indeed the army mutinied,  
and marched upon Congress, so that with 20 minute  
notice they adjourned and went to Princeton.

However after 6 months, Hamilton's major  
resolution had gone down to defeat, the States  
continued triumphant sovereign entities and  
Congress remained without power & without respect,  
and was hostile to the idea of a convention to revise  
the Confederation.

# PAINE, WEBBER, JACKSON & CURTIS

ESTABLISHED 1879

RAND TOWER

MINNEAPOLIS 2, MINN.

MEMBERS  
PRINCIPAL STOCK AND  
COMMODITY EXCHANGES

TELEPHONE  
AT-LANTIC 3541

R.C. MEES  
RESIDENT PARTNER

January 8, 1947

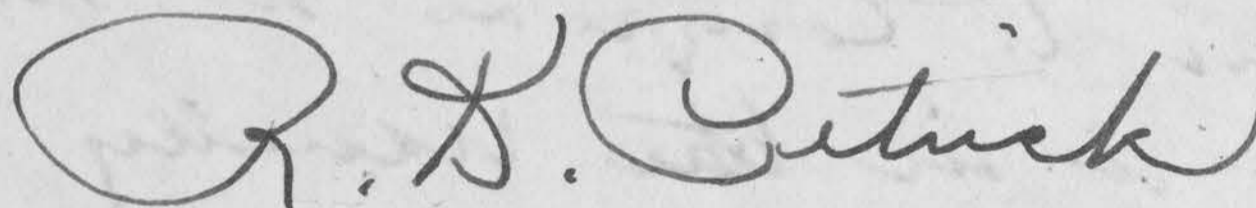
Miss Gratia Countryman  
3243 France Avenue North  
Robbinsdale 12, Minnesota

Dear Miss Countryman:

We are pleased to acknowledge receipt of your check in the amount of \$507.60 in payment of 20 shares of Incorporated Investors. This stock has been ordered out in your name, Miss Gratia Countryman. The certificate will be received from the transfer office in about two weeks.

Very truly yours,

PAINE, WEBBER, JACKSON & CURTIS



R. D. Petrick

RP  
encl.

28 24

1787

He landed in his resignation in Aug 1787  
and went home to build up <sup>his</sup> practice. The  
British evacuation of New York did not take place  
until November, then he moved his little family  
to New York and opened a law office on Wall Street.  
There was very great resentment against the loyalists  
and from the beginning his chief income came  
from claims arising out of war damages, as  
well as the far-flung Schuyler interest and other  
substantial merchants. But Hamilton had  
always been just to the loyalists even during war,  
and when the Treason Act was passed, Hamilton  
as an opponent of the Loyal-baiting mania, took  
a case on the ~~the~~ Loyal side, and defended that side  
with such skill, logic and justice that the  
Judge Mr Duane ~~sympathizing~~ with Hamilton's  
arguments, gave him an incomplete victory  
though a compromise. Hamilton did just what  
he knew he would do, he gained the better  
ill will of the masses, and the storm did not  
abate for many months. Certain hot heads proposed  
to challenge him in a series of duels until he was  
disposed of. On the other side the  
conservatives looked ~~Hamilton~~ <sup>him</sup> the Tories were  
grateful and had both legal business and  
money to pay substantial fees. He was soon  
overwhelmed with cases.

He continued his very lucrative law practice through  
1784 & 85. A second little child was born and in  
the years following up to 1802 6 more came making  
8 children in all -

Footnotes

1. J.H.P. Pafford, Library Co-operation in Europe. (London: The Library Association, 1935), p. 25.
2. Amy Winslow, "Library Co-ordination and Consolidation in Metropolitan Areas," in C.B. Joeckel, Library Extension - Problems and Solutions (Chicago, University of Chicago Press, 1946, p. 143).
3. Bibliographic Centers: What They Are, What They Do, How They Serve (Leaflet issued by The Philadelphia Bibliographic Center, The Bibliographic Center for Research, Denver, the Pacific Northwest Bibliographic Center, Seattle, 1944).
4. Pafford, op. cit., p. 43-48.
5. A number of contracts of this sort have been made between public libraries in the Los Angeles area.
6. American Library Association. Division of Libraries for Children and Young People. School Libraries for Today and Tomorrow: Functions and Standards, prepared by the Committees on Post-War Planning of the American Library Division of Libraries for Children and Young People and its Section The American Association of School Librarians, Mrs. Mary Peacock Douglas, Chairman. (Chicago, American Library Association, 1945), p. 9.

1-29 25

But trouble was in the offing, he decanted it  
some after. Soldiers were obliged to sell their  
Continental scrip <sup>which was</sup> sold to them at par, for a ratio  
of 15 to 1, to speculators. Debtors were clamoring for  
relief, the State tried to meet the situation by  
printing paper money as fast as presses <sup>and no way to get any</sup> could work,  
no money in the National Treasury <sup>and Congress</sup>  
an impotent body which such men as Gov. Clinton  
of New York meant to keep impotent. But  
the merchants on the seaboard and the wealthy  
land owners felt differently. They saw where a  
loose confederation with no central authority  
was leading them, the cleavage between strong  
States Rights and a National Republic was ~~growing~~  
growing. It seemed to be a split between the  
debt-ridden farmers and the merchant class.  
In New York, the Senate was conservative, but the  
Assembly was completely under the influence of Gov  
Clinton. Hamilton dropped out a plan of attack  
for the Senate and fortunately his friend James Madison  
put a weapon in his hand in the shape of  
~~a resolution~~ an action taken by the Virginia  
Legislature. It declared that the separate  
governments of the 13 States had made a ~~muddle~~  
of the trade and Commerce of the U.S. which  
had become intolerable and invited the States  
to send Commissioners to a Convention at Annapolis  
to consider the possibility of a uniform system  
of Commercial regulations.

### Summary

Coordination in services between neighboring public libraries or between public libraries and libraries of other types seeks to achieve, without change in the existing governmental and administrative structure, some of the ends best attained, perhaps, by a thorough overhauling of the existing pattern of library service. If library authorities are firmly convinced of the values and possibilities of cooperation, library service in many communities and areas may be greatly improved.

A comprehensive scheme of library coordination should include the following essential features:

- (1) Its operation should be planned and directed by a council of librarians representing the libraries included in the project.
- (2) Definite agreements should be made among the cooperating libraries covering their respective fields of specialization in acquiring books and other materials.
- (3) Libraries should experiment actively with a wide range of common cooperative services to their combined groups of readers. One of the most important of these services is complete reciprocity in circulation privileges designed to permit all readers to borrow books from any library in the group.

These devices of cooperation may be used in varied ways in different geographic areas. In the great geographic regions of the nation, the process of coordination will have its focus in the regional bibliographic center, which will systematize information about the library resources of the region. In the metropolitan areas, in groups of suburban towns, or in areas with numerous independent libraries, the goal should be the development of a common pool of services, freely available to the people of the region. Likewise, every effort should be made to coordinate the functions of public libraries with those of college libraries and school libraries.

3<sup>rd</sup> 76

Hamilton looked upon this mixed Assembly  
as a possible wedge for more important  
changes. But now it was necessary for the  
N.Y. Legislature to vote on representation. ~~Hamilton~~  
~~chose the State for election to the Assembly,~~  
~~all his devoted followers, who were elected.~~  
(Keep in mind that Hamilton was keeping up a  
very large law practice, while working out the  
public strategy and planning election campaigns  
his energy was so prodigious that one can scarcely  
believe it) ~~These new electors introduced the~~  
~~the~~ resolution from Virginia, which Gov Clinton  
Agreeingly introduced by Gov Clinton, and the  
~~new electors proposed that N.Y. Sent Commissioners~~  
~~to attend.~~ The Assembly finally yielded providing  
that the purpose be limited to commercial  
objects, and the report be returned to them  
for action. Then with the help of the Schuyler  
faction in the Senate, they named all six  
of the Commissioners - Hamilton included.  
That fall Hamilton travelled down to Annapolis  
with only one other of the 6 delegates from N.Y.  
He only 5 States attended - N.Y., N.J.,  
Delaware, Pennsylvania & Virginia. The  
States had decided to sabotage the Convention.  
Stephen Higginson of Mass. frankly told John  
Adams as much, and James Monroe tried to  
warn Madison of the plot to kill the Convention.  
Hamilton however hadn't ~~expected~~<sup>ex</sup>  
much and was not discouraged. He

titles ordered or under consideration in order to prevent unnecessary duplication. The catalogs of each library should contain entries for important items in the collection of the other. Each library, likewise, should be thoroughly familiar with the reference and periodical resources of the other.

So far as possible, reciprocity in circulation privileges should be permitted between the college and town communities. College students, as temporary residents of the town, should be permitted to register as public library borrowers; and citizens of the town should be permitted, with reasonable limitations, to use the college library. Thoroughgoing coordination of resources and service between the two libraries will materially strengthen each institution in meeting the needs of its own readers.

School libraries and public libraries. - There is no invariable general rule for cooperation between school libraries and public libraries, but the guiding principle which should apply is plain: "School libraries and the public library should work together to provide a coordinated and complete library service to school children without unnecessary duplication of activities."<sup>6</sup> Both school libraries and public libraries are supported by the same public, and both agencies serve common age groups. Each must see clearly its own role in a combined pattern of service to children and young people; likewise, each must understand and respect the role of the other.

The line of demarcation between the service of school libraries and public libraries will not be drawn at the same point in all places. In large urban communities, probably, it will be drawn most easily and most definitely. In small towns and in rural areas, on the other hand, cooperation between the two types of libraries is most essential. In these areas of sparse population and limited tax resources, a formula for joint cooperative service should be developed by continued study and experimentation.

Proposed to report to the States and request a new Call asking for all the States to attend. Hamilton wrote the new Call, rather vaguely.

"that speedy measures be taken to effect a general meeting of all the States for the same purpose as before, and for such other purposes as the Situation of public affairs may be found to require". He proposed a meeting in Philadelphia in May 1787.

The Virginia Legislature immediately voted to send delegates, and Hamilton went back to tackle Gov Clinton and his Assembly. <sup>Clinton</sup> ~~He~~ was all powerful over the N.Y. Assembly. Hamilton offered first a bill for the "granting of N.Y. Imports to Congress" and that Congress should appoint and control Collectors. This was decisively defeated. But evidently some of Clinton's followers were ashamed of their act and when the vote came for the Philadelphia Convention enough votes were mustered to pass the resolution albeit Gov. Clinton fought it tooth and nail.

CHAPTER V

NATIONAL RESPONSIBILITIES FOR PUBLIC LIBRARY SERVICE<sup>1</sup>

The postwar role of the federal government in a nation-wide program of public library service will be one of increasing importance. But it should be clearly recognized as an auxiliary role. In the American system of federal government, the provision of public library service is a responsibility of the states and local governments and has been duly authorized by all the states. Control, administration, and basic support are, in general, functions of local government, although, as noted in Chapter IV, the states are accepting increasing responsibility for support and in some cases for direct service.

But education is also a concern of the federal government. Active federal interest has been shown in various adult education projects; moreover, the government's provision of many important kinds of library service already indicates an awareness of its obligation in this related field. Such evidence of federal interest in libraries, though they are creations of state and local government, is entirely legitimate and desirable. No government which draws its authority from the will of the governed can be indifferent to the availability of informational resources to those who are the ultimate reservoir of power. Books and other sources of recorded information must be available to all the people. The federal government, if it accepts this premise, must therefore be concerned with the general improvement of the quality of public library service.

In determining its policy in assisting in the development of a national library program the federal government should be guided by several underlying principles of basic importance:

1. National library agencies should not attempt, directly or indirectly, to control the organization or administration of local library service.

33 28

And now Hamilton goes to Philadelphia with the 55 delegates representing the finest political minds of the nation. Here was the Convention he had dreamed of; here was the first real opportunity to forge a real nation.

Virginia came forward with a plan, New Jersey proposed a plan, Hamilton and James Wilson came forward with a plan for a much stronger and more centralized government.

Mrs. Jacobs presented this Convention, which resulted in many compromises, not at all satisfactory to Hamilton, but which he signed at once, believing it to be weak, but much better than the present Confederacy.

Bryce says it was most fortunate that Jefferson was in Paris during the Constitutional Convention for his deep democratic leaning and Hamilton's ultra conservation ones, (it was aristocracy vs democracy) and there might not have been any agreement.

Hamilton now went home to work as he had never worked before for the adoption of a Constitution which he didn't approve of. It wasn't the truly national government, really based on England which he had hoped for. But no one would have known it from his ~~eyes~~ ardent and ~~hard~~ tireless efforts, in its behalf.

The plan was that when 9 States had ratified it, the Constitution should go into effect and it provided for Ratifying Conventions rather than by State Legislatures.

are massed nearly half of the nation's total population and, with few exceptions, its great concentrations of library strength. Some of these metropolitan districts are also the natural centers for the great geographical regions described in the preceding section. Although most of them are more limited in their spheres of influence, nearly all are the centers for tributary areas of considerable size. It will be recalled that it was suggested in Chapter V that the public libraries in some twenty of the large metropolitan districts should be subsidized by the national government as "maximum" service libraries for their respective regions; to these large libraries the people of the region might turn for special services of all kinds as needed.

Many of the special services available through groups of metropolitan libraries may readily be extended to regions much larger than the metropolitan district proper. For some functions, the service area might be limited to one or two counties; for others, it might cover a dozen or more counties. Cooperative projects might be financed by contracts between large libraries and their smaller neighbors, based on costs of service rendered. Or groups of smaller libraries might jointly finance certain new types of service. Or state or federal grants may be made available for cooperative projects.

To make these general proposals more concrete, a hasty sketch of a cooperating group of libraries in action in a metropolitan area may be offered. Books for this library group are ordered for all cooperating libraries by the order department of the central library; order routines are speedy and efficient, and discount rates are materially increased. Books for all libraries are cataloged and classified by the central library. Attractive booklists on many subjects of common interest are jointly compiled and used by all the libraries. A traveling book repair specialist visits the smaller libraries on a regular schedule. Traveling collections of books in foreign languages are circulated to outlying libraries as needed. Reference and research questions which cannot be answered

~~For~~ ~~up~~ ~~interest~~ ~~(29)~~ 37 ~~Oct 87~~ ~~Aug 88~~ (29)  
His course was marked out for him = To  
get Clinton to ~~call~~ <sup>call a Convention</sup> and persuade New York to ratify.

He was still tied down with a law practice  
and a family to support, but he conceived the  
idea of a series of papers defending the  
Constitution and urging its adoption. He  
broached the subject to John Jay and Madison.  
and between them they planned the publication.  
John Jay was slow and haste was necessary <sup>now known as the Federalist</sup> and  
so <sup>Jay</sup> wrote only a few papers. Madison was in  
Virginia, with almost as desperate a fight over  
ratification as that in New York, but he shared  
the Herculean task and the papers came in a  
constant stream three or four <sup>times</sup> a week and  
printed in the Independent Journal. The 10<sup>th</sup>  
paper by Madison is considered the most  
famous of the whole series. The papers ran  
for nearly a year, <sup>Oct 87 - Aug 88</sup> developing from an analysis of  
of the Constitution proposed, to a broad general <sup>clause</sup> <sup>by</sup> <sup>clause</sup>  
argument for a national government, questions of  
peace and war, Commerce and agriculture, until  
it was almost a compendium of government.

So clearly did it discuss and clarify all clauses  
of the Constitution, that "later Justices of the Supreme  
Court looked back again and again for light  
on Constitutional interpretation."

Perhaps this is one of the greatest services  
Hamilton did for his country - for he wrote the lions  
share, but ~~each~~ <sup>each</sup> author threw off these papers  
in odd moments between heavy personal duties  
and yet the whole is as complete as if it had been  
carefully planned and executed.

### Areas for Cooperation

The devices of library cooperation briefly described above may be applied in many situations and many geographic areas, of which only a few of the more important are selected for consideration here.

Large regional areas. - Largest of all the areas of library cooperation are the several great natural regions of the United States. Cooperative enterprises are already well developed in several of these regions, and interest in regional cooperation is widespread. The greatest need for cooperation, perhaps, is found in regions in which total library facilities are relatively weak and geographically widely dispersed. In regions with many strong libraries, on the other hand, the need for planned coordination and accurate description of resources may be equally urgent.

The focal point for the coordination of library service at this level will be the regional bibliographic center. In a national plan for the more efficient correlation of book resources, provision must be made for the organization of a number of strong regional agencies of this sort. These centers will systematize their knowledge of the holdings of the libraries in their regions. Their work, in turn, will be closely linked with the national bibliographic center which is rapidly developing in the Library of Congress.

Coordination of library resources for research will doubtless be the major objective of the regional bibliographic centers. But many of the larger public libraries will cooperate actively in regional projects, and some, like Denver, will become leaders in developing regional plans. As the demands of business, industry, and government for bibliographic services steadily increase, the need for public library participation in regional centers will become correspondingly greater.

Metropolitan areas. - The greatest opportunities, and likewise the greatest difficulties, in organized library cooperation are found in the metropolitan areas. In the 140 areas classified by the United States Census as metropolitan districts

Naturally The Federalist, with its clear cut presentation was almost unanswerable and it set people to thinking seriously and logically. It made no appeal to partisan emotions. Both Madison and Hamilton agreed that the new Constitution was not perfect, and Hamilton closed the final paper by saying "I never expect to see a perfect work from imperfect man." But debate and discussion raged everywhere and bitter opposition <sup>from State Rights Jackson</sup> with fairness Hamilton agreed that much of this opposition was honest, if wrongheaded and it was to the honest opposition that these men had attached themselves. On both sides of the subject.

In the meantime the struggle for ratification had been <sup>several</sup> going on. The pivotal states were Virginia where Madison led the Federalist forces Rufus King worked in Massachusetts and Hamilton led the fight in New York. The leaders kept in constant contact (and here I pause to reflect that the only transportation was by foot or horseback, the only vessels were sailing vessels, there was no radio or telephone or telegraph, no communication except by messenger, it certainly seems slow to us. Who are told that rockets will soon reach the moon, and that men will possibly be striking out claims on Mars.) For Hamilton wouldn't make a move <sup>proposed by Hamilton</sup> but finally the ~~assembly~~ Legislature after <sup>a long</sup> struggle did pass a resolution for a Convention, and in April 88 held an election for delegates. The election

information departments. Reader's advisers and children's librarians may be jointly employed to serve the clientele of several libraries. Union lists of holdings of periodicals and reference books may be compiled for groups of libraries. Cooperative public relations programs may be organized, with joint use of traveling exhibits and posters. Through such projects services to library users will be substantially increased and costs to individual libraries reduced.

Interlibrary loan facilities among American libraries should be greatly extended and liberalized. Essential in the achievement of this goal are, first, the more systematic organization of information about the location of books and materials through regional bibliographic centers and union catalogs and, second, greater freedom in making loans available to serious general readers, as well as to scholars and research workers. The British system of "regional bureaux" for facilitating interlibrary loans has many lessons for the American librarian.<sup>4</sup>

In metropolitan districts and in compact areas with numerous cities and towns, substantially complete "reciprocity" among public libraries in circulating books to borrowers of other libraries should be a major objective of library coordination. In its final form this kind of reciprocity would permit registered borrowers of any library in the cooperating group to borrow books in person from any other library in the group. When state subsidies to public libraries become general and liberal in amount it will be appropriate for the state to require that all libraries receiving state grants make their collections generally available to registered borrowers of other libraries. This would be one method of roughly equalizing the book resources available to individual readers. Library collections are now generally free to all comers for reference and information services. In a fully coordinated system of public library service, the privilege of borrowing books from more than one library should be equally free.

was a great victory for the Anti-federalist who elected 46 delegates to 19 federalists.

And this is the Convention which Hamilton (always optimistic ~~fact~~) hid to face. The Federalists just had no hope. But the strategy of both Gov Clinton and Hamilton were the same, tho' not for the same reason to delay a vote as long as possible. ~~Here Hamilton~~ When the Convention opened, ~~he~~ <sup>Hamilton</sup> circulated freely <sup>as a friendly member</sup> and talked easily with all members, especially the Antis, using persuasion and his engaging and friendly ways. He didn't keep himself apart with his supporters. One member wrote "Hamilton's manners and address caused probably as much mischief to the members as firm as they are". There was hardly a day <sup>for three weeks</sup> when he was not on his feet <sup>arguing</sup> <sup>quietly</sup> <sup>pressing</sup> <sup>home</sup> <sup>his</sup> <sup>logical</sup> <sup>arguments</sup> ~~carrying on a filibuster, waiting for news from~~ Virginia or New Hampshire. Gov Clinton's desire for ~~delay~~ delay just played into his hand for Gov Clinton could not call for a vote at any time.

Atherton says Hamilton was not only the most brilliant resourceful and unanswerable orator of his time, but he was gifted by an almost diabolical power over the emotions of men which he did not hesitate to use. At this momentous assembly he kept them in exercised, when he chose, he made his audience weep and they were never bored. His eloquence, never confusing, the magic of his personality, so bewitched the audience that when he talked 6 hours on the subject of

will be national in scope, sometimes regional, more often, probably, metropolitan or local. The adoption of such agreements, at whatever level, will greatly strengthen and unify the resources of library groups of all kinds.

Closely related to cooperation in developing library resources is the inevitable accompanying problem of storage of surplus or little-used books. This insistent problem, which has been discussed by librarians and others for over half a century, can be solved most effectively by the building of a chain of regional reservoir libraries, strategically located throughout the country, in which the surplus materials of many libraries may be stored. The proposed nation-wide network of regional storage libraries may be jointly financed by cooperating libraries, but complete success of the project is likely to require federal and state subsidies at least for the construction of buildings.

Cooperation in services. - Real success of projects for library cooperation will be achieved only by increasingly complete and unrestricted fusion of services rendered to library users. The measures used as illustrations here should be regarded only as a preliminary listing of possibilities.

The effective coordination of library resources will require, in many places, the organization of regional bibliographic or information centers, similar to those of Philadelphia, Denver, and Seattle.<sup>3</sup> The basic purpose of these centers is to serve as clearing-houses for regional cooperation among library groups. They locate books and other materials and facilitate their borrowing between libraries; they direct research workers and students in search of materials on particular subjects; and they initiate plans for library cooperation. In some situations, the compilation of complete or partial union catalogs may be essential; in others, regional information centers may operate successfully without these expensive tools.

The list of library functions which may be performed cooperatively is long. Groups of libraries may cooperate in selecting, buying, and cataloging books and materials. In serving readers, they may coordinate the activities of their

of location, there was not a sign of impatience. Clinton was infuriated, but even he leaned forward on his chair forgetting himself when Hamilton's thrilling voice poured forth a magnificent appeal.

Eight States had ~~not~~<sup>now</sup> ratified, he was begging New York to be the 9<sup>th</sup> while he waited eagerly for word from New Hampshire or Virginia. Madison wrote every few days and ~~the~~ Hamilton watched the roads. On June 24<sup>th</sup> came a messenger with the good news that New Hampshire had ratified <sup>the 9<sup>th</sup> State</sup>. There was now a nation and he waved the fact before the convention. A few days later a mounted messenger came tearing into the town with news of Virginia's ratification. At the mid-~~exclamation~~ and procession in honor of the event, the 10<sup>th</sup> State. Still Clinton would not yield altho there were defections in the ranks. For several days they rested while delegates were deep in thought <sup>serious & troubled</sup>. Then the opposition brought in a form of Conditional ~~ratification~~ as their final decision and for two days, Hamilton on his feet most of the time and in one of the most brilliant and comprehensive speeches demonstrated the absurdity of Conditional ratification, which Congress could not endorse. On the third day a Substitute was offered reserving to the State the right to decide after a number of years. For several days more the battle raged until Hamilton said, "I have determined that the patriotic minority shall not suffer for the selfishness of the majority, and I announce to you plainly that the Committee of Manhattan, Westchester & Kings will form

for its success as for the successful administration of their own libraries, since the activities it sponsored would be mutually beneficial to all libraries concerned.

In less well-developed areas the state library agencies should perhaps initiate and guide the advancement of regional cooperation. In the long run, however, success in cooperation will depend on conviction and determination among the local librarians directly concerned.

Cooperation in resources.-In the postwar years, the readiness and ability of libraries to cooperate in building their collections of books and other materials will be severely tested. Some notable examples of cooperative action of this kind may already be cited, but, in general, the effective coordination of library resources remains an urgent task for the future. The continuing production of huge quantities of printed and audio-visual materials will eventually force librarians to confront this problem with bold and comprehensive plans.

For the large libraries of the nation, cooperation in building collections means a great extension of the concept of "sponsorship for knowledge" - the voluntary assumption of responsibility for developing and maintaining strong collections in particular subject fields or in special kinds of materials. One cooperating library agrees to build up its collections in certain subjects and to devote a substantial annual outlay to increasing its holdings in these subjects, while other cooperating libraries are free to develop other subjects of special interest to them. In this movement toward subject specialization, the large metropolitan public libraries must carry their fair share of the load. But the basic principle inherent in sponsorship for knowledge may be applied also to smaller libraries; in their own more limited service areas, they too may specialize in certain subjects or types of material.

Hope for the future in this field of cooperation lies in the negotiation by the libraries of America of a series of basic "treaties" defining their mutual responsibilities in the development of their collections. Sometimes these treaties



certain geographic areas. The second is classified cooperation, in which libraries of each type cooperate mainly with other libraries of the same type.<sup>1</sup> Major emphasis in this chapter is placed on regional cooperation since this method seems to fit the American library scene most realistically. In the sections which follow, the subject is developed first by a brief review of the devices of library cooperation and second by the description of typical situations in which cooperation is most needed.

### Devices in Library Cooperation

The possible methods of library cooperation are many and varied. They range all the way from a few tentative experiments to an extensive system of coordinated services approximating in net results a large library unit. Most of the devices useful in cooperation are already apparent to librarians, but few, if any, have been pushed to the limits of their full possibilities. These devices may be considered briefly under the three heads: (1) organization, (2) resources, and (3) services.

Organization of cooperation.-If cooperation is to be effective in a particular region or area it should be organized. However informal the organization may be, it provides the potential leadership necessary in planning and developing cooperative projects. Whatever the field of cooperation, careful, long-range planning is essential. Objectives, types of clientele, and service areas must be defined. The formation of a permanent council of librarians seems the obvious and essential first step<sup>2</sup> in organizing most cooperative schemes. In order to achieve the broadest coordination of library effort the council should probably include representatives of all types of libraries in any particular area, with the public library representatives working closely together on special projects. The major functions of the council should be the planning and general direction of cooperative projects. It should meet regularly. Its members should feel as great responsibility

34

But the interlude was brief, the new government  
must be formed. All factions agreed on Washington  
as President, and Washington most unwillingly and  
after Hamilton's repeated urging finally yielded.  
The Vicepresidency finally fell to Adams. ~~The~~  
~~New Congress had already been in session since Mar 4<sup>th</sup>~~  
~~and Washington and Adams were to take the oath of office~~  
~~on April 30.~~ The Constitution had made no  
provision for working departments. These had to be  
created by Act of Congress. One of the most trying  
matters in the country was its finances. And after much  
debate, Congress established a Treasury Dept. Then  
Washington was confronted with ~~the~~ <sup>with</sup> the appointments of proper  
people. Thomas Jefferson was given Foreign Affairs or  
Gen Ross, the War Dept and Edmund Randolph was <sup>State</sup> ~~made~~ <sup>Dept.</sup> Attorney General. The all important Treasury  
Dept was naturally offered to Robert Morris,  
who declined it and recommended Hamilton whom Washington  
Hamilton wound up his law business and accepted <sup>was more than pleased to accept</sup> <sup>the</sup> ~~the~~ position believing that this was ~~one of~~ <sup>the</sup> department  
in which he could effectually promote the welfare  
of the country. He took office on Sept 1789.  
And was asked by Congress to make a report  
on the Public Credit; the resolution was worded  
"a plan for the adequate support of the Public  
Credit" Hamilton was thrown into the heart of  
the <sup>National</sup> ~~heretofore~~ <sup>problem</sup> upon its solution rested the fate  
of the nation. He had always given the subject deep thought, now  
he was to carry his ideas into practice.

## CHAPTER VI

### Coordination of Library Service

Each individual, in a coordinated library system, has a right to "an open channel to specialized services." Predicated on the belief that no person, because of the location of his residence, should be deprived of free access to library facilities adapted to his unique needs, proposals have been made in previous chapters for the creation of larger local areas of service and for the participation of state and federal governments in the achievement of this goal. The present chapter will consider certain cooperative steps toward greater equality in library facilities which may be achieved within the existing governmental framework.

Because of the great variety in human needs, subject interests, levels of specialization, or reading competence, even the best equipped public libraries are subject to demands for service which cannot be supplied by their own resources. If, in the millennium, each independent library were to become wholly self-sufficient, wasteful duplication on a wide scale would result. A partial solution of this problem may be found through well-planned coordination of library resources which will strengthen the facilities of each library and prevent needless duplication of materials and effort.

In short, the movement toward formally organized larger units of library service should be accompanied by an almost equally important movement toward informal but systematic coordination of existing library resources and services. Public libraries should cooperate not only with other public libraries, but also with school libraries, with college and university libraries, and with special libraries. Carefully planned programs of coordinated library services may be the initial stage on the way toward the later organization of large service units.

Broadly speaking, two major types of library cooperation may be distinguished. The first is regional cooperation between all types of libraries in

No 35

and reports, on trips and revenue systems and on the foreign and domestic debt, aimed

His report covered every detail, it was aimed at paying in full all creditors, he took the view that the debt was the price we paid for liberty. It was a marvellous report, based on the honor of the country and its future ability to pay.

It came before the Congress: The payment of the foreign debt was accepted without argument. But the plan for funding <sup>the public debt and preparing to pay in full</sup> (which I understand to mean, the placing of all debts in one interest bearing fund with provision for payment to creditors in the shape of stock or shares. Or to reduce it by inducing creditors to take other obligations with a longer term to run, thus spreading the debt over a longer period of time)

This was fought bitterly. But Hamilton's friends finally succeeded in passing it. The bitterest fight came over the assumption of State debts. But it finally passed, but

Madison and Jefferson <sup>thereafter became</sup> ~~strong~~ <sup>his opponents</sup> ~~powerful~~ <sup>strong</sup> opponents. To pass this Act of the Assumption of State debts a bargain had been made to

transfer the Capital from New York to Philadelphia for 10 years and then to Georgetown (which is now Washington). Accordingly our Statesman moves his family to Philadelphia, and begins work on his Plan for a National Bank. as far back as 1779

and without, Greece staunchly maintains her loyalty to the western ideal. Greece is rich in spirit, but poor in resources and, without outside help, she cannot survive and one more land will be lost to the Communist influence.

She deserves and desperately needs our help.

A dollar goes a long way in poverty stricken Greece.

Let us, from our bounty, share what we can.

Will you not put into the enclosed envelope what money your heart prompts you to give, to be turned over to Herbert Hoover, Chairman of Greek War Relief, whose long experience, with starving people, particularly qualifies him to handle these funds wisely?

This letter represents your only solicitation for this cause. Please be generous.

Thank you!

GREEK WAR RELIEF FUND  
Minnesota Committee

*Charles Bolles Rogers*

CHARLES BOLLES ROGERS  
Chairman

*Dimitri Mitropoulos*

DIMITRI MITROPOULOS  
Co-Chairman

CBR/VES

P.S. SEND CHECKS TO CLARENCE E. HILL, TREASURER GREEK RELIEF FUND,  
NORTHWESTERN NATIONAL BANK, MINNEAPOLIS, MINNESOTA.

CONTRIBUTIONS DEDUCTIBLE FOR FEDERAL AND STATE INCOME TAX PURPOSES.

4x36

He had written a famous letter to Gen Sullivan on the value of a National Bank. Afterwards in letter after letter, in private conversation and public debate he has kept the subject alive. Now he could bring it to a head. Consequently he offered Congress a Supplementary Report outlining his plan for a Bank ~~in~~ which the U.S. might subscribe and private interests also. The immediate effect of the publication of the plan was enormous. Madison made a powerful speech against it on the grounds of unconstitutionality.

But Hamilton countered with arguments on the "implied powers" of the government, that rights of sovereign rights must rest in any government or it ceases to be a government. That subject of "implied powers" is still bothering us at intervals. His Bank project went through with an overwhelming victory. Then he submitted a report on the establishment of a Mint, and followed that by new import ~~taxes~~ <sup>duties</sup> and a tax on whisky. Violent opposition seemed to meet them all. But these measures all passed. The tax on whisky brought on the Whisky Rebellion in Western Pennsylvania.

Early in Congress they requested Hamilton to report a plan for the encouragement of manufacturers to make the U.S. independent. It was over a year before Hamilton could make the report, but during that time he had gathered information painstakingly from every source. The amount of writing he did to London, Liverpool

# GREEK WAR RELIEF ASSOCIATION, Inc.

HERBERT HOOVER, Honorary National Campaign Chairman

CHARLES BOLLES ROGERS  
Chairman

DIMITRI MITROPOULOS  
Co-Chairman

CLARENCE E. HILL  
Treasurer

## MINNESOTA HEADQUARTERS

317 Citizens Aid Bldg., Minneapolis 2, Minnesota

Minneapolis, Minnesota  
February 20, 1947

My dear fellow citizen:

Requests for charity come in a never ending flow.

But, as a matter of fact, this letter is evidence of your recognized position as a public spirited citizen. Did you ever stop to think how hurt you might be if your fellow citizens did not evaluate you as a person potentially interested in all worthy causes and willing to help where you can?

\* \* \* \* \*

The shooting war has passed, but the cruel scars of battle remain.

Human misery is widespread.

Americans, so richly blessed in the comforts of living, cannot comprehend the grim, primitive problems of millions of helpless and innocent victims of war's desolation.

In Greece today, without shelter, food and clothing, hundreds of thousands of women and children are facing a hopeless future.

In the world today, no people stand so greatly in need, or so richly deserve the assistance which Americans alone are in a position to render.

With incredible heroism, the simple, freedom loving Greek citizens — their armor, courage; their weapons, justice — held at bay the disciplined regiments of Mussolini, attacking in aggressive warfare.

Though, one by one, the nations of central and eastern Europe bowed to Hitler mandates, Greece alone resisted and stood firmly at the side of the Allied powers. Not till the whole crushing weight of the titanic German war machine was hurled against her and overpowered her, did official resistance cease.

Driven underground, liberty loving men and women kept the flames of hope burning.

Today, Greece is still the one country bordering the Mediterranean which, unflinchingly, stands at our side. In spite of savage attacks from within

# 37

Jefferson, France and even distant China was staggering ~~even~~ <sup>going</sup> to the merchants in U.S. cities, villages and towns his letters surveyed the needs of goods and our ability to furnish them. The letters he read read digested and filed were ~~was~~ also staggering. He never did anything half-way. Every report he ever made was based on accurate knowledge to the least detail. With this enormous wealth of material, he began work on his final and perhaps his greatest Report - the Report on Manufactures. I believe this report recommended govt subsidies.

Jefferson became at once a determined opponent. He wrote "I ~~do~~ consider the class of artificers, the paupers of war". He believed in a nation of sturdy yeoman rooted in the soil with agriculture the one great industry. Hamilton thought that the country should rest on twin foundations of agriculture + industry. Jefferson for the free farming group behind him and the House pigeon-holed this great future-looking report.

But Hamilton and his moneyed friends <sup>in the meantime with all this information</sup> established a society to promote manufactures to which ~~but~~ a large sum was subscribed. The venture <sup>financially</sup> failed, but one interesting result still exists. The Company was chartered and land purchased - an area of 36 square miles to be called the Town of Paterson. ~~It~~ The charter included exemption from taxation for its goods & chattels forever. The Company was never dissolved, and now continues as a landowner and lessee of very valuable lands in Paterson. As late as 1937, the Supreme Court of New Jersey refused a petition of Paterson to revoke the charter.

WOMEN'S ACTION COMMITTEE FOR LASTING PEACE  
1 East 57th Street New York 22, N. Y.

March, 1947

Dear Member or Sponsor:

The General Committee of the Women's Action Committee for Lasting Peace reports that at its recent meeting, March 6, 1947, the following announcements were made and motions were voted:

1. NOTICE TO STATE CHAIRMEN - It was voted to notify state chairmen and local leaders that they should emphasize to other organizations concerned with international affairs in their communities, that the Women's Action Committee, while carrying on a constant educational campaign, specifically works for legislative action which will make effective the United States membership in the United Nations, and is unique among organizations in this respect. Chairmen and leaders should invite support from other organizations in our action programs.
2. FOOD RELIEF - It was voted to telegraph to the chairmen and minority leader of the House Affairs Committee, urging prompt action and full support of the \$350,000,000 Food Relief Bill, and send letters to that effect to all members of that committee.
3. ANNUAL CONVENTION IN WASHINGTON MARCH 27-29
  - A. A national broadcast has been arranged for Anne O'Hare McCormick's speech on Saturday, March 29, at 2:30 to 2:50 p.m. over NBC. Six local broadcasts have been arranged, and there may be one more national broadcast.
  - B. Circulars containing information about the Women's Action Committee have been printed to be left with Senators and Representatives by the delegations. Delegations to interview Senators have already been arranged for the majority of states.
  - C. The business meeting with credentials report, nominations and elections will be held on Friday, March 28, at 3:15 p.m. between the Round Tables and the reports on delegations to Congress.
  - D. At the Saturday afternoon session, March 29, discussing immediate problems of the United Nations, Mr. Joseph E. Johnson of the State Department will speak on "Limitation of Armaments" and General Frederick A. Osborn, Assistant to the American Delegate to the United Nations, Mr. Warren R. Austin, will speak on "Control of Atomic Energy."
  - E. The kind invitation of Mrs. LaFell Dickinson in behalf of the General Federation of Women's Clubs to the delegates of the Women's Action Committee to attend a tea cannot be accepted because of lack of time.
4. ORGANIZATION - Mattie Lloyd Tooten, Dean of Women of the Texas State College for Women, has accepted the Texas State Chairmanship for the Women's Action Committee, and will organize the state.
5. ITO HEARINGS - The State Department has held seven hearings on the International Trade Organization in different parts of the country. The Women's Action Committee was represented by the following members: Laura Puffer Morgan in Washington, D. C.; Sarah Lambaugh in Boston, Mass.; Emily Taft Douglas in Chicago; Dr. Emily Hickman in New York City; Mrs. Rodney Toups in New Orleans; Mrs. Arlington White in San Francisco; Mrs. Edward Costigan in Denver, Colorado.
6. EDUCATION COMMITTEE REPORT - All old leaflets will be brought up to date. The BACKLOG will be revised and simplified in order to make it

adoption throughout the state of sound practices in personnel administration; appointment for merit only, probationary appointments, tenure, classification and pay plans, and service ratings. Another aim should be the encouragement of in-service training through institutes and conferences aimed at reaching the rank and file of librarians throughout the state. The library agency should also stimulate the use of appropriate professional literature by public librarians by providing a generous supply of books and periodicals for loan to staff members of the smaller libraries.

#### State Library Associations

Library development in a state will not progress far without active and strong support from the state professional organization. The librarians of the state, organized primarily for the improvement and extension of libraries, will join with the state agency in study and planning, in formulation of effective policies and procedures, in campaigning for legislation and support, and in implementation of the state plan at every step in its development. Through the state organization, the state agency can often effectively reach individual librarians as well as the citizens of the state.

State library trustees associations can likewise be of great importance in developing and furthering state plans for libraries. Associations of this kind have been organized in only fourteen of the forty-eight states, and some of the existing organizations are relatively inactive. A strong state trustees' organization is a direct channel to citizen interest and support; needless to say, it can bring much influential opinion and the background of valuable experience to bear on legislative and planning programs.

The state associations will also, independently of the state agency perhaps, undertake programs of investigation and study, improvement of local library services, solution of personnel problems, and a broad program of public relations

Jefferson also deeply disliked Burr, they couldn't work together, and Burr realizing that he couldn't again be elected to a federal office, looked about for another public office and decided to run against Clinton for Governor of New York. Tammany was all for Burr and many federalists, but Hamilton brought all his power of oratory, invective and argument against him.

In order to have a newspaper in which to broadcast his ~~own~~ beliefs, friends raised a fund and started the New York Evening Post, which now is the second largest newspaper. <sup>Mr. 16, 18</sup> Burr, Hamilton's vehement denunciations

now got into the public press, The election took place in the spring of 1804, and Burr was decisively defeated.

He rightly laid his defeat to Hamilton. Hamilton had always been a bar across his path, they were by nature every count, natural enemies, Burr intrigued, Hamilton fearlessly fought.

For know what followed, Burr sent a challenge and Hamilton felt that lack of courage on his part might be detrimental to his future usefulness. And accepted it, tho' his friends felt that it could have been avoided. He assured his friends that he should not return Burr's first shot. But he fell under the first shot — on July 11 — 1804.

The next day the nation realized that they had lost a great man.

The city and nation were into mourning. Burr was indicted for murder and had to flee for his life.

Read Alhertson's Summary,

activities. Where state agencies are as yet weak and ineffective, it is to the state library associations that local progress, legislative improvement, and co-operative efforts are largely due. Rapid progress toward realization of a state-wide library program is to a large extent dependent on the existence of strong organizations working in close sympathy and harmony with a vital, liberally-supported state agency.

#### Summary

The great library task of the state is to sponsor the development of an efficient and integrated system of public libraries available to all its people. Local libraries will normally provide direct service, but the state must provide important supplementary services and must enforce general standards of satisfactory performance. The major responsibilities of the state in furthering the library plan may be briefly summarized as follows:

1. The state should insure a strong legal foundation for its public libraries by constitutional or legislative provisions which recognize public library service as a state concern and make the establishment of public libraries mandatory throughout the state.

2. For the direction of its library program the state should establish a strong library agency in which the library functions of the state are unified in a single organization. To perform the important duties assigned to it, this agency must be staffed by expert personnel, technically competent and capable of vigorous leadership. Budgets of all state agencies should be substantially increased, especially in states in which agencies are now weak. The state agency will plan and promote the extension and more efficient organization of library service; it will conduct a consultant and advisory service for local librarians; and it will supply supplementary book and bibliographic services to libraries and also to areas without public libraries.

I cannot go into detail, though the 2 terms of Washington's Administration, nor his influence over Adams Cabinet, where his friends had been retained, because Adams was a Federalist too, Hamilton and Jefferson had developed most unhappy relations, and Madison had deserted Hamilton and the Federalist party. ~~He and~~ Jefferson had fought the Assumption of State Debts, he had killed the plan for manufacturing, Washington who knew Hamilton so well and trusted his information and judgment so completely, often referred matters to him that belonged to Jefferson's department and Hamilton, posted so accurately on foreign affairs and domestic details often volunteered advice and this annoyed and irritated Jefferson. Jefferson also, as Hamilton unfolded his financial system fought back measure after measure.

Schackner, "Here was a system and philosophy whose goal was opposed to everything in Jefferson's deepest instincts. Hamilton believed in a strong central government with a minimum of popular votes, and Jefferson in a minimum of central power. Hamilton favored the banker and merchant, Jefferson the middle class farmer. Hamilton welcomed an industrialized America Jefferson shuddered at the idea. It was inevitable that they should clash, especially as Hamilton was devoted to Britain and Jefferson hated Britain and Lord France."

The Republican party, as Jefferson's party was then called during Adams' Administration gradually grew, and won over many Federalists, which gave Jefferson the next election, with Aaron Burr as Vice President. It was a tie vote between Burr and Jefferson <sup>for the Presidency</sup>, and Hamilton feeling that Jefferson was far better worked against Burr, whom he distrusted, and threw his strength to Jefferson which Burr deeply resented.

Paper written for Peripatetics  
meeting, Nov. 17th, 1947.

#### EDUCATIONAL LIBERTY, NEWSPAPERS, ETC.

Aristotle once said that a given constitution demands a plan of education in conformity with it. After every Revolution, there has been an adjustment between the government and education. After the French Revolution there were many changes in the French schools. Nazi Germany understood the need of educating her youth according to her program. Russia understands it.

Our new Republic planned a democracy, and that, according to Aristotle, must mean education of the people. But our statesmen and leaders had been close followers of English ways and the English made little provision for education of the masses. So at the start, ~~was no provision~~ no provision was made here to provide general education, or to teach people the principles of democracy. Hamilton did not believe that the masses could be trusted with freedom. Even Jefferson did not think that they should take part directly in government except through their representatives. Later he was an enthusiast for education.

Education before the Revolution, and for some years after, was for those who could afford to pay for it. The new Federal Constitution did not mention education, neither did the constitutions of the original states. We were not, as a nation, preparing or providing education to teach democracy as Aristotle would have recommended.

A few years ago, this club took the subject of education for a full years program. We covered pretty thoroughly, the growth of our public school system, ~~SO~~ I would like to by-pass that part of our educational history for the most part, and look at the colleges and universities of the Colonial period and after. I confess that I knew very little about them or their influence on colonial life.

I have been reading "Education of our Founding Fathers", by James J. Walsh, a graduate of Fordham University, a Catholic institution,

from which I have taken much interesting material, At the risk of being a little dry, I want to consider, as a back-ground,,how and where our founding fathers got their education, and how did higher education develop before and after the Revolution. As there was no free education, very few went beyond the ~~#2222~~ 3 Rs. It would naturally come about ,that those of birth, of wealth, of exceptional ability would acquire an education and would form an aristocry of culture.

Just a brief glance at a few leading colleges in which our colonial leaders were educated. There were many smaller ones,also good, and usually with the same curriculum.

Harvard was the first colonial college, founded Oct. 1636.

The standards ,methods, and discipline of Oxford were adopted. It declared itself to be chiefly for the education of ministers, magistrates and officials. The effort was to train students in mind and character and to bring out the best in them. Enforced as it was by strict discipline, this type of education developed right principles of conduct and action, and produced high grade citizens.

William and Mary College, in Williamsburg, Va. was the next in point of time, 50 years after Harvard. It was under the Church of England and received its charter directly from the King. We find among the governing statutes the following- "Special care must be taken of students morals, that none of the scholars presume to tell a lie, or curse or swear, or do anything obscene, or quarrel or fight, or play at cards or dice, or set in to drinking, or do anything that is contrary to good manners." Moreover monitors were appointed to report any violations.

This college was never large, but it graduated some notable men from old Virginia families. Washington, at one time, was Chancellor, and four of the first five presidents of the U.S. were her graduates and the writer and four signers of the Declaration.

Yale college was <sup>p</sup>opened in 1700, and became very soon a serious competitor of Harvard. Yale was established to sustain Congregationalism, and was just as intent on cultivating religion in the minds and hearts of the students as the others. This is from her statutes;- "Every student shall exercise himself in reading the Holy Scriptures by himself every day ~~XXXXXX~~ and hold private prayers for 'wisdom for himself' in his room of nights." Students were kept at work rigidly except for a half hour after breakfast, an hour and a half after dinner and after "ye evening prayer till nine of ye clock".

Princeton was not founded until 1745, 100 years after Harvard. She was a deeply dyed Presbyterian college, her early presidents coming from the colleges of Scotland. But she was most tolerant, Several hours every Saturday, the Episcopal Catechism as well as the Presbyterian Shorter Catechism were studied. Like Yale and Harvard, Princeton was occupied with instilling personal righteousness. Men must have gone out of these colleges impressed morally and religiously for life's duties.

Brown University, long called the "College of New Jersey" received its charter in 1764, 20 years after Princeton. It was Baptist in origin, and it was not until 1926 that the president could be other than Baptist.

Now to name only two more of these remarkable colleges in which our greatest colonial statesmen were educated.

Kings College (after <sup>Wanda</sup> Columbia) received its charter from George II. in 1754, which provided that "the President shall forever hereafter belong to the Church of England." Because there was much objection to locating the college in a city, the first president announced that "the chief thing aimed at in this college is to teach and engage the children to know God and Jesus Christ and to love and serve them in all sobriety, godliness and righteousness of life, with a perfect heart and willing mind." So he sought to allay fears of city temptations.

The University of Pennsylvania, was the first to call itself a University. It is interesting that it developed from Franklin's Academy and Franklin was its first president. He had never been to college, but he had a boundless love of learning. He was probably the best thinker, the best diplomat, the best philosopher and the best scientist of his times. He worked out a course of studies based on the sciences. He organized the American Philosophical Society, still existing. I would like to linger longer on the accomplishments of Franklin.

But this very brief glance at a few of the largest colonial colleges is enough to establish their deep religious aspects. Education *Consisted* of moral instruction rather than practical. Always the student was urged to realize that his abilities were to be used for the benefit of others, especially for his community and State. Education was not, in our sense, practical, but it fitted itself to life, not by teaching vocations, but by teaching men to think, and characters to develop right thinking. What better training could these colonial statesmen have had, a training which we cannot match, and they certainly were prepared to solve some very practical problems.

So much for where they studied, now for a look-in on what and how they studied. I have never <sup>read much of</sup> ~~studied~~ the history of education and it was a matter of great surprise to me to learn how different their curriculum of subjects and methods of teaching were from the modern college.

I did not realize and perhaps some of you who have not been teachers or have not been interested in the history of education, have not realized, that the the studies were the philosophies of the Medieval Universities and the method was modeled after the old Schoolmen.

Scholasticism was the heart of the curriculum. I quote from <sup>Walsh's</sup> ~~Hurat's~~ Education of the Founding Fathers, "Scholasticism, the group Of philosophic studies which occupied the attention of European Universities throughout the Middle Ages and indeed from the time of Aristotle, continued to be the subjects taught, not only in European colleges, but in English and American colleges, well into the 19th century." Philosophic subjects taught not by memorizing or by recitations but by disputations, arguments, occupied the time of most of the Junior and Senior years and much of the time throughout the whole four year course.

This was the educational plan;- the elementary 3Rs were taught either at home or in a primary school, then came the Latin-grammar school in which children studied chiefly Latin and Greek for at least four years if they were preparing for college. Before entrance they must be able to speak readily in Latin and read Greek. Thereafter in college all of <sup>their</sup> ~~his~~ studies, even mathematics, were carried on in Latin. Students were fined if they conversed in any language but Latin, except during fixed hours. The studies for the first ~~four~~ two years were grammar, logic, and rhetoric, all in Latin and called the Trivium. In the last two years Mathematics, Astronomy or other science, Ethics and music. These were the Quadrivium, and the whole the

Seven Liberal Arts which earned a degree of B.A.

At Commencement

which was called The Publick Act, the candidate for a degree had to present a philosophic subject which he challenged or defended from every point of view with every argument he could, and carried on a disputation with any one in the audience who wished to dispute with him. As the audience were largely college men, some of his points were usually disputed, and he had to be ready.

Many of the colleges, especially Harvard and Yale, have preserved many of these theses and it is from them that we know the scholastic course and method of these colonial colleges. These theses show also that the subjects and methods of the various colleges were singularly alike. One Prof. of history says "that it is a matter of pride and congratulation that our American colonial colleges were, in their inception, linked with the age-old tradition of education which came down from Aristotle, continued through the Middle Ages, guided by the great Church Fathers and Monasteries, unchanged by the Reformation, and formed the core of our own early colleges." curriculums

The disputation was the method of teaching throughout the four years. A student in any class was given a subject, usually abstract, to present before the class, and opposers were ~~were~~ appointed to dispute with him. The disputations were considered the most important academic exercise to train men in thinking power, so important that the president usually conducted them. The first two years of grammar, logic and rhetoric were calculated to make the student ~~age~~ a good public speaker, either as a minister or lawyer; a ready, logical, exact, and polished speaker.

~~Metaphysical~~ Metaphysics and moral philosophy were emphasized throughout the whole course, to teach him to think for himself, to defend and analyze any subject carefully, to uphold and defend truth without hesitation, and to develop an honorable upright, christian, character,

Some other subjects were added later which we would call "belles-lettres" for the benefit of gentlemen who were not to become professional men. Huxleysays "I doubt if the curriculum of any modern University shows so clear and generous<sup>a</sup> comprehension of what is meant by culture, as the trivium and quadrivium of the Mediaeval Universities which our colleges received as a direct heritage". And he adds "this Seven Liberal Arts curriculum was better fitted to develop the many sided mind of man than the curriculum of any modern college."

The scholasticism of the colonial college is still continued in Catholic colleges, especially those for priests.

I have been so interested and almost excited by this new <sup>to me</sup> ~~term~~ no study of colonial colleges that I would like to tell more of their story. But perhaps you are not so enterested, and we must pass on, reminding ourselves once more thahit was in these schools taught by mediaeval methods, and largely in mediaeval subjects that the men were educated who wrote and signed the Declaration (for more than half of the signers were college graduates). And it was these scholastic colleges that formed the minds and characters of the men who wrote the Constitution of the U.S. still the law of our Republic.

To quote Walsh again "no generation in this or any other country ever thought out/more deeply or more thoroughly the problems of human life than the group of men who between 1770 and 1790 laid the deep foundations of our Republic.

Some other subjects, which we would call "belles-lettres" were added later out of consideration for the gentleman who was not to be a professional

And now dawns a new period, the colonial era is over, we have gained liberty, we have begun to develop a new democratic government with wonderful leaders to guide it, men of character, men of education and background, men who have carefully thought out the principles of a new form of government. But they have forgotten one important thing. A country under such a government, isn't made up of leaders, it is composed of masses of people as well. These leaders were not democratic, except in theory. They were aristocratic by birth and training. There was one thing they had forgotten, to provide for an intelligent citizenry.

Class distinctions were very strong and colonial life as it had been developing could not become democratic at once. Church congregations throughout New England were seated according to rank. A committee on seating in each church were guided by family descent, wealth, age, social prestige, and military rank. If there was controversy, it was settled in town meeting. In Virginia churches, the privileged members kept the unprivileged members waiting outside until they were seated.

Perhaps nowhere in colonial life were class distinctions so sharply drawn or special privileges so conspicuous as in New England's early colleges.

In Harvard and Yale nearly up to the Revolution, the names of students were listed in the catalogue, not alphabetically, but by their social rank.

They were seated at table by rank, the established penalty was demotion and often there was much bitterness in establishment of rank. These distinctions at Harvard lasted until 1820, this did not promote democracy.

Then the suffrage was restricted to land or property holders and no change was made at first, except to reduce the amount. Schools for the masses could not develop under such conditions, nor were they seriously considered. People were recovering from a war, they were eager to get back to farms and business. They had the dame schools at neighbors homes, they had the charity or pauper schools maintained by church organizations

who felt the obligation of the church to teach the children to read the Bible. BUT respectable hard working poor people did not like to be classed as paupers and so much of the education was left to ~~home~~ in

home instruction, <sup>Soon</sup> ~~but~~ these people <sup>however</sup> will waken to the meaning of their new democracy. <sup>and demand privileges.</sup>

In the Mass. Bay Colony an interesting law was passed in 1642. ordering that all children must be taught to read in the interest of the church, This <sup>law</sup> ~~did~~ not establish schools, <sup>and it</sup> ~~This law~~ didn't accomplish results, So in the famous law of 1647, again acting for the church, towns were ordered to establish elementary schools for its children, and higher schools for its youth. This was probably the first assertion of the right of a state to require communities to furnish education.

It may well be that this Mass. law was the foundation stone upon which our modern school system is originally built. And it is probable that as New England people moved westward the plan was in their minds, and altho the church was the force behind the demand for an elementary education, still the state had made a precedent, *We have many things to thank mass. for.*

One cannot say that the need for an education was widely felt or that it was demanded very generally by the people at the beginning. They had acquired liberty, they did not realize that they had not acquired equality. When they realized that, they realized that free education for all was the road to equality. and the idea gradually spread.

Jefferson was the first to do anything about it. He sensed the truth that a democracy rests upon education and that people must ~~be~~ have some help ~~assistance~~ from the government to obtain it. Just after the signing of the Declaration while the war was still on and his state under stress for funds to support the army, he proposed the following plan to the Legislature of Virginia :-

All the children of the state were to receive three years of free primary training in the 3Rs; from each primary school was to be chosen,

I quote, "the boy of best genius in the school, annually, of those whose parents are too poor to give them further education<sup>2</sup> " This boy was to be sent

forward to a grammar school of which twenty are proposed to be erected through out the state, After a year or two all of these boys except the one best one were to be dismissed as far as the state was concerned, this one was to have the benefit of the whole Latin school course.

At the end of this course, half from each school were to be sent to William and Mary. By this means said Jefferson "twenty of the best ~~genia~~ geniuses will be raked from the rubbish." By this selective plan the State was to provide an education, but the people's money was not to be wasted on dull children. The plan was not adopted at this time but Jefferson's dream came true later in the University of Virginia.

From our point of view, this plan was a long way from a democratic ideal of citizen education, but it at least had the germ of the principle of state aid. As far as I know, the first suggestion of government responsibility for public education.

Education was truly the road to equality, but on a much larger scale than Jefferson visioned it in 1776. Yet he saw, that early, that leaders would be needed, and that it was for the benefit of the state that leaders should be found and prepared. His was a vision far ahead of his <sup>The</sup> time but others were to follow and succeed. The population was growing rapidly, the ~~schools~~ primary schools were crowded, more schools must be provided, but how? The first quarter century saw many attempts, to solve the problem, some more or less successful. BUT the idea of a state supported school was bitterly opposed by the aristocracy who had the votes and would pay the taxes. They fought every inch of the way against elementary, then secondary schools, and finally against State Universities. Many wise and far-seeing leaders, however, did not ~~gi~~ give up the cause they so thoroughly believed in, they continually entered bills in state legislatures asking for school support, until the plan

gradually took root in peoples minds.

First, permissive taxation was granted, then mandatory, and the principle of public supported schools was accepted. But it took a half century or more before it was accomplished. To tell the whole story would be to give the history of education in America, which is the story of equal opportunity, which is the principle of democracy. Nothing was so important for America as the successful struggle for free public schools and the final adoption in every state of the union. Education is now the largest public enterprise in the U.S. More money is now spent for school support than for any other public cause.

But I am a little ahead of my story; let us turn westward for a glimpse of other pioneers. We have spoken of the suffrage as one of the obstructions to the development of free public schools.

But the states that entered the Union after 1800 had no restrictions based on property. The sturdy pioneers of the West and the insurgent spirit of frontier democracy, so different from the aristocratic spirit of the East, based suffrage only on residence, some required a year, and I believe ~~Missouri~~ Missouri required but three months. The hurdle of suffrage was never there.

One gets a fine picture of life in the open spaces <sup>in</sup> Roosevelts WINNING OF THE WEST

where men were interested in clearing land and building cities and seeing great things in the future. Here equality became real.

They hated aristocracy and had a champion in Andrew Jackson. They believed in public schools for their children.

Ohio admitted in 1803, was the first territory admitted from the Northwest Territory and on its admission Congress gave to the new state the 16th section in every township, for the maintenance of schools in that township. Since 1850, when California was admitted, two sections have been given for schools. This plan marked the new interest in education of the Federal Government and indeed formed the precedent of Federal aid to schools. *Education.*

But we started out to consider higher education, so we will turn to consider the State University, the crowning head of the tax-supported system of education. The development of the State University was a great addition to the opportunities for higher education, and supplemented the older colleges in many ways. The outstanding difference between it and other colleges was, that it was a part and usually the head of the whole system of the state public schools, and it <sup>was</sup> ~~is~~ supported by taxation and under state control. It was not hampered by the provisions of any endowment funds, or by patrons. It was accountable only to the state government. For these reasons it had to be open to all students in the state who could qualify, at as low a cost as possible. It could not teach religion, for it had to serve all ~~sects~~ and no sects. It had to be practical, especially for these people in the West who had hard problems of earning a living, so, technical and professional courses were added as fast as money would allow.

The State University, in ~~other~~ <sup>other</sup> words, had no traditions which it must follow, but must respond to conditions and demands of a ~~new~~ vigorous/new people. I imagine that the founders and instructors of this new type of college, this free frontier college, didn't have too easy a time. They were graduates of Eastern colleges, they had traditions of culture, but they must have felt the pull of a new need, and the atmosphere of a great country, without any past human history, ~~giving its people~~ <sup>but needing</sup> an education <sup>fitted to</sup> for a future in the making. It was no easy task. And it isn't so far back that some of us can remember some of these remarkable old professors.

Strangely enough, the first Universities under state government assistance, were in the South. the very first was No. Carolina which opened its doors on Chapel Hill in 1795, in the very early days of the young Republic. The first building ever to be built on any State

University campus is still there ,used as a dormitory. This University is still one of the finest in the country. Georgia State University was chartered in 1789 but was not open to students until 1801. It was much under the influence of Yale, Indeed these colleges did not develop as broad and liberal a <sup>course of study</sup> ~~spirit~~ as the later ones. Jefferson's University of Virginia under his influence, began with a very full and varied course that was prophetic of our modern Universities, He himself worked out the plan that was adopted, He was an enthusiast for education, and when he wrote his obituary he did not mention that he had been President ,but that he had founded a University.

Most of the new states provided for schools in their constitutions. Minnesota was admitted by Congress as a territory in March, 1849. The most important measure of the first legislature was " An act to establish and ~~maintain~~ maintain Common Schools for the education of all the children and youth of the Territory, open to all persons from four to twenty one years, FREE. In the second session in 1851 , after receiving a report on the location of the Capitol, the committee said "it is none too soon to provide for liberal, scientific, and classical education." they covered the ground for a complete institution. This Legislature passed an act <sup>to</sup> incorporate the University of Minnesota at the Falls of St. Anthony." they also memorialized Congress for a grant of 100,000 acres of Public Land for an endowment of the Institution. It was 18 years before college work was begun.

We might speak, of many other important developments , such as the Morrill Act of 1862, which aided Agricultural and Industrial Education and other practical departments. As early as 1853, the Illinois Legislature sent a resolution to Congress, urging " a system of Industrial Universities, liberally endowed, in each state of the Union, to provide a more liberal and practical education among the people. " Horace Greely praised this proposal and said that scientific and practical education couldn't come too soon .

WE should also take notice of the movement to train teachers, AS early as 1839 the first state normal school in the U.S. was opened in the town hall at Lexington, Mass. (And true to character, Mass. had the ~~st~~ first high school, established in Boston as early as 1821.)

In Minn. the legislature passed an act in 1858 authorizing the establishment of three normal schools. The first was opened in Winona in <sup>1860</sup> 1860, and in Mankato and ST. Cloud in 1868 and 1869.

But to another important phase., The colonial college made no provision for women, and it was a long hard struggle to gain for women equal educational advantages with men. But that too we have accomplished.

The 19th century was considerably advanced before the doors of any college were open to her. But she herself banged on the doors. In 1821 Emma Willard founded<sup>a</sup> Troy Seminary, and <sup>in</sup> 1836 Mary Lyon founded Mt. Holyoke, for the education of girls. If men would not open the doors, women would do it. Girls had been given ~~every~~ meager/elementary education, but these schools proved their capacity and fired their ambition for an education.

Oberlin College was the first of the colleges, as early as 1833, to open its doors to women and also to "persons of any color".

Two decades later, <sup>1853</sup> Horace Mann founded Antioch as a co-educational and co-racial college. Genesee College (after <sup>hands</sup> Syracuse University) founded in 1850, was co-educational from the beginning. Most of the State Universities were made co-educational at their establishment.

It has been a long climb for women in a democracy to reach <sup>from</sup> equal education, equal suffrage, to equal pay, thanks to the courageous work of many early ploneers in each field of effort.

~~How far we have come in our belief that the government should support education, in this first half century we also learned to believe in wide Federal aid.~~

How far we have come in this first half-century, in our belief in government supported schools, and in widely distributed Federal aid!

TO quote " we have won the battle for taxation, the battle to eliminate pauper schools, the battle to eliminate sectarianism, We have won the battle to establish high schools and state universities, the graded system of instruction, We have won the struggle for teacher-training and for equal opportunities for women. These are the milestones.

One wonders what the colonial college graduate would think, or what our earliest graduates think of the present day college. We must confess that we no longer produce scholars. We have crowded our curriculums to the point of confusion, we have <sup>used</sup> the elective system beyond reason, we have tended to become quantitative rather than qualitative, we have lowered standards, so that every one can find some easy way to get a diploma. We have lost something which our educators deeply deplore, which such men as Prest. Hutchins has frequently expressed.

All along the way wise educators have realized that the direction of education was not all to the good and have vainly tried to stem the tide. One wonders what these real scholars would have thought of universities which measure themselves by the size of their buildings, their endowment funds, and especially by the number of students, and whose most important drawing card is their athletic record.

We needed to gain our educational liberty, we needed much more breadth for this expanding world, than the old scholastic studies, but havn't we lost something very fine on the way, that developed morals and conduct, that taught men to think, that made gentlemen and scholars of them, something necessary to high living, <sup>something</sup> that we must recapture.

# I NEWSPAPERS.

This seems like a second paper, for the history of education and the history of journalism are two quite different subjects, and have required double preparation. But I won't apologize.

The principle of freedom of the press was established before the Revolution. The Readers Digest gave an account of a very important trial of a publisher in 1735, a Peter Zenger. Two important rights were established at this trial, one that a jury <sup>rather than the judge</sup> had the right to decide on what ~~was libelous~~, was libelous, the other that a paper had the right to criticise the government. Both points were milestones in winning freedom of the press.

Many small and short-lived <sup>papers</sup> sprang up in colonial times, usually ~~got~~ copied in form and style from The English papers. Printers got them out and accepted letters or discussions, from anonymous writers. There is in the British Museum, a large collection of early papers, among them a complete file of Franklin's New England Courant, as well as other colonial papers. so that a study of them is quite easy. We would if there was time bring you a brief account of our start in journalism. We will only say that these small papers carrying the opinions of important people in their pages, had already proved the value of the press to influence public opinion.

About 40 of these colonial papers survived the war and <sup>a</sup> number were started directly after. They were still issued only by printers who depended upon contributors to fill their sheets. Now the ratification of the new Constitution was the uppermost interest. Newspapers became increasingly important as a medium for swaying public opinion. There was no dearth of letters to publish, for every public man wanted to tell what he thought of the proposed new government, and there was much opposition to it. Hamilton did not like the new constitution, he wanted a much more centralized government, but he knew its adoption was absolutely necessary to the new Republic. So he did every thing he could to ~~con~~

convince the people. The most important series of letters explaining and analyzing the constitution and urging its adoption, was the series known as the Federalist, written by Hamilton, Madison and Jay.

With these famous discussions going on, the press became a political power as never before. Hamilton and Jefferson, now strong opponents, and leaders of two parties<sup>ies</sup> that had developed, the Federalist and Anti-federalist, it came about that one aired his views in one paper and the other in another. Each sought to shape public opinion through the press, So papers became political party organs, as they have been ever since. Now a common printer, a neutral person, was not enough, Able editors, who would give vigorous support to party politics, was essential.

So grew a new era in American journalism, party papers with partisan editors. Many such papers sprang up before 1800, some short-lived others and living today. I want to give just one example. Noah Webster

~~XXXXX~~ started The American Mercury in 1793, a daily paper. Webster was a graduate of Yale, had been a teacher, had been admitted to the bar, and altho known to<sup>us</sup> as a lexicographer, he was brilliant in many directions. He had written a very important textbook and wishing to protect it, he urged on Congress, the adoption of a copy-right law, and secured it in 1790. His paper was very ably edited. As much as the times allowed, he avoided personalities; but the press was vitriolic, one had to take sides vigorously and print abusive letters, to compete with rivals, and to satisfy one's party patrons. However it was one of the best papers of the times. He introduced the first rural edition by taking the most interesting parts from his regular edition and making them up into a weekly on smaller sheets, for villages and country. Webster changed the name of his paper to The Commercial Advertiser and this continued for a century, until in 1923, it was bought by Frank A. Munsey and united with the N.Y. Sun. So Noah Webster's paper is still current.

The period around 1800 was notable<sup>3</sup> for the sprouting of many small country papers, following the precedent of Webster. One was the Ulster County Gazette, It printed a very full account of the death of Washington, which gained it accidental fame, because of the counterfeit copies that were afterwards printed by the thousands, We have a copy at the Library, which I prized highly, not knowing about the counterfeits. But a collector's catalog gave an account, and said that one could identify an original by one small letter. An examination of my treasure, proved it to be a counterfeit, and my treasure, tho just as interesting had little value. ~~It had been framed and was hanging on a wall of the Library.~~

Under Washington's administration, Jefferson and Hamilton kept up their animosity, and aired their views on the new government, in their respective papers. But their followers went to disgraceful lengths in supporting them, they used vilification, abuse and insult in criticising public characters. Washington was called a a traitor a robber and a liar. Jefferson's personal life was terrible smeared, Noah Webster was called an impious disorganizing wretch, No one was spared. Washington said of certain papers that their publications were outrages on common decency, and in 1796 he gave it as one of his reasons for deciding to retire from public life, saying that he had "a disinclination to be longer buffeted in the public press by a set of infamous scribblers."

The last decade of the 18th century and the first of the 19th saw a deplorable state of American journalism, which some historians have called the "dark ages of ~~the~~ partisan journalism". The leaders themselves, deplored this disgraceful development, and felt that the press was much degraded. One editor felt the same when he said :— "The American Newspaper is the most base, false, servile and venal publication that ever polluted the fountains of society".

The virulence of the press continued through the war of 1812 ,

which was a most unpopular war and much recrimination was indulged in. Jefferson Said in 1807 "nothing can now be believed which is seen in a newspaper, Truth itself becomes suspicious by being put into that political vehicle." What worse condemnation could have been given.

It is encouraging to find one paper that seems like an up-surge toward decency. Boston had its first daily paper,, "the Boston Daily Advertiser" in 1812, edited by young Nathan Hale, nephew of the revolutionary hero, an editor of unusual ability and conscientious purpose. He said in an editorial " newspapers ought to be illuminators of the public mind. Every reader who daily peruses any paper, should be able to rely upon it for a complete history of the times." And he made good on that, daily writing an informing editorial. He meant to and <sup>did</sup> print a clean, decent paper. Hale has been credited with being the first to publish editorials regularly.

But this period of journalism is to be condemned not only <sup>for</sup> its scandalous and venomous attacks on people, but on the type of news. The early ~~pape~~ papers being very small, printed vrry little news, <sup>upon</sup> except the arrival of ships, But printing of news was increasing, and as there was no way to gather news, most of it was based on rumor and gossip. Following some of the English papers, which had begun to print criminal trials and police reports, our papers grew more and more sensational, as to call out Hale's criticism of a "diseased public mind," and a famous letter from Fisher Ames, Ames was a ~~FAMOUS~~ prominent federalist. and in 1804 was offered the presidency of ~~Harvard~~ Harvard. Ames scathingly commented that "Gazettes, it is to be feared, will not long allow room to anything that is not loathsome and shocking." <sup>His long letter</sup> It was a thoughtful analysis of the effect of sensational news which might well be reprinted. But a sensational press was and ~~still is~~ <sup>it</sup> still is profitable and so continues.

We might consider some of the mechanical difficulties. There was no systematic scheme for collecting news, no telephone, no telegraph, no rail-rOads

convince the people      The most important series of letters on the subject were the series known as the Federalist, written by Hamilton, Madison and Jay, but mostly by Hamilton. They were unquestionably the greatest and probably the most important contribution to political science, ever to appear in the American press. This series and other less notable contribution gave newspapers a standing more important than ever before. Political

no steamships. It is interesting to note the time-lag of news. Washington died on Dec. 14th 1799. It was 3 days before the news reached Washington, it was 6 days before publication in ~~XXXXX~~ New York, 11 days before it reached Boston, and Cincinnati did not publish until Jan. 7th, 24 days after such an important event. Foreign news awaited the arrival of sailing vessels and were copied from paper to paper. It is hard to realize now, when news can be broadcast around the world in an instant.

There <sup>were</sup> not even passible roads for mail, until Congress ordered The Great Post Road built from Maine to Georgia, This road with cross-roads gradually ~~but~~ built to connect with it, allowed horse and rider transportation to bring news more regularly. The Postal Act of 1792 fixed the postage at one cent and exchanges free.

The size of papers still remained small due to shortage of paper, many mills having been destroyed during the war. The presses were hand presses and ~~turn~~ <sup>were</sup> turned out copies slowly. Subscribers <sup>^</sup>very few; if there were 1500, the paper was a success. Advertisements might have brought in enough revenue, if

space could have been spared in these small issues. <sup>So</sup> Papers were not remunerative.

~~When papers~~ <sup>When papers</sup> printed larger sheets and took in "ads" they quite overdid it, and an "extra" or a Sunday paper often gave 20 out of 24 pages to advertisements, then papers began to pay handsomely.

~~XXXXXXXXXXXX~~ Competition for news began about 1827. when two ~~new~~ new morning papers were added to the 8 which New York already had.

The previous 8 papers had formed an Association to share in the expense of a boat to meet in-coming vessels to get the news. The two new ~~XXXXX~~ papers each ran their own fast boats, and this rivalry grew, until by 1851 six fast schooners were maintained at a cost of 25000.00 dollars.

Rival pony expresses ran between Washington and New York. Other Associations in other cities had been formed, and finally they saw the sensible thing was ~~to co-~~ to co-operative, which they did, and out of it grew our Associated Press.

In contrast to the large commercial papers like those in New York, three quite small papers with a subscription price of \$4.00 a year, were launched in Boston. One was the Evening Transcript started in July, 1830 with only four columns to a page. It made no popular appeal, either with salacious news or reports of crime. It condemned both, saying, "it was the duty of an editor to disseminate truth, " and again " let it be borne in mind that all newspapers fall into the hands of children of both sexes, and that it is desirable to have them contain nothing that we should blush to hear our children read." So with Nathan Hale's Daily and the Boston Transcript, Boston led the way in resisting the current of indecent journalism.

American journalism received a notable recruit when William Cullen Bryant joined the staff of the N.Y. Post. Hamilton had established the Post in 1801 as his mouth-piece, a strong federalist paper, with good financial management, 1100 subscribers, and a very able editor, William Coleman. The paper prospered in time, and Coleman remained many years. <sup>until 1826</sup> When he was incapacitated, Bryant was called in to help and soon became editor-in-chief, remaining in charge for a half century. He was a struggling poet-lawyer, with some good editorial experience. Originally a federalist paper, he adopted the low tariff <sup>policy</sup> of Andrew Jackson, and supported his campaign for ~~Pres~~ President, against John Quincy Adams. So the paper that Hamilton founded, became an exponent of Jackson's attempt to destroy the U.S. Bank, which Hamilton had always believed in and finally started when he was Secretary of the Treasury. Bryant made the paper pay, and after eight years of service, the paper netted him <sup>a year</sup> \$4500.00 for his One-third interest. In 1834 he went abroad, leaving the paper in the hands of his co-editor. Leggett took a very liberal stand, defending the right of free speech to abolitionists, advocating the abolition of ~~property~~ property qualifications for voting, approved trade unions, and other matters giving people more economic and political equality. Bryant probably would have stood <sup>also</sup> for these

things, but he would have been more diplomatic. As it was, the paper lost ~~so~~ so much support, that he had to come home and assume control. Altho he had intended to abandon journalism, ~~he~~ remained as editor for more than 40 years. *longer.*

By 1849 he was half owner of a prosperous paper, which took top rank as an anti-slavery democratic paper, a clean, high grade paper allowing no lotteries or quack medicines in his advertisements, or indecent news in his columns.

~~He joined~~

But indecency paid and the very worst period was introduced by the Penny Press., with the N.Y. Sun and the Herald as the worst offenders, and James Gordon Bennett, to my great surprise, editing the dirtiest and most sensational of all. The first penny press was introduced by the SUN *the Penny Press was* in 1833, copied from England, and by 1840 ~~they were~~ well established.

They were cheap and appealed to the coarse instincts of the common people. They eliminated most of the political news and gave a humorous slant to common topics that amused the ordinary reader. They sold in large ~~editi~~ editions, and coined money. It was the first time in history that it was demonstrated that it was a possibility to appeal successfully to the masses by a tabloid newspaper. Bennett was an editor of experience, he had been a Washington correspondent and written chatty, gossipy letters about political characters, had reported criminal trials, and with all this ~~var~~ varied experience he decided to ~~to~~ throw his lot with the new, cheap,, independent press. He applied to the Sun, but they could not afford ~~to~~ him. He approached Horace Greeley proposing to him to join in starting a new paper, but Greeley declined. So with small funds he launched the Morning Herald, as a penny paper, in a little basement room with a desk made of a plank resting on two flour barrels. From this beginning his paper made him immensely rich. In his opening bow, he said that he would support no party and care nothing for any election or any candidate from President down to Constable. He promised a lively paper to ~~enl~~ exhilarate the breakfast table, To attract a larger clientele he included

"theatrical chit-chat," and to get business men he added very accurate Wall Street news. On the streets every morning, one would see every <sup>one</sup> reading the Morning Herald. He had a nose for news, and when the telegraph was installed he made the widest use of it to get ahead of his rivals. He wrote grandiloquently of the grand reform he was going to make. But as his avowed ~~maxim~~ purpose was to make the HERALD lively and spicy, he printed a lot of objectionable stuff, which seemed to greatly increase his circulation. The Herald became so bad that other papers, ministers and the better class of people combined against him in what was called a "Moral War." He was charged with indecency, blasphemy, blackmail, lying and libel, and the Herald was denounced as unfit to be read by self-respecting people. But he paid little attention and went right on, because it paid. He espoused the cause of the ~~South~~ South, and with his published circulation of 100,000, and his popularity abroad, he caused Lincoln some apprehension. Thurlow Weed was sent to try to change his attitude, and with some representation as to the gravity of the situation he complied, having no strong convictions either way.

At his death, his character was summarized by the Springfield Republican as follows- "He was a coarse but vigorous writer; he was never troubled with principles,.... The Herald, though fickle in politics, worthless in editorial judgment, became a symbol of newspaper enterprise all over the world. It is the type of every thing a newspaper should not be."

Bennett's type has been ever since continued, because it pays.

things, even against the beliefs of his business subscribers, but he would have been more diplomatic. As it was, the paper lost so much support that he had to come home and assume control. In 1872 he joined Carl Schurz's Liberal Republican Movement, which Nominated Greeley for President, against Grant, but he refused to support Greeley.

He had become half owner in a successful paper, which took to rank as a

The career of Greeley was quite different as his character was wholly ~~diff~~ different, The dissatisfaction of decent people with the Herald and the Sun, as shown by the "moral war", together with a desire of the Whigs for a penny paper, led to the establishment in 1841 of the Tribune by Horace Greeley. He was an experienced journalist and a practical printer. He began with a capital of only \$2000.00 and one assistant, Henry Raymond, who was afterward founder and first editor of the New York Times. The circulation was rapid, within 3 weeks claiming 5500, and after 7 weeks 11,000. It was a clean penny paper edited by a man with convictions. He became interested in communistic enterprises like Brook Farm, and in his effort to practice his communistic ideals, he organized the Tribune into a stock company, now worth \$100,000. and permitted employees to become ~~stock-~~ stock-holders. He gathered together a very capable staff, Charles A Dana came to the Tribune when Brook Farm failed, as editor-in-chief, George Ripley with the paper for 30 years, until his death, formed the first department in any paper with a literary editor, devoted to reviewing current books, and printing serials, such as Dickens Barnaby Rudge, Margeret Fullers, also from Brook Farm like Dana And Ripley, was on the staff 1844-1846, as the first woman writer of distinction to engage in newspaper work. Another well known addition was Bayard Taylor.

Greeley was violently opposed to the Mexican War; The effect of his antislavery policy was great, especially in the North and West where he was accepted like the Bible. The Tribune was undoubtedly the most powerful ~~for~~ of all forces to crystalize public opinion against slavery.

Greeley espoused many causes, he urged restrictions on the liquor ~~traffic~~ traffic, he advocated woman suffrage, a ten hour day for laborers, an international copy-right law, the distribution of public lands to boné-fide settlers, and many other social reforms. He always had an open mind.

He felt so anxious for just relations to be established with the South after the war, <sup>that</sup> and when Jeff. Davis had been imprisoned for two years at Richmond, he went down and signed his bail-bond, *which lost him many subscriptions, but ~~that~~ that did not influence him,*

Greeley was the first American editor to demonstrate that it was possible to publish successfully a cheap daily paper without resorting to sensational news, and ~~and~~ quack advertising.

We have omitted ~~so~~ many important developments, in early American journalism, we have cut this paper in half since it was written and we are quite ashamed of the results, ~~We~~ we would like to mention, at least, ~~of~~ The Springfield Republican, and its fine editor, Samuel Bowles, or Dana, and The New York Sun, or ~~of~~ Raymond and The New York Times. ~~And what about important magazines.~~

But my time is up. ~~Give me a shorter subject next time.~~

And I haven't said anything about our Minnesota papers, the earliest being the Pioneer by James Goodhue, now continued as the Pioneer Press, about 100 years old, But that story must wait.