



Gratia A. Countryman and Family Papers.

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NEVER TOO LATE TO LEARN

(Adult Education)

Delivered before Minn. Business

Women's Convention at Owatonna
Spring, 1925

But W.C.
Gardner's
memory or intuition

①

A few favored ones among
us may have received by
birthright the gift of 5 talents
but most of us are fortunate
enough to have received at least
the one talent — the ordinary
modicum of brain power and
opportunity to use it.

I think we may draw the conclusion
from the Master's parable that
we are expected not simply
to keep our talent, but to trade with
it and double it. Masters

Develop with using, memory
improves with cultivation, Knowledge
and wisdom increase with seeking.

And the verdict which followed the
man who hid his talents and did
not use ^{it} is the inevitable one

For unto everyone that hath shall
be given and he shall have
in abundance but from him
that hath not, even that which he
hath shall be taken away.

Most of us in this room are
probably High School graduates and
many are College women. You will
be interested in some rather
startling words in the last
report of Pres. Butler of
Columbia University. I quote
some words that stress ~~caution~~
Keen business women to be
thoughtful:— He says.

It is probable that very few
minds are ever again as
alert or as active as they
are at 22 or 23 years of age
when the pressure of formal

instruction is removed, the vast majority of human intelligences plod through life on a dead level. In other words, they dig in the ground and hide their talent. They earn their bread and butter and neglect to keep on developing their mental and spiritual powers. Human intelligences weren't meant to plod on a dead level, yet you and I know many men and women who made a good start but no longer take any interest in learning new things, nor think it necessary to keep up with the stirring events about us.

But President Butler makes a more encouraging comment when he observes "that those

(4)

who are continuing to grow at
forty years of age, will in all
likelihood maintain that power
of growth and achievement throughout
life, however long". There are
too many of us who drop into
the dead level plodding class.
There are too few of us who keep
our mental powers growing.

If we could only dispel that
melancholy belief that grown up
men and women have finished
their education when they step
out of high school or college -
If we could only maintain our
sense of wonder and our curiosity
to know, until we reach the age
of forty, isn't it encouraging to
know that we will in all
likelihood maintain the desire
and the power of growth throughout
life. And again we can

look around among our acquaintances
 and know that it is true that
 lives who learn the dead learn
 do keep on growing to a ripe old age.
 that such men as Bonnie Northrop
 and such women as Maria
 Sanford have grown in power
 and mental achievement up to
 the end. Not because they were
 especially gifted, but because
 they kept using their talents to
 gain other talents, they kept
on growing and never allowed
 themselves to lose mental alertness.

Yes, I must admit, that I
 am talking about adult education
Continuous education, life long
education, never-ceasing effort
 to improve ourselves, to multiply
 our talents. It is important for
 children to begin their education
 but it is just as important for us all
 to keep on.

It is true that our ⁶ occupations,
our contacts with people, our
social and economic relations
may educate us considerably ^{in certain ways}, but

We cannot depend upon that which
incidentally comes to us, as the
Amoeba, floating in the water, gets its food.
Life is an opportunity for purposeful
efforts to grow. and it is easy
to dissipate our opportunity and find
ourselves, on the level years after year.

Dr. Thwing of Western Reserve
Univ. says that we "have very

dissipated minds nowadays,
superficial, thin and visionary
that we know a bit about

many things, but do not use our
reasoning powers; that we are
not a people of the quarterly
or monthly magazine, but of the
daily and even hourly edition of
the newspaper, that our music
is jazzy and our art Cubic."



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(7)

We that are in the whirl of today's Commercial activities, and feel the pressure of Competition, recognize his picture of American restlessness for we participate in it daily. The world is too much with us, we have too many engagements, too many things to do, too many places to go, too little time to ourselves, too little time to meditate, or think or grow.

My business friends, we cannot afford to lose ourselves in this restless sea of activities that gets us no-where. I resent, and I think all earnest people do, the feeling that my intellectual arteries are hardening, because I fail to control the ^{unprofitable} busy-ness which fills my days, and shears of strength.

No, we cannot afford to let the days slip by and our chance to grow be lost. Wisdom and Knowledge are precious things, and we are never too old to systematically pursue them.



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Now this might be the end of my
 speech, but it isn't.

We are a representative group of
 men and women who are not
 satisfied with dead levels. All over
 the world there is creeping an
 ambition to lift the levels of education.
 There is a growing conviction that
 education does not cease with
 childhood, that schools are good
 for anyone who wants to learn.
 It has taken the form of a
 tremendous new movement for
adult education, and in saying
 to you that we are never too old
 to learn, I am saying what
 hundreds + thousands of people
 are saying to themselves today.

Last year there were in our
 State University Extension classes
 over 5000 adults taking some kind
 of work. The night schools, Y.M.C.A.
 classes all imply that grown up men
 and women want to continue their
 education.

Last year Amherst College professor

8

~~Now this might have been the
end of my speech, but it isn't.
The whole field of adult education~~

(9)

Worked out reading courses on several subjects, and distributed the lists to any of their aluminae who wanted to take up at home a course of purposeful reading. Smith and Wellesley have followed this year. They invite their aluminae to register for these reading courses and to report on their year's reading. College graduates are not any more likely to keep up their mental growth than any other body of people, and the graduates of these colleges have welcomed the encouragement which these reading courses have given them. Just think what it would mean if the college students over the country were thoughtfully reading and discussing the perplexing problems of today. Suppose that we business women were keeping our minds active and creative by reading and thinking and discussing in groups some worthwhile subjects in which we were interested.

But the movement for adult Education is much broader than our own Country or our own groups.

I pick up on my desk a report:- The British Ministry of Reconstruction, Adult Education Committee. What does it mean. It means that the Reconstruction work in England found that the soldier, the grown up man returning to his work must be helped to find his place in the world by some enlightening education. Our own Country found the same thing necessary in the vocational education of our disabled men.

I pick up a bulletin ~~of the~~ published by the World Association for adult education, well, there must be something going on if there is already a World Organization. I read a list

of the Bulletin already published
 "Adult education in Norway",
 "Adult education in Czechoslovakia"
 "Adult education in Italy", &c &c
 There seems to be some sweeping
 movement going on which we
 haven't realized, forces setting in
 which have made education
 imperative. Has it been the
 catastrophe of the great war
 which revealed our illiteracy,
 has it been the spread of
 democratic government which
 cannot exist without a more
 or less intelligent electorate.
 Is it the new age of scientific
 discovery which stirs the
 imagination & makes the world
 eager to understand. Is it
 the deep and disturbing
 consciousness ~~consciousness~~ that
 unless mankind can readjust
 its political & social ideas,
 it is doomed to decadence.

We cannot take even a
bird's eye view of what is
happening in this spontaneous
movement to educate adults,
but some phases are very
interesting and illuminating,

1st The Moonlight Schools
or our fight against illiteracy,

The story of the moonlight
schools is most graphically
told by Mrs Cora Stewart
Wilson who started them -

(see next page)

who started them. She was a County Superintendent of Schools in the mountains of Kentucky and was touched by the pathos of mothers who could not read nor write letters to absent children, by middle aged men who made their mark when signing papers. She asked her teachers to open their schools on moonlight nights as volunteer teachers. Not a one refused. They sent word by the children and canvassed their neighborhoods telling the people what they were going to do. On the night of opening, ~~on~~ September 5th, 1911, the moonlight was brilliant. The teachers had estimated an average attendance of three to each school or one hundred fifty in the county. In Mrs. Wilson's own words, "We waited with anxious hearts; the teachers had volunteered, the schools had been opened, the people had been invited, but would they come? They had all the excuses that any toil-worn people ever had. They had rugged roads to travel, streams without bridges to cross, high hills to climb, children to lead, and babies to carry. But they were not seeking excuses, they were seeking knowledge and so they came. They came singly and in groups, they came walking for miles, they came bent with age and leaning on canes, they came 1200 strong." The youngest student was aged

eighteen, the oldest, eighty-six."

What a reward to that woman's sympathetic effort. It led to the first Illiteracy Commission in Kentucky. These Moonlight Schools had actually undertaken to abolish illiteracy in their county. Now the state of Kentucky through the Illiteracy Commission undertook to abolish illiteracy in its borders. There were at that time 208,000 illiterates in Kentucky, and when the war came 30,000 Kentucky boys had to make a mark on their registration cards.

Alabama was the second state, and North Carolina the third to establish Moonlight Schools and to appoint Illiteracy Commissions.

Minnesota's first Moonlight Schools were organized in 1915 by Superintendent Schulz who issued a call for surveys of illiterates, and Itasca County was the first to respond. Now many states have Illiteracy Commissions and are making opportunities for the education of adults.

The N. E. A. has made the removal of illiteracy the first provision of its educational program. The Federation of Women's Clubs has made it one of their

most intensive piece of work
 And there is every reason for
 intensive work, for our last
 Census showed $5\frac{1}{2}$ million
 of people over 10 years of age
 who cannot read or write.

But here is another most
 interesting phase of adult education,
 On my desk, I find the
 Workers Education Yearbook,
 it is published by the
 Workers Education Bureau
 of America. I wish I could
 quote enough from this Yearbook
 to show you the high aim
 which its leaders have, but I
 was especially interested in the
 attitude of a woman. She
 is the Secretary of the Educational
 Dept of the International Ladies
 Garment Workers Union, which
 is affiliated with the workers

Education Bureau. She expresses
her conception of worker's education
as ex this way. (listen closely)

"Labor is reaching out toward
a new life... What kind of
education does it need, It
has always been our conviction
that the labor movement
stands consciously or unconsciously
for the reconstruction of society.
It strives toward a new life.
It dreams of a world where
economic and social justice
will prevail, where the welfare
of mankind will be the aim
of all activity, where society
will be organized as a Co-operation
Commonwealth, and where love,
friendship and fellowship will
replace selfishness."

~~That~~ Isn't that fine! It
is Utopian, but it is mighty
close to Christ's idea of society

and if worker's education has
that aim in view, then they
great success attend it.

~~The~~ The workers are greatly in
earnest, they are not taking
a casual unprogrammed adventure
but are working out various
definite programs for different groups
of people, some of them being
stiff and intensive. They are
not fumbling with the great
problems of life, they are earnestly
trying to solve them.

I wish I could spend more time
giving you a resume of some of
their experiments, for they put
some of our feeble attempts to shame
when they will go night after night
to some class led by a University professor
after hard + exhausting days labor.

We are evidently so ignorant of
this big mass education movement
going on in this enormous group

of workers among whom we live
and with whom we constantly
touch shoulders.

But when we think of adult
education and the sweeping
movement that has gathered
force since the war into a
Work Education Association, we
do not think of the movement to
wipe out adult illiteracy, nor
the adult movement for workers
education, but the hunger for
knowledge which has infected
the ~~people~~ common people in
many countries. One of the most
interesting developments has
been in Germany. You will
find a very good account of it
in the Contemporary Review of
January 1924.

There has been in Germany

for many years. A Society for Popular Education which gave them diluted drafts of knowledge to people and called it ~~pop~~ educational. But this new movement is a well organized Association led by the best educated people in Germany. Its Constitution reads "For adult education is the expression of a movement spiritual movement for the preservation & revival of German culture". It is carried on something after the method of the Tutorial System of English Colleges - that is the question and answer discussion method,

A man going into another
Country, called his own servants

Volks-Hochschulen —
 folk high schools have
 been opened in all large
 and smaller towns and
 even villages in Germany.

The financial support is
 borne by the municipalities
 which cannot however
 interfere with the teaching.

These Hochschulen are
 independent of party
 or creed and are open
 to every adult over
 18 years of age. One of
 the official instructors
 says of them: "Their aim
 is not so much the

Assimilation of actual knowledge, or undigested facts, but the development of powers of thought and discernment, so as to make the acquired knowledge productive.

The movement in Germany has been so far recognized by the Prussian & certain other states as to have introduced into their government, departments for Adult Education, to aid and foster these folk high schools or any other form of adult educ. The movement seems to have grown spontaneously from the people out of their great need.

The bulletin on the new adult education in Czechoslovakia

and other countries is equally
surprising and interesting to us
Americans who so thoroughly believe
in Education

Perhaps you have read Mr
Wells very earnest and thoughtful
book on "The Salvaging of
Civilization". He is an idealist
but aren't all our prophets, idealists?

He believes that there must be
a conscious systematic reconstruction
of human society to avert our
Civilization from going into decadence
and that the world must be
educated and schooled until a
wide intelligence is general -

Are we not already
sweeping toward that ideal
in this "world ~~education~~ ^{Assn}
~~Assn~~ for Adult Education, ~~that~~



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ADULT EDUCATION

America believes in Education.

Royal Governor Berkeley of Virginia, writing home to England in the 17th century "thanked God that no public schools nor printing presses existed in the colony."

But George Washington and the founders of our nation believed just the opposite. Washington left a provision in his will that his negro slaves under twenty-five years of age should be taught to read and write. The very nature of a democratic government seems to demand that people should be educated. So our public tax-supported schools are one of our most strongly entrenched institutions for which we spend most freely and in which we have the greatest pride.

But organized systematic education is not what I am going to talk about. When you think of education, do you not think of our grade schools, high schools, and colleges,— our regular formal courses

for young people of school age? We think of school days being over, the serious business of life commencing, and opportunities for education ceasing when the high school or the college diploma has been awarded.

But a tremendous new movement is under way. I pick up a report: The British Ministry of Reconstruction—Adult Education Committee. What does it mean? It means that Reconstruction work in England found that the soldier, the grown-up man returning to work must be helped to find his place in the new world by some enlightening education. Our own country found the same thing necessary in the vocational education of our disabled men, Under the direction of a bureau of our government.

I pick up another Bulletin of the World Association for Adult Education. Well there must be something going on if there is already a world organization. And I read a list of their Bulletins,— "Adult education in Norway," "Adult Education in Czechoslovakia," "British Institute of Adult Education." And here is another on the list which interests me. ,—"Some Library Developments," for the real job

of a library is Adult Education. But there are already ^{dozens} nineteen different Bulletins issued by this World Association for Adult Education.

But here comes another phase in the shape of the Workers' Education Year Book, and it is published by the Workers' Education Bureau of America, and I find accounts of Workers' Colleges in America, and I find in England the Workers' Education Association, the Workers' Educational Trade Union Committee.

There must be some sweeping movement going on, which we haven't been realizing,— forces that have been setting in that make education imperative for those who have passed their school years. Has it been the terrible catastrophe of the Great War, which revealed us to ourselves; has it been the spread of democratic government which cannot exist without a more or less intelligent electorate? Is it the New Age of Scientific discovery which stirs the imagination and makes the world more eager to understand? Is it a deep and disturbing consciousness that unless mankind can readjust its political and social ideas, it is doomed to decadence?

Mr. Wells, in his very earnest and thoughtful book, "The Salvaging of Civilization," says that "World wide educational development and reform are

the necessary preparations for and the necessary accompaniments of a political reconstruction of the world."

Now adult education, the idea that one can go on learning right up to the end of life is not a new idea. There were the Schools of the Philosophers in Greece, there have been special classes and individuals, ever since, that still went on trying to learn when they were fully grown up.

But for whatever reason, it is only quite recently that this idea has passed beyond a special class and pervaded the world generally, and we have this movement which has spread before we knew, around the globe.

Anna Asen. Maria Asen

We cannot take even a birds'-eye view of what is happening, but some phases are illuminating and most interesting, and I want to talk a little about:

1. The Moonlight Schools, or our fight against illiteracy

2. The Workers' Movement for Adult Education.

3. ² *The General Adult Movement*
The story of the Moonlight Schools has been

most graphically told by Mrs. Cora Stewart Wilson

who started them. She was a County Superintendent of Schools in the mountains of Kentucky and was touched by the pathos of mothers who could not read nor write letters to absent children, by middle aged men who made their mark when signing papers. She asked her teachers to open their schools on moonlight nights as volunteer teachers. Not a one refused. They sent word by the children and canvassed their neighborhoods telling the people what they were going to do. On the night of opening on September 5th, 1911, the moonlight was brilliant. The teachers had estimated an average attendance of three to each school or one hundred fifty in the county. In Miss Wilson's own words, "We waited with anxious hearts, the teachers had volunteered, the schools had been opened, the people had been invited, but would they come? They had all the excuses that any toil-worn people ever had. They had rugged roads to travel, streams without bridges to cross, high hills to climb, children to lead, and babies to carry. But they were not seeking excuse, they were seeking knowledge and so they came. They came singly and in groups, they came walking for miles, they came bent with age and leaning on canes, they came 1200 strong." The youngest student was aged

eighteen, the oldest, eighty-six."

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Minnesota's first Moonlight Schools were organized in 1915 by Superintendent Schulz who issued a call for surveys of illiterates and Itasca County was the first to respond. Now many states have Illiteracy Commissions and are making opportunities for the education of adults.

The N. E. A. has made the removal of illiteracy the first provision of its educational program. The Federation of Women's Clubs has made it one of their

most intensive pieces of work. And there is every reason for intensive work. Our census shows that there are nearly five and one-half million of people over ten years of age who cannot read or write.

You know the appalling story at the opening of the war. Our Surgeon-General's report showed that one man out of every four was unable to read or write a letter. There were more than 700,000 boys who made a mark for their names. From one state the percentage ran as high as one in every two. This average is especially startling when we find that France had only three illiterates in every hundred or 3%, in England only one out of every hundred was illiterate, or 1%, while in the German army only one in 5,000 was unable to read or write.

Well, when the 30,000 Kentucky boys who could not read or write were sent to the war camps the Moonlight Schools were transferred to the camps, and soon classes were forming in all of our camps. I remember with what a shock I learned that writing and reading and spelling were being taught at Fort Snelling because there were so many men who could not read their orders or the signs.

By 1918 our government had mapped out an elaborate educational program for the men in continental camps, and when the Armistice came, a quick reversal of plans was made, and books and a program that would turn the minds to peace were sent out to our Army of Occupation. Soldiers came back preaching the Gospel of Education, and you know how they crowded into our Universities and the government vocational schools. In Kentucky and probably many other places the Moonlight Schools were re-opened after the war, and the fight against illiteracy goes on. No wonder Mr. Wells' feels that our very civilization rests upon the worldwide education of our population when we find our representative government confided to millions of people who are actually illiterate.

2. Another most significant movement is the Adult Workers' Education. President Gompers wrote recently, "Whatever progress the Labor Movement makes rests upon an educational basis."

England is years ahead of America in establishing Workers' Education. In 1922 there were 23,000 pupils enrolled under the Workers' Education Asso-

+ This year over 30000 - who will ultimately be trained
tion. The work of organizing classes is carried
on by district secretaries who devote all of their
time to educational work. The teachers are drawn
from the most part from Universities and from the
younger teachers who have a definite interest in
the labor movement. *The Tutorial Classes are well organized
+ Ruskin College in Oxford*

The radical group of England, a fiery young
organization called the Plebs League, have formed the
Labor College of London, and conduct classes chiefly
in the Marxian doctrine. It emphasizes the problems
which are the storm centers of labor thought, and
is having considerable influence.

But America is developing too, and the first
~~But~~ yearbook has just been issued by the Workers' Edu-
cation Bureau and it is a most interesting volume
and I wish I could quote enough to show the high
aim which the leaders of the movement have.

"Labor pledged to educational ideals is labor
true to its highest purposes. We have hoped for
twenty years in America for this day to come when
labor would embark on this high educational adven-
ture."

"Labor Education is of course within the labor

movement and cannot be imposed from within or without. It is a training in the science of reconstruction. It is a means to the liberation of the working classes, individually and collectively. "

"It concerns itself with the individual and his needs, the citizen and his duties, the trade unionist and his functions, the group and its problems, the industry , its conditions."

"It cannot be controlled by others than the workers. If it is controlled by public authorities, by Universities, it is adult education, it is useful, but it is not workers' education."

Charles Beard once said, "The modern University does not have for its major interest and prime concern the free, open and unafraid consideration of modern issues." "The labor group is beginning to demand a free open and unafraid consideration of modern issues in institutions of its own."

I was interested very much in the attitude of a woman. She is the Secretary of the Educational Department of the International Ladies Garment Workers' Union, who is affiliated with the Workers' Education Bureau. (Miss Cohn) She says, speaking

of her own conception of Workers' Education,
"Labor is reaching out toward a new life
What kind of education does it need? It has
always been our conviction that the labor movement
stands consciously or unconsciously for the re-
construction of society. It strives toward a new
life. It dreams of a world where economic and
social justice will prevail, where the welfare of
mankind will be the aim of all activity, where
society will be organized as a co-operative common-
wealth and where love, friendship, and fellowship
will replace selfishness."

Surely a Utopian view, but it is mighty close
to Christ's view of society and if workers' educa-
tion has that aim in view, then may great success
attend it.

The Workers' Education Bureau is fostering
the formation of Workers' Colleges such as the
Boston Trade Union College, and Workers' Study
Classes in connection with Trade Unions. Their
aim seems to be two-fold, the education in elemen-
tary studies for the foreign-born or poorly edu-
cated, and advanced classes for those who can take
them.

They are not taking a casual unprogrammed adventure, but are working out various definite programs for different groups of people,- Some of the courses being stiff and intensive. But it is interesting to note that they take the Socratic method,- not a lecture method but the discussion method, where everybody in the class reads and talks and discusses with their leader.

The adult education movement in the labor ranks is one of the most promising phases of adult education, for the workers are mightily in earnest; they are not fumbling with the great problems in life, they are earnestly trying to solve them. "Their educational aspirations are leading them to want the finest and fullest and most inclusive education. They believe in the democratization and extension of culture to all." Speed the day! I wish I could spend more time giving you a little resumé of their experiments. We are evidently so ignorant of the big mass movements going on in this enormous group of workers, living right here among and beside us, just because we do not happen to be one among them.

One thing is most noticeable in the newly forming Educational League - They are looking critically at their program - stepping back themselves - Is this the right way

See their publishing

Just what are we aiming to do. The work is well & competently organized - Not as all like the loosey connect English movement

3. The General Adult Education Movement. When we think of Adult Education and the sweeping movement that has gathered tremendous force since the war, we do not think of the movement to wipe out adult illiteracy, nor the adult movement for workers' education. We think of ourselves and other grown-ups who still hunger for knowledge, not as a class, but as individuals.

Epictetus once said, "The rulers of the State assent that only the free shall be educated, but God hath said that only the educated shall be free." That is the way we feel,--"the truth shall make you free," and we feel the urge to seek truth, to seek knowledge. Sometimes our search seems like a feverish intellectual excitement that needs a steady-hand but the idea of self-education has taken hold of a great proportion of our adult population.

What is your own club for? What other than adult education does the Federation of Women's Clubs with its millions of members stand for? Are you not studying social movements, legislative problems, child problems, as well as cultural subjects in your various clubs?

Think of the spread of University Extension classes. Our own University enrolled nearly 5,000 members in classes last year.

Think of the vast number in evening night schools, in Y. M. C. A. classes, in Americanization classes, and in educational classes, carried on by the welfare work of great mercantile and manufacturing establishments. Then there are many church organizations, missionary schools, Chautauquas, public lectures, courses in this, that, and the other.

When we turn to other countries we find a more or less similar movement. The idea, which is not a new one, is taking firm hold, the idea that one can go on learning right up to the end of life, (a sentence which I borrow from Mr. Wells) in many other countries.

The most interesting is
I will speak only of the movement in Germany.
which began with the Revolution of 1918
You will find a very good account of it in the

"Contemporary Review" of February, 1924. There is a newly formed Adult Education Association. There has for years been in Germany a Society for Popular Education which gave thin diluted drougts of knowledge to people and named it education. But this

new movement is led not by the masses, but by the educated. Its constitution states, "Free adult education is the expression of a spiritual movement for the preservation and revival of German culture and not merely a practical undertaking for the spreading of educational values." In other words it is a spiritual movement set on foot to reform and deepen the educational needs of the people. It is carried on something after the method of the Tutorial system of English colleges, that is of the give and take discussion method.

Volks hochschulen-- folk high schools, for evening classes have been opened in all larger and smaller towns and even villages in Germany. The financial support is borne by the municipalities, which cannot however, interfere with the teaching. These Volkhochschulen are independent of party or creed and are open to every adult over eighteen years of age. One of the official instructors says of them, "They are not a continuation or vocational school. Their aim is not the dissemination of knowledge or undigested learning, but the development of powers of thought and discernment, so as

to make acquired knowledge productive."

The movement has been so far recognized by the Prussian and other States as to have introduced into their ministries, departments for Adult Education, which shall not regulate or direct the movement, but aid and foster it. The movement in Germany seems to have grown spontaneously from the people out of their great need -- to judge things according to their intrinsic worth for the man of to-day-- a striving for order in the things of the spirit-- a return to what is essential.

Sometimes I think that we need some such

organized movement in America for adult education.

Among other as well as the workers. And it will come -
It is *But* Reading is not education. No library should de-

showing the inclinations + permanent interest in the library more than any where else
ceive itself by thinking that the wide distribution of books, even of good books, is necessarily

education. A pile of books is no more useful to *v.* education than a pile of bricks is to a house.

Only thinking produces an education-- thoughtful reading and discussion makes our minds active and creative.

Dr. Thwing says that we have very dissipated minds nowadays, superficial, thin and visionary,

that we know a bit about many things, but do not use our reasoning powers. That we are not a people of the quarterly or monthly magazine, but of the daily and even hourly edition of the newspaper,-- that our music is jazzy and our art cubic.

Quote President Butler.

I would like to follow from his evaluation of American restlessness the part in adult education which the Public Library has always had and which it is preparing to take in far greater measure. It would take me far too long to enumerate the methods and spirit of the modern American Library, but it is the vision of the modern librarian to cultivate thinking habits in the community through books, to aid in the interpretation of life through books, to assist individuals to find themselves, and to develop tastes and abilities which they find within themselves. It is our task to renew contact with the great sources of religious inspiration and to help create the commanding voices and great personalities which for the moment this country seems to lack. In the libraries of the country more real thinking, more thorough-going adult education is going forward than through all the other agencies combined.

In closing, may I ask where this new sweep of awakening desire for knowledge tends? Mr. Wells, as a Utopian idealist,--and is it not ~~always~~ idealists who always have been our prophets--believes that our entire civilization will sink into decadence unless there is a conscious systematic reconstruction of human society to avert it; that there must be some unity of purpose,"unless some common control can be imposed on man's headlong waste of coal, oil, and moral energy, that is now going on, there will be a much greater disaster." He frankly says that there must be a world control, which means a world government. He says then that this great enlargement of our thought must be brought about by study of history and a knowledge of human events and characteristics, by a real facing of facts, by a right interpretation of knowledge. He says the world must be educated and schooled until a wide intelligence is general. Are we not already groping toward it?

Transportation is now international. Finance is international. These two great bonds are helping to tie the world together. But the bonds that will

really tie the world together are common ideas, common sharing of the same knowledge, common faith in the essential moral truth.

Will not this sweep of adult education which seems to be encircling the globe help to wipe out race hatred, foolish nationalism, disintegrating individualism?²— Will not the sharing of common knowledge help the brotherhood of man "For He hath made of one blood, all nations of men."

Adult Education

America believes in Education for
~~everyone~~. Perhaps the whole
world is coming to believe
that.

Royal Governor Berkeley ^{of Virginia} writing
home to England in the
17th Century "Thanked God that
no public schools nor printing
presses existed in the colony"

But George Washington and
the founders of our nation
believed just the opposite.
Washington left ~~an~~ a provision
in his will that his negro
slaves under 25 years of age
should be taught to read & write.

The very nature of a democratic
government seems to demand
that people should be educated.

(2) Do our public tax supported
schools are one of the most
strongly entrenched institutions
for which we spend most freely
and in which we have the
freest prior.

organized systematic education
But ~~that~~ is not what I am
going to talk about. When
you think of education, do you
not think of our grade schools
high schools and colleges - our
regular formal courses for
young of school age. That is
~~what~~ we think of school days
being over, the serious business
of life commencing, and opportunities
for education ceasing when the
high school or the college diploma
has been awarded.

But a tremendous new movement
is under way.

I pick up a report:- The British
Ministry of Reconstruction. Adult

Education Committee; what does
it mean, — it means that Reconstruction
Work in England found that the soldiers
the young men returning to work
must be helped to find his place
in the new world by some
enlightening education. ~~It~~

Our own Country found the same
thing necessary in the vocational
education of our disabled men
under the direction of a Bureau of our
government.

I pick up another Bulletin of
the Norveg Assn for Adult Education
— well there must be something
going on if there is already a
Norveg organization. and I read a
list of their Bulletins "Adult
Education in Norway" "Adult Education
in Czechoslovakia" "British
Institute of Adult Education" ~~It~~

And here is another on the list
which interests me Some Library development.

for the real job of a library is
Adult Education. But there are
already 19 different Bulletins
issued by this World Association
for Adult Education.

But here comes another phase
in the shape of the Workers Education
Year Book, and it is published by
the Workers Education Bureau of
America, and I find accounts of
Workers Colleges in America, and
I find in England the Workers
Education Assoc., the Workers
Educational Trade Union Committee

~~Now I find that actually the
Education for Peace is in the
New Republic has drawn
a plan out~~

There must be some sweeping
movement going on, which we

haven't been realizing forces that
have been steering in that make
education imperative for those who
have passed their school years.
Has it been the terrible catastrophe
of the French war, which revealed us
to ourselves, has it been the spread
of democratic government which
cannot exist without a more or
less intelligent electorate, is it
the new age of scientific discovery
which stirs the imagination and makes
the world more eager to understand -
is it a deep and disturbing consciousness
that unless mankind can readjust
its political and social ideas, it
is doomed to decadence.

Mr. Wells in his very earnest and
thorough book "The Salvaging of
Civilization" says that "world wide
educational development and reform
are the necessary preparation for and
the necessary accompaniment of a

political reconstruction of the world

~~But he asks the question whether~~

~~the whole world is not uneducated~~

~~But he asks in answer of course~~

Now a new education, the idea that
one can go right on learning
right up to the end of life is now
a new idea, ~~specifically~~ Then
in the schools of the philosophers
in Greece, then have been
specific classes ~~and~~ an individual
ever since that still went on
trying to learn when they ~~were~~
were fully grown up.

But for whatever reason, it is
only quite recently that this
idea has passed beyond a
specific class and pervaded
the world generally. ~~the idea is~~
~~now said "of everyone being a life~~
~~long student~~ and we have this
movement which has spread before
we knew about the plot.

teachers to open their schools
on moonlight nights as volunteer
teachers. Not a one refused.
They sent word by the children
and canvassers their neighborhoods
telling the people what they
were going to do. On the night
of openingⁱⁿ Sept 1911, ~~it was~~ the
moonlight was brilliant. The teachers
had estimated an average
attendance of 3 to each school or
150 in the county. In Miss Nelson's
own words: "We waited with
anxious hearts, the teachers had
volunteered, the schools had been
opened, the people had been invited
and would they come. They had all
the excuses that any toilworn people
ever had. They had rugged roads
to travel, streams without bridges to
cross, high hills to climb, children
to lead and babies to carry. But
they were not seeking excuses, they

were seeking knowledge and
so they came. They came singly
and in groups, they came walking
for miles, they came bent with
age + leaning on canes, they came
1200 strong. The youngest student
was aged thirteen, the oldest
eighty six. What a reward to

these woman's sympathetic effort -
It led to the first Illiteracy Commission
in Kentucky. These moonlight schools
had actually undertaken to abolish
illiteracy in their county. Now the
State of Kentucky through the Illiteracy
Commission undertook to abolish
illiteracy in its borders. There were
at that time 208000 illiterates
in Kentucky and when the war came
30000 Kentucky boys had to make
a mark ~~where~~ on their
registration cards.

Alabama was the 2nd State and

North Carolina the 3rd to
establish Moonlight Schools and
to appoint Illiteracy Commissions.
Minnesota's first Moonlight Schools
were organized in 1915 by Supt
Schug who issued a call for surveys
of illiterates and Itasca County
was the first to respond.

Now many states have Illiteracy
Commissions and are ~~making~~ making
opportunities for the education of
adults.

The N.E.A. has made the
removal of illiteracy the first
provision of its educational program.
The Federation of Women's Clubs has
made it one of their most ~~persistent~~
intensive pieces of work and even
~~And there is every reason for~~
~~intensive work.~~
Our census shows that there are
nearly 5,000,000 people over
10 years of age who cannot read or
write.

You know the appalling story
at the opening of the war. Our
Surgeon General's Report showed
that one man out of every four
was unable to read or write a
letter. ~~There~~ There were more
than 700,000 boys who made a
mark for their names. From
the state the percentage ran as
high as one in every two. This
average is especially startling when
we find that France had only 3
illiterates in every hundred or 3%
and England only one out of every
hundred was illiterate or 1%
while in the German army only one
in 5000 was unable to read or
write.

Well, when the 300,000 Kentucky
boys who could not read or write
were sent to the war camps the
night school classes were transferred

to the Camps, and some ~~an elaborate~~
~~system~~ classes were forming in
all of our Camps. I remember
~~too the~~ with what a stock I learned
that writing & reading & spelling were
being taught at Fort Snelling because
there were so many men who could
not read the orders or the signs.

By 1918 our government had
mapped ~~worked~~ out an elaborate
educational program for the
men in Continental Camps, and
~~afterwards for the men remaining~~
~~in occupied territory.~~ When the
Armistice came a quick
reverse of plans were made
~~that would for a short~~ at once
and a program that would turn the
mind to peace were sent out
to our Army of occupation.

Dodier came back preaching the
Gospel of Education.

And you know how they
Crowded into our Universities
and the former vocational schools.
In Kentucky & probably many other
places the Moonlight Schools were
re-opened after the war, and the
fight against illiteracy goes on.

~~Let~~ ^{very} no wonder Mrs. Mills feels that
our Civilization rests upon the
modern education of our population
When we find our national
representative government confided
to millions of people who are actually
illiterate.

2) ~~Now the movement among~~
~~workers is another most interesting~~
~~development~~

Another most significant movement
is the Adult Worker's Education.
President Roosevelt wrote recently
"Whatever progress the labor movement
makes rests upon an educational

basis."

~~Some time ago~~ ~~is rapidly organizing~~
England is ~~perhaps~~ ^{years} ahead of America
in establishing Workers Education. In 1922
there were 23000 pupils enrolled
under the Workers Education Association.
The work of organizing classes is
carried on by district Secretaries who
devote all of their time to
educational work.

The teachers are drawn from the
best part of Universities and
from the younger teachers who
have a definite interest in the
labor movement.

The radical group of England, a
fervid young organization called the
Plebs Club League have formed
the Labor College of London, and
conduct classes chiefly in the Marxian
doctrine. It emphasizes the problems
which are the storm center of
labor thought, and is having considerable
influence.

But America is developing ~~the~~ too
and the first Yearbook has just
been issued by the Workers Education
Bureau. And it is a most
interesting volume. And I will I
quote enough to show the
high aim which the leaders of the
movement have.

"Labor pledged to educational ideal
is labor true to its highest purposes
we have hoped for twenty years in
America for this day to come when
labor would embark on this high
Educational adventure"

"Labor Education is of course within
the labor movement and cannot be
imposed from within or without. It is
a training in the science of reconstruction
It is a means to the liberation of the
working classes, individual, & collective"

"It concerns itself with the individual
and his need, the citizen and his duties
the trade unionist and his functions
the group and its problems, the industry

its condition."

"It cannot be controlled by others
than the workers. If it is controlled
by public authority by University
it is adult education, it is useful,
but it is not workers education."

~~Perhaps here I might quote to show
what the labor group are seemingly
feeling about.~~

Charles Beard once said

"The modern University does not
have for its major interest and
prime concern the free, open
and unafraid consideration of
modern issues". "The labor group
is beginning to demand a free open
and unafraid consideration of
modern issues in institution of education."

I was interested very much in the
attitude of a woman, she is
the Secretary of the Educational Dept
of the International Ladies Garment
Workers Union.

who is affiliated with the Workers
Education Bureau. (Miss Cohen)

She says speaking of her own
Conception of Workers Education

"Labor is reaching out toward a
new life ~~and educational training~~
... what kind of education does it
need. It has always been our
conviction that the labor movement
~~means~~ stands consciously or unconsciously
for the reconstruction of society. It
strives toward a new life. It dreams
of a world where economic and social
justice will prevail, where the welfare
of mankind will be the aim of all
activity where society will be ~~the~~
~~organized~~ as a co-operation common-
wealth and where love friendship
and fellowship will replace selfishness"

Purely a Utopian view, but it is
mighty close to Christ's view of society
and if ~~labor~~ workers education has that
aim in view, then may great success
attend it.

This Workers Education Bureau
is fostering the formation of Workers
Colleges & such as the Boston Trade
Union College, & Workers Study classes
in the connection with Trade Unions.

Their aim seems to be two-fold
the education in elementary studies
for the foreign born or poorly educated
and advanced classes for those who
can take them. ~~This plan is~~

~~and very catholic and usually
industrial & economic history, labor
laws, unemployment, workers
organizations, etc., but~~

They are not taking a casual
unprogrammed adventure, but are
making out various definite programs
for different groups of people. Some of
the courses being stiff and intensive.
But it is interesting to note that they take
the Socratic method, — not a lecture
method but the discussion method —
where everybody in the class ~~has~~ reads
and talks & discusses with their leader.

Has been gathering tremendous
force since the war, we do not
think of the movement to wipe out
Adult illiteracy, nor the Adult
movement for workers education.
We think of ourselves and our
grown-ups who still hunger for
Knowledge, not as a class, but as individuals.

Epictetus ~~the~~ once said
"The rulers of the State assert that
only the free shall be educated
but God hath said that only
the educated shall be free."
This is the way we feel, "the truth
shall make you free" and we
feel the urge to seek truth,
to seek knowledge. Sometimes
our search ~~for~~ seems like a
fervent intellectual excitement
~~and~~ that needs a steady hand
but the idea of self education
has taken hold of a great
proportion of our adult population.

What is your own club for, what
other than adult education does
the Federation of Women Clubs with
its millions of members stand for.
Are you now studying Social Movement
legislation problems, China problems
as well as cultural subjects in your
various clubs.

Think of the spread of University-
Extension Classes. Our own University-
enrolled nearly 5000 members in
classes last year.

Think of the vast numbers in
Evening Night Schools, in Y.M.C.A.,
Classes, in Americanization classes and
in educational classes carried on by
the Federal ~~gov~~ work of great merchants
and manufacturing establishments.
There are many Church organizations
Missionary Schools, Chautauques, Public
lectures, Courses in this that and the
other -

~~When one tries to think it out, it
seems as if in our efforts we are~~

~~Disappearing, but not~~

When we turn to other countries
we find a more or less similar
movement. ~~Admittedly~~ The idea,
which is not a new one, is taking
firm hold, the idea that one can
go on learning right up to the end
of life. (a sentence which I have
~~found~~ borrow from Mr. Wells) in
many other countries.

I will speak only of the movement in
Germany. You will find a very
good account of it in the Contemporary
Review of February 1924

There is a newly founded Adult
Education Association. There has
for years been in Germany a
Society for Popular Education which
saw this diluted draught of knowledge
as popular and named it Education.
But this new movement is led not
by the masses, but by the educated.
Its Constitution states "For Adult
education is the expression of a spiritual
movement for the preservation and revival

of German culture and not merely
a practical undertaking for the
spreading of educational values. In
other words it is a spiritual movement
set on foot to reform and deepen the
educational needs of the people. It is
carried on something after the method
of the Tutorial system of English Colleges -
that is of the give & take discussion method.
Völkerschulen - folk high schools -
for evening classes have been
opened ~~in~~ in all larger & smaller
towns and even villages of in Germany.
The financial support is borne by the
municipalities, which cannot however
interfere with the teaching. These
Völkerschulen are independent of
Party or creed and are open to
every adult over 18 years of age.
One of the official instructions says of them
They are not a continuation or vocational
school. Their aim is not the
dissemination of knowledge or undigested
learning, but the development of power
of thought & discernment, so as to make
acquired knowledge productive."

The movement has been so far recognized by the Prussian and other States as to have ~~created~~ introduced into their ministerial departments for adult education ~~which~~ which shall not request or direct the movement, but aid and foster it.

This movement in Germany seems to have grown spontaneously from the deeper out of their great need - to judge things according to their intrinsic worth for the man of today - a striving for order in the things of the Spirit - a return to what is essential.

Conclusion I think that we need some such organized movement in America for adult education. ~~it~~ Reading is not education. The brain stunts itself by thinking that ^{wide} the distribution of books, even if good books is necessarily education. A pile of books is no more ~~useful~~ ^{useful} than a pile of bricks is to a house. Only thinking

produces an educated - thoughtful
reading and discussion makes our
minds active and creative.

Dr. Thwing says that we have very
dissipated minds nowadays, superficial
thin and visionary; that we know
a bit about ~~everything~~ many things, but
do not use our reasoning powers.

That we are not a people of the
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- Will not the sharing of common
knowledge help the brotherhood of man
of? For the sake of one blood, all nations of men

Compus Club 9-30-26

Miss
I am honored but at the same time embarrassed because you have given me your whole noon hour and have not limited me to any branch or phase of library activity. I only hope that an enthusiast like myself may not weary you with over-much speaking. *I am also embarrassed by the abundance*

in the title of my 42 years of service, as you suggest in last night's paper that even teachers & librarians
Walter Pater says that if we become stereotyped, we die. *city*

I am sure that no real library is ever stereotyped. Every day is different from every other day and each year from every other year because the subjects in which people are interested are constantly changing, and because 10,000-12,000 new titles are published every year in America and as many more in England, to say nothing of other nations. There is no chance to be stereotyped. - *to employees for each active this may be my last appearance*

* I think that most people's minds think of schools when they think of education. Education means formal instruction,-- definite courses, institutions to which young people go until they are graduated or have reached some definite end. But we know when we come to think about it that education-- the very best part of education--comes after we leave school, from life, from human contacts, from experience, from other men's thoughts,-- all of which comes either from people or from books which represent people. When we really think about it, we know that formal education just lays the foundation, and that real education is the growth and development of all

the powers of mind, spirit, and body throughout a lifetime. It is with that lifelong growth that a library is concerned, and it is to furnish an opportunity for such growth that a library exists.

If its object were to furnish fairy tales to children, or western and detective stories to tired business men, it wouldn't be worth supporting. But that isn't its object; that is a perfectly legitimate phase,-- as legitimate as any other recreation. But the vision of every librarian is to so develop the opportunities for growth that every man and woman may come into contact with them and may feel the challenge and stimulation of educating himself. It is a thinking intelligent community that Minneapolis wants, and your library is engaged in disseminating knowledge and awakening thought as widely as it can.

It is a striking fact that ³2,300,000 issues of books went into the homes of Minneapolis and that more than ¹⁹³⁰4,000,000 books were used on the premises in 1925. It is a striking fact that over ⁸150,000 people in Minneapolis hold borrowers' cards and use the library more or less. No one could possibly estimate the amount of information and education that is represented by that amount of reading, much of which would not have been done if people had had to buy the books for themselves.

Just briefly I want to speak of a few outstanding features of our library:

1. We are closely related to the organized school work. Both in the Central and in each of the branch libraries there are special children's rooms, with an expert children's librarian to serve the children. In four Junior High Schools there is a branch library for school use. In twelve grade schools, we have established reading rooms for the children with a library attendant, and in thirty other grade buildings, class room libraries are furnished which the teachers circulate. The books on children the children's required reading lists are furnished. The/ come in mobs after school to hunt up topics, to prepare tive for debates, to get lantern slides and illustra- / material.

The schools and library have just been making a survey of the resources available for use this year. We know that our juvenile collection is not nearly adequate to the circulation of one million books that the children drew last year. I do not remember the enrollment this year in the grades but there are 45,000 children under sixteen years who have borrowers' cards.

For the use of teachers there is a special Teachers' and Parents' reading room in the Central Library containing the latest material on child development.

In the Art Book room are thousands of lantern slides and pictures for school use.

Just as far as possible, the library works shoulder to shoulder with the curriculum of the public schools, with private and parochial schools, with night classes, and extension classes.

2. Foreigners. That portion of the population needs educational help more than any one else. Several branches are located in foreign neighborhoods. The Logan Park Branch is near the Russians and Poles. The Sumner Branch, at Sixth Avenue North and Emerson, is in the center of the Jewish population, and the negroes, with many Finns close by on Western Avenue. The Seven Corners Branch has the Slovaks and Bohemians as well as Scandinavians and others, and in the Franklin Avenue Branch is our Scandinavian collection.

3. Court Work- second papers, etc.

4. Hospital Work

5. Factory work

6. Vocational work. Art Dept.- Music, -Technical-Business Branch.

But quietly and without much being said is that constant effort to lead adults from desultory into purposeful reading. Adult education from the library's point of view is any process by which men and women voluntarily seek to gain a better knowledge of life and events and to apply that knowledge to the betterment of human relations.

We hope we may sometime reach the goal of which we seek to become-- a real Community Intelligence Service.

Free

Office

COOPERATION IN ADULT EDUCATION

REPORT OF SECOND NATIONAL CONFERENCE ON
HOME EDUCATION, CALLED BY THE UNITED STATES
COMMISSIONER OF EDUCATION, AT
MINNEAPOLIS, MINNESOTA
MAY 7, 1924

BY

ELLEN C LOMBARD

JUNIOR SPECIALIST IN HOME EDUCATION
BUREAU OF EDUCATION

PLEASE RETURN

TO

LIBRARIAN'S OFFICE

P. 15

Home Education Circular No. 6

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON, D. C.

1925

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II

COOPERATION IN ADULT EDUCATION

REPORT OF SECOND NATIONAL CONFERENCE ON HOME EDUCATION, CALLED BY
THE UNITED STATES COMMISSIONER OF EDUCATION, AT MINNEAPOLIS, MINN.,
MAY 7, 1924

OFFICERS OF THE CONFERENCE

Dr. Jno. J. Tigert, General chairman.
Mrs. A. H. Reeve, President of National Congress of Parents and Teachers,
chairman of Preliminary Program Committee.
Dr. W. Carson Ryan, jr., Professor of Education, Swarthmore College, chair-
man of press and publicity.
Miss Ellen C. Lombard, Junior Specialist in Home Education, Bureau of
Education, executive secretary.

GROUPS AND STATES REPRESENTED

Groups: Directors of extension of State universities, librarians, and leaders
in parent-teacher associations.

Representatives were present from 33 States and the District of Columbia,
as follows: Minnesota, 8; Massachusetts, 5; District of Columbia, 5; New
York, 5; California, 4; Iowa, 3; Michigan, 3; Missouri, 3; Oregon, 3;
Pennsylvania, 3; Texas, 3; Wisconsin, 3; Colorado, 2; Indiana, 2; New Jersey,
2; Oklahoma, 2; Rhode Island, 2; South Carolina, 2; South Dakota, 2;
Tennessee, 2; Washington, 2; Illinois, 2; Arizona, 1; Connecticut, 1; Delaware,
1; Georgia, 1; Kansas, 1; Maine, 1; Mississippi, 1; Nebraska, 1; North
Carolina, 1; North Dakota, 1; Ohio, 1; Virginia, 1; total 80.

PROGRAM

Address of welcome—Dr. Lotus D. Coffman.

Opening address—Dr. Jno. J. Tigert.

Section I: Place of University Extension Service in a Cooperative Plan
for Extension of Educational Opportunities.

Cooperation for adult education—Prof. Walton S. Bittner.

Discussion:

Prof. Richard R. Price.

Prof. Elmore Petersen.

Courses for parents—James A. Moyer.

Summary of discussions—Prof. T. H. Shelby.

Section II. The library in the Home Education Movement.

How libraries educate—Carl H. Milam.

What parent-teacher associations can do for libraries—Gratia A.
Countryman.

Discussion—Clarence B. Lester.

A State library commission conducts home-reading courses—Mrs. J. R.
Dale.

The educational advisor in the public library—Webster Wheelock.

Section III. Practical Methods of Cooperation in Educating for Parenthood.

Presentation of topic—Mrs. A. H. Reeve.

The parent-teacher associations and the county library in New Jersey—Miss Sarah B. Askew.

Psychic values in the home—Miss A. L. Marlatt.

Discussion—Julia Wade Abbot.

Courses in parent-teacher associations at Columbia University—Mrs. Arthur C. Watkins.

Section IV. Literature in the Home—Dr. Richard Burton.

Section V. Report of Preliminary Program Committee.

ADDRESS OF WELCOME

In the address of welcome to the conference President L. D. Coffman, of the University of Minnesota, pointed to the common responsibilities of parents and teachers for the character training of their charges and for teaching them the common amenities of life. Bodily cleanliness, together with other right physical habits, must be stressed, he said, and also the social graces—courtesy, politeness, and the like—which are the open sesame to life. He called attention to four causes for failure among university students throughout the country—lack of funds, lack of health, lack of mentality, and lack of fundamental character qualities. These qualities are not to be sought afar. They are merely: Keeping one's word, doing one's work honestly, respecting other's rights, not bluffing, and not making good appearance cover absence of application to study.

Other responsibilities to which President Coffman referred are those of teaching broad citizenship—not by means of propaganda but by training in the ability to think, to judge of situations, and form correct, unbiased judgments—and of developing, in the youth of America, a catholicity of interest in the problems of humanity.

OPENING ADDRESS

Dr. Jno. J. Tigert, United States Commissioner of Education

Numerous public and private agencies are working on the problems of home education, but we have invited to this conference representatives of three agencies only, as they appear to be the logical agencies to cooperate, if they will, in working out a practical plan by which home education may be made to function. Before a plan can be evolved, however, we must define our aims, consider our resources, and determine our objectives.

The Bureau of Education stands in a strategic position. It has educational contacts with many agencies. These contacts are valuable to the bureau in its effort to discover educational needs, in securing data regarding accomplishments in education, in giving direction to its activities, and in other ways.

Fifty-six years ago the first Commissioner of Education, Dr. Henry Barnard, authorized the preparation of an official circular on "Self-Education; or, hints for self-formation with examples of the pursuit of knowledge under difficulties," and another on "Home Education." He strongly recommended to teachers the advisability of securing the constant cooperation of parents at home in realizing the work of the school. These circulars represent the bureau's first approach to the parents and to the home. This was before extension divisions of the universities and libraries had become so generally established.

Forty-five years later, in 1913, the National Congress of Mothers and Parent-Teacher Associations, through its proper officers, offered its support and cooperation to the Bureau of Education in developing a project of home education. The offer was accepted by the Government and cooperation was established and continued for six years, until by act of Congress all special collaborators except those receiving remuneration from States or municipalities were debarred from further service. The bureau then assumed the entire responsibility of the project.

The original purposes for which this work was inaugurated were: To help adults, particularly parents, to further their education; to help them in the care and training of their children; to help boys and girls to further their education at home; and to promote a closer cooperation of home and school. These were the original purposes, and they are practically our purposes to-day.

The work has been promoted through questionnaires, leaflets, circulars, pamphlets, bulletins, reading courses, tours, and press articles. Specialists of national reputation and recognized ability in many and various fields have made their contributions to the work.

State universities, through their extension divisions, came into cooperation with the bureau in connection with this work at the solicitation of two representatives of the National University Extension Association. Fifteen State universities, one State normal college, and one State library commission have assumed the responsibility of cooperation. We realize that there is a wide diversity of conditions and resources in our State universities and other State institutions. We realize that they are already performing valuable services to adults. But my experience in extension education has convinced me that extension programs need the active cooperation of other agencies, if they are to succeed.

We know that no one plan can be made to function in all States, because of their varying resources and conditions. It is evident that no one institution or agency can ever carry the whole load of responsibility, but that cooperation between existing agencies must be established in order that we may have effective results.

Because of the strategic position which the Bureau of Education occupies in its relation to educational institutions and movements, it is constantly confronted with the educational needs of that great body of citizens who have passed beyond the age in which attendance in educational institutions is possible and who must now look to other agencies for help. We have called into conference the groups that appear to be in a position to formulate some plan of procedure in reaching the masses with educational opportunities.

SECTION I.—THE PLACE OF THE UNIVERSITY EXTENSION SERVICE IN A COOPERATIVE PLAN FOR EXTENSION OF EDUCATIONAL OPPORTUNITIES

Topic Chairman: Prof. W. D. Henderson, Director University Extension Service, University of Michigan

COOPERATION FOR ADULT EDUCATION

Walton S. Bittner, Indiana University

Everybody recognizes the value and need of education for adults as well as for youth. But it is not generally accepted even by educators that we need schooling for mature citizens; that we all need formal continuous education from birth to death, sponsored by the community for the whole life span of each and all of us.

There are many examples of the possibility of combining a kind of schooling with occupational service—night schools, correspondence study, home reading courses, public libraries, club study programs, conventions, conferences, educational movies, shop committees, chautauquas, even Rotary clubs. All these and many more devices, or institutions like learned societies, parent-teacher associations, federated women's clubs, labor colleges, and university extension, afford varied opportunities for a kind of systematic study which is sampled from time to time by adults. But none of them has any long-time continuity for the mature person who submits to their halting instruction; and few have any formal community management, any well-defined and unified supervision, or substantial support by the national community.

We need most, for purposes of future cooperation, continuous discussion of the ventures now in progress and a great extension of the idea of joint conference of the various organizations promoting adult education.

The best-known device of university extension is correspondence study—teaching by mail. It is literally true that almost anyone who

can read and write may study by mail under a university instructor. Mothers who want to learn about vitamins and food values, child care, child training, or personal hygiene may take university courses at a nominal cost. Men and women of many occupations may find courses within the range of their need.

Thousands of persons who study courses sold by commercial correspondence schools have no idea that they are equally eligible for university instruction. Many thousands more think (with much truth) that university instruction is high-brow and not for the common man. Many educators see no good in standard university correspondence study.

Universities are coming to recognize that they can perform a real service for adult education by providing correspondence courses in high-school subjects for mature persons who wish to complete their secondary school education but can not attend either daytime sessions or night schools in their own communities. Men and women take the courses not only for credit but to study for their own good and the good of their fellows.

Parent-teacher associations and public libraries could aid the universities in developing a complete system of correspondence study which would make formal instruction available to literate and serious-minded persons everywhere. And it would involve little or no increase in taxation, because a nominal fee covers most of the cost.

Motion pictures and radio and correspondence study should be developed in quantity and quality, so that every school and community shall have the best in education that the world can offer.

The facilities for teaching adults are already wide and generous. They need coordination and adaptation, but, most of all, they require cooperative administration and cooperative publicity which will make home study by mail practically universal and habitual with the public.

University extension has as one of its aims what is called popularization of knowledge and culture.

In one phase of this popularization the four groups at this conference are all interested—the promotion of home reading. University extension has tried more schemes to encourage home reading than any other organization, not even excepting the public libraries.

Here is a partial statement of what universities do or have done in providing the public with reading materials and in stimulating interest in reading: They print and sell, or lend, or give away books, bulletins, pamphlets, magazines, and articles in enormous quantities; they require the reading of numerous texts and reference works by their thousands of extension students in class and correspondence study in scattered communities; their speakers lecture about books

and the contents of books to varied audiences in metropolitan centers and remote rural places; they devise book lists, club-study programs and outlines, bibliographies, 5-foot bookshelves, best short-story guides, selections of poetry, best drama, best artists—scores of selections—and scatter them broadcast or inclose them in carefully elaborated letters of advice to eager inquirers; they furnish lesson syllabi with reference readings, credit courses and noncredit courses, and popular short studies on almost any subject.

Some universities and a few State and city libraries have developed the package library so thoroughly as to be able to send out by parcel post books or, more often, pamphlets and other unbound material on an exceedingly wide range of subjects to practically any place and to any responsible person who asks for them.

No one device for interesting people in the best reading need be abandoned; no doubt we need more new devices constantly to stir the imagination and the desire for knowledge. But surely we ought to have one cooperative venture with the best national, or even international, prestige behind it. The merit of the United States Bureau of Education home reading courses is, to my mind, chiefly that they represent a national cooperation, with an Uncle Sam stamp, that appeals to the man in the street and the farm woman in her isolated home, the common citizen everywhere.

When the average man wants to read something on how to keep well his difficulty is chiefly one of selection. What shall he read? The newspaper health column, the magazine advertisement, the book the librarian recommends, the university package library, are four sources of information out of a score to which he may turn. Many of his available sources of printed information are admirable, but the most reliable is very likely to escape his search.

Experts differ as to what is the most reliable. There is a Federal Government home-reading course or book list on keeping well, called *Pathways to Health*, which deals chiefly with the health of children. This list, or a similar or better one, should be not merely available but known, known as no other list is known. Also it should be selected in a manner that will insure the best scientific authority. How that is to be secured is theoretically a problem of the scientist in several related disciplines, but practically it is a problem of cooperation which is already partially met. For that list is, at least ostensibly, approved by the four respectable, authoritative organizations here represented in this conference.

However, it is important that a centralized venture in furnishing guides to the best reading should move cautiously and should at first confine its selections to only a few topics, perhaps most of those now among the Bureau of Education home reading courses.

The part each cooperating organization should take in making a national system of authoritative guides to home reading can not be set out in detail in a short paper. The chief need is to make more vital the present working plan of cooperation, with its excellent feature of decentralized administration, and to include in it other organizations such as appropriate learned societies and the National Chamber of Commerce, the Workers' Educational Association, the American Federation of Labor, or the Federation of Women's Clubs. The most important general aim should be to give to the cooperatively chosen national home-reading courses such a thorough and striking publicity as will catch the attention of every man, woman, and child in the United States, and make the courses known as no other courses or book lists have ever been known before. How to accomplish that is a problem which should be solved possibly by an organization of publicity experts; perhaps the associated advertising clubs of the world would welcome an invitation to give national publicity to the reading courses if that invitation were tendered cooperatively.

The first home-reading course of the United States bureau's collection is called "Great Literary Bibles," the sixth is "Thirty Books of Great Fiction." These might lend themselves easily to national advertising. The courses could be printed not only by the Bureau of Education but by each university and each State parent-teacher association, in quantity sufficient to supply the whole population if need be. They could be duplicated by the newspapers and magazines in donated space, or the gist of their story retold in varied ways. The question as to whether a short book list of Literary Bibles, or any other book list, is important enough to warrant such widespread and expensive advertising is not really the issue. Such publicity for a cooperatively chosen, authentic home-reading course is justified, apart from the course itself, by the effect it will have on directing attention to a reliable source of information which represents or canalizes the authority and agreement of great disinterested organizations, public, quasi public, and voluntary.

The promotion of home reading and the extension of formal correspondence study are only two examples of methods of adult education developed by universities in partial cooperation with the Federal Government, the public libraries, and voluntary organizations. Many other devices for educating the public have been projected and put into effect by university extension.

One of the undertakings which is exceptionally promising is the direct cooperation in some States between the university and the State parent-teacher association, a cooperation which is also strengthened by aid from the United States Bureau of Education, the State

departments of public instruction, and from the State and local libraries.

Five years ago the extension division of Indiana University opened a bureau of parent-teacher associations. The purpose of this bureau, from the point of view of the extension division, is three-fold: First, to cooperate with the Indiana Parent-Teacher Association in community development; second, to afford a channel through which the State parent-teacher association may function more effectively; and, third, to offer more definitely the services of the university to local parent-teacher clubs.

DISCUSSION

RICHARD R. PRICE, University of Minnesota: The growth of interest in adult education is one of the outstanding phenomena of the first two decades of the twentieth century. This interest is evident on the part of educators and on the part of the general public alike.

University extension is interested in adult education not so much from the standpoint of disseminating general information as from the standpoint of actual instruction in organized and consecutive courses of college grade.

We are here to consider how the several organizations interested in adult education may cooperate so as to produce the best results efficiently and economically. I believe that cooperators can work most successfully when each party to the common purpose and the common plan performs his own peculiar function and takes care of his own peculiar task in the best manner possible.

All classes of people in all stages of preparation should find somewhere under the direction of some agency the opportunity for pursuing education after the days of the conventional or regular schooling are over. Some will find this opportunity through systematic reading under direction of the local or traveling library. Others will find it through interest in the public-school program under the auspices of parent-teacher associations. Many will pursue systematic courses of study as offered by the Y. M. C. A., the Knights of Columbus, and the commercial correspondence schools. Those who are interested in courses of college or university grade, with college or university standards, will enroll in university extension courses. Even now the University of Minnesota, as well as a number of other State institutions, offers correspondence courses in most of the branches of a full four-year high-school curriculum. These high-school courses by correspondence offer a valuable opportunity for supplementing the somewhat restricted programs of study offered by the small schools in rural districts. Charts, maps, globes, and other apparatus are all useful as means or aids to instruction. I

should classify the radio, motion pictures, and phonographs in the same category as aids or supplements or reinforcements of the ordinary processes of instruction.

ELMORE PETERSEN, University of Colorado: Adult education is eminently a voluntary proposition. If we could make education contagious and infectious, like measles or smallpox, and outlaw vaccination, perhaps we should then be able to reach the large mass of the adult population. Even then, perhaps, there would be many who would remain immune to the germ of learning. Since we can not do this, we must perforce so present education that the want of it will be recognized by those who need it most. In other words, we have got to "sell" education to the public. To carry the idea of selling a step further, the teacher in salesmanship would say that we must attract attention, arouse interest, create desire, and then close the sale.

We can hardly expect people to become interested in something about which they know little or nothing. Enthusiasm is born of interest, and interest depends upon knowledge. We need to emphasize the point made by Mr. Bittner in his paper that there is urgent need for "thorough and striking publicity" in this matter of adult education. No one needs to elaborate upon the merits of advertising. Most of our ordinary daily routine is actuated by advertising in one form or another.

When we shall have reconstructed our methods and materials of education to fit the common man, and when we shall have told him about the advantages and desirability and importance of education until he believes what we want him to believe about it, and when he believes in what we say so thoroughly that he will sacrifice as much to get an education as he will to get an automobile, our campaign is still incomplete until our commodity is put up in convenient packages that may be readily secured at popular prices in the individual's home town. By that I mean to say that books, for example, that ought to be widely read are too voluminous and too expensive to be widespread in their circulation. I believe it would help the cause of adult education immensely if the plan of the Workers' Education Bureau of New York City could be more generally adopted. This bureau is developing what it has chosen to call "The Workers' Bookshelf." This bookshelf is composed of a library of books, some already published, others in the process of publication, where "scholarship, a scientific attitude toward facts, and simplicity of style will prevail," and where "the books will be bound in paper and sold at a price within the range of all."

To summarize this discussion the problem resolves itself into two main parts: (1) The definition of the aim in adult education, and

(2) means and methods to attain that end. I believe the task that lies before the cooperating bodies here represented consists in—

1. A clear understanding of the problem of adult education in the United States.
2. The end toward which all the cooperating agencies should work.
3. The determination upon projects best suited to the individual agencies.
4. The working out of plans of procedure in order to eliminate waste effort and lost motion, and at the same time carry on a program nation-wide in its scope.

COURSES FOR PARENTS

James A. Moyer, Massachusetts State Department of Education

The division of university extension of the Massachusetts Department of Education has offered courses for parents during the two years past. Its instructors in these subjects have been some of the most prominent authorities on child psychology and child training in the State. The instruction has been given in courses of six or eight lectures before classes composed of both parents and teachers. The charge in each case has been so low as to exclude from the class no earnest parent who sought to enter it.

The first subject of the series to be offered by the division was called "The Child in Pre-School Years." To correct the impression that a child's mental training can safely be left to chance during the first five years, the course pointed out the vital importance of that period in habit forming and in the establishment of responsive attitudes toward this or that condition. It was valuable first of all in convincing parents of their responsibility as educators during the preschool period of their children, and second in making clear what the home can accomplish toward directing and stimulating in the child a wholesome mental growth.

The first class in this subject met in Boston during the spring of 1923, and had the effect of stirring up a keen interest in parent courses. It was later repeated in another city in Massachusetts.

In the following November the division announced a course in mental hygiene, called "Safeguarding the Mental Health of Children." This course, as given to a class in Boston, covered a broader range of age in children than did the earlier course, dealing in fact with both the preschool period and the whole period of school life through adolescence. The membership of this class included both parents and teachers.

Most recent of the parent courses announced by the division is one having for its purpose the training of mothers in music, so that they may be able to bring their children in favorable contact with good music. Nothing that might present technical difficulties enters into the course. The mothers are taught what elements in music most appeal to the child mind, and what compositions of standard worth embody those elements.

The response to these courses has been such as to warrant the development of more of them. The division is confident of the value of such instruction; and as fast as the demand for training spreads among parents in Massachusetts the need will be met by the preparation of new courses and by carrying the present courses to an increased number of communities within the State.

SUMMARY OF DISCUSSION

T. H. Shelby, University of Texas: It seems to me that such a plan as is proposed in this meeting to-day, that of cooperation with the United States Bureau of Education, the Congress of Mothers and Parent-Teacher Associations, the American Library Associations, and the extension divisions, should be fruitful in the solution of the problems of adult education.

The home-reading courses which have been worked out by the Bureau of Education are intended to appeal to the interests of all classes of persons and cover a number of fields of interest. If there is need for further additions or revisions in the reading courses, a committee, such as is proposed by the United States Commissioner of Education, representing the different agencies, will be able to suggest the changes and modifications that are needed. If in addition to this service the United States Bureau of Education could establish a sort of clearing house for the exchange of plans and practices in the various extension divisions, would we not have an additional aid which would be of inestimable value in adult education?

If all the forces interested in the problem put their heads together and are willing to cooperate in the spirit which has been exhibited here this morning, we may rationally look for much progress in the near future in solving our problem of adult education. We shall have at hand the combined wisdom of all these agencies in attacking any special problem that may present itself in any of the States.

SECTION II.—LIBRARY IN THE HOME EDUCATION MOVEMENT

Topic Chairman: Carl H. Milam, Secretary, American Library Association

HOW LIBRARIES EDUCATE

Carl H. Milam

It is in the field of *self-education*—more or less detached from the classroom and formal teaching—that the library can render its most important contribution to the education of American citizens.

Everything the library does is to some extent educational.

In some cities every mother of a newborn infant receives a card from the public library telling her of a few of the best books on the care and feeding of children.

In others the library makes it a practice to send to the members of every new chamber of commerce or civic club committee notices of important books, pamphlets, magazine articles, and clippings on the subject of the committee's study, inviting the members to make use of the library.

In Seattle the public library begins its Americanization work at the detention quarters of the United States Immigration Service. The men and women there now are largely Russians—professional men and women, musicians, artists, artisans, ex-nobles. By installing a collection of books there—books in Russian, easy books in English, illustrated manuals, brief texts about great Americans and American history, and elementary civics—the library provides an opportunity for the eager, hopeful newcomers to learn something about America and the English language, and to pass the long days of waiting profitably by reading books in the language they already know. The library also provides printed information in Russian about the library and how to use it.

The foreigners who are not detained are reached through the churches, through talks by the librarian at night schools, through the distribution of circulars about the library in 13 foreign languages, through all the organizations of foreigners, through naturalization officials, and through the foreign press.

"Laborers, housewives, engineers, ex-royal opera singers, lawyers, and architects," says the librarian, "kneel humbly before the shelves of 'Easy books for foreigners,' in desperate search of the one text which will most rapidly initiate them into the mysteries of the new language, or they lose all sense of time, place, and immediate difficulties of life as they pore over some old favorite" in their native language.

John Daniels, author of "America via the Neighborhood," says that the library has two advantages over other agencies in its work with the foreign-born: First, it is not, like the school, primarily for children; second, there is no regulation at the library, as in many other places, against speaking the native tongue. It is a place where adult foreigners may go voluntarily and freely. The library has been successful in its educational work with foreigners because it has pursued a policy of indirection; it has interested the foreigner in America by first interesting itself in the foreigner.

More recently libraries have been experimenting with another type of adult education service.

In Detroit, for example, there are readers' assistants in the open-shelf or circulating department, who are prepared to assist the serious reader with something more than a hurried word.

The attendants at the readers' assistant desk prepared, for example, a reading list on American literature for a young woman who realized that she lacked the foundations of this subject and was willing to do serious study. For a young man who has had some college work and who expressed a determination to devote all of his spare time one winter to the study of American history, they prepared a course on that subject.

The Chicago Public Library, the Buffalo Public Library, and probably others are rendering a similar service. Milwaukee has a workers' education assistant who has made a survey of all adult classes throughout the city, and who is now attempting to make the library serve, on the one hand, these classes and, on the other, the men and women who want more education, but who are not enrolled in the classes.

The Cleveland Public Library has an adult education assistant in its school department, whose function is to make the appropriate connections between the library and the adult education classes in the city. The primary aim in Cleveland is to make the public library so vital to the adult students that they will continue their reading, their use of libraries, wherever they may go.

Nearly all libraries do some work of this sort. It is possible that the small ones, in proportion to the population served, are doing it more effectively than the large ones.

There is no reason why this service should not also include group consultation with the specialists. An announcement that the specialist in psychology would be available every Friday evening to talk with people about their reading in this field would undoubtedly attract scores of readers during the year. The educational stimulus that would come from such informal conferences might be very great indeed. And the number of subjects which might be handled in this way is almost unlimited.

But the easiest and simplest method of meeting the needs of isolated students in small towns and in the country districts will probably be through the use of printed reading courses. The ideal reading course for this purpose, as it is now conceived by the American Library Association, is a little pamphlet or booklet on a special subject prepared by a specialist. Each one should contain a brief introduction to the subject, so written as to interest the reader in the study of the subject. This introductory statement would be followed by a short reading course consisting usually of not more than six or eight books. The books should be those which ought to be

on the shelves of the average library. They should be presented in the order in which they are to be read, and the comments about them should carry the reader from one to the other and keep the interest sustained.

The courses will be both vocational and cultural. Some will be for persons with only a grade-school education, others for those who have finished high school or college. Each course will probably require from 24 to 48 printed pages. They will be sold to libraries for circulation and reference use and perhaps for distribution, and will be sold also to individuals at a nominal cost or, in some cases, given away.

The object will be to put into every library such material as will enable any intelligent assistant to give good advice to the serious reader. The student would get in this printed reading course about what he might expect from a half-hour's personal talk with the specialist who compiled it, and he could turn always to the librarian or readers' assistant for supplementary suggestions and, in the larger libraries, could go to the specialist himself with his questions.

And while we wait for the preparation and publication of the ideal reading courses we are all, I hope, making use of the excellent courses offered by the home education service of the Bureau of Education, those published by the Illinois State Library extension department, and the five which have been issued by the American Library Association.

It is an accepted fact among college librarians that many freshmen do not know how to use books. If directed by his professor of economics to read the New International Encyclopedia articles on railroads, there is an even chance that the freshman will waste half an hour trying to find the article in the first volume. He failed to learn in high school that articles in encyclopedias are arranged alphabetically.

The average man or woman—even the high school or college graduate—does not turn first to books and libraries for information. Every day public librarians answer from the World Almanac simple questions that have been put first to bankers, newspapers, and friends, because the inquirer had not acquired the book and library habit in school.

If the problem of continuing education is to be solved, we must learn how to teach boys and girls the habit of reading and of turning to the printed sources of information for the answers to their every-day questions. This involves primarily the provision of organized collections of books in or near every school; the further development of methods of teaching which require every pupil to use books and libraries as a part of his regular routine; and, perhaps, some

definite instruction, especially in the vocational courses, on the usefulness of books in practical life.

When every boy and girl has been taught to like books, and to turn almost automatically to books for specific facts, the problem of adult education will be on its way to solution.

We librarians are not, I think, over ambitious. We have no desire to occupy ground which the teachers and the teaching institutions have already taken. Much of our work in stimulating ambition will result in larger enrollment in continuation schools, night classes, correspondence schools, and extension courses. We shall have no fault to find with that result.

But we believe that, in any comprehensive scheme of adult education the library is destined to take an important place. The library's intellectual freedom and its lack of formalism have an almost universal appeal, which can be crystallized for the good of American citizenship.

We therefore recommend the following planks for the platform of this conference:

1. Every community should maintain a public library which will reach the rural as well as the urban population with the best type of library service which the community can afford.
2. Every library should be encouraged, with reasonable financial support, to emphasize those features or types of service which are distinctly educational in character.
3. The public schools and the public libraries, in cooperation, should provide adequate collections of books and periodicals, and instruction in their use, to the end that every pupil, before he leaves school, will have acquired the habit of reading and study and of turning to books and libraries for information.

WHAT PARENT-TEACHER ASSOCIATIONS CAN DO FOR LIBRARIES

Gratia A. Countryman, Minneapolis Public Library

Our library program covers not only the book needs of the children in school but every educational effort for adults, such as night schools, Y. M. C. A. classes, university extension courses, chautauqua circles, women's clubs, workers' colleges, and many other classes of adult work too numerous to mention, but with which we cooperate. Our program of educational help covers especially every individual effort at self-education, and when all the various organized groups and classes are rounded up and numbered, the largest number of all is the group of individual men and women who are trying to better their jobs or take civil-service examinations, or are studying some interesting problem, or just cultivating some natural taste through the aid of that all-embracing teacher—the library.

If you live in the country you are proud of your consolidated school, which is a real community center and rivals in equipment the best city buildings. Is there a library in it where you and your older sons and daughters can keep up a course of reading? Did you equip a gymnasium and a community kitchen and forget a library which not only the children absolutely need but the whole neighborhood as well? If the library was really forgotten by the school board and the architect, then here is a place for your immediate assistance of the library and the cause of good reading. Find a place for a library and reading room and hire as good a librarian as you would a teacher. You do not set a teacher to teach a subject which she does not know; neither should you have a librarian who does not know books and can not help you to find the book or information which you seek. Your school board ought to take the needs of the library into consideration, and the value of the librarian, as much as any other department or activity.

Many States have a law which allows the establishment of county libraries. Its purpose is to enable every rural family or village dweller to have the benefit of books. I can not think of any way in which an active parent-teacher organization or mothers' club could more effectively spread the opportunity of education than by putting the county library law into operation all over the country.

Here in the county in which we now stand the county service has provided books, constantly renewed and cared for, in every rural school and in every community and village—at more than 120 points in the county. With the county system and reduced postal rates, books could be as available for thirsty minds as fresh water. Will the educated parents take up this job? The law is in force; it only needs diligent friends to establish county libraries and the opportunity to read books throughout our rural districts. But the libraries in the towns and cities need help just as much.

The library, as one of your public institutions, needs your careful study and your active support. Do all of your school children, even in the cities, have access to books? Have you ever considered that a reading room with books and a librarian who knows how to help the children, might be as important to their development as other features in the school building? Do you find mothers in your district who need books on child training and home-making; do you find foreign mothers who need books in their own language or help in knowing our history and institutions? Do not the whole group of mothers and fathers need books within a reasonable distance of their homes? The librarians are studying the problem of community education quite as carefully as any other class of educators, and we know that the library needs your help and the pressure of

your influence just as the schools have needed it, if the library is going to be sufficiently maintained to fulfill its purpose.

But the parent-teacher associations did not know the needs of the schools until they organized to study them. Now you look over the buildings. Is the building large enough; is the plumbing in first-class shape; is there sufficient drinking water; how about the playgrounds? You get acquainted with the principal and teachers and discuss the curriculum and teaching methods; you study the whole program. Have you given the library program any careful study?

The voice of the mother has been heard in the land, and she has thought of penny lunches and a milk supply for the undernourished, and a supply of garments for the poor children, and dental clinics and nutrition clinics. But what happens to these poor children when they must stop and go to work? Should not the parent-teacher associations follow them on to that other school, the public library? Why should not that great after-school be adopted also and looked over, and encouraged to do its utmost? Everything we want this Nation to be, we must begin to teach in the schools. Yes, begin to teach; but the library is the continuation school, and what has been begun must be carried on there.

What the libraries in this country need most is not simply financial support; they need intelligent understanding from the public. The library project has not loomed large enough in the minds of the people. Each one who uses it thinks of it in the light of the particular service he has received, because library service is always a particular service for an individual by an individual—always individual service, never mass or class service. Only such organizations as this great parent-teacher organization could see it as a whole in its wide application to adult education.

This is the great thing you can do for libraries. You can get a large and comprehensive idea of what a library can do for a community.

DISCUSSION

Clarence B. Lester, Wisconsin State Library Commission: Home education based upon home reading is most fruitful in worth-while results when organized with elements of continuity and progressive advancement. Home reading directed through lists is the effective answer for this need. It is the substantial element remaining when the showy trimmings have been cut away.

Such lists to be most useful must be short enough not to appear overwhelming—this means short in the judgment of the prospective reader who might be rather easily diverted. This careful selection implies further such grouping and description (not evaluation and

notation) as will make fairly obvious the rounded results which may be obtained. Such lists might often conclude with a brief attractive invitation to other fields in which the list at hand might have aroused an interest.

Definite limited subjects, real selection, orderly grouping, a text which makes clear the ground covered, always brevity and conciseness, are elements in the usefulness of lists for home reading.

There are two phases of making use of lists which may be emphasized here. One is the matter of distribution and publicity. The libraries as the purveyors of the books themselves are an obvious avenue for the widest possible extension of use of lists. The connection of this with the matter of extension of library facilities, particularly in rural districts, has been expressed by others here. Lists must be available also in such form and content as to be usable by smaller public libraries.

Another matter of practical importance is the earliest possible notice to libraries as to the books recommended. Opportunity for book purchase must be had before lists can be used by any library. Perhaps in this matter the publishers themselves might be enlisted as an aid in giving wide information as to the inclusion of their own publications on recommended lists.

THE LIBRARY COMMISSION CONDUCTS HOME READING COURSES

Mrs. J. R. Dale, Oklahoma State Library Commission

If it is impossible for the average American to obtain a much-to-be desired formal education, the problem is to evolve a system of informal education which may be carried on in the home, in the shop, nights, holidays, and during spare minutes snatched from necessary daily labor.

Studying the situation in Oklahoma, we found the approximate number of persons provided for by the common schools, of those provided for by colleges and by extension courses, and of those provided for by more or less adequate public library service. For these fortunate few we had no further responsibility or need of concern other than to supply their wants. Those classed as illiterates could best be reached by the illiteracy commission. Outside of these groups we found a great public unreached by any provision now made for either formal or informal education. This, then, we considered our own special problem.

Methods by which these people could best be reached in their homes were next considered. The university extension courses logically provided for all college graduates and a percentage of those who had completed the high school. This may be called

the "student group." To these we furnish books of reference and all books required by the various college extension courses through individual loans.

There was a very much larger group reached by the traveling library service which provides books for information, inspiration, and recreation to rural communities, neighborhood centers, and local organizations. There was still an additional problem and a deplorable gap unfilled. This was a provision for a definite, sustained outline of a course for home education that could be and would be used in the homes of Oklahoma.

In order to diagnose the situation more clearly, the people whom we hope to serve were first classified into groups according to special interests or needs, such as the woman's study club group, the union labor group, the American Legion, and the various industrial groups, including the agricultural group—which was for our purpose further subdivided into the farmer union group, the cotton growers' group, farmers' grange group, the home economics clubs, boys' pig clubs, and girls' canning clubs. Almost every day some new group, or subdivision of a former group, develops.

After careful consideration, the United States Bureau of Education reading courses were found to be the most logical for these groups. It seemed much more practical for the State to utilize these instead of adopting a duplication or imitation course, which may have been flattering but by no means so efficient.

Our efforts, therefore, were directed to making contact between people and the home education reading courses. First, because the courses were prepared and already available; second, because they offered a definite, though small, incentive for continuity and completion; third, because they were particularly suited to the needs of many of the group which had developed; and last, because it is the duty of each State department to help, so far as possible, to establish a connecting link between the Federal Government and Mr. Average Citizen.

To the first farm women's club asking for a home reading course we joyfully forwarded books on "agriculture and country life." Complacency was short-lived. With the return letter came a realization of trust unwittingly betrayed. It said, "We are just a group of farm women, banded together to secure some of the opportunities and joys of life as a relief from the monotony of our daily labor." It closed with these words * * * "and farm folks don't like to have to always read farm books." * * * Of course they don't!

The State board of education has indorsed the idea of utilizing existing agencies by adopting courses 6, 7, 9, and 22, in lieu of a State reading course. This in no way conflicts with our work with the

home-reading courses, and either one may be pursued quite independently of the other.

Those enrolling for school credits must complete the course during summer vacation, 15 books to be read the first summer, 15 the second, and all reading must be done under the general supervision of a high-school teacher. Two-hour periods of review and discussion, under the supervision of this teacher, must be held twice each week.

All books for all courses of the Bureau of Education were ordered by the library commission in order to forestall that feeling of blankness and dismay experienced in enrolling for a course and finding no books available. This foresight was amply justified. Within six months applications were received for all courses excepting 4, 14, 17, 18, and 19, and it has become necessary to supply from 5 to 50 copies each of books for the more popular courses.

THE EDUCATIONAL ADVISOR IN THE PUBLIC LIBRARY

Webster Wheelock, St. Paul Public Library

It may be well to begin by defining what we mean by an "educational advisor." We mean a library employee of very broad education and of broad intellectual sympathies, whose sole duty it is to outline for such library patrons as apply to him (or more probably her) a course of systematic reading or study on any subject in which the applicant may be interested. This service is instituted in the Chicago Public Library.

The primary purpose of a department conducted by an educational advisor would be to outline courses of reading and study for those who are no longer taking school or college courses, and they could also cooperate very effectively with the university extension activities, pointing out the opportunities that such courses offer and preparing the student for a more intelligent grasp of the subject.

Furthermore, it could, by intelligent criticism of correspondence school courses and by personal interviews to determine fitness, prevent a good deal of disappointment and discouragement, not to mention waste of money, among the patrons of such schools—an activity that in the end would benefit the correspondence schools as well as the individual.

The St. Paul Public Library is not equipped to give very extensive service of this kind, although almost every department receives occasional requests for definite courses. And, of course, we, like every library, find a way to furnish some sort of an outline. But this is not enough. For, in the first place, we do not dare to advertise that we give such service for fear of being overwhelmed; and in the second place, without special provision, the service would not always

be of as high a grade as that which could be given by those who were not distracted by other duties.

For the library of small resources the cost of supporting an educational advisor would be prohibitive and the demand might not justify the expense. But in almost every community there are those who want just such assistance as we are considering. And there is no reason, with the machinery which the American Library Association, the Bureau of Education, and the State library commissions afford, why the syllabuses prepared at the larger libraries could not be put at the disposal of the smaller libraries. The St. Paul Library has made frequent, if not systematic, use of the courses prepared by the home education division of the Bureau of Education, and, in its turn, would be more than glad to place at the disposal of the libraries of the country any syllabuses it might prepare.

SECTION III—PRACTICAL METHODS OF COOPERATION IN EDUCATING FOR PARENTHOOD

Topic Chairman: Mrs. A. H. Reeve, President National Congress of Parents and Teachers

Mrs. REEVE. The original idea of the founder of the National Congress of Mothers and Parent-Teacher Associations was to create study centers for mothers, in the homes or in connection with the kindergartens—groups in which the health and training of little children might be discussed and in which the importance of wise motherhood might be appreciated.

The parent-teacher association, planted here and there in corners, suddenly started to grow like Jonah's gourd and was recognized as the natural complement to home education and mothers' study circle. The parents who had become interested in the study of their children followed them eagerly into the life of the school, and as these groups increased in strength and numbers, they were incorporated into the original organization, which expanded its name and charter to include the new development.

With the growth and spread of the idea of the value of a trained mother as well as a trained nurse and a trained teacher, came the recognition of the need for home education for those who had had no opportunity to prepare for the new tasks and whose limited instruction had given them neither the science nor the technique required for the most complex and exacting of vocations.

As the true field of service of the parent-teacher association became more and more definite in outline and more important to the

social structure, there developed also an increasing sense of the value of and the need for home study on the part of the parent, individual and collective. Among the aims of the national organization may be found these propositions: To raise the standards of home life; to develop wiser, better trained parents; and to surround childhood with the care that will develop good citizens instead of lawbreakers and criminals. These objects demand not only general culture but efficiency in home management, familiarity with the modern developments in physiology and hygiene, a working knowledge of child and adult psychology, and an understanding of civic responsibilities and the relation between the home and the community both in regard to health and recreation.

There are in this country at present 300,000 teachers under the age of 21, and yet they have all had normal or at least high-school training. I wish we had the statistics for the education of a corresponding number of mothers of similar age, to whom are intrusted not only the minds but the bodies and souls of little children.

The field has already been indicated—those millions of men and women of scanty or limited education dating back from 5 to 25 years and even further; men who “want to rub up a little to keep up with the boy;” men whose history and literature are worse than rusty, or who have been aroused to a belated interest in scientific agriculture and the rapidly developing possibilities of country life, or to the greater opportunity of the trained man in the business world; women desirous of doing their share in constructive health work, of being better mothers and homemakers; women who feel the need of the relaxation or the inspiration of great literature, be it fact or fiction, to bring color and music into monotonous lives and to add to the routine of housework the culture which comes from contact with great minds and of which they had lost sight when their school days faded into the dim past.

Of all the agencies which stimulate the desire for the extension of education, the parent-teacher association with its auxiliaries—the mothers’ club and the pre-school circle—is perhaps the most fundamental and far-reaching, for certain very definite reasons.

Secondly, it includes parents whose avowed object, through their membership in the national organization, is “to raise the standards of home life.”

The universities offer a liberal education both in their special classes for adults and in their summer schools, and to them flock annually an increasing number of student-parents as well as of student-teachers, but the teacher’s leisure begins when the schools close, and it is just then that the parent faces his or her period of greatest activity, and comparatively few are so fortunately circumstanced as to be able to delegate the practice of their profession

to others, while they hie to the groves of learning to refresh themselves with the latest theories.

It is beyond question that a large proportion of the people who are most in need of this higher education do not know that it is available in practicable form, and that the majority of those who who desire it can not go where it is to be found. For the first of these two groups a contact must be formed, by means of which those who know not may be made aware that they know not and may be induced or encouraged to supply their deficiencies.

Every modern teacher knows the meaning of the “point of contact.” While the exceptional man or woman, the hungry mind seeking food, will reach out and find its supply in lists of courses and in crowded catalogues and bulletins, the average individual looks hopelessly—if he looks at all—at the vast program spread before him, and, like the rural visitor to a great city hotel, seeks vainly in the elaborate menu for some dish of which he may feel reasonably sure. But let us bring one of these young mothers into a mothers’ study club or a pre-school circle, where the center of interest is not theory but her neighbors and her own child. At once she comes into contact with points of child hygiene, home economics, children’s reading, the effect of motion pictures on children, the need of supervised recreation—and the formidable list of reading courses takes on new meaning. The titles in the list arouse curiosity, and she becomes eager to travel the “pathways to health,” while the library loses its terrors when she can ask with confidence for the recommended books. In the home-study courses offered by the university, child psychology, household engineering, and English composition have something to do with her, as wife, as mother, as a possible leader in her little group and later in her State organization.

The parents of older children find in their parent-teacher association programs based on hygiene and physical education, American citizenship and legislation, recreation and social standards, thrift and home economics, on the school system and its needs, on the problems of country life; and again the once formidable titles spring into life and become, instead of mere words, promises of light on subjects just touched upon in the brief monthly meetings, or bases for the discussion which is gradually becoming a possibility to the most timid in this democratic American forum—the meeting of citizens in the public school.

In the early days, when the organization was in what might be called its donor stage, concerned chiefly with pianos and Victrolas, with pictures and playgrounds and pots and pans, it was moving toward its greatest danger period—that in which it threatened to become a mere lyceum, a coming together monthly to be entertained by a program.

Then gradually dawned the realization that those who gathered in their schoolhouse were neither donors nor recipients but fellow students, partners in a great enterprise, "coworkers together with God" in the fashioning of immortal souls. The programs became the means to very definite ends.

Here, then, is offered to the three great organizations represented to-day a certain section of their vast field of possible activity. Here is not a miscellaneous public—among which are scattered certain potential students, a small proportion of readers among thousands who will pass by, indifferent to the opportunities offered—but rather a selected group of people whose interest is already aroused, whose object has become fairly definite, though many-sided as to its approach. These parents, in becoming members of this national body with its clearly defined aims and purposes, have thereby signed their applications as would-be students in the great university of life, as patrons of the libraries wherein they may secure the material for their curricula.

The educational material needed for this cooperative project must, first of all, be practical. The students are those who must count every moment taken from the complicated business of living and must extract the maximum of return from every hour spent in the pursuit of knowledge.

They are for the most part the toilers of the world, often the hewers of wood and the drawers of water; men striving to wring the utmost from their business to meet the demands of a family; women concerned with "the affairs of a narrow home," who must be domestic engineers of no mean ability—who must budget their moments so as to save from the hours required for cooking, washing, dusting and sweeping, sewing, and baby tending, some time for reading and study.

Such students need two things—one quite as much as the other. They need, first, the efficiency to make it easier to secure those precious hours; and, next, inspiration to lift them out of the ruts of mechanical performance of duty and show them the bright side of their professions of home maker, of parent, of just man or woman, and to prove to them that life itself is something infinitely worth the living.

In order to render the service which will be of such inestimable value to a tremendous percentage of the people of our country, the universities must offer some courses which are immediately usable, applicable to conditions already existing, not to emergencies which may later arise, and demonstrating methods whereby drudgery may be raised to technical skill by the admixture of scientific principles; and these courses should be prepared by those who have had actual

working experience with the conditions to be met and the difficulties to be overcome.

In the second section we would place the study of fine literature; the history of music and musicians, illustrated by the now almost omnipresent Victor or Columbia machine; psychology in graded lessons, with a glossary of its terminology to correspond; poetry—the very best, but what people really do like—not what they ought to like from the standpoint of a technician or a modernist; our Government, and the responsibility to it of every individual citizen, whether in town or country.

To these must now be added by the university desirous of being in the front rank, a course in training for parenthood which shall include the mental, moral, and physical education of children from earliest infancy through the high-school age, to be supplemented by graded reading courses and required theses.

The second agency which has a great contribution to make to this education for parenthood is, as we see it, the free or public library—a second university, including all branches of learning and reaching out by a widespread extension division into the homes of rich and poor, to the dwellers in the cities and to the tiny isolated settlement or school.

We believe that we have a special contribution to make to the cooperation which is sought in this conference.

The programs of the parent-teacher association of to-day are foundations for study and surveys, each one supplemented by a carefully selected bibliography which is made as nearly as possible essential to the carrying out of the suggested plan.

Children's hour is a feature of library service already widespread, and its benefits are inestimable. Might not a mothers' hour be made of equal value?

The slow raising of the whole great level of humanity, the task which lies in the hands of such organizations as those which have met with us to-day, is civic betterment in its highest sense, and we as an organization shall be both proud and happy if in any way we may contribute to its accomplishment.

THE PARENT-TEACHER ASSOCIATIONS AND THE COUNTY LIBRARY IN NEW JERSEY

Sarah B. Askew, New Jersey State Library Commission

The parent-teacher association in New Jersey induced the State to make a survey to find out how many schools had books. It was found that the large towns and cities could get books through the municipal libraries, but the country districts were in a bad way. First of all, many of the adults did not realize the need of books.

To bring this home a test was made in many schools. Fifty books were placed in an eighth grade of a school without a library and without supplementary reading, such books as are graded for the eighth grade in towns having libraries. We selected these books so that they would be interesting and so there would be some to suit every taste. The boys and girls were asked to write a letter, or a composition, or to give a talk about some one of these books within two weeks. Ninety-nine times out of a hundred 95 per cent or more of them could not do this intelligently. The parent-teacher association moved down to seventh-grade books for eighth-grade pupils, and there they generally got a third of the children to write understandingly, but had to go down to sixth-grade and even fifth-grade books, and sometimes as low as fourth-grade books, to get results from all of the eighth-grade children. The parent-teacher association then invited the parents to a meeting and placed before them a chart, contrasting normal comprehension and the comprehension of their normally intelligent children—which was two years below the average. Attention was called to the amount of money wasted in these two years and to the demonstrated fact that teachers can not teach according to modern methods without books.

The parent-teacher associations tried to bring home also to the parents what books mean in the home life of the child and in every way to show what books can mean to adults, so as to point out that training in the use and understanding of books is education for life. To do this they had women embroider shirt waists and dresses at meetings, ostentatiously using books for instructions and for patterns. They had women use books in preparing church suppers, putting the books on the table. They had some woman use a book when canning, and then they exhibited the book together with her prize and her cans of fruits and vegetables. They had people read aloud from books at meetings. They had some man use books in fruit growing, dairying, or market gardening, and then used his work as an exhibit, to show the money-saving value of books. They had people carry beguiling books to grange meetings, picnics, school meetings, church meetings; they talked of books as if incidentally, and left them lying around. Whenever a question of public interest came up they brought in some book on that question and used some striking paragraph from it. They held exhibits of books on every possible occasion. They left books lying around in other exhibits to which they were related—a book or two on automobiles in a machinery exhibit, a book or two on potatoes in potato exhibits, a radio book near a radio machine. They spread around some good novels in a rest room. They pictured homes with books and without books.

The New Jersey county library law came from the demand of the Burlington County Parent-Teacher Associations for some effi-

cient and economical way of supplying books to the small town and rural communities after this demonstration had been made as to what the lack of books meant. Each local organization tried buying books for each school—to aid the children in choosing books to read or to buy—as the State worker could make infrequent visits, and the supply of new books was not adequate. Some books were supplied through State traveling libraries and a few of the people bought books. In a number of cases little villages tried to support libraries and reading rooms—these did good work as far as they could, and even further, it seemed—but there was not sufficient money to supply books to the schools as needed. None of these things seemed to solve the problem—traveling libraries had to be boxed up and sent back—the demand was far greater than the supply; the collection could not give much of a choice, and more frequent visits of an expert was needed. Hence the little town libraries had a struggle for life. After study we found the county library as a solution for this parent-teacher problem. The Burlington County Parent-Teacher Association was enthusiastic over the idea and asked us to find how county libraries were operating elsewhere and to work out the best way to operate one in New Jersey. We did this, and their senator had the law enacted. The county voted by 76 per cent majority to tax themselves to support a county library—not any county library, but a county library as the parent-teacher association had approved it for New Jersey; this meant a station in every community, constant exchange of books, books in every school, and a trained librarian to visit each village, district, and school at least once a month.

Before this was enacted they had each organization send out a letter signed by the member of that organization who was on the county library committee, inclosing a circular explaining the plan of the county library to every member of their organization. The letterhead upon which the letter was multigraphed (not printed) bore the name of the large committee. They got each minister to preach a library sermon. They got the moving-picture houses to run slides in favor of the county library. They got each political speaker, no matter what the political faith, to speak for the county library. At every meeting of any local branch of a county or local organization there was a simple, strong presentation of the county library plan. They ran daily stories in the county newspapers, furnished these stories, and changed the general story to give it local interest.

During the last week they had each school take up the county library as a project, and had each child in the high school and in the upper grades of the grammar school write an essay on the sub-

ject. The day before election they had each pupil take home to the parents a concise, appealing dodger giving facts. The chairman of each local parent-teacher association headed a local committee for personal work. They had workers at every polling place.

PSYCHIC VALUES IN THE HOME

A. L. Marlatt, University of Wisconsin

When all of us know that the most important training in right thinking is that which is done in the home by the mother and the father, the privilege of parenthood will be recognized as the highest privilege in our social life—not to be accepted blindly but prepared for from all time, and most safeguarded in the early periods of informal training in the home, preparatory to the slightly more formal training in the schools.

Motherhood has been recognized as an economic factor in the Nation's life. The Supreme Court passed its final judgment on the right of the State to fix the limitations in time and even wage for the woman worker, just as nature biologically has fixed, by added inheritance factors, her sex and her added vitality for the early struggle to survive. Nature is careful of the mother, careless of the father.

That which we now call the home grew out of the need for the protection of the child, all of us accept without discussion. That, in that protection, the child acquires the habits of the group—customs which enables it to meet life duties later—we also admit. But modern systems of education reaching down into the province of the home have led many of us to forget that there are certain fundamental psychic factors that can not easily be taken from the home; in fact, if they are taken from the home, we lose that fundamental urge which leads to home making when the adult period is reached.

The child's chief memories center about those things learned under the direction and leadership of the mother and of the father. Simple tasks done by the parents were eagerly imitated and muscle control was thus acquired. Self-direction, intrinsic knowledge of the rights of self, the absolute trust first in the parent and then in self, care of self through health standards, and right judgments in personal acts, all come through loving cooperative work with the parents in the home. No school can take their place—not even the experimental school that is primarily to train parents in the understanding of this early formative period. The right judgments that the child learns to make develop out of personal acts in the home, with the parent in close sympathy. At this time the slightest loss of faith in the love of the parent, in the trust in the parent, in the belief in the correct judgment of the parent, will react later in life in a subconscious distrust of adults. This early training school of the parent must be

conserved by every effort—by the parents themselves, the school, the church, and the law.

The joy in service that all of us must have learned somewhere, somehow, if we are analytical, we will find has been developed in the joy of service in those early years when the "well done" given by either mother or father was the most prized reward that childhood could ask. The joy in service should never be blighted through the desire of the mother to speed up the household machinery, thus eliminating the child from the service in the simple duties in the household—a service that gives the child a feeling of belonging, of being a part of and necessary to the group. It begins with doing the tiny things for self, a doing that should never lose its educational power through the desire of adults to quicken the processes, to hasten the completion, or to do it themselves because they have a satisfaction in the doing. A piece of work once started by the child should go through to completion. The guidance of the parent should be in the choice of forms of service so that the act may be within the ability of the child to complete within the time in which the child's interest is most vivid in the work.

The joy in achievement that is learned in these early years is the basis for all definite achievement in later life. The recognition within one's self that one can do a piece of work, carry it through to completion, and have some one trust in the processes and express pride in the result is an inherent right of early childhood. It is the thing that is almost impossible to give to the child in our school systems. The home is the logical and psychological place for it.

The mother who sees in herself the most important teacher that her child will ever have is the one who will recognize the need for doing the small household duties with the child more often than for the child.

To achieve this result there must be a wise selection of forms of work that may be done wisely in the home. We should not eliminate that type of work that is primarily educative for the child. No study of home activities should be of economic values alone.

The study of psychic development of children—the intensive study of phases of work that will develop not only muscle control but judgment and joy and pride in achievement—requires of the mother keen intelligence, continuous analysis, conferences with other mothers, and conferences with teachers. It requires a type of personal education that brings into the home making of to-day recognition of need for wide knowledge, intensive education, judgment, desire for service, and a careful budgeting of energy and time. All these things are necessary that the child may learn—not only in logical sequence but in psychological sequence—the joy in play and

the joy in learning, the joy in service, and the joy in achievements; and through these psychic states may come to appreciate not only the rights of self but the rights of others in the group.

The learning to trust that starts first with the trust in the parents eventually comes through to a trusting in a power that is higher—a trust in Divine Power—which all of us must have to meet the conditions of to-day. To this end, despite the multitude of demands upon time and energy, the rights of the child to the time and love of the parent must be respected.

Those of us who in our work in higher education meet the subconscious complexes which foredoom the student to failure realize only too keenly the psychic values of work and play in the home, and realize only too keenly the tremendous drive that should be made in our educational training to-day to implant in youth not only the wise standards but the keen appreciation of what it means to "offend the least of these" in this early education in the home. Therefore, in building our homes in the State we should, if possible, give to the next generation a training in those first six or seven years that will make for wise, serene, and achieving humanity.

DISCUSSION

JULIA WADE ABBOT, American Child Health Association. In the past few years welfare workers have begun to center attention upon the child from 2 to 6 years of age. They realized that this period had been neglected because the child of this age was not reached through infant-welfare work nor through the agency of the public school. Several important books have also called attention to this period. Perhaps the two best known are *The Pre-School Child*, by Dr. Arnold Gesell, and *The Health of the Runabout Child*, by Dr. William Palmer Lucas.

The Merrill-Palmer School in Detroit, the Ruggles Street Nursery School in Boston, and the nursery school of the bureau of educational experiments in New York are outstanding examples of this type of experiment in preschool education. These schools serve not only as laboratories in securing data regarding the education of young children, but they also serve as training centers for mothers.

A course entitled "Training for leadership in the education of parents" is being given this spring at Teachers College, Columbia University, by Miss Alma Binzel.

Vocational courses are being given to girls who are completing their education in the eighth grade of the public school, so that they may not be totally unprepared for what life may bring them.

There are hundreds of thousands of homes where children's lives are being stunted and warped because of ignorance. As a cross-sec-

tion of child life, the "Survey of children of preschool age," made by the Children's Bureau, is most illuminating. Only 17 children of the 6,015 studied received all the items of care listed in the survey—suitable meals, milk as a part of the diet, a light evening meal, regular hours for eating, retiring, for rising, 12 hours' rest at night, a separate bed, a bedroom with windows open winter and summer, night clothes not worn by day, and a weekly bath. The conclusions reached by the investigators are significant. They point out that income does not seem to be the only determining factor in the diets of the children.

Meeting the needs of the parents of the younger children will surely have an important place in the program of the public library and university extension departments because of the importance of this period of early childhood. The great problem is how to reach the two types of parents—those who are eager for help and those who are ignorant or indifferent. In this connection it is evident that the preschool study circle of the parent-teacher associations can perform an effective liaison service between parents and the types of service represented by the groups who are meeting here to-day. The parent-teacher association is peculiarly fitted for this work because it is allied with the public school, our great democratic institution for reaching the parents of "all the children of all the people."

The social group that meets in the schoolhouse represents the mothers and fathers of flesh-and-blood children who present very real problems that are clamoring for solution. Through the formation of discussion groups parents may be led to realize that, while no two children are alike, there are general aspects of training and development in relation to which help and information are available. As a result of these parent-teacher meetings parents reach out to those agencies which will help solve their problems.

The active work that is being carried on in the preschool field will furnish a constantly fresh stream of new material and will also make available new types of lecture service. The nursery-school experiments, the vocational courses for girls in junior high school, the courses in child care and child training in home-economics departments, clinics for the preschool child in the public school—all are directly related to training for parenthood. With the ever-increasing interest in their vocation that parents are expressing through the parent-teacher movement, there will be an ever-increasing demand for new material. The valuable service now being rendered by such agencies as the university extension departments and the American Library Association will be further developed in the special field of educating for parenthood, because parents are awakening to their responsibilities.

COURSES IN PARENT-TEACHER ASSOCIATIONS AT COLUMBIA UNIVERSITY

Mrs. Arthur C. Watkins, National Congress of Parents and Teachers

In the spring of 1921 the executive secretary of the National Congress of Mothers and Parent-Teacher Associations was invited by Columbia University to give three informational lectures during the summer session on the work of parent-teacher associations. The invitation was accepted and the response was so cordial that the following year a three-week credit course was offered on "The educational aspects of the parent-teacher movement." The course was repeated during the summer session of 1923 and is given again in 1924.

The first year from 50 to 125 attended the lectures. But it was thought that only a few would register when the work was for academic credit. Each year, however, between 80 and 90 have been enrolled. In 1923 a petition signed by all members of the class was sent to the director of the school of education requesting that the course be extended to six weeks.

Practically all of those taking the course are postgraduate students—city, county, or State supervisors or superintendents; principals of primary, grammar, or high schools, or teachers in high or normal schools. In 1922 one State superintendent of education was a member of the class, and in 1923 two members of a State department of education. Relatively few grade teachers have elected the course. Each year several parent-teacher association workers enroll and are a great asset.

Some of those taking the course have had several years of experience in parent-teacher association work; others know very little about it. Each year large numbers of persons interested in the subject visit the class. Last summer several State and National officers attended one or more sessions. At the close of the course last summer one superintendent said: "When I came into this class I questioned whether the parent-teacher association was a problem or the solution of a problem. You have convinced me that it is a solution."

After the course at Columbia was instituted many requests were received from universities and normal schools for similar courses. Last summer short courses, for which no scholastic credit was allowed, were given at the Universities of Tennessee, Virginia, and Georgia, at Boston University, and at Hyannis Normal School. This summer credit courses will be given by the executive secretary at Columbia University and at the University of Georgia, with short courses, for which no credit is allowed, at the Universities of Wisconsin, Minnesota, Missouri, South Carolina, Oregon, and Tennessee.

SECTION IV.—LITERATURE IN THE HOME

Dr. Richard Burton, of the University of Minnesota, in speaking on literature in the home declared that the home has not been doing its duty, so that the school has double duty to perform. Too many homes are temporary accommodations on the way to the movie. To-day there is great need of an institution whose business it is to prepare the American mother to stay on her job—that of building a home to make good citizens—and to train young mothers to love literature and to read it aloud. Such reading would make home more attractive to the children and to the rest of the family.

Doctor Burton said further that there is no excuse for giving to the child spurious literature—such as is found in the Sunday supplement. Give boys stories of real live boys like Tom Sawyer, not Fauntleroy. At the period of sex cleavage give boys books like Treasure Island and give girls Little Women. Children like stories and songs that they understand, such as A Child's Garden of Verses and Rutabago Stories. Tact and technique are invaluable in giving children literature. Let the mother, in selecting literature for her home, bend her efforts to develop citizens that shall be a sure safeguard to our homes and to our country.

SECTION V.—REPORT OF THE PRELIMINARY PROGRAM COMMITTEE

The representatives of parent-teacher associations, university extension divisions, and libraries, assembled in the second national conference on home education, called by the United States Commissioner of Education, Jno. J. Tigert, adopted the following minute:

1. We are grateful for the immense contribution which has been and can be made by the United States Bureau of Education in fostering and developing adult education.
2. The parent-teacher association, serving as a connecting link between the home and the educational system, is an indispensable agency in home education, necessary in every community. All agencies concerned with home education should cooperate with the parent-teacher associations in their efforts to promote publicity, to further legislation, and to arouse parents to avail themselves of the opportunities in home education.
3. We recognize the importance of maintaining in every university a well-organized extension division, which through its extension teaching service and public welfare service, is in a position to make important contributions to the educational program of the State.
4. We believe that every community should maintain a public library, serving rural as well as urban population; that every library should be encouraged, with reasonable financial support, to emphasize those types of service which are distinctly educational in character; and that public schools and public

libraries in cooperation should provide such library facilities and instruction as will insure the training of every pupil in habits of reading and studying.

5. We recommend that the United States Commissioner of Education ask each of the following organizations—the National Congress of Mothers and Parent-Teacher Associations, the National University Extension Association, and the American Library Association—to appoint two members, these six to serve with a representative from the United States Bureau of Education as a committee of seven to make a study of the whole subject of reading courses in home education, with the understanding that the recommendations of the committee will not be regarded as the sentiment of the several associations until formally adopted by them.

Mrs. A. H. REEVE, *Chairman,*

W. CARSON RYAN,

CARL H. MILAM,

WALTON S. BITTNER,

W. D. HENDERSON,

ELLEN C. LOMBARD,

Members of Committee.

SECTION V—REPORT OF THE PRELIMINARY PROGRAM COMMITTEE

The representatives of parent-teacher associations, university extension divisions, and libraries, assembled in the second national conference on home education, called by the United States Commissioner of Education, Jan. 3, 1917, adopted the following minutes:

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3. We recognize the importance of maintaining in every university a well-organized extension division, which through its extension teaching service and public lecture service, is in a position to make important contributions to the educational program of the State.

4. We believe that every community should maintain a public library, serving not only as a place of instruction, but every library should be encouraged with reasonable financial support to emphasize those types of service which are distinctly educational in character; and that public schools and public

One of the oldest known bits of
writing in the world is a
piece of Papyrus in a Constantinian
Museum. It is written:—

"Also times are not what they
used to be. Children no longer
obey their parents and every one
wants to write a book"

They seemed to have been tackling
the same problems we have today.
Of much book making
But that evidence and the well known
statement of Solomon "of the making
of books there is no end" let us face
the book production of today

Read from Publishers Weekly
Book output in various languages

The first service which any library
renders to the community is to form a ^{good collection} of books
judiciously from the mass of publications
those titles that seem the best of their
kind and to fill in from past
to keep it up to date

DAILY HAPPENINGS

Date_____

Dept. or
Branch_____

(2)

Literature those work which have
proven vital, the best of the old, + the best
of the current.

Here I want to pay tribute to
the two really remarkable men who
accumulated the original nucleus
of the library. Indeed I might

truthfully add a third one, for some

of you will remember a scholarly
old gentleman - Mr Thomas Hall

William, Librarian of the Athenaeum,
who selected with great judgment the

library of the Athenaeum, now a part of our
Public Library. The two public

librarians were Mr Herbert Putnam
now for 30 years ~~has been~~ Librarian of Congress
who organized our present library. He

made several trips to Europe to
purchase the backbone of our
library collection.

Dr James H
Homer himself an author, historian
poet + essayist, enriched the

collection during his twelve years
of administration.

Now the selection of books takes
the full time of two people, the

DAILY HAPPENINGS

Date _____

Dept. or
Branch _____

(3)

part-time time of many members
of the staff who read many books
and more book reviews. It is
one of the most scholarly pieces of
work done in the library, this
continuous building up of the resources
of the library in every department of
knowledge. And I could dwell upon
it at much length as one of the
real services of the library - to furnish
the demands, to have the best on
every subject, to be ready with up-to-
date material either in the shape
of books, magazines, clippings, pictures
or whatever.

The pictures down here in Dayton's
minds on Earl Noy's are enlarged
from pictures borrowed of the library.
Pictures of papers, of places where
discussions have occurred in our
daily papers are often got on S.O.S.
Calls from the library. Clippings

Judicious selection, up-to-date material
careful indexing and cataloging, all
these are services behind the

DAILY HAPPENINGS

Date_____

Dept. or
Branch_____

④
Policy which enables the library to
render its first and ^{most} important
service of furnishing ~~the materials~~
~~for study~~, ~~the~~ quick information, the
materials for research and study, and
the cultural + recreational reading
for the general public.

But the collection of books and
material for people to come
and use has been the task of a
library from time immemorial.
The ~~old~~ idea of the modern
library is something quite different.
A library is no longer a mausoleum
for the royal race of authors.
It is a dynamic force in
Education. Its object is to give
a life long opportunity to everyone.
Further, it not only furnishes the
opportunity, but it carries the opportunity
and endeavor to create a habit of
reading, and a love for good books.
So I think I may name ~~our~~ ^{your} words

DAILY HAPPENINGS

Date_____

Dept. or
Branch_____

5
Extension system as our next great
service to the Community -

Maps of Ranches, County -
This leads me to say something

of our co-operation with
Parks & Schools. & County
Classroom -

A great system radiating throughout
the city County and reaching thousands
of homes through the ~~165000~~ ¹⁷³⁰⁰⁰ homes.

Naturally as time has gone on
we have specialized in many lines

Art Dept	Children
Music	Parent & Teacher
Technical	Reader Advisory
	Service

Business Branch
Social Service Br.

Reader Advisory Service -
This is an experiment on the
part of many libraries in helping
people to read to a purpose

DAILY HAPPENINGS

Date _____

Dept. or
Branch _____

Thousands of persons who honestly-
desire to learn, do not know
how to begin unaided. So we
submit a service to readers offering
to give them competent and useful
advice as to the relation merit
of books, or the order in which they
might be read with the best results.

It is like reading with a tutor
It is concerned with adult Education
The results achieved so specifically
so far to show that there was a
real need. We are just
emphasizing the powers of the
library for actual educational possibilities

DAILY HAPPENINGS

Date_____

Dept. or
Branch_____

75
Please copy for each Branch & Department
Wes

For years we have piously rehearsed our ancient slogan:

"The best reading for the greatest number at the least cost."

Return
Change
We know that the consumption of print through library machinery has increased enormously these past fifty years. Who can answer equally satisfactorily the question: Have public taste, quality of reading, and public thinking risen proportionately by practicing this inherited article of faith and rectitude? Some of us are a little skeptical, and we are tempted to experiment with "fewer books, responsibly selected, for all library readers, at any cost." Through such methods we may, of course, chance the disgrace of a falling off in our library statistics--our institutional Achilles heel--but we may improve our chance of creating new standards of appreciation. We may even challenge American men of letters and publishers to afford the American people an article of a little better quality than the output so cleverly advertised today. A militant librarian may be contrary to tradition, but he cannot exercise his functions as a promoter of good reading without frowning on shoddy workmanship. We cannot administer libraries for public good by merely giving people "what they want" and meeting a demand unscrupulously stimulated. It behooves us to create a new demand, new standards of high regard for the rights of the public -- the right to the best. We should dare to be indifferent to such terms as multitudes and mass reading.

Excerpt from the — Adam Strohm
3rd Annual Report of the Board of Librarianship
1927

Library & Higher Education

The Modern public Library is engaged in an eager effort to promote fast reading, study and clear thinking. It is not simply an agency for the mechanical distribution of books. It recognizes the ever increasing opportunity of service to the community through the medium of books.

There is such a rapid expansion of every field of knowledge, there is such a vast number of books turned out from the book presses, that no individual could possibly ~~obtain~~ ^{keep up with} the ~~necessary volume~~ ^{available information} except through the collection in a public library, with the help of a staff of trained ~~and competent~~ ^{scholarly} people.

Books are fundamental to all educational processes and particularly so in the phase which we are

now calling Adult Education - ~~and~~
The availability of books, the free
opportunity to use them is essential
to any widespread growth of Adult
Education.

Adult Education is based on the
idea that education is a lifelong
process, that everyone, be he a
College graduate or the man of
limited schooling, needs continuous
~~most~~ stimulation and mental effort,
and can by continued effort carry
on his education through life.

~~The great majority of adults~~
~~carry on their studies at their mental~~
~~growth by themselves, without the aid of~~
~~classes or teachers, but through the help~~
~~of books, and the effective service which~~
~~the library gives them.~~

The Library comes into helpful relationships
with thousands of individuals who are seeking
to develop themselves through reading. Some
are seeking to learn more in connection
with their jobs, while many others are seeking
cultural improvement. The great majority
are carrying on ~~past~~ their studies by

* These drawings are drawn from every
Section of Minneapolis and represent every
Nationality and every grade of intelligence ~~and~~

themselves without leaders or class work,
but simply through books the heap
of books. The public library gives
no formal instruction, but it gives
much informal instruction through
the wise choice of the book fitted
to an enquirer's needs, through carefully
chosen reading lists and through personal
reading advisement. This is the
chief function of a public library
to lead men to think and to
think on higher levels through the
~~great teachers - the best books.~~
efforts of ~~self~~ continuous self education.

In the Minneapolis library, the
number of borrowers as of May 1st 1931
amount to 17600 (?) of which over 70%
~~adults~~ hold adult borrowers cards. This is
over 37% of the entire population. *
There were drawn for home use in
1930 a total of 3,363,379 books.
The juvenile books amounted to 38% of this
amount, and fiction amounted to 34%
leaving 28% for the classes of history, literature,
~~the~~ science, art, etc.

But the home circulation does not

tell the story wholly. The reading
rooms are filled with people doing
serious reading from 9 A.M. to 9 P.M.
There are over 300 chairs ^{in the reading rooms} at the Central
Library, besides the reading rooms in
sixteen community branches. It is
estimated that over 5 million books
are read or consulted in the reading
rooms during a year.

At the Central Library
The Newspaper room containing nearly 100
seats, has an attendance of about 500 per
day during the busy months. The Magazine
room with 65 seats is visited by about 400
per day during the winter. Both the open
shelf room and the Technical room and the
reference room where people read & study
for longer periods & for a turnover of
about 300-400 each day.

For the sake of special students, the
library has developed special departments
such as the Technical department, with
its books on Science, Engineering, Building,
Trades, Domestic economy etc., The Art
Department, the Music department, the
Business Branch, and the Social Service
Branch. All of these departments have assistants
with special training, at a free school
of Specialized Study, individual study for

on constantly through their departments.

Another form of service goes on through the Hospital Service and the Business House + Factory Service. In the Hospital Service, the reading must be mainly ~~recreational~~, yet several assistants are kept busy for a full day ^{each week} looking up specific topics of study for hospital patrons. The service to employees and ~~in~~ in Factories + Business Houses also involves much specific reference work for individual students, ~~which comes in through~~

The Library has given several specific forms of service this past winter

a. Over the radio (W.C.B.C.) 23

Broadcasts of book reviews have been given. These were confined to the finest classic novels. ^{and} were meant to stimulate a return to better fiction.

c. Public book reviews were held during the ~~three~~ once a week during January, February and March. About 60 were in attendance. Each time and the book reviews were ~~the~~ new titles of value.

c. Specific lists have been given to all persons attending the Educational Forum through March and April, based

On the subject of reading lectures, ~~about~~
~~300~~ From 300-400 paper receive them

d. The ~~po~~ librarians publication
called The Community Bookshelf offering
~~at~~ usually in 10 numbers per year
lists a carefully selected list of
best titles added each month, together
with interesting articles on various subjects
to direct people's attention to ~~various~~
different lines of reading.

The most direct method of serving
the rapidly increasing number of people
who wish to study alone has been
through the Readers Advisory Service.
~~For many years librarians have sought~~
The peculiarity of all library work is that
it is also a service of one person for
another person. There is no mass ~~the~~
or group work, ~~but~~ ^{reader} ~~assistant~~ ~~are often~~
~~too busy to prepare reading courses or~~
~~maintain continuous relations with a~~
But as readers assistants are too
busy to give the necessary time to ~~specify~~
~~start~~ in the preparation of systematic
programs for reading & study, an
organized service for this purpose has
been developed. This service involves

An informal Consultation with the
Reader to get at his tastes, his preparation
at the time he expects to give. Sometimes
the reader has vague ideas of what he
wishes to study at some preliminary
reading must be tried out as a test
Other Readers know what they would
like, but need personal interviews with
regard to the best material and a progression
Course of reading ~~at~~ A contact so established
is ~~maintained~~ in a friendly way as long as help is welcomed.
This Consultation or Reader's adviser
has planned some hundred courses
for progression courses for individual
readers. Two people are busy with
this type of work. Thousands of people
have wanted advice as to the best book
to read on a subject, rather than a course.
Program Committee of Women's Clubs
have been encouraged to come, and
many of them have been aided in
choosing and developing the subject
of the year's study.

Such a service as this cannot
be estimated in numbers, but it is
a very direct contribution to Adult Education.
Other more indirect services are given
to other organizations carrying on Adult
Education, such as the University Extension

Classes, the Y.M.C.A. classes, Church
organization and others. An information
service ^{of adult education} ~~of organization~~ for the benefit
of individuals who want specific class work.
A Bulletin of educational events going
on in the city. Such a Bulletin has
been provided each week in the Central
Library for the past two years.
~~Individual~~ Notices to individuals of
specific new books which may interest
them.

But the space is too limited to mention
the many ~~concerns~~ which the Library
makes in the interest of a wider
~~the~~ cultivation of reading habits. ~~These~~
are its efforts to provide books as
the fundamental tool of education
especially for adults who are seeking self-improvement.
The Library is an institution particularly
well fitted to ~~further and stimulate~~
~~occupy~~ meet the needs of adult
education which has so many
manifestations as there are adults who
want to carry on. The very fact
of a circulation of nearly $3\frac{1}{2}$ millions of books
in the town of Minneapolis, and the ~~fact~~
reading rooms of the Central Library and its

Many branches full to capacity - in the
winter months forms that it is to
some extent fulfilling its purpose.

COLLEGE ALUMNI READING COURSES

(Remarks by Gratia A. Countryman, Librarian,
Minneapolis Public Library, at the open
meeting of the A. L. A. Commission on the
Library and Adult Education, Chicago, April 15.)
1925

This winter a graduate of our State University came to one of our reference librarians and said, "I haven't been reading anything at all for a year or two. I thought when I graduated from college that I should keep up with study, or at least with purposeful reading, but I don't know where to begin now."

Another young woman, a graduate of last year, came to me just a week or two ago and said, "I wish you would tell me what to read. I find that I didn't read anything in college except the actually required collateral reading, and I haven't any idea where to begin, I find I don't know anything about the classics and I don't know very much about modern authors."

Now these are just two types, the older graduate and the young graduate, which we librarians are meeting among the college groups all the time, and you know sometimes I think they are just about as pathetic a class as any class that we try to reach, and sometimes almost as helpless. Now I know that they are not quite as dramatic a group to consider as the working man and the foreigners and those groups in which we have taken a great deal of interest of late, and yet we are all, practically, college graduates in this room and we can imagine what it might have been with us if we had not been librarians and if we had not been brought in close contact with books and if we had gone right out from college into business or housekeeping or some other absorbing occupation. I think we can realize, too, that many of our college friends of old days have grown to be non-readers, so I think that although we are not as spectacular a class to consider as the working men and the other interesting classes which we will probably hear about to-day, still the college alumni

are really worth considering in connection with reading courses.

I predict that anything that is done for the college graduate will be more successful the sooner it is done after graduation.

Mr. Butler, of Columbia, makes this comment: He says it is probable that very few minds are ever again as alert and active as they are at twenty-two and twenty-three years of age, but when the pressure of formal instruction is removed, the vast majority plod through life on the dead level.

I think that is a hard thing to say about college graduates, but if you look around on the college graduates of ten or twenty or more years ago, possibly it is true.

Evidently the colleges themselves have been hearing from some of the alumni on this problem from some of them who are awake to the situation of what takes place in the minds of college graduates as they go on year after year, and they have been bringing pressure to bear on their own colleges.

I think librarians must look with a good deal of satisfaction upon the definite steps which some colleges have already taken, and which I am very sure many others are going to follow, a step to continue the intellectual stimulus of the college to its graduates.

The three colleges which have done the most outstanding work are Smith, Wellesley, and Amherst-- and in each of these cases the requests have been made upon the college by the alumni organizations themselves.

The Amherst plan was the one first begun and it was quite an ambitious plan; it involved the guidance of reading, and conferences. One conference was held in November, 1922, when the plan was first outlined, and another in 1923, which published a good report, and another meeting last November of which we have no report.

A suggestion for the reading courses was sent out to every alumnus

of Amherst, and I think about one thousand of the alumni expressed a great interest in them, and I understand ^{that} from three hundred and fifty to four hundred alumni are using these reading courses. They have quite an elaborate registration sheet which goes to show that the kind of course which they have in mind is for the alumni who have already specialized or are interested in some particular field. It isn't just for the ordinary alumni who want to read; it is for the alumni who want to pursue with perhaps somewhat more advanced reading, fields in which they already are interested.

These courses are short. This one, for instance, (showing sample) has but one book, or rather two books by the same author. It is a history leaflet. Many of the leaflets have but three or four books; very short lists, with very complete and careful annotations and analyses, the idea being to give the alumni ^{us} something very interesting and very much to the point along the particular specialty upon which he wishes to read.

The Smith lists followed. The Smith lists are somewhat more ambitious. They call the project the College Alumni Directed Reading. ^{are} These lists/really reading courses and 1,700 alumni of Smith are using these this year. I think this project was just put into operation last September. I will read from their own statement: "The plan as proposed and agreed to by the faculty and trustees does not go beyond supplying limited and specified number of lists of reading arranged with a view to gradual development and thorough-going treatment."

In other words, it is a list of twelve to fifteen books on a sheet of this size which is arranged in an orderly and systematic way, developing the subject from one book to another in a fairly "thorough-going treatment" as they say. There have been twelve of these topics presented for this year prepared by four of the departments of the college.

I think this is a very interesting piece of adult work and comes as near to being adult education as anything which I have seen; and it seems to me that the college is eminently fitted to carry on just this kind of educational work.

Wellesley followed this winter and has issued two reading lists. These are the little lists issued by Wellesley, (holding up sample) one on "The World Today," from the History Department, and one on "The Psychology in the Nineteen-twenties" issued by the Psychology Department. These were published first in the Wellesley Alumni Publication and have since come out in this form, and I think a third one on "Nature and Gardening" is to come out this spring.

These Wellesley lists have no evident intention of forming reading courses. They are simply reading lists. There are something like a dozen books on each list, each of them well annotated and very fine books in their particular line; the idea of Wellesley being simply to stimulate their alumni to good reading without trying to lead them into a definite study course. It is an earnest attempt to further purposeful reading by giving advice on books. The reading list is planned for a winter's work, and the registrant is supposed in the spring to report on what she has read and what value it has been to her.

These movements are to my mind most promising. I believe that many colleges are destined to follow the example of Amherst, Smith, and Wellesley. Indeed there are others: Princeton for some time has been sending out the best lectures that were given during the college year to their alumni, and these lectures are accompanied by good bibliographical lists which will further the continued study of that subject.

The only weakness, it seems to me, in various reading courses sent out by institutions is the fact that the alumni who most need to be reached

and for whom these courses would be the most valuable are those alumni who live in out-of-the-way places, in small towns and villages or in the country where they can't obtain the books. If these Eastern colleges and the Western colleges that will follow their example are going to be of the most benefit to their alumni, they will have to co-operate with the state library commissions and with the large libraries in an effort to supply the books themselves as well as the reading courses. That is where we librarians in our own large libraries have the advantage. In our reading courses we can also supply the books that go with them.

Another weakness that is attached to these lists, at least the Smith and Amherst lists, is the fact that they are somewhat heavy for minds that have become unused to concentrated reading, such as the graduate of whom I first spoke. She was out of the way of reading, she had dropped her study, she had become immersed more or less in home-making and other interests; the cares of the world had choked the good seed that had begun to sprout. It would be more difficult for the mind that for several years had not been used to concentrated reading to pick up the heavier books that the college professors are likely to give to their students, and it seems to me that the young graduate is the one whom they would be most likely to reach, the one who is still in the attitude of study. I have an idea that these colleges will find out that the older alumni who are also eager to put their minds into action again will have to be fed with a little less heavy material, and I believe that they will need to keep those alumni in mind as well as these younger ones.

The whole effect of this action on the part of colleges is going to be that liberal education will be strengthened. I am not here to speak of this particular idea, but it seems to me that we are running so much to vocational and professional work in our secondary and higher

education that the cultural side of life is being more or less neglected. If the alumni can be interested in good, general, cultural reading it is going to put behind our colleges a body of alumni who are interested in culture and who will push the whole matter of cultural education, which I believe ought to be stimulated.

I feel sure that we librarians must keep in touch with these experiments in college lists. I don't believe that they will succeed without our co-operation, because reading lists have got to be accompanied with books and even the colleges, I believe, cannot do much for their alumni unless they call us to their help.

But this timely project will be a splendid piece of publicity on the part of the colleges, and will tie their alumni to them with an additional bond. It will also stimulate the reading of good books and assist all of us in our efforts to further purposeful reading.