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BULLETIN

Western State Teachers College

ADULT EDUCATION



KALAMAZOO, MICHIGAN

1934

FRANKLIN DEKLEINE CO., PRINTERS AND BINDERS, LANSING

Foreword

During the Summer Session of 1934 at Western State Teachers College, Kalamazoo, Michigan, there was held, under the sponsorship of the Extension Department, a Conference on Adult Education. Because of the excellent attendance at all of the meetings and the unusual amount of appreciative interest shown, it appears well worth while to preserve the gist of the various addresses. This is all the more true, because the content was decidedly practical. It is believed that a perusal of the following pages will prove of distinct profit to those interested in various phases of this intriguing problem.

Appreciation should be voiced to those members of the faculty of Western State Teachers College who have generously given of their time and talent to make this booklet possible.

The Committee directly in charge of arrangements for the Conference was composed as follows:

*Wm. McKinley Robinson, Department of Rural Education,
Paul V. Sangren, Dean of Administration,
Roxana A. Steele, Associate Director of Training Schools,

*Carl R. Cooper, Alumni Secretary, substituted for Mr. Robinson during July.

John C. Hoekje, Registrar and Director of Extension, *Chairman*

Program

CONFERENCE ON ADULT EDUCATION

AT

WESTERN STATE TEACHERS COLLEGE

KALAMAZOO, MICH.

July 18 and 19, 1934

WOMEN'S GYMNASIUM



WEDNESDAY, JULY 18, 10:00 A. M.

WHY ADULT EDUCATION?

Presiding: Dwight B. Waldo, Pres. of Western State Teachers College.

The Growing Need of Adult Education in the Period of Transition
Augustus O. Thomas, Secretary-General of the World Federation
of Education Associations

The Philosophy Underlying the Adult Education Movement
P. R. Hershey, Northwestern University, Evanston, Illinois

Can Adults Learn?

T. S. Henry, Department of Psychology, Western State Teachers
College

Suggested questions for discussion: 1. How can adults be persuaded
to learn? 2. Will the adult education movement persist? 3. Who
should be responsible for the adult education program?

Summary: E. E. Fell, Superintendent of Schools, Holland, Michigan
12:30—Cafeteria lunch for members of the Conference in the College
Cafeteria

WEDNESDAY, JULY 18, 2:00 P. M.

COMMUNITY EXPERIMENTS IN ADULT EDUCATION

Presiding: Harry H. Whiteley, Editor, Dowagiac Daily News
Reports of what communities are doing:

Kalamazoo Recreation Council Survey, Ruth Resh, Survey Officer,
Kalamazoo County Relief Administration
The Ashland Folk School, The Rev. Chester Graham, director
The Hobby Exhibit in Grand Rapids, Marcilline Barnes, member of
exhibit committee
Arts and Crafts at the Hartland Area Project, Osma Couch, art
director
The Jackson County Library, Maud E. Grill, librarian
The Mount Pleasant Community Chorus, Fred R. Bush, director of
chorus
The People's University in Lansing, Try Narvesen, Sec., Y.M.C.A.
Hastings Players, Laurence Barnett, director
Youth Incorporated, Mrs. Catherine Yates Pickering, chairman of
board of trustees

Suggested questions for discussion: 1. Is paid leadership as desirable as capable voluntary leadership? 2. How large a membership in the group is necessary? 3. Where can advice and direction be secured? 4. Are inter-community activities desirable? 5. To what extent should the competitive factor be injected? 6. How closely should adult education be articulated with present-day schooling?

Summary: P. R. Hershey, Northwestern University



THURSDAY, JULY 19, 10:00 A. M.

SUCCESSFUL WAYS AND MEANS

Presiding: Herold C. Hunt, Superintendent of Schools, Kalamazoo, Mich.

Exit: Formal Teaching Techniques, Wray Congdon, Assistant Professor of Education, University of Michigan

Some Demonstrations of Federal Support of Adult Education, Nat Frame, President American County Life Association, Morgantown, West Virginia.

Parent Education for a Better Social Order, Dr. Jessie A. Charters, Columbus, Ohio

The Cultural Way of Better Living, Viggo Bovbjerg, National College of Education, Evanston, Illinois

Suggested questions for discussion: 1. What is the measure of success in adult education? 2. How can adults be persuaded to participate in activities distinct from those popularly known as purely recreational? 3. Do adults learn differently from adolescents? 4. What is the significance of motivation in considering methods of instruction for adults? 5. To what extent are formal methods of teaching feasible for adults?

Summary: P. R. Hershey

12:30—Cafeteria lunch for members of the Conference in the College Cafeteria



THURSDAY, JULY 19, 1:45 P. M.

ORGANIZED ADULT EDUCATION

Presiding: Paul F. Voelker, State Superintendent of Public Instruction, Michigan

Recreation Groups, Wm. G. Robinson, District Representative of National Recreation Association, Ann Arbor, Michigan

Evening Schools, Dan J. Heathcote, Principal of Kalamazoo Evening Schools

The Place of Extension Classes, Radio Services, and Correspondence Work in the Field of Adult Education, Clem O. Thompson, Assistant Professor of Education, University of Chicago

Library Services in Small Communities, M. S. Dudgeon, Librarian, Milwaukee Public Library

A Review of the F.E.R.A. Program in Michigan, Mrs. Earl F. Wilson, Michigan State Board of Education

Some plans for Adult Education in Michigan under the S.E.R.A. Orin W. Kaye, Director of Relief Work in Education

Suggested questions for discussion: 1. Should the state subsidize adult education—at least partially? 2. To what extent is a fairly well standardized state-wide program of adult education desirable? 3. What provision should be made for successive years? 4. How far ahead are the present enthusiasts looking?

Summary: P. R. Hershey

THURSDAY, JULY 19, 4:30 P. M.

RECREATION

4:30-5:00—Patchball Game Between a Faculty Team and a Visitors' Team

5:00—Group Play

6:30—Picnic Supper on The Indian Trail

7:30—Community Singing, Band Concert, Demonstration of Hobbies

I. WHY ADULT EDUCATION?

The digest of the Wednesday morning meeting was prepared by Miss Eunice Kraft.

THE GROWING NEED OF ADULT EDUCATION IN THE PERIOD OF TRANSITION

Augustus O. Thomas, Secretary-General of the World
Federation of Education Associations

There are two conflicting ideals of government. Jefferson sponsored the idea that governments are instituted for the benefit of the governed; that all are equal before the law; that all have the right to opportunity. On the other hand Alexander Hamilton held that private individuals have a right to make gains as they can; that for the winner in a competitive society there should be the profits. Our Constitution guarantees certain rights, such as that of free speech, of assemblage, of petition. But in practice we have given away to private individuals for private gain our forests and rivers and our mines. To the railroads has gone one-seventh of our territory.

Then we have built great factories and skyscrapers; developed commerce and industry. One October night in 1929 we said, "Eat, drink and be merry". But in the morning the stock-market crashed, i. e. the credit system which had been worked out, because the production of the basic metal did not keep pace with the monetary needs of the world. Financiers inflated the values of buildings when they issued bonds. After the crash their values were terrifically reduced. Speculation and manipulation is the story of this country. Now we have the problems of reconstruction—unemployment, want, hopelessness.

Socially and politically we must be rehabilitated. We are going through our social and political life discarding what is undesirable. We shall find some things not to be discarded, e. g. The Constitution, the three departments of government, education for all. This last Jefferson made as a pronouncement. Our forefathers set aside grants to support education.

The individuals who make up the nation ought to be more than good negative citizens. They ought to be constructive citizens. We vote after nominations have been made. We should be present at the listing of candidates, the framing of platforms. Each and all of us should get down to the mechanics of citizenship. The teacher must of himself discover how this is to be done, for processes differ in every state and no text books on how it is to be done have yet been written.

Hitler is solidifying national spirit by the Youth Movement, the worship of the old Teutonic gods, and the attack on the Jews. Mussolini is trading on the glory of his country's ancestors. We have tried this in the United States, too, by teaching love of heroes of war and peace.

In addition we should inculcate love for our neighbors—which is world citizenship. But for our further national development we must have cultural development, as shown in the home, the church, the schools; the spirit of justice; and the love of country. Art, literature, drama,—all are needed to keep alive refinement.

We need re-employment, relief for unrest and insecurity. We must care for the question, "What are the men in the breadlines thinking?"

Great scientific developments are coming, such as talking over a ray of light, exploring the ocean's floor, etc. For these we need education.

We need to learn how to spend our leisure—a leisure which means we are no longer slaves.

We are living in an internationalized world, as shown by the products of our consumption. We must be made ready for it.

President Roosevelt has undertaken the revision of the banking system, stock-market control, conservation. He is planning for social indemnities. We must be taught what these things mean.

President Roosevelt should not forget to rehabilitate the soul also. There should be an appropriation of \$100,000,000 for our present school system. There should be an additional \$100,000,000 for adult education. For these adults there should be extension work and libraries; they should discuss our political situations, our credit system, bank regulations, and any controversial question in citizens' forums, which should be instituted throughout the land.

THE PHILOSOPHY UNDERLYING THE ADULT EDUCATION MOVEMENT

P. R. Hershey, Northwestern University, Evanston, Illinois

Nothing of late has emerged so markedly from obscurity into great prominence as adult education. In dealing with this many have said that its philosophy should remain in a constant state of becoming; that it should be left free to work itself out without academic or beaurocratic interference. Authorities agree, however, that its aims are those which will contribute to the solution of our present problems. Some favor long-time planning for a program of adult education.

Whereas, fifteen years ago adult education did not exist, it is now represented in local and national organizations. Education to the American is always a good thing. The young people have crowded the colleges partly because they are aware that this aids in financial advancement, and also because they are conscious of a desire for a better life. Nowadays adults find themselves adrift and wish for means to solve their problems. Books of late that present outlines of science, of philosophy, and the like, show that adults are interested in their world. Child problems have given rise to parental instruction. Leisure time—now spoken of as "the threat of leisure"—is really a potential opportunity for advancement.

Social origins and social problems must play a large part in working out a philosophy of adult education. The cloistered education of our schools cannot be allowed to determine the policy of adult education. By grappling with actualities people must work out notions of social control. Education must be a life process. Education of adults differs from the education of adolescents in that it deals with increasingly important issues of life. With such issues and such problems we are literally swamped. Adults are now feeling that they must assume the burden of solving the problems of the present day and must not leave it for a new generation. Such makes a demand for education and for learning how to solve and adapt.

Adult education was once restricted to the underprivileged. Now it is contacting all classes of society. Furthermore the teacher of adults is learning enormously as he helps the adults to learn.

CAN ADULTS LEARN?

T. S. Henry, Department of Psychology, Western State Teachers College

Dr. Henry stated that no categorical answer can be given to the question, "Can Adults Learn"? If made broad enough, it must be "Yes". But first we must define learning: to some it means acquisition; to Thorndike it is the formation of new responses; in gestalt psychology it is manipulation or insight. It is under this last named definition that the best case can be made for adult education.

Furthermore the question must not be approached by naive empiricism. Some of us are inclined to judge on the basis of emotion, e. g. our observation of extension classes or summer school students. Others try to answer the question by "common sense" and quote such proverbs as, "It's hard to teach an old dog new tricks". When William James stated that adults cannot get anything new, he meant nothing new in the way of acquisition.

Hollingworth found that, in general, after maturity, ability to acquire facts declines, but manipulation remains constant. Heines examined the curve of learning through life and worked out mathematical computations which showed that learning ability is greatest up to adolescence, that the curve then flattens out and curves downward after forty years of age. Other experiments have shown that persons over thirty are poorer in solving maze problems than those younger. Solutions, particularly as regards speed, are still poorer in those over forty. Adults studying Spanish were found superior to the junior high school pupils; and a similar result was found with those studying French. But results in all these experiments have been acquired without proper consideration of the degree of motivation or of the initial ability of the individuals involved.

Sorensen found no decline in learning ability up to fifty, if the credit

urge was present and there was continuous experience along this line.

Thorndike has conducted experiments with persons aged fifteen to forty-five and has compared the percentage of gain. But his results are not determining, since he worked with unusual groups, i. e. from Sing Sing and evening schools, and employed unusual subjects, such as those who learned to write with the left hand. He found that in learning Esperanto there was no difference in ages twenty-two to forty-two. But he was judging by a language which is artificial and has been worked out rationally.

The scientific view probably is as follows:

1. Studies based on sensory-motor learning indicate that learning ability increases up to twenty years and decreases thereafter.
2. Studies based on nonsense material show that learning declines slowly with age between twenty and fifty or sixty years.
3. Studies based on meaningful verbal material show that adult learning declines less for these than for those indicated in the first class.

II. COMMUNITY EXPERIMENTS IN ADULT EDUCATION

The Wednesday afternoon session was reported by Miss Katherine Mason.

This interesting session very clearly showed that adults have successfully demonstrated in their various communities in Michigan the meaning of a "wise use of leisure time". Various reports of what rural and city communities are doing were given.

Miss Ruth Resh, Survey Officer, Kalamazoo County Relief Administration, told how the results of a survey were made available to the public; how needs of various communities were determined by it, and how these needs were met with a small budget.

The Rev. Chester Graham, Director of the Ashland Folk School, explained the venture now being carried on in a rural community near Grant, Michigan. The underlying philosophy is that "Learning and labor should be closely related." The Folk School serves both as a school and a community center. The school is the means by which community interests are directed. The staff of trained teachers are working not for the money, but because they believe in the enterprise. They come from many states to engage in this undertaking. Some of the activities now being carried on are: learning folk dances to take to the Century of Progress, weaving cloth for aprons for costumes, composing their own community songs, studying the issues of the day, sketching and painting classes, etc.

Miss Marcilline Barnes of Grand Rapids reported on the way in which they were attempting to provide opportunities for the wise use of leisure time. Many permanent interests develop from hobbies. Parents and children work together on a hobby, thus promoting a better understanding on the part of parents and teachers. This work includes such hobbies as textile weaving, pottery, collections, games, dramatics, metal and leather crafts. The city is divided into twelve divisions with a committee and a general chairman in charge of each. There are twelve demonstrations each year, one in each division. The selection for the exhibit is made on the basis of the findings of a questionnaire. A program is prepared in advance, consisting of the activities of parents and children, both on the same program.

Mrs. Osma Couch, Art Director of the Hartland School, discussed an undertaking in which the school is helping the people of the community to help themselves by providing work for them. They attempt to find out what the citizens are most interested in and then to bring it to them. She showed the weaving of linens, bags, etc., done by the women of this community.

Miss Maud E. Grill, Librarian, described the work of the Jackson County Library. This library was founded in 1930. The area served is 720 square miles and it operates through library branches in village stores and schools. An analysis of the community revealed the following groups with definite needs to be served by the library: Parent-Teacher

Associations, Granges, County Home Extension Agents, church groups, men's clubs, teachers' extension classes, vacation groups, discussion groups. This library provides for recreational, technical, hobby, and cultural readings.

Mr. Fred R. Bush of Mount Pleasant told how the chorus project with its organization, membership, committees, rehearsals, etc., was carried on in that city during the past year. The director had endeavored to make this enterprise purely avocational, but at the close of the season a check for \$100.00 was presented in appreciation to the director and his wife. He explained further that this brought about a discussion as to whether the community should receive these activities gratis or should pay a small fee. A civic orchestra composed of ninety people worked with the chorus. During the year there were twenty-nine rehearsals, three concerts, and various committee meetings. One out of every forty people living in the community participated as a singer.

Mr. Try Narvansen, Secretary of the Y. M. C. A. at Lansing, explained the Peoples University and its contribution to better citizenship. This past year 26 buildings were used to house this school of three thousand students and a faculty of seventy-one. The classes are housed in vacant bank buildings, stores, etc. The faculty is made up of both men and women who have the idea of *sharing* as a part of their philosophy. They work without pay. The courses are such as those of salesmanship, political science, seven language courses, etc. Groups vary in size from 108 to 137. This work is believed to contribute to a better understanding on the part of members of the various groups and plainly gives evidence of a high degree of cooperation.

Mr. Laurence Barnett, Director of the Hastings Players, spoke of the contribution of this group to the life of the community. The goal is not to develop finished artists, but to develop interests in the drama and to bring to the community such productions as "Lightnin'" and "The Virginian," which were produced last year. The control of the organization is through a nine man executive board which exercises control over the business and social activities. At present the Hastings Players have a membership of two hundred. The annual dues are \$1.00, which entitles a member to attend three plays and three social get-togethers. The favorite activity of the social group is play reading.

Mrs. Catherine Yates Pickering, Chairman of the Board of Trustees of "Youth Incorporated", a Junior Social Service, told how this organization served the recreational and educational interests of young people between the ages of seventeen and thirty-five in the Ferndale and Pleasant Ridge area. An interesting description of how the club was organized, how it works, and of the activities sponsored was given by the speaker.

At the close of the scheduled program a very worth while discussion followed from the floor—clearly an evidence that educational leaders are seeking help for ways of utilization of opportunities in their respective localities.

III. SUCCESSFUL WAYS AND MEANS

Mr. Homer Carter prepared the following summary of the discussions presented Thursday morning.

EXIT FORMAL TEACHING TECHNIQUES

Dr. Wray Congdon
Assistant Professor of Education
University of Michigan

Dr. Congdon feels that it is difficult to find any authoritative sources to which one may go for help in the matter of adult education; there are no books adequately discussing various teaching methods for this type of education nor are there records of controlled experiments showing the superiority of one type of teaching over another. "Let us go directly to experience to discover the most successful methods now in use. The successful methods are those which attract and hold groups for which activity is intended. Certain formal methods of teaching may still have their usefulness, but the academically minded adult is not our first consideration, since he is in the minority and there are plenty of agencies already organized for him—liberal arts colleges, extension service, public schools. Our real problem is: what teaching methods are the most suitable for the main run of adults who are seeking further training? What techniques have proven most successful in teaching the mythical average adult? These will form the bulk of the present and potential student body. How do they learn most readily and most effectively? Such adults do not learn readily and effectively in classroom situations such as are typical in the average school. During the present emergency, the adult education classes have held their groups in inverse ratio to formal methods of teaching. As soon as interest is lacking, adults walk out on instructors."

"One of the most successful agencies established in the present emergency has been the Federal Extension Agency in agriculture and home economics. The methods have been educational in the truest sense of the word." To illustrate, Dr. Congdon told of a farmer who wanted to know how to get rid of the grasshoppers on his farm. He called the agent employed by the Federal Extension Agency in Agriculture who gave demonstrations before this farmer and a dozen or more neighbors. The agent gave an informal talk as to points to be considered in mixing the poison, and then went to the field with them to spread the mixture where it would do the most good. Considerable incidental information and bulletins were distributed. The agent then called the newspaper and reported the project. In another instance an agent was called upon to aid a farmer who wanted to know how to cull his hens. As before, a group was brought together and a demonstration given. Then the farmers were allowed to try their hand at the task. "This is adult education going on in a highly

effective way. The method was explanation, discussion, giving directions, answering questions, and distributing bulletins, and the farmers like and appreciate the service."

"There is a quite different type of adult education in the C C Camps. These young adults must be appealed to effectively if interests are to be maintained. C. S. Martin says, 'Informal study, reading, and discussion will characterize the methods used most largely. Do not rely too much on classroom instruction as usually carried on in school or college.'"

By way of illustration, the experiences of Mr. T. H. Nelson in New Jersey camps were cited. The personalities and methods of two camp advisers were contrasted. One of them was a school man with a fine professional training and was considered a real find. He at once tried to use the traditional methods of organization and teaching but failed entirely and had to be removed within a few weeks. The other adviser had been a personal service man for General Electric shops. He explored the men's interests through personal contacts and organized groups centered around dominant interests. He had a camera and took pictures of the boys at work, then showed the pictures at the mess hall at night. Men became interested in photography and soon a class in photography was in full swing. The dynamo in the camp broke down and the educational adviser offered to fix it. Word was circulated that anyone interested in dynamos should come down. He fixed the dynamo, illustrating with chalk talks and demonstrations. A class was organized as a result of this. "Here the informal method of teaching is well illustrated. The demonstrational method had succeeded."

Another type of adult education is presented by the forum. Trial and error have been gradually shaping a more or less standardized teaching technique. People enjoy open forums where they may exchange ideas.

The rural areas have come in for no small share of adult education methods. Dr. Congdon gave the illustration of a nurse in a rural community who began by giving free service to the needy. Some time later she arranged for a lecture which was attended by over 700 people. They learned much about personal and public hygiene. After many requests a program of medical talks was arranged and the meetings in the rural communities were well attended. More requests came in than could be filled. First aid, child care, accident cases, and so forth were discussed. 123 of the 130 rural one-room schools of the county were utilized, reaching over 9,000 rural adults with talks and demonstrations. The talks were simple and the demonstrations were meaningful, even more so than the doctors', for they spoke technically. Seven schools have improved lighting conditions as a result of these talks. The people learned by participating and doing.

In conclusion Dr. Congdon noted the following points concerning method: (1) Teach specific information and teach students to dig out their own facts. (2) Lectures may be largely forgotten but combinations of methods may be used. (3) Place the right emphasis on the matter of procedure. (4) The informal, illustrative, demonstrational methods are

the ones which can be counted on for success. "Many of these techniques are just what the progressive teachers are being trained to use. We have been able to inflict the formal methods upon helpless children, but we cannot inflict them upon adults."

SOME DEMONSTRATIONS OF FEDERAL SUPPORT OF ADULT EDUCATION

Nat Frame, President American County Life Association
Morgantown, West Virginia

Mr. Frame pointed out that we do need a national appropriation for a widespread comprehensive vigorous program of adult education and that the time is good for such an appropriation. "We do not need to fear bureaucracy in the adult education field because I have had personal experience in three fields of adult education while the money came from Washington, was administered from Washington, but offered unusual opportunity for freedom of development according to the needs of the community."

As an illustration Mr. Frame told of three hundred country communities that had started a program of studying needs. Bulletins were put out with such titles as "Helping the Country Community Lift Itself by Its Own Bootstraps" and "The Country Community Sawing Wood on Its Program". The national agencies helped the communities to meet their needs and to make living more worthwhile. That program worked and it was not engineered from Washington.

Mr. Frame gave further proof of his statement that we need not fear bureaucracy by relating how unemployed teachers in West Virginia were employed as community secretaries to the councils which had been set up. These teachers organized study groups and brought in specialists in the various fields. They studied the needs of the people and carried on a definite program of adult education based upon an informal type of discussion. This program was not engineered from Washington.

"I have been appointed to supervise the C C Camps in certain areas with headquarters at Columbus. When these camps were created, the Secretary of War put his stamp on a document which is probably the most progressive, if not the most radical, presentation of educational theory that has been put out. I am under the obligation of making that thing effective."

"Each adult adviser must get to know every one of 200 boys in his camp. He plays with the boys in recreation programs, attempting to pull every boy into it. The educational adviser must fit into that program. He learns to know the boys when they are most natural. He goes out on the job with them. He does enough digging with them in order to know them. This is the informal method of education. He finds out all he can from the adults about the boys. He must put into their hands the right kind of small text book pamphlets and pictures. After sizing

up these boys this man must counsel with the army officers and try to stir them to create the most favorable educational environment in that camp so that the boy will respond and bring to the front the best he has in him."

"The large problem is: the organization has not reached the stage where we know exactly what we are doing. Here are real situations, they are not artificial. What is the new ideology which we hear about? What is the future for boys out of school—out of jobs? What about this great problem of youth? Where is the new frontier? We are disposed to feel that the projects like the Tennessee Valley, the Upper Monongahela development—these regional social and economic planning schemes—offer a new frontier. Organized community development and taking over in a community way of land areas indicate that our general theory of social and economic planning is going to work out area by area without much consideration for state lines."

In conclusion Mr. Frame said, "Our job is to motivate, train, stimulate the boys into some pattern that will lead them into that new frontier. They should each spend at least two years in a work camp and learn to live cooperatively."

PARENT EDUCATION FOR A BETTER SOCIAL ORDER

Dr. Jessie A. Charters,
Columbus, Ohio.

Dr. Charters asked the question, "Which is worse? The parent who knows what you are doing and objects or the one who does not know what you are doing and doesn't care?" She pointed out that adults must learn to live in a changing situation and that they must meet this new civilization. Dr. Charters recognizes the fact, however, that a great many communities are made up of unprogressive adults.

The speaker indicated that many times parents do not have a chance to explain themselves at the PTA meetings and that as a whole they are extremely conservative in their ideas of how teaching should be done. But "the important problem is not in giving information, but rather in developing attitude. The reason that we cannot adjust is because we have a lack in attitude. Since they are making attitudes, we must get at the parents. Try to get the parents of your school children into an attitude of open-mindedness and willingness. Parents do not have the correct attitude toward progressive education because they do not understand it."

By way of illustration she said, "We are trying to conserve our great racial values. Call the parents together and tell them something about international relationships. Get rid of various attitudes by explanation." Dr. Charters spoke of the strong racial prejudice directed toward negroes and urged that this attitude be changed by an attempt at understanding.

The speaker made the statement that our present program of adult education IS becoming formalized in spite of our desire to make it

informal. It is necessary to work out some happy solution of actual situations in the communities where we are going to teach. "Don't be afraid to try to get the parents open-minded to your problems, world problems, social problems—upon the solution of which all our progress must depend."

THE CULTURAL WAY OF BETTER LIVING

Dr. Viggo Bovbjerg,
National College of Education,
Evanston, Illinois.

"Denmark, eighty-five years ago, began the adult education movement. They had learned to cooperate in Denmark, and that is what we are lacking. We speak of 'flaming youth' and their deplorable circumstances, but they are so, because they haven't had the chance to live their own lives to the fullest extent.

"Adults may not bear the name of adult until they are educated and have developed the right attitudes. Unless a man seeks he shall not find. The method of seeking is an individual technique and the leaders can assist only in finding that technique. A leader can not give it to youth.

"Adult education can not be defined. We may say that education is to teach young and old to look for truth and beauty and to have them become tolerant in all matters pertaining to human relationships of mankind—not just Americans . . . We misinterpret the things that are cooperative and the things that are individualistic. We buy and sell individually and go to church collectively."

Dr. Bovbjerg told of a real education program which was undertaken in a home for old men in Chicago. Their ages ranged from 60 to 75 and there was a total of 1,100 of them. The purpose of the program was to make these men happy for the rest of their living years. The most important educational program was an introduction to better literature. There was a class which taught the use of the hands in making things merely for the pleasure of making things. The class started with 12 and ended with 642.

"There is a way in which man can learn to be a cultured being because music is plentiful, literature is good, we have the greatest amount of philosophy and the most historical literature that we have ever had. I challenge every institution to introduce a department to help competent men and women to find the values in life that can not be bought."

Dr. Bovbjerg concluded his address with the last stanza of Matthew Arnold's poem "The Youth of Man".

"While the locks are yet brown on thy head,
While the soul still looks through thine eyes,
While the heart still pours
The mantling blood to thy cheek
Sink, O Youth, in thy soul!
Yearn to the greatness of Nature
Rally the good in the depths of thyself."

IV. ORGANIZED ADULT EDUCATION

The Report of the Thursday afternoon program was formulated by Miss Lorena M. Gary.

The last meeting of the two-day session of the Adult Education Conference held at Western State Teachers College in July 1934, was a fitting climax to the story of what is being done in Michigan to help those men and women of the state who have been denied the privilege of obtaining an education in their youth to continue some chosen line of study, to follow some avocation, or to pursue some hobby through extension classes, evening schools, recreation classes, or any of the other ways which are being provided by the various activities now carried on for these purposes. The program included talks on all kinds of subjects relating to adult education, and emphasized what had been suggested at all the preceding meetings by nearly every speaker—namely that adults know what they want when they enter classes; that the classes must meet the needs of the students; and that the enrollment drops off and the classes die out, if the students do not get from the work what they desire and need.

Under the capable and enthusiastic leadership of the chairman, Dr. Paul F. Voelker, State Superintendent of Public Instruction in Michigan, the speakers were greeted with hearty applause and heard with genuine appreciation. Dr. Voelker's experience in the work of organizing and supporting movements to further the cause of educating those who have been unable to take advantage of the educational opportunities in the state made his remarks and observations an important part of the meeting. It might be worth mentioning that his alertness and keen sense of humor made the audience of several hundred forget that the temperature in the room was nearing the hundred mark and that there were cooler and more comfortable places in the city than the Women's Gymnasium.

The first speaker, William G. Robinson, District Representative of National Recreation, Ann Arbor, Michigan, gave a stimulating talk about his work as leader of recreation groups in Michigan. He showed that the aim of recreation among those who attend the classes or enroll in the groups is for more abundant living. He has found that the need for recreation classes is not confined to any one group of people, nor is it limited to any one activity. Recreation may deal with the artistic, the aesthetic, the physical, or the social. Young people who have not settled down to any one kind of life may desire one type of recreation; older people who are more or less established in their life work may desire another type; the unemployed have taken up many kinds of recreation in order to pass away the time. Schoolhouses and gymnasiums are being used evenings in at least 126 cities, and many classes are organized in communities desiring some form of recreation. The work of organizing and directing the activities requires well-trained and efficient leaders.

Mr. Robinson has had much experience in the choosing of leaders and organization of groups; his talk made one realize that recreation classes have become a part of our new educational program. We must meet the needs of the thousands who demand that they be given a chance to do something that they wish to do, for 'recreation is what we do when we do not have to.'

The second speaker, Dan J. Heathcote, Principal of Kalamazoo Evening School, told something of the great number of people who have taken advantage of the Evening School classes which have been conducted in Kalamazoo during the last thirty years. Mr. Heathcote stated that the guiding principle of the organization has been to meet the most important needs of the community. Such a principle necessarily does away with standardization as the courses have to be altered to fit the needs of the students who come from all kinds of environment and have diversified interests. The purpose of the course must be determined by the students enrolled in it at any given time. With no prerequisites, no examinations, no failures, no report cards, no graduation, no compulsory attendance, the students are free to pursue the work which they consider of most real value to them and to progress as rapidly as they can. Such freedom on the part of the students demands trained teachers who have tact and human understanding; who know how to get the best results in the quickest and most efficient way; and who earnestly endeavor to give to the student that which he needs. Mr. Heathcote pointed out that the evening schools cost the city very little—not more than a cent and a quarter per night to each taxpayer. Many men and women of Kalamazoo have entered 'the gateway to opportunity' through the careful guidance and helpful work they have had in the evening schools.

The third speaker, Clem O. Thompson, Assistant Professor of Education, University of Chicago, spoke of the prominent place Extension classes, Radio Services, and Correspondence Work have in Adult Education. He has found that the high type of teaching which Mr. Heathcote mentioned is necessary in all extension work. Students will not put up with ignorance, laziness, or 'high hatting' on the part of the teachers. Since they attend school in order to learn, they will not continue any course in which the teaching is poor. All work must be well organized and clearly outlined in terms intelligible to the students. Professor Thompson presented to the audience copies of a course of study used at the University of Chicago. This course shows that the practice of careful organization for extension work is made by the teachers in the Department of Education. The whole trend of the work as shown by Professor Thompson is toward high standards of teaching. The teachers are faced with the fact that adults who come to school to learn something and not merely to get a grade will not stand for anything but the best teaching.

The fourth speaker, M. S. Dudgeon, Librarian, Milwaukee Public Schools, presented another phase of adult education, that concerned with the material available to those who wish to learn by themselves. The library is one of the chief agencies for carrying on education after one

has left school. Librarians realize this and are doing much to help those who are eager to continue their education after they no longer have a chance to attend school or college. Unemployment has given many people time to read and to improve themselves by using the library. Instead of 'shoveling out a book', the librarians give careful attention to the people who wish to read but do not know what to select.

Mr. Dudgeon suggested that the slogan "think or perish" should be changed to "Read or perish", and that he who reads with an open mind will gain wisdom to help him in solving his own problem in this complicated and trying age. Although the librarians can not be expected to take the place of teachers, they do much to help people of today in choosing what is worth reading; and it is evident that the library has an important place in adult education.

The fifth speaker, Mrs. Earl F. Wilson, Michigan State Board of Education, gave a review of her work in the F. E. R. A. program as it was carried out in this state. During the year the greatest help has been given to unemployed teachers and young people out of school. Mrs. Wilson said that she had been faced with the fact that although these people were in need of a living, food alone was not satisfying to them; they desired and sought culture. She discovered in her work that the classes for adults must be intriguing; that rubber-stamp methods would not do. She found that the students dropped out, if the work was poorly presented and the classes tiresome. The work must be motivated and interesting. It takes expert teaching to keep the students enrolled. Mrs. Wilson suggested that the evening school classes and extension work should become a permanent part in our educational program in Michigan, and that it be financed in a regular way. She concluded her talk by stating that the leadership in this work must be keenly alert and clear sighted. Mrs. Wilson's experience in the direction of adult education made her opinions well worth hearing.

The sixth speaker, Mr. Orin W. Kaye, Director of Relief Work in Education in Michigan, has had much experience in recommending young men for work in the C. C. Camps. He has been in a position to see the great amount of good which has been done in helping students and unemployed boys and girls to get something to do which will lead to employment later, when times get better. Many of the young men trained in the camps will be taken into the employment of the United States Department of Forestry or be given work on Public Works Programs. Many girls will be trained to do work which will secure them some employment in homes or in places where they can earn their living. Mr. Kaye mentioned the need of trained teachers for this work in the camps and suggested that at least one of the colleges in the state should have a department for the training of teachers who wish to have charge of adult education. He said, "An intelligent understanding of the affairs of life is essential, if we are to rise from this depression." He suggested that some desirable changes may come from the organization of Training Camps, and that our frozen assets are not all in bonds, but that some of

them are in brains. He closed his remarks by saying that we can keep what is good in education, and make our technique better by adding new and improved methods to what we already have.

The concluding talk of the day was made by P. R. Hershey who commended the audience upon the patience, interest and appreciation manifested throughout the program. He called attention to the fact that congratulations were due Miss Steele and Mr. Hoekje for the excellent manner in which the Adult Education Conference was organized and managed and for the fine selection of speakers. His concluding remarks reiterated what Mrs. Wilson and Mr. Kaye had stated concerning the need for some place in the state where Adult Education could be studied under guidance. He suggested that Western State Teachers College would be the proper place for a Department of Adult Education. The wide experience of Mr. Hoekje in extension work would be sufficient reason for the choice of this college as the one best prepared to establish such a department.

This Thursday afternoon program was worthwhile for those who attended. The importance of the work of Adult Education as a regular part of the educational program in Michigan is no longer a matter of conjecture. It has come to stay. People no longer believe that the learning process stops when the age of twenty-five is reached. They have come to realize that one is never too old to learn. In the words of Professor Thompson they can reply to any argument against going to school late in life: "Education is education at whatever level we may find it, because learning is learning whether at the age of six or sixty."