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Library Trends

Current Trends in Adult Education

C. WALTER STONE, Issue Editor

July, 1959
Library Trends

A Publication of the University of Illinois Graduate School of Library Science

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Library Trends, a quarterly journal of librarianship, provides a medium for evaluative recapitulation of current thought and practice, searching for those ideas and procedures which hold the greatest potentialities for the future.

Each issue is concerned with one aspect of librarianship. Each is planned with the assistance of an invited advisory editor. All articles are by invitation. Suggestions for future issues are welcomed and should be sent to the Managing Editor.

Published four times a year, in July, October, January, and April. Office of Publication: University of Illinois Graduate School of Library Science, Urbana, Illinois. Entered as second-class matter June 25, 1952, at the Post Office at Urbana, Illinois, under the act of August 24, 1912. Copyright 1959 by the University of Illinois. All rights reserved.

Subscription price is $5.00 a year. Individual issues are priced at $2.00. Address orders to Subscription Department, University of Illinois Press, Urbana, Illinois. Editorial correspondence should be sent to Library Trends, University of Illinois Graduate School of Library Science, Urbana, Illinois.
CURRENT TRENDS IN ADULT EDUCATION

C. WALTER STONE, Issue Editor

CONTRIBUTORS TO THIS ISSUE:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. WALTER STONE</td>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>ROBERT J. BLAKELY</td>
<td>Nineteen Eighty (Not Nineteen Eighty-Four!)</td>
<td>9</td>
</tr>
<tr>
<td>MARION E. HAWES</td>
<td>The Role of the Large Public Library in Adult Education</td>
<td>15</td>
</tr>
<tr>
<td>JEROME CUSHMAN</td>
<td>Library Services to Adult Education in the Smaller Community</td>
<td>41</td>
</tr>
<tr>
<td>ARTHUR T. HAMLIN</td>
<td>College and Research Library Contributions to Adult Education</td>
<td>51</td>
</tr>
<tr>
<td>MURIEL L. FULLER</td>
<td>Roles of the State Library Agency in Serving Adult Education</td>
<td>62</td>
</tr>
<tr>
<td>ELEANOR PHINNEY</td>
<td>Research and Evaluation Needs in Library Adult Education</td>
<td>72</td>
</tr>
<tr>
<td>IRVING LIEBERMAN</td>
<td>Newer Adult Education Methods and Techniques</td>
<td>82</td>
</tr>
<tr>
<td>MARGARET E. MONROE</td>
<td>Educating Librarians for the Work of Library Adult Education</td>
<td>91</td>
</tr>
<tr>
<td>SIGRID EDGE</td>
<td>The American Library Association and Adult Education</td>
<td>108</td>
</tr>
</tbody>
</table>
Introduction

C. WALTER STONE

This issue of Library Trends presents a professional survey and an assessment of the progress which has been made to date by American librarians serving the field of adult education. If all the accomplishments reported have not been as important, so far-reaching or as widely accepted as might be wished, these facts may be regarded as challenges for the future.

The articles written for this issue have been prepared by individuals who know libraries and adult education intimately from personal use and study, travel, and/or direct participation. If their general tone of optimism does not always appear fully warranted by the facts they report, perhaps it can be said that optimism, enthusiasm, and personal dedication are among the most distinguishing characteristics of all those, including librarians, who work and write in behalf of adult education.

Now, without going very much into detail, it might be helpful to review briefly the basic plan of the issue, to note some of the chief points made by its authors, and to identify a few common threads which seem to run through the articles.

The first statement, prepared by Robert Blakely, vice president of the Fund for Adult Education, offers a general view of the adult education movement projected into 1980. The next several articles, authored by practicing librarians, review basic concepts and practices in adult education as these are administered by librarians working in various types of libraries and serving different kinds and sizes of communities. Three reports by specialists identify and evaluate library needs for research in adult education, the status of professional library training for adult education work, and contemporary adult education program methods and techniques employed by libraries.

Mr. Stone is Professor of Library Science, University of Illinois Graduate School of Library Science, currently on leave of absence serving as Director of the Educational Media Branch of the U.S. Office of Education.
Finally, and in keeping with the increased responsibilities which adult education has brought to the profession of librarianship, an article by Sigrid Edge reviews the significant contributions which have been made by the American Library Association to nationwide development of appropriate library roles for advancing the adult education movement.

In outlining some of the chief points made in this issue, it may be said that Blakely's article affords a perspective view of the adult education movement which identifies the chief problems which currently impede development of the field including (1) the prevailing public apathy with respect to adult education (based on a faulty image of the field and its activities); (2) lack of cooperation and vitiating rivalry among educational institutions; (3) too frequent misalliance with or the harnessing of educational talents to serve narrow interests of powerful professional and social groups; (4) scarcity of funds. Even so, according to Blakely, we are now "looking toward the emergence of an educative society all of whose members and institutions are concerned with what they are doing to help individuals become the best they are capable of and what they are doing to help the nation fulfill its promised destiny."

The next two articles, written by librarians now working in the field, review the main roles played by public libraries in serving adult education. Marion Hawes, head of adult services for the Enoch Pratt Library in Baltimore, comments on those activities appropriate for the large metropolitan community and assesses some of the current trends. Jerome Cushman, librarian, Free Public Library in Salina, Kansas, lists the distinctive problems of providing adequate service for smaller communities.

It is Mrs. Hawes' opinion that while most public librarians are responding to some of the major challenges of our time including the development of more adequate service to the aging, "a significant and serious gap is the lack of concern for the effects of scientific and technological developments on society." Mrs. Hawes suggests that "public librarians may feel they are not competent in this area" and suggests further in the form of a question that here may be an opportunity for special librarians familiar with subject matter to sponsor joint undertakings with public libraries. Cushman sums up a common concern of many librarians by saying that too much library effort is currently being spent on elaborate "programming for trivia."

Frequently adult education, as conceived by librarians, is con-
Introduction

Considered almost solely to be the province of public libraries. There are, however, many new and important library roles to be filled in providing research materials, developing information services, working out cooperative relationships with extension divisions and in serving special groups, such as parents, teachers. In his article on the subject, Arthur Hamlin, director of libraries for the University of Cincinnati, gives information about academic, research, and special library services to adult education which may indicate some future changes. Commenting on the fact that in most instances college and university librarians have not established definite adult education objectives, Hamlin points out that before a college or university library can be of much help in the adult education movement generally, institutions of higher education must first see their own adult education roles and responsibilities clearly. Hamlin stresses the need for increased college and university service to the communities served and the need for more cooperation among various types of libraries which might be rendered by supplementing local offerings and by providing advisory assistance for the use of special collections.

State library agencies enjoy unique opportunities, resources, and facilities to foster the development of public library participation in adult education on both a state and a regional basis. The state agency can also be a clearinghouse for pertinent information as well as give a stimulus to cooperative endeavors on the part of many types of libraries. Uniquely, and especially since the passage of the Library Services Act, the state agency is able (although too little has actually been done) to lead in the development of services to less densely populated areas. Through the provision of demonstrations, workshops, institutes, and many forms of in-service training state library agencies can nourish and foster development of interest and skills necessary to be effective in doing adult education tasks. Muriel Fuller, library consultant, Michigan State Library, advances a number of positive suggestions in each of these directions.

The research bibliography on adult education issued recently by the Fund for Adult Education contains a basic index of significant studies and reports covering the entire field. However, insofar as librarians are concerned, further and continuing identification of the most important areas in which additional work is required and the evaluation of what has already been accomplished (as well as the suggestion of things which should come) is very much needed. The literature on library work, experimentation and research in the field
C. WALTER STONE

of adult education is seriously deficient. According to Eleanor Phinney, executive secretary, A.L.A. Adult Services Division, whose article deals generally with the research and evaluation needed in adult education, we now require not only much more complete reporting of past research and experiments, but many new studies as well. She states that the need for research is most pressing in four areas including the need for much more complete definition of library purposes, scope and roles; patron guidance; the effects of reading; and the evaluation of services. The area of greatest concern relates to patron guidance. Miss Phinney looks for the more active engagement of library schools in adult education research in direct cooperation with librarians working in the field. Miss Phinney is indebted to the following individuals for their comments on the adult education research needs: Robert S. Ake, Lester Asheim, Leon Carnovsky, Lucile Dudgeon, Sigrid Edge, Muriel Fuller, Marion E. Hawes, Evalene P. Jackson, Malcolm S. Knowles, Alice L. LeFevre, Irving Lieberman, Frederic J. O’Harra, Hannis S. Smith, and Donald E. Strout.

Irving Lieberman, director of the University of Washington School of Library Service, comments on new adult education methods and techniques which reflect the increasing use and distribution of audio-visual materials and growing professional interest in library utilization of television. Pointing out that larger libraries continue to do the best job, Lieberman pleads for imaginative adaptations consistent with adult education objectives which have been clearly defined.

Increased interest in the training of librarians for work in adult education (as evidenced in the Allerton Park Conference Report mentioned by several contributors) calls for continuing assessment of the adequacy of training activities now going on including both formal and informal programs and for identification of various kinds, levels, methods, and distinctive characteristics of training programs which are or ought especially to be encouraged. Margaret Monroe, professor, Rutgers University Graduate Library School, writes that “thirty years of experimentation and analysis of public libraries have brought the library profession to a place where it can begin to think in terms of education” for the work of library adult education through the education of practitioners to perform well and through research looking towards innovations and improvement. Public library contributions to the preparation of librarians for adult education work should take the form of post-graduate study of practices and innovations. Miss Monroe echoes the comment that among more serious de-
Introduction

fficiencies, lack of research is the chief shortcoming. To date, library schools have shown little leadership in this most appropriate area.

Through the years the A.L.A. has played a vital role in developing the adult education movement in the United States. A review of its various committee activities, cooperative projects, and general planning for the development of adult education on the part of librarians working together through their national association has produced a significant record of accomplishment. Sigrid Edge, professor, Simmons College School of Library Science, presents the record of these accomplishments and gives a personal point-of-view.

Several conclusions might be drawn from reading at one sitting the articles which make up this issue of Library Trends. First, viewing the scene through darker glasses, the contributors seem to be saying that while the challenges of adult education are great (especially for public librarians) a small group of people in a few larger libraries have been and are still doing most of the important work. Further, the work which is now being done is severely handicapped by the lack of well-defined local objectives, lack of professional understanding and acceptance, and by the lack of adequate adult education training of library personnel. Strong programs of research remain to be developed, and there is still too much lip service being paid to adult education simply as a means of keeping up with the library Joneses rather than for development of a sound professional philosophy.

A review of the several articles may also lead one to note the frequent repetition of a small number of names and references and thus to realize the limited growth which the field has actually achieved to date. Finally, and perhaps most important of all, it would appear that librarians (as members of a professional group) are still not ready to endorse that degree of professionalization of adult education work which would encourage the recruitment, training, and employment of specialists. Thus, despite a commitment to partnership in the educational enterprise, which has been advanced for more than a century as basic in American library philosophy, it is still, as J. W. Powell has said, "for the lack of a teacher's impulse [that] libraries have remained places from which books are taken rather than centers in which a community may cultivate the skill and power of its thinking. . . . The education of librarians (where it rises above sheer management) stresses a scholarship of content rather than the contagion of ideas . . . [and so] the library is essentially a casework book-resource agency; and neither its staff nor its sponsors, be they public officials or private
trustees would be prepared in our time to launch the library into a full fledged teaching career.” Adult education remains for too many librarians a bright idea, a fad, or simply a fringe activity regardless of how frenetically it may appear to be pursued.

On the positive side there are, of course, a number of more encouraging signs. “... Berea College had its bookmobile, horse-drawn, of course, on the roads of the Appalachians by 1916. It still uses mule-drawn skids to get book collections back into the hollows where no roads exist.” There is adult education pioneering and exploration going on in many fields of librarianship. The important stature which adult education work has attained in some larger libraries and the success of projects sponsored by the A.L.A. in cooperation with other educational groups have exercised a strong positive influence. Also, there is a growing number of libraries and library systems across the country which do meet qualifications set forth by Mrs. Hawes: “To sum up, blessing and conviction at the top, wide staff involvement and interest, deft and dynamic leadership, a high degree of community relatedness and cooperation, and an organizational structure are factors which are apparent in those institutions which have an outstanding program.”

Finally, leaders in the profession are constantly seeking to find those ways in which the images of adult education and of librarianship can be changed in both the public and in the professional mind so that those who enter the profession may come to accept more fully and be trained more adequately for fulfillment of their proper roles in educating the adult community.
Nineteen Eighty (Not Nineteen Eighty-Four!)*

ROBERT J. BLAKELY

Remember 1938—the siege of Barcelona, the Anschluss, Munich? That was not long ago. A baby born that year became a voter this year. He also could have become a father. His son will become a voter in 1980, which will be much sooner than his parents think. Let us consider some of the developments in adult education that are both desirable and possible between now and then, assuming no major war and no major depression.

By 1980 the population of the United States will have reached 250 million, with 100 million under 20, 75 million between 20 and 45, 50 million between 45 and 65, and 25 million over 65. Life expectancy will be about 80. In terms of 1959 (when the dollar really amounted to something) the national income will be in the neighborhood of one trillion.

The American nation will become an educating nation. The number of pupils in high school and college could be double that of 1959. In all the professions and in most of the vocations, it will be taken for granted that competent people study continually to keep up with ever-faster developments.

The American nation will become an urban nation. Farm families will undoubtedly be considerably fewer than they were in 1959, with farm production up one-third over that year. Many cities will have fused; with much of the United States covered by strip cities, or interurbia. Regardless of place or occupation, the American people will have become urban in their thinking, tastes, and habits.

The American people have become increasingly world-minded. They have good reasons to be. The United States must get many

Mr. Blakely is Vice President of the Fund for Adult Education.

* This article in a modified form with particular reference to universities, will appear also in the fall 1959 issue of Farm Policy Forum.
ROBERT J. BLAKELY

essential raw materials from abroad. By 1980, five million Americans will work in other countries, and another ten million will travel abroad each year. Probably five million people from other countries will come to the United States each year for study or inspection.

In the United States mass communications will continue to grow in amount and coverage. There will be many more television and radio stations than in 1959. Every major university, many colleges, and many public school systems will have non-commercial television stations. It will be possible to receive live television broadcasts from every major center in the world all over the country, and the scenes of Moscow, Peiping, Rio, Cairo, and Calcutta will be familiar to the citizens of Bangor and Boise. Libraries, organizations, and homes will have developed collections of cheap, simple-to-play magnetic tapes of plays, operas, documentaries, and exhibits.

The American people will have a new conception of the universe. Just as expeditions from many lands explored Antarctica during the International Geophysical Year in 1958-59, so will expeditions from many lands now be on the moon. From television broadcasts, the American people will have gazed upon the earth from out there. They will have toured the landscapes of the moon, looked at the galaxies naked of our filming atmosphere. Their sons and daughters will be planning serious careers of exploration to other planets.

Those coming into maturity in 1980 may well be called the first modern generation; the first fully to grasp and accept the implications of the movements that began with what is called the Renaissance. In 1980 people are at home with complexity. They take change for granted. They have been educated for it. They will continue to educate themselves for it. They will educate their children to continue to educate themselves for it.

Continue to educate themselves; that is the key. By 1980 admittedly fewer of the older people will be doing so, although somewhat more of the middle-aged and considerably more of the young adults will be continuing their self-education, but all the schooling of young people will likely be designed to have them keep on educating themselves. It is predictable that the public attitude toward education will have markedly changed. Instead of being regarded as education in itself, formal schooling will be regarded as an initiation into education. And adult education, while still many things, will be regarded importantly as the real education of highly prepared, highly effective people. Even the words will change. More and more, “continuing”
education will be used. Perhaps in another generation all adjectives will be dropped, and education will mean the life-long process.

If such a change in attitude and conception comes about it will be through the adult generations. In the writer's opinion it can take place in no other way. If adults do not grasp the idea of continuing education for themselves, they can not instill it in their children; if their children's conception of education is static, their "education" will be quickly out-of-date, no matter how excellent their schooling. But this is not clear to many people, in fact, it is contrary to the popular thinking, even among educators.

The change can come about through cooperative efforts between leading adult educators and leaders in other areas of national life. What this amounts to is the discovery by many leaders in the areas of action that education is too important to leave to the educators, and the discovery by many educators that action is too important to leave to men of affairs. Specialists in many fields have also discovered that they needed to know more than their specialties, and lay people needed to know more about their specialties.

The crystal ball indicates that developments during the next two decades in education about education will move rapidly.

Universities, public schools, libraries, and other educational agencies, beginning with their own trustees, administrators, faculty, and staff members will develop the thesis that continuing education is not just for the other fellow, but is also for themselves, because of their heavy responsibilities.

The logic here is that because they have greater responsibilities, therefore, they are more in need of continuing education. One of their responsibilities is to inculcate the concept and establish the practice of continuing education, not by precept, but by example.

The logic can be extended, first to parents in their own lives. Since they have primary responsibility for their children, in the interests of their children's education they should continue their own education. The logic can be extended to the community.

Education will come to be regarded as not only a life-long process, but also a life-wide occurrence. Most people now think of education as being not only terminal in time, but also specialized in function and having been assigned to the schools, therefore ignorable by most other institutions and agencies. When both of these compartments begin to break down, adults concerned with the education of the young will begin to examine the educative affects of all influences,
and to consider how these can be turned to serve rather than to defeat their purposes.

This, conceivably, will be one of the main forces in the remarkable drive for community and regional planning and development which is already getting in orbit as well as being a major impetus in the changes that are coming in the commercial media of mass communications.

Adult educators are becoming full partners in education with the leaders in all of the major social groups—government, business, labor, agriculture, the professions and the vocations.

A logic will be working here too. The first step is to realize that even to keep up with developments in their own fields, adults must keep on learning. The second step is the realization that to be effective, adults—particularly those with heavy responsibilities—need to know more than their specialties. Adult educators can help here. The third step will be the realization that in a free society all institutions and agencies have both a responsibility for, and a stake in the welfare of, the individual on the one hand and the nation on the other. This is the level on which adult educators have made and can make their greatest contribution.

What is emerging is the concept of the educative society, all of whose members and institutions are concerned with what they are doing to help individuals become the best they are capable of, and what they are doing to help the nation fulfill its promise and its destiny.

Adult education will play a key role in reorienting formal schooling to the conception of initiation for continuing education; also in changing the conception of adult education. One aspect of this is the professionalization of adult education. Knowledge of the psychology of adult learning is advancing rapidly. Soon as much will be known about the several stages of adulthood as was known about the several stages of childhood in 1950, which was a good bit. Professors of adult education now are familiar and respected figures. In their work they avail themselves of all the human resources of the university, and the several parts of the university call upon them in their relationships with adult clientele. Other specially trained adult education specialists are increasingly to be found in public schools, community colleges, libraries, government, corporations, unions, the professions, and other voluntary organizations.

Each educational institution and agency plays its role, but one other agency and its role should be noted particularly—the library.
Nineteen Eighty (Not Nineteen Eighty-Four!)

It is an instrument for all the purposes of other institutions and agencies. It is also an institution in its own right in the community. It is close to the people; it is there to help them; it is also an active and skillful agent to promote the cause which it exemplifies—education for individual fulfillment on the one hand and the general welfare of society on the other.

All institutions and agencies together present wide opportunities for individual adults in the several stages of their maturity—25 to 35, 35 to 50, 50 to 65, and 65 plus.

In continuing education both the personal communications and the mass media of communications will likely be used much more effectively than now. Between 1903 and 1950, the ability to drive an automobile spread from practically nobody to practically everybody. From 1920 to 1950 the ability to make a public speech spread from very few to very many. Since 1950, the ability to engage in disciplined discussion as one among equals has spread from very few to many, and the time will come when it is as much taken for granted as is literacy.

Many institutions and organizations using many methods and media are helping to bring about the world-mindedness of the American people and the Copernican revolution in their attitude toward the cosmos. It is predicted that within the next twenty years there will be: first, programs to prepare adults for work or travel in other countries, and the reciprocal use of visitors from other countries to gain an understanding of their nations and their ways. Second, ways will be invented for relating personal study and discussion and the mass media.

The obstacles are many to these rosy and exciting possibilities. One is the prevailing public attitude, which is shared by most educators, that adult education is a kind of seedy activity, concerned with remedying deficiencies, making up lacks, earning more money, or painting figurines.

A second is the poor cooperation, or worse, between cooperative extension and general extension in universities; between universities and other adult educational institutions and agencies.

A third is the way the different agencies in adult education are developing their educational relationships with powerful social and professional groups without pattern at best and with jealous rivalry at worst, and to cater to the narrow interests of social groups.

And then there is scarcity of money, of course. But the money
exists. It is a question of how to release it. And this, basically, is a question of values. The American people have achieved an unparalleled range of choice. For most the question is not to get enough to live, but to decide the kind of life they want to live. As our goods increase, so do attempts to induce us to spend them, not for our own purposes, but for other people's purposes. These attempts become more skillful, and will continue to become so.

At the core is the question, What is the good life? As was said long ago, "What is honored in a country is cultivated there."
The Role of the Large Public Library in Adult Education

MARION E. HAWES

Libraries are still trying to define or redefine their role in adult education. This may suggest a continued reluctance to accept responsibility in this area or a tendency to view the learning situations in adult life so narrowly that the library has little part in them other than to provide materials and individual guidance. Educators since before World War I, writing on the sociological function of institutions, have stressed the unique characteristics of libraries which place them in a strategic position for working with adults. They have been called the least institutionalized and most flexible of all agencies and therefore able to adapt to changing situations. The whole field of adult education has expanded and undergone many modifications in the last two decades. So have the large metropolitan libraries. Concepts and practice have been modified and revised in the light of experiments to meet new needs and interests, though practice has frequently lagged behind theory, partly because of the thread of controversy which is found in all the literature: service to the individual versus service to groups. There are passionate cries that the library is the last great stronghold of the individual; that limitations of budget and staff make group service a luxury. This argument is weak from an administrative point of view. If in guidance in the use of books, many adults are better served in groups than as individuals, the administrator's responsibility is to make it a compelling enough need to get the budget for it. Municipal museums and schools have expanded their educational services to adults in the last two decades in line with current thinking. Why should libraries hold back?

C. O. Houle seems to resolve the dilemma in our thinking in an

Mrs. Hawes is Coordinator of Adult Services, Enoch Pratt Free Library.
article "Adult Education in the Public Library." He suggests two goals: (1) to help the individual to a full acceptance of responsibility for his own self-education. This means help in two ways: to aid those who themselves come for guidance and to discover those who are unaware of their own needs or of resources available and lead them to a conception of the importance of continued learning. (2) "a society in which thoughtful people work and want to work together in a reasonable, intelligent way, using factual knowledge in the service of their social needs." One might wish to extend this beyond factual knowledge to an understanding of values but perhaps this is implied. With these objectives the needs and well-being of the individual and the group merge. A reader may pursue his own private concerns and enthusiasms through "solo" reading or he may seek a clearer understanding of the world around him and greater critical appreciation by the clash of opinion in group discussion or by planning, after study, for community action on local problems.

Houle's objectives are not for the timid, passive, or sentimental librarian. They do not suggest giving the reader what he wants, or that reading for its own sake as a personal pleasure is the only goal. They suggest that it is equally important to help him to know the satisfactions of widening his knowledge and deepening his enjoyment and also his obligation to acquire the knowledge to take his place as a responsible member of society. This requires more than familiarity with books. It presupposes some understanding of adult concerns and human motivation, of psychology and sociology, and time for conference and planning. Much of the discussion concerning the individual versus the group is in the realm of opinion. Until there is a body of research to discover what reading does to people, whether the majority prefer or can profit best by the personal counselor relationship or get more stimulation by group discussion following home reading, there is not enough data to decide how important it is to take on this added responsibility. Librarians do not know whether most of their clientele are more comfortable with the lonely crowd or organization man. Nor have they given sufficient thought to the library's responsibility to society as well as to its individual members.

Do the larger public libraries accept a broader role and how well do they measure up to it? Several directors have put their philosophy in writing. After a survey of adult services in 1954 by a staff committee, the Carnegie Library of Pittsburgh's objectives were formulated as follows: 2
The Role of the Large Public Library in Adult Education

We recognize that the primary function of the Library is informal education and that it has the obligation to provide leadership in stimulating the use of its books and services.

Book and information services to individuals are to be emphasized. The Committee believes that the Library should "cooperate with all adult education agencies . . . and provide materials for institutes, discussion groups, workshops, lectures and similar activities." As a general policy, however, "the Library should not organize or initiate discussion groups, film forums or similar activities on a large scale. The way should be kept open, though, for the formation of groups if circumstances make them desirable."

This recommendation reflects current policy. In conjunction with the Foreign Policy Association, the Library has organized and conducted from one to four foreign affairs discussion groups during each of the last several years. The main effort, however, has been to become the book and information center for groups which are organized by other agencies which exist for that purpose. . . . Book-centered programs which will stimulate the use of books for information and enjoyment constitute an exception, in the Committee's view.

R. A. Ulveling describes the aims of the Detroit Public Library as "Developing in people fuller, more meaningful lives in their social relationships from the family outward; as citizens; and, in their enjoyment of leisure time pursuits." In another source he states that

The public library. . . should provide an individualized service for every patron who comes to it. Thus it is not a mass medium providing one message for all, but is rather a medium for serving masses of individuals with a prescription service whereby each gets the precise thing that is best suited to his particular needs, ability, interests, and background.

To implement these objectives the Detroit Public Library's Home Reading Services provide the books for general non-specialized readers, then through stimulation and guidance, promote their use, to the end that children, young people, men and women, may have an opportunity and encouragement for their fullest development as individuals, as members of a family, as citizens. Since this service is concerned with the best personal development of people through existing knowledge, rather than with the refinement and extension of knowledge itself, its purpose in selecting books is to choose the best and the most usable that are available at varying levels. . .

This is an excellent expression of the ideal of service to the individual reader, but later, commenting on group work, he adds that
though this personalized service is a great heritage, something more has been added, work with groups, reflecting the library’s ability to identify itself with the community’s social problems. In this Detroit has long been outstanding.

J. M. Cory,* writing on “Library-Sponsored Group Services,” finds no conflict between assuming responsibility for providing service to groups and working effectively with individuals. Though he believes that the public library “is one of the last remaining educational agencies interested in the individual’s ‘self-education’,” he notes that probably an overwhelming majority of the population are gregarious and prefer to share and compare with others. It is in part a matter of priority as to which service receives emphasis. As he concludes, “Obviously the emphasis given to group service will vary with the nature of the community served and the adequacy of the library’s financial support. First priority will normally be given to serving the individual and the individual group participant and group leader. Where funds permit or where other organizations are lacking, however, the library cannot fully discharge its educational responsibilities without helping to meet the normal, human need for group activity.”

Harold Hamill* dissents from this broader concept of the library’s function partially because he is still equating it with adult education of a more formal nature, rather than as an extension of individual service. He speaks at times as though it was undertaken as public relations for the library and librarians, rather than as another means of relating people and books. He would have no adult education activities in his library until every essential service is adequately staffed and no spot is out of reach of library service with a strong book stock. He feels that librarians have a “solemn obligation to spend our time and energy on those things which are clearly proved to be of the highest possible benefit to the communities we serve.”

Emerson Greenaway* points out in the same series of articles that both Cory and Hamill are speaking in terms of their own community situation: Los Angeles coping with a huge, sprawling, and exploding community with an excellent adult education program in its schools, feels less concern than New York, growing vertically rather than horizontally, and constantly meeting group problems. The “problem resolves itself into making a decision on the basis of the community, book resources, financial support, available non-library adult education programs and largely in the final analysis, the will and interest of the librarian himself.” Mr. Greenaway states his own philosophy:
The Role of the Large Public Library in Adult Education

As to the library's credo of service I am willing to subscribe to the following, much of which has already been stated: (1) That public libraries accept as their basic objectives the provision and servicing of expertly selected books and other materials which aid the individual in the pursuit of education, information, or research, and in the creative use of leisure time. Since financial limitations generally prevent equal emphasis on all aspects of these objectives, the library should recognize that its major concern must be a positive contribution toward the removal of ignorance, intolerance and indifference.

(2) That we recognize educational service to adults as a primary function, and that the library pursue an active program of stimulation, leadership, and cooperation with other agencies in encouraging the reading of socially significant materials.

(3) That we accept the responsibility for the direct communication of ideas through organization of discussion groups, lecture series, informal talks, institutes, film forums, book discussions and the like, seeking thereby to direct the individual toward a continuous learning process through use of books and related materials.

It is not too broad a generalization to say that the libraries which have shown the most effective community leadership and have had a dynamic adult education objective permeating their total program have been those libraries in which the administration was committed to that ideal. These are the libraries in which the directors have supported and encouraged those staff officers who were responsible for planning and carrying on the program and have instilled the staff with a sense of responsibility for understanding the complexities of human interests and motivation so that the reader is effectively served in his many relationships whether as an inner-directed individualist or a gregarious group member. This is born out by an evaluation of the Indianapolis Project which was a part of the Indiana Study in library adult education. A report by R. M. Smith asserts that one reason for the failure of the project to mature was "uncertainty and ambivalence in the attitude of the head librarian toward the project; and pressing internal problems and an impending administrative realignment that caused library staff members to adopt a wait-and-see point of view. The attitude and role of the chief librarian was of crucial importance in the success or failure of the accelerated adult education program in the large library. The chief administrator had to accept the idea of time-consuming activities and results that tend in part to be intangible or subjective."

Nearly all of the twenty-four libraries serving a population of
500,000 or more and also of those in the 400,000—499,999 group, are known for the quality of reader service and book collection. Most of them also carry on varying amounts and types of group and community relations and activities. The latter, like special events in the news, are more apt to be mentioned in the professional journals but are not necessarily unduly emphasized in the total program of the library system. Louisville is frequently cited as veering farthest from tradition, with its collection of paintings which may be borrowed to hang on the living room walls and its two FM radio stations which broadcast educational and musical programs to schools, colleges, and other institutions totalling forty city-wide outlets by means of leased wires.

The Louisville library maintains a large collection of tapes and recordings which are used on closed circuit. A citizen may drop into a branch and request to listen to a musical selection piped out from the central library. Not a legitimate adult education activity? With a public to whom the audio-visual media are as familiar as books, may there not be good reason to emphasize them for educational and cultural enrichment? In this case a special fund, not the regular library budget, made the service possible. The librarian is relating his library to the community’s tradition that the city’s “greatest resource is a reputation for intellectual vigor.” Since the program began the number of library users has quadrupled.

Concern for the individual reader has always been central to what R. D. Leigh would call the librarian’s dream. Public libraries justly take pride in the unique reader-librarian relationship. They are among the few agencies to which adults come voluntarily to solve a problem, extend their knowledge, or broaden their cultural appreciation—those adults who look to books and other library materials as the means of self-education on their own time. “The Library Serves the Individual Reader” by Sigrid Edge discusses this basic function. Various methods have been devised to make the service more meaningful. In the twenties, it was thought that a readers’ adviser might best work with the patron who wished to undertake a reading program. Jennie M. Flexner and Ruth Rutzen pioneered in developing two different approaches in organization. Miss Flexner organized an office in the central building of the New York Public Library, with a small staff which experimented with techniques in reader interviewing, planned and continuously evaluated suitable reading materials, prepared reading lists on the basis of the reader’s interests and abilities, and explored
The Role of the Large Public Library in Adult Education

the needs of special groups of readers. The next step was the training of a selected group of branch assistants in the techniques, point of view, and desirable attitudes. Leona Durkes aptly describes the idea and process:

The Readers' Advisory Service in the Central Building can give more help to the individual with a reading problem than is usually possible in the busy branch libraries. Although the services and responsibilities of the Service have expanded since its establishment by Jennie M. Flexner more than a quarter of a century ago, it is still very much concerned with the same type of guidance of which Miss Flexner wrote in her first annual report: "At the beginning it was recognized that the functions of this office were those directly and indirectly concerned with the planning of courses of reading based upon the individual reader's needs.... This type of adult education divides itself rather definitely into two parts: first, the work with the individual wishing to follow systematic reading for his own benefit; and second, the work with groups and group leaders, seeking to accomplish somewhat similar results by extending the library's guidance far beyond the contact with the individual reader."

Expert help is still being given both through oral suggestion of titles and through the preparation of book lists tailored to fit the needs of individuals or groups whenever such a list is requested or seems indicated. ... Reading guidance is a unique library function which other distributors of books do not share. Anything which motivates interest in books and establishes habits of using them can lead to library guidance and purposeful reading.

In the branch libraries this is usually on-the-spot guidance to which the librarian brings skills bred of practice in quickly interpreting the reader's need from the most informal sort of interview, in the use of bibliographical aids, and a background of personal reading.

Expansion of the office to a center for community resources information and advisory service to organizations and special groups was a natural development out of a recognized need. Then came the recognition of the function of groups in adult learning in experiments with book discussion.

Detroit, like New York, found that reader guidance was needed throughout the system rather than in a single office and required the development of a new point of view for all floor service. In-service training programs were planned to give adult workers in branches and in the central departments this deeper concept of reader service, especially guidance technique and book selection from the standpoint
of a book's usability with the reader rather than from that of subject content or competence of the author. The separation of the reference and research services in the main building from the general home reading services made the latter the focal point for informal guidance.

The Enoch Pratt Free Library's departmental system with its subject departments in which both reference and general reader service is given is similar in arrangement to several other newer buildings. It is assumed that individual or group guidance in planned reading or study may be more effectively given by subject specialists. Staff members have asked themselves in their meetings whether or not the so-called general reader is given the kind of direction he requires in this setting. He is, if the librarians are skilled in interviewing and in selecting materials in relation to reader needs. But assistants who are more oriented to reference than advisory service and less conscious of the adult education point of view may treat a reader's query as a question to be looked up rather than as an indication of an unexpressed need to be explored. Grace T. Stevenson\(^{13}\) comments on the effects of this diffusion of responsibility:

> With the dispersal of this function among several members of a staff, there was a considerable variation in degree of competence, personal attitude, and time available. The library remains one of the dwindling number of public institutions whose primary services are directed at the individual. The ideal relation between the readers' adviser and the individual can be compared to the difference between classroom teaching and tutorial instruction. If even a pretty good approximation of this is to be maintained, librarians need more training for it, both formally and through in-service methods. Libraries need larger staffs in order to free professional people from routine jobs. The probability of the average, too-busy librarian having the human relationship skills, the knowledge of materials, and the time to give many individuals adequate guidance is small. In actuality, partial guidance is given to many, and extensive guidance to a few. It is given only to those who seek it, and often, in a busy library, only to those who seek it with a reasonable degree of persistency.

This is a critical area in staff orientation and training.

Fewer than ten large libraries still retain the position of readers' adviser, usually either in the office of adult services or the home reading service division. Cincinnati's new building includes a readers' bureau. Here consultants planned 207 courses in 1955. Not only are lists tailored to special needs, but frequent conferences, sometimes
The Role of the Large Public Library in Adult Education

weekly, are held with those students who need it. The office also
arranges for group and community activities.

Some institutions are combining responsibility for individual and
group advisory service, including audio-visual, in a single office. Others
have a separate films department and a group services department.
Those libraries which have a Home Reading Service in the central
building with a good general collection and a staff trained for reader-
oriented service, leaving the subject departments for more specialized
users, have arranged a setting favorable for leading the casual reader
to more satisfying uses of the library.

Administrative recognition of the need for coordination of these
various special functions is found in those libraries which have created
a position of supervisor or coordinator of adult services or adult edu-
cation, in some cases for the central building only or for branches
only; in some, for the whole system. Responsibilities may be largely
for community services and library programming but are generally
broader, including some relating to the book collection, in-service
training, and public service. This position is often the key to the
degree of adult education emphasis in the total library organization.
It has a more important public relations function than is sometimes
realized. It identifies the library in the minds of community agencies
as being more than ancillary to the adult education institutions of the
city and shares in planning and policy making in cooperative under-
takings.

Emphasis on selective guidance has been effected through experi-
ments in arranging collections according to use rather than a logical
classification scheme. Detroit pioneered with a reader interest arrange-
ment. As Ulveling describes it: Classification systems copied from
university libraries are “ill-designed for achieving an educational
objective calling for broad gauge development of people as opposed
to specialized investigation of a subject. Clearly it seemed that, for
public libraries, the books should be arranged not by subject content
but by motivations in people’s lives.” In 1941, a part of the Detroit
Main Library’s collection was arranged according to the every day
needs of people: family, personal living, home, group activities, back-
ground reading, current affairs, for example. The plan, later extended
to several branches, has been adopted enthusiastically by other li-

Some new buildings in other cities have a large part of the collection
arranged in broad subject areas more nearly related to adult con-
cerns than to a standard classification. Dallas has departments of community living, family living, and fine arts. At the request of the Public Health Federation, Cincinnati set up "Your Health Alcove" in its Science and Industry Department. Several libraries have some type of World Affairs section. Pittsburgh has a Public Affairs Department.

The information for this article was not gathered by direct questionnaire to libraries, thus it is necessarily fragmentary, probably less so for those libraries for which recent annual reports were available. There are expectedly many patterns of organization and direction in the programs, using that term in its broadest sense, in different cities. The amount and character of adult learning opportunities available through other agencies and the degree of cooperation and mutual understanding are important factors in determining the emphasis in the library's plans. How effective that cooperation has been in Baltimore where a climate of mutual helpfulness and respect for each other's goals has been built up and an avenue of communication affected through an adult education council, is brought out by a recent article in Adult Education by W. V. Bell, director of adult education of the Baltimore Public Schools.¹⁴

Three factors stand out as primary influences in determining how successfully a library carries out its educational function:

1. Clear objectives, not only stated by, but adhered to and implemented by the top administrator through his advice and encouragement, provision of machinery, and assignment of responsibility.

2. A staff office or officers, whether supervisor, coordinator, or department head, with direct responsibility for planning, coordinating, delegating, and in-service training. Though many specific projects may be initiated and carried through by branches, departments, or special units, some over-all coordination is needed for scheduling, maintaining standards, providing channels for wide staff involvement, and giving balance and unity to the total program.

3. A sufficient number of the staff holding the conviction that continuous learning is a normal part of adult life. These must believe that the library can create an appreciation of good books or films among those in the eighty or ninety per cent who do not now use the library, by going out to them to meet with them in their own interest groups, and by helping them to increase their skills in the selection and use of library materials. This point of view seems to exist where
The Role of the Large Public Library in Adult Education

there has been strong leadership over a long period and sufficient staff participation to develop understanding. It is apt to be present where a core of younger librarians, who come from those library schools in which the adult education objective permeates the curriculum, are given responsibility and opportunity to experiment.

4. The dynamic quality of the library’s relation to its community.

Or in other words, blessing and conviction at the top, wide staff involvement and interest, deft and dynamic leadership, a high degree of community relatedness and cooperation, and an adequate organizational structure are factors which are apparent in those institutions which have an outstanding program.

Special feature series at intervals of two or three years involving many staff members and cosponsored by and jointly planned with other community agencies have been used by several libraries. Such was the Know Your Fellow Americans Series at the Brooklyn Public Library the idea for which grew out of an article in the Sunday Supplement about the erroneous ideas and areas of ignorance of average Americans about so-called racial characteristics. United States territories formed the general subject, with a particularly effective meeting on Puerto Ricans relating to a local problem. Handicraft and art displays, singing, dancing, a five-piece mambo band, talks, booklists and materials exhibits—every means was used to make an impact on the two thousand who attended. There were special programs in four of the library branches.

A community problem, a need for understanding of other peoples, or education in some area of daily living may be the reason for cooperation. Denver took note of a local migrant group in arranging jointly with the Committee on Spanish-Speaking People, a three months’ emphasis in programs, exhibits, and lists on Spotlight on Mexico. Health organizations in Cincinnati joined the library in lectures, panel and film discussions on health topics, a feature in some other libraries, along with mental hygiene. Several city libraries have held a course in the library on personal finance or investment knowhow in cooperation with local stock exchange and related associations, with related exhibits and lists.

The strongest library programs on world affairs would seem to be in those cities which have an active world affairs council or United Nations Association. Fern Long describes the experiment with discussion groups, using the American Foundation for Political Education
materials at the Cleveland Public Library, one of the first to sponsor this series. It continued for several years, with a large citizens committee and carefully recruited leaders. She rightly observes that it is difficult to achieve the aim: to help people to make sound judgments on public policy problems and to discern the “inescapable issues” imbedded in all important domestic and international questions. Among results over a five-year period are a new concept of librarianship, and the development of interest in other library activities and in new reading areas, on the part of participants. She herself found that leading a group was a unique and rewarding experience.

Cincinnati Public Library’s interest in music is reflected in the fine collection of recordings, the ideal arrangements for listening and the extent and imaginative quality of its music programs, both live and recorded. Here, as in Baltimore and other cities, live concerts are made possible by the Music Performance Trust Fund of the Recording Industries in cooperation with the American Federation of Musicians. Recorded music programs are regularly featured in some libraries as an appropriate noon-hour activity. An International Music Festival in Pittsburgh drew heavily upon the music division of the library which shared in programming, publicity, and operation. The library’s 1952 annual report, however, comments that demands were so heavy that it should not be repeated without special provision for the necessary service. Queens Borough received a special grant for an experimental series on music appreciation, using slides and records.

The improvement of reading skills is taught in a few large libraries. The Brooklyn Public Library is conducting a five-year experiment in cooperation with the Community Services Division of Brooklyn College. The latter’s reading clinics are testing the reader’s abilities and a librarian is guiding his reading. It is hoped that the study will show to what extent the average person can be helped by reading devices in combination with advisory service from a librarian. The College is supervising the research and evaluation. One might expect a larger number of libraries to offer courses in reading techniques though librarians would need special training for it.

American public libraries report few study groups purely for the enjoyment of books and reading; the trend being toward discussion groups directed toward ideas in books, notable books, or the classics. Enoch Pratt Free Library had a popular “Afternoon With the Poets” series for several years which was discontinued because interest dropped, though a later series of dramatic readings brought back the
same general type of audience. Student attendance has fallen off for this type of program but older persons attend regularly.

An indirect method of encouraging more significant and more cultural reading has been devised by Polly Anderson at Enoch Pratt. When requests for book talks come from book review and literature sections of clubs, she offers a session or two on how to read and enjoy books and share them with each other. Requests for program planning usually follow and by keeping in touch with the groups, she guides them to more satisfying experiences in reading and discovers at the same time latent leadership. The Boston Public Library also has formed groups for getting the most out of reading, with an advanced section dealing with specific subjects such as the short story, drama, and biography.

The longer life expectancy has created new social situations and it is not surprising that libraries have given them emphasis through lists, exhibits, or programs on problems of retirement and the aging. Cleveland's Live Long and Like It group has a long history of experiment and accomplishment, with careful evaluation. Boston's Never Too Late group has a similar pattern, with regularly scheduled programs of lectures, films, and music emphasizing member participation. In both libraries members have shared in the planning leading to smaller study and discussion groups arranged for special interests. The usual approach in Golden Age groups is a recreation program but libraries have recognized the need for mental stimulation and cultural enjoyment among older people. The satisfaction of a room of one's own is recognized in Brooklyn where a special room in a branch is set aside for their senior citizens.

Educators sensitive to the most effective means of adult learning assert that the significant current trend is toward the discussion method. Data from surveys of the activities of such national organizations as B'nai B'rith, the League of Women Voters, and the service clubs reveal that about half of them are using this approach in current affairs. Informal neighborhood groups, often held in homes, attract persons who would not join a more formal, long-term group, introduced to the enjoyment of the exchange of ideas gained through reading and film-viewing they become recruits for more intensive activities. Libraries help these groups to become more meaningful by compiling lists for supplementary reading and recruiting competent leadership.

The Great Books Foundation project has a tie-in with most of the larger libraries, with varying degrees of responsibility assumed by the
local institution. The fact that some cities have groups continuing for ten or more years indicates the pull of this approach to books. Members fall mainly into two categories: those who want to get more out of their reading by exchanging ideas with others and those who, lacking college training, seek further cultural background. Librarians report that these and other programs similarly set up such as World Politics do, in fact, create better readers.

The American Heritage Project grew out of the New York Public Library's "Exploring the American Idea" plan which was tested out in several groups as a way of inducing people to read books they might otherwise consider too difficult. Some groups are now ready to move on to more challenging areas. Cincinnati is contributing to the liberal education of its business and professional leaders through a weekly discussion group led by the director of the library which analyzes "Ideas in Books."

As to the place of such activities in a library's total program Mrs. Stevenson has this to say:

What is referred to today as adult education activities—reader's advisors, group work, lectures, discussion groups, film and record programs, are only further extensions of our long-term efforts to encourage the most effective utilization of books. The time will come when the discussion group will be as taken for granted as the open shelf.

And why not? Libraries have been giving specialized services to children for about sixty years, with separate rooms, specially training staff, story hours and other special activities. Are adults second class citizens? Why not specialized services for adults instead of the self-service super market, with the old days of the friendly chat and the special service from the butcher gone forever.

What does it contribute to the librarian's development? Margaret Monroe, who as a librarian has had experience with discussion groups and can also speak from the point of view of their value in the training of librarians, makes this statement:

I really do believe that it is not possible for the public library to do as good a job in book selection, in reader's advisory work, in informal work over the desk with the public if the librarians have not had some experience of that very close contact between the mind of the reader and the book which comes in the discussion program. I think that you discover more about what books can mean to people in the discussion experience than in any other way. So I would say that this is
The Role of the Large Public Library in Adult Education

one thing in which the library very wisely does some work just as a matter of training the staff to see what the use of books can be.

A new dimension in the library's relation to community adult education came with the addition of films to the collection. Under the leadership of enthusiastic trail blazers in a few libraries, the place of films has been established and their use demonstrated in the short span of twelve years since the American Library Association set up a film advisory service at its Chicago headquarters. Of the fifteen libraries of over 400,000 population which reported film statistics per capita expenditures ranged from $1.05 to $4.25, with the majority between $1.75 and $2.83. Fifteen held library-sponsored programs, twelve lent liberally to community groups, total expenditures ran from $2,500 to $10,717 and collections numbered from 204 to 2,050 prints.

On the whole standards are high in selection for free as well as for purchased films. Film departments furnish information on community resources in the audio-visual field, arrange previews for special interest groups to evaluate and discuss the possible uses of a particular film, teach the use of films and projectors, and advise in program planning. They work with church groups, labor and business, educational and health agencies, civic and cultural organizations. No library service touches such a variety of groups or has as much opportunity to emphasize the educational use of materials.

The extent to which this opportunity is realized, however, depends in part on the attitude and support of the library administration toward this service and the qualifications of the persons given the responsibility for conducting it. There are many examples of imaginative programming. Cincinnati held a film workshop on office supervisors' problems out of which came several leaders who could be called upon to lead film discussions for other groups. Detroit held mental health discussion programs in six branches; Cleveland developed a "fiction and film" series. One library presented "Through Music with the Sound Film." Film librarians are apt to be more aggressive than their fellow workers in making their resources known and demonstrating their use through workshops and institutes often co-sponsored with other organizations, such as the workshop in Baltimore, mentioned above.

The fact that the medium requires special equipment with which staff and public are not familiar and presents problems in housing has retarded staff involvement in their use. The Enoch Pratt Free
Library includes annually in its in-service training, a workshop on the use of films in which assistants preview and learn to evaluate films. Each enrollee participates in planning a film program which includes selection of the films, preparation of a book-related introduction, compiling the announcement flyer which includes a booklist, and the assembling of an exhibit for the public showing. Musical recordings are also selected for use prior to the start of the program. This project has given the assistants a better understanding of films and their relation to other materials and valuable experience with actual programs. Some of these programs are repeated at branch libraries and branch staff also conduct programs in the central library.

The Films Department, though separated spatially from the subject departments, constantly promotes the use of books with films. Departments include films when compiling booklists. Department staffs as well as community specialists are notified of previews in their subject fields. Close communication is maintained between the Films Department and the Office of Adult Services in information about the community and library programming. The fact that in the Enoch Pratt Library films are given department status and the head is responsible for promoting their use throughout the system as well as in the community results in close contact with branch and central staffs and offsets to some extent, the disadvantage of the spatial separation.

The use of television as an educational medium, has had a slow and spotty development; partly through lack of conviction as to its value in relation to the cost and the amount of time required but probably still more because of lack of training and experience. The PLD Reporter in February 1955 reported a study based on a questionnaire sent to sixty-five public libraries. Of the twenty-two which replied, eight were in the large library group. Most of these depend upon the station or outside help for direction and programs take the form of book reviews, ideas in books, interviews with readers, demonstration of hobbies related to books or talks on library services. The last two are not necessarily educational in content. Responsibility in two libraries is placed in the public relations department.

Only one, Detroit, has a full-time position of educational television coordinator in the office of community and group services. Detroit has an educational television station with the library represented on its board and a heavy contributor to its upkeep. It stands fourth among community agencies in the use of air time. Over a third of the professional staff members have appeared on the air and have received
The Role of the Large Public Library in Adult Education

training in community workshops. Active cooperation of many departments and staff enthusiasm have made this heavy program possible.

Seattle received funds for an experiment which has run for some time in which four people from the community discuss issues in a book of current interest. Discussion groups are organized in homes or gather before television sets in branches. The Enoch Pratt Free Library participates in an annual series, Man the Maker, cosponsored with the Walters Art Gallery relating books and art objects. Philadelphia is currently producing a ten-week series, Portraits in Print, profiles of writers of the past, illustrated with prints, engravings, and portraits used to visualize the author's life and time. The series is planned and scripted by Kathleen Molz, the public relations officer, and is available on kinescope.

It has been estimated that it takes from ten to fifty hours of preparation before the rehearsal for a good program, including planning, writing the script, arranging for the necessary props, and many other details. This is a big slice out of a week's schedule unless staff members have time regularly assigned for this purpose; it is a stumbling block as serious as lack of know-how. Yet the popularity of Sunrise Semester and the exceptional demand for the books it has fostered indicate that television can be a potent force in stimulating reading. An article by C. W. Stone22 whose experience well qualifies him to speak, points up some of the problems and makes some suggestions. He deplores the lack of conviction of the importance of television in the library program, notes the lack of long range plans, the tendency to beam the program to an elite audience rather than to various possible publics, and the treatment of the medium as a means of publicity rather than education. His recommendations are sound: the need for cooperative ventures, more satisfying opportunities for training, the sharing of scripts and kinescopes, and flexibility in experiments with new formats. Two quotations are apt:

When addressed to a well-defined audience (taking age levels, background, and interests into account), carefully produced radio and TV programs may assist the intelligent youngster or adult to think more seriously about himself, his neighbors, and the world in which he lives as well as come to appreciate and enjoy more fully the culture which surrounds him. As by-products of the process, good programs also win respect for libraries as institutions and for librarians as individuals worth knowing—people who recognize an important idea.
when they see it and who generally can be relied upon to judge it without bias and report accurately the quality of its presentation. . . . It isn't a question of "know-how". Librarians who have wanted to learn broadcasting techniques have done this job just as successfully as they have learned other skills considered essential and basic to their professional job (e.g., cataloging, reference work, circulating routines, etc.) The problem is one of attitude. Writing about public libraries and adult education problems generally, John Powell expressed it this way: "[It is] for the lack of the teacher's impulse that libraries have remained places from which books are taken rather than centers in which a community may cultivate the skill and power of its thinking."

A modern city library is expected to assume the role of a community agency working with other institutions and with citizens to create a better place in which to live. A library which rejects this responsibility is doing a disservice to the profession. Agency teamwork is an accepted method of discovering needs, uncovering and analyzing problems and finding channels for cooperative study and action, both on a citywide and neighborhood level. Urban renewal, race relations, juvenile delinquency, and work with the aging are areas in which experiments are being carried on. The need may be brought to the attention of a group of agencies by any one of them or by some coordinating council. Something more may be expected of the library than furnishing materials and meeting places. As a neutral agency which knows local organizations, their interests and purposes (if it is fulfilling adequately its function as a community information center), it is in a strategic position to recognize a problem which is concerning many groups.

The public library should be equipped to take leadership in calling together those interested or to urge another appropriate body to do so. In some situations the library's community responsibility may be to initiate plans for cooperation in holding a workshop. For example, Violet Myer, head of Enoch Pratt's Film Department, noted many church groups and civic organizations needed greater skills in human relations programming and sought the cooperation of leaders in these areas, in setting up a very effective workshop in the use of films in intergroup relations. The Boston Public Library, the National Conference of Christians and Jews, and the Institute of Human Relations of Boston University held a training institute in human relations for community leaders for similar reasons.
The Role of the Large Public Library in Adult Education

The community role of the library, the way in which it functions as a community agency with other institutions, is an important area for study and research. The Library-Community Project increased the awareness of this, for it "brought the outside community into the task of joint investigation for joint planning." Educators are emphasizing community schools and school buildings now include rooms for neighborhood use. Adult education departments are not concerned with courses for credit only. They offer their resources and staff for conducting workshops on community problems and assisting churches or business and labor organizations in setting up discussion groups. Churches and unions have "social relations" or similar committees to cooperate in community activities. The library also has a place in the main stream in which the modern concept of democracy flows.

Citizen responsibility is taught in the schools. Libraries need to join with other agencies in helping to carry the idea into adult life, for helping to find ways of working on community problems. This may mean, for example, that a branch librarian is allowed time to work on a neighborhood council. Denver's adult education council has quarters in the library and is strongly identified with it. The city of Baltimore has a number of surveys and neighborhood betterment projects planned or under way, some of impressive proportions. The library is not fulfilling its responsibilities simply by knowing and giving out information about them or by gathering research material. It needs to study its possible relation to each of these projects as a responsible community agency. J. W. Powell has expressed something of this thinking in his inimitable way in "Join the Community—Risk or Opportunity":

The library's knowledge of materials, standards, and principles is unique and precious; but it is always in danger of being reserved for the already-motivated individuals who come to get it. Unless, that is, the library can somehow wade boldly out into the currents of community action, community need and change and controversy. Not to "give leadership" necessarily; but to be there to do what only libraries are equipped and trained to do.

And what does this do to—or for—the librarian?

The second perspective is harder to define, riskier to propose. It is the one I kept being driven to as I studied recent trends in adult education in libraries, public schools, community colleges, university extension, and national organizations (Learning Comes of Age, New
York, Association Press, 1956; especially pages 41, 44, 49, 54, 61, 68, 87). The thesis there is that as individual agencies move out into the active community and mingle in its concerns, they and their staffs acquire a new education, a new way of acting; they begin to act as members of the community, rather than professional guides or servants of it, and so begin to grow up in unpredicted—and probably quite valuable—ways.”

It can be recorded that librarians have been ready. Adult education councils have been initiated by librarians, program planning institutes have been started by libraries, to be taken over later by citywide committees. These have done much to improve the quality of programs in all kinds of organizations and have contributed to the cultural development of cities. Film festivals, workshops, and institutes on a wide range of subjects have been sponsored or cosponsored. All of these activities serve to make library resources known, encourages their use, and identifies the library's educational purposes.

What is lacking has been a careful evaluation as to the quality and as to the attainment of objectives. It is not entirely a question of lack of training in evaluation. It is partly a reluctance to analyze projects objectively and a concern for possible criticism if results are not outstanding. Detroit's project to reach out-of-school youth is an example of a research project with evaluation which not all libraries would feel mature enough to undertake. On the other hand, Brooklyn is consistently evaluating many of its projects; the present reading improvement study is being conducted with evaluation specialists involved at every stage.

Librarians need to know more about the adults with whom they work. Adult Education and Adult Needs by R. J. Havighurst and Betty Orr can be read and reread profitably and made the basis for staff discussions. It is a study of the productive years of middle age and the implications for adult education through understanding of the goals and activities of adults in an American city. The study includes consideration of the level of performance in work, parenthood, leisure, and home-making and the relation of that level to their expectations, and the motivation for effort. A salient fact revealed by the study is that while most adults apparently wish to do a good job in these areas of life, they are less motivated toward citizenship. The case studies in this brief monograph and the discussion of the “teachable moment” will stimulate the imaginative librarian with ideas on what the library can do.
The Role of the Large Public Library in Adult Education

The two articles by P. M. Hauser and Dan Lacy in the October 1957 *Library Quarterly*, along with W. H. Whyte's "the Exploding Metropolis" indicate the need for rethinking the library's function and program in this half century. The expanding suburbs with thousands of new homes for young families suggest larger decentralized collections, with emphasis on family living, community affairs, and materials contributing to vocational competence and liberal education. Hauser estimates that the population may increase 37 to 50 per cent by 1975, with the large part of the increase in metropolitan areas by then containing more than two-thirds of the entire population of the United States. Prognostications supported by R. J. Blakely elsewhere in this issue of *Library Trends*. The suburban areas will grow much more rapidly than the center of the city, with industries as well as families moving out. At the same time city planners are pointing out signs of deterioration in the center of cities and older neighborhoods bordering on the downtown.

It is to these run-down neighborhoods that many of the families of lower economic and educational levels such as the poorer southern white families and Negroes from the rural South who migrate north go in search of better jobs. The movement of Negroes to northern cities, which began during World War I and greatly accelerated during World War II is a major one and it is possible that by 1975 a fifth to a third of the population of a number of metropolitan areas will be Negro.

In both groups, the educational level is not high and many are not accustomed to urban living. The special problems which they will meet in making the transition from rural to urban life in little more than a generation have implications for libraries, for it will be the institutions serving adults effectively which can help them most. While the parents get much from their children who are fortunate enough to attend schools in which the teachers are conscious of the dual responsibility to teach the children and, through them, to bring knowledge of hygiene and community services into the home (a study of the Baltimore Pilot Project brings out this effective source of learning) it also points up the opportunity for libraries. The dimensions of the problem, and the opportunity, are well expressed in the Pilot Project report:

One reason why the church was an important social center for many Pilot Area people was the fact that their low level of income and education cut them off from most of the cultural activities of the city.
They were also cut off—by segregation, either enforced or implied—from other forms of recreation, such as first-run movies, good hotels and restaurants, swimming pools and public parks. As a result many of the residents had turned to the forms of entertainment where race and education do not count: namely, television, automobiles and liquor.

Some will attend adult education classes, and will more readily go to a class in a library under school auspices than in a school. They will need a varied collection of very simple reading materials on home, health, jobs, and community. A field worker who could visit churches and centers and acquaint these adults with the ways in which a neighborhood branch can help them may be as significant a contribution to good citizenship as the school visit of a young adult worker in a high level neighborhood already accustomed to good reading. Incidentally, it should be remarked that present conditions will not prevail forever.

Where school facilities are good, urbanized Negroes as well as white youth will in much larger numbers be high school graduates in the near future. More of them will be aware of library resources, through school libraries and young adult services. Libraries need to devise ways to encourage continuous learning beyond school years.

Family patterns are also changing. With earlier marriages and parenthood, the child-bearing period ends earlier in life. In 1950, both parents on the average were well under thirty at the birth of their last child. As these earlier born children leave the family earlier, the average couple will have a longer period of later life without children in the home. The burgeoning leisure for which they are not prepared is frightening to many. Libraries, schools, churches, and other agencies have a serious responsibility to help people to learn how to make creative use of this leisure time. For women, freed from home responsibilities earlier, there will be need for refresher courses or retraining in order to enter the working world again. There are many civic and cultural organizations and social agencies which could use volunteers who are willing to take some basic training. The library is in a strategic position to know which agencies may need volunteers and can encourage community plans for training as well as furnish materials.

Is there a large city now which is not in some stage, talking, studying, or planning action, on urban renewal? There is no stage in which the library cannot be helpful through its materials, knowledge of com-
The Role of the Large Public Library in Adult Education

Community, bringing groups together, citizen education on the problem through well-planned programs, and helping within the project itself. When the Baltimore Pilot Project got under way, a branch librarian served on neighborhood committees, searched for simple materials on actual problems brought up in meetings, and took materials to neighborhood gatherings. In some areas the information needed was too difficult for the readers, if available at all. The schools and some other agencies have since produced needed leaflets. Does the library also have a responsibility here?

What other factors will determine the character and reach of the community program? What are other organizations doing? What do they need? What are their relations to the library and the community? Where does the library fit in? Bigness and complexity are not confined to the business corporation. Our large churches with extensive plants, numerous societies, and trained staffs are highly organized. A member may not be related to a single small intimate group. Many women’s clubs are so large that the average member only attends lectures. A P.T.A. is not vigorous without several hundred members. Community service agencies, related on the one hand to a national organization and on the other to the city’s fund raising agency and community council, become impersonal and professional in outlook. For the individual looking for a small autonomous group, discussion and study groups furnish the opportunity for a meeting of minds and a social hour. They are a natural for a library of any size to promote.

It is encouraging to find that recent graduates of several library schools have a definite adult education orientation. The library’s responsibility is to foster this and give opportunity for its development in practice. The amount and type of in-service training in large libraries varies greatly, dependent on the staff and time involved and also on the availability of qualified trainers. According to a 1955 survey systematic training for adult workers is much less frequent than that for children’s and youth. The Committee "finds inconsistent the reluctance of many libraries to offer training for those working with adult groups comparable to the high degree of specialized and continuing in-service training programs required of those responsible for serving children and youth." Some have given training in discussion leadership to a selected group, usually in relation to specific projects. Other areas covered are: how to work with the community, the study of community resources, general leadership training, program planning, and book reviewing. In the New York Public Library,
MARION E. HAWES

a group of staff members planned an intensive study of books in psychology for branch collections, calling in experts as needed. They also conducted a workshop on the needs of the less skilled reader and compiled a useful bibliography. It was felt that the increased amount of critical reading, the training in judging books and opportunities to discuss them resulted in better service to readers.

The Illinois survey found few real attempts at systematic training or long range and purposefully planned activity. The problem is two-fold: the extent and variety of knowledges and skills required in helping the adult to learn and the lack of library personnel sufficiently well-trained to act as trainers over such a broad field. In a single library adult workers divide these responsibilities. Probably a combination of training on-the-job; through staff workshops, and committee assignments under skilled leadership, and participation in workshops or courses given by other community agencies is the answer.

For a knowledge of community organizations and structure, librarians gain a broader experience and understanding if they participate in discussion with fellow workers in other institutions. When inexperienced staff members are asked to suggest gaps in their training, they usually mention selection of books for the individual reader. This may indicate the need for training in some aspects of psychology and the art of interviewing. Among specific skills needed are program planning and group leadership and the use of the mass media. This is a large order. Possible ways of meeting these lacks are centers for training of field workers on a regional basis, more arrangements for released time of a few months to acquire special training in an internship situation, more short-term institutes and workshops offered by library schools. Librarians active in community councils may stimulate the setting up of community workshops. Many of these skills are common needs of agencies other than libraries.

This somewhat random review of the trends in adult education in the large public library suggests an amorphous growth, as much the result of sensing a specific need or being pushed into it as a carefully thought-out plan. Budgets, the climate of the community and, above all, the attitudes of administration and staff are the dominant factors. The growing interest in and study of the library's responsibilities toward the aging is the current emphasis. A significant and serious gap is the lack of concern for the effects of scientific and technological developments on society. Public librarians may feel they are not competent in this area. This would appear to be an opportunity for special
The Role of the Large Public Library in Adult Education

librarians familiar with the subject matter to work out joint undertakings with public libraries.

Lacy in the article previously referred to offers the library a challenge. The educational level is rising so rapidly that today one in three youths enter college. He foresees “the adult in our changing society as prosperous, alert, leisured, better educated and more highly cultured than ever before, and more intellectually curious, and more imperatively confronted with needs for continued self-education and for the widest diversity of information in his daily business and civic rounds.” The latent demands of this group “cannot readily be met by other institutions. The future of the public library will depend on its success in finding a full place for itself in these activities.”

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Library Services to Adult Education in the Smaller Community

JEROME CUSHMAN

There are those who say that the public library in the United States takes itself too seriously. It tries to be all things to all people with the result that many of its functions are performed without adequate support either in terms of skilled staff or finances. A friend of the writer's once reported that the public library is relatively unimportant in the lives of most of the people in a given city. In terms of public support, perhaps the friend is not altogether incorrect. Although operating expenses of public libraries went from $48,823,000 in 1939 to $109,777,000 in 1950, the per capita expenditures in 1947-49 only went from 92 cents to $1.04. This fails to approach standards set by the profession and in terms of the total library picture the public in effect says, "the library be damned."

The public library movement, despite oratory to the contrary, was not a spontaneous desire of the people. Philanthropy played an important part in the development of library service in this country. For example, the good men of Boston had their Atheneum and could have made out quite well with the facilities at hand, but they gave time, energy, and money for public library service. It was these men and the generation preceding them which gave America its educational commitment. When the Public Library Inquiry startled librarians by its sociological dissection it worked from a major premise that most of the librarians believed in the general proposition that everyone had a right to an opportunity to learn. Citizens of today are the inheritors of the sober eighteenth and nineteenth century traditions whereby a book was a thing to be held in awe and that the world was a recognizable place for all, for all time.

Now we are not so sure. The public library rightly has become a child of the new age. The twentieth century has invaded our conscious-

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ness with a persistent irritation which urges us to keep up with the frightening chimera of change. Librarians have been somewhat slow in assuming their roles and the stereotypes based on an earlier inept and inadequate librarianship persist as an unwelcome image in the minds of too many people. But librarians are learning fast, taking note of the expanding dynamism of society, its technical attainments, and the reluctance but yet the increasing vigor with which America goes about the business of providing world wide leadership. Noting also how the responsibilities of shared leadership in international affairs have come into recognition because of the inescapable fact that power's concomitant is responsibility.

Recognition of the library's twentieth century role has brought administrative adeptness. Library staffs are becoming more specialized, and the book collections reflect the indispensable nature of modern tools for modern times. Now librarians are in a position to anticipate some of the needs of the public and slowly but surely are forcing a recognition of the library as an individual and community resource. Indeed this interest in the current may be causing the pendulum to swing a bit too far. Cries of anguish are going up in the land because head librarians have in practice, though not in theory, relinquished the direction of the growth of the book collection in favor of maintaining relationships with boards and city commissions.

Mechanical efficiency is overshadowing the intellectual efficiency of the institutions, with management illuminating the horizon as a favorite topic for library discussion. There is a reaction setting in ranging in tone from an over-romanticizing of the book to a recognition that administrators no matter how slick a shop they run are somehow abrogating to committees of staff members their responsibility of providing the community with an educational institution.

To give expression to these apprehensions a new voice is being heard, one often heard before. It says, "Books are basic," and "Back to books." This voice from the past is making efforts to re-examine library philosophy. Thus along with the twentieth century awareness of change comes this re-affirmation of the seventeenth-century heritage with a commitment to education.

It seems that library development in the United States has always been two directional. The heritage which determined the philosophical basis for the library movement stemmed from a seventeenth-century puritanism which sought to justify the ways of God to man. It was the eighteenth-century philosophy of Locke and his followers which...
emphasized the importance of self improvement. These two streams made possible the American experience which demanded that the people be informed. Today the library is faced with programming for the realities of an ever changing era and the verities of an educational commitment which says, “Know Thyself.” That is why adult education in the library will have a constant validity. Now it is appropriate to examine whether public library adult education is coming up to the over-all standards of the institution as a force in American life.

Library and adult education literature fails to indicate any recognizable trends. The phenomena of adult education is not new but its emphasis is certainly at odds with the traditional librarianship in which the lone reader with his book was the touchstone of library service. The contemporary interest in the group and its manifestations has not gone unnoticed by the public library. Today certain programs have validity only when the appeal is to specific groups or interests rather than the individual. The trick, librarians think, is to learn how to recognize group needs, program for them, and at the same time fulfill the basic obligation to the individual. It is here that the small public library’s problems in adult education begin and end.

There are more failures in adult education practices in small public libraries than in larger ones. Some of the reasons seem self evident, but mention should be made of them. For example, the small library’s resources are so limited that programming in depth becomes extremely difficult. Also, there simply is not enough staff time or, more important, staff skills available to do the kind of job which will bring new dimensions to library service, a reason why so little has been done to put into practice the recommendations made at the Allerton Park Conference, November 14–16, 1954, on the “Training Needs of Librarians Doing Adult Education Work.”

Finance, or rather lack of adequate financing, is another of the culprits. Small public libraries have not learned how to gain the kind of acceptance from their communities which will make adequate support automatic. Energies are spent holding the line, which means going backwards, and there is not enough left over to insist upon first class adult education programming. Then, too, the library profession still has not insisted strongly to library schools or to communities that persons trained in adult education are of first importance to the proper operation of the library.

Another area in which adult education for the small public library
is difficult is in coordination with other agencies in the community, equally interested in continuing education. In small communities coordination is not the stuff of which dreams are made, it is a vital necessity. Sometimes it takes the pooling of several resources to gain a modicum of basic strength necessary to carry on an objective. In too many communities, coordination is merely a word. It is called coordination when four agencies get their names on a program and one agency, many times an outside one, does all the work. Although small communities do not have the variety of intellectual and educational resources found in large cities, there are manyfold more than are imagined and coordination is the key to their exploitation. Unfortunately, coordination often gets off to a bad start because of institutional jealousy, each one seeking to justify itself to the necessity of the community. Granted most agencies have a specialty or set of responsibilities which are fairly unique, but the adult education profession has shown us the catholicity of the field and how easy, logically speaking, it is to cut across organizational lines in program presentation.

In many ways the greatest stumbling block to public library adult education also haunts the professionals: everything from exhibits to providing meeting facilities is called adult education. An insistence upon a loose construction of the word education has had the effect of negating its meaning as an identifying force. This is damaging to libraries because if every activity for adults is called education then it will become increasingly difficult to pinpoint the cultivation of the mind as a laudable and basic endeavor.

At a recent meeting of professional adult educators the main speakers presented thrilling messages. The one thing especially noted was the sense of broad perspective exhibited by these speakers. Their talks, like R. J. Blakely's collection of speeches, Adult Education in a Free Society, presented dimensions which were as wide as the problems of a vital and dynamic people. There was little concern for the minutiae of adult education housekeeping problems. As a matter of fact, Blakely deplored the over-worked adult educators who kill themselves helping grown men and women learn to kill time. And yet in the specialized meetings, the talk concerned itself with housekeeping. Heated discussions were held on whether paid workers were better than volunteers but there was no discussion of the educational aspects of adult education. If this is the leadership pattern for adult education in the United States, then the public library should have another
Library Services to Adult Education in the Smaller Community

look. Such a pattern leads only to programming for trivia, providing textbooks for how-to-do-it classes.

The library is going to have to decide upon some identification of terms or it will be diverted from its chance, now only a hope, to help provide for educational experiences which are in keeping with its traditional role. Despite some successes in terms of librarian participation, the public library is only a slight part of the professional adult educational pattern of the United States. A glance at that excellent periodical *Adult Education* showed that from 1954 through 1958 there was not a single article about adult education in public libraries except a report from the American Library Association on adult education activities in public libraries in 1954. An examination of *Adult Leadership* shows only a few successes. It is not that library activities are not wanted. It is just that public libraries have not really understood the rationale of an adult education commitment because the tradition of programming for the individual keeps getting in the way.

To what extent can the smaller public library utilize agencies outside the community? Extension departments of universities and colleges, for example, are eager to be of assistance to local groups which program in adult education. These agencies have an abundance of organizational skills, teacher resources, and a budget for publicizing a program. There is no question of the valuable service performed by extension departments both on the campus and out in the communities, but to this writer at least, they have stressed the service aspects of their departments so much that programs are developed with an eye to the public relations benefits to the university or college. The representatives who offer programs to communities are salesmen, not educators. This places a premium upon the speculative program. Imaginative programming goes out the window. It is strictly bread and butter education. Therefore in this writer’s opinion, the small public library cannot look to the extension departments for the answers to its programming perplexities, the objectives are too different. A. T. Hamlin, elsewhere in this issue, discusses the responsibility of public libraries to provide library service to extension course students.

The prospect seems dismal. How can small libraries with their inadequate basic financing, their paucity of committed resources, and their lack of real coordination hope to do a job of adult education which can achieve real standards? Little wonder then that at least half of the libraries according to the A.L.A. fail to have any appreci-
able adult education activities? It may be true that the library profession has not come up with a settled notion of what limitations to place upon its participation in the field but the deficiencies mentioned by C. W. Stone in 1953 have only been bettered in degree if at all. Should we return to the library yesterdays when all efforts were centered on the individual and his book? The question is academic for we could not even if we tried. Adult education is going to become an increasingly important aspect of library service. Data to corroborate this point of view may be still scarce but there are some rather specific recognitions which will influence educational thought.

For one thing, our rapidly expanding population will bring political domination to American cities and suburbs and weaken the legislative grasp of rural areas. Educational support in modern times has depended more upon the urban than the rural community. For another, our technological age is demanding more than mechanical skills from the people. The future doctors now starting in the University of Kansas face extensive requirements in the humanities. We are getting a bit jumpy now that we know a potential enemy who lives in a home without indoor plumbing can learn how to fly a jet plane and read Plato as well. There is a realization that we have serious lacks in today’s educational pattern. This is reflected in modern man’s lack of understanding of himself, his loneliness in a crowd, and his yearning for group status. White Collar, The Exurbanites, and The Lonely Crowd are three investigations in point. Modern man needs to know who he is. On Shame and the Search for Identity has wise words on this subject.

A third indicator is the growing awareness of the need for education in depth. The foreigner who visits our shores is astounded at the hit and miss character of the learning of the average American. Knowledge seems to have been a swift flowing river into which we have dipped from time to time, not a deep and quiet pool into which total immersion is necessary. Understanding more than the surface of knowledge brings the maturity needed by all people in this world of trying perplexities.

Norman Cousins said that a vast vacuum exists today beyond the college classroom and filling that vacuum is the number one job of American education. This perhaps is the challenge and the opportunity of the public library, for no matter what the size of the library, the problem of helping to fill the vacuum is present. It must not be forgotten that the word before “fill” is “helping,” for the library should
Library Services to Adult Education in the Smaller Community

be aware that it cannot do the whole job. The important thing is that public library adult education fits a logical pattern, commensurate with the library’s basic purpose. C. O. Houle suggested this when he mentioned that the library adult education program should grow out of the nature of the library and not be borrowed from somewhere else.\textsuperscript{11}

Here then are some assumptions which, for the writer at least, make valid adult education in the library. First, America is variety. There is no one agency or set of agencies prepared to accept the total responsibility for out of school education in depth. The library can well take its place as one of the agencies with educational responsibility because of its historical context in the American experience.

Second, the library is justified in engaging in library adult education because of the challenge to its resources. There are greater possibilities of stretching the materials at hand to create use if opportunities present themselves. A booklist on music is good. A booklist in conjunction with a music program in the library is better. But a booklist which results from a carefully planned adult education program planned to widen the intellectual and aesthetic horizons of people is the best.

Third, adult education programming enhances audience potential for library use. This should not be considered in terms of people enticed into the library but rather a variety of participation. A series of lectures on such diversified topics as Charles V of the Holy Roman Empire; Teddy Roosevelt; A. Conan Doyle, the Doctor Detective; and The City in History will involve many segments of community life. The clergy, a political science club, doctors, policemen, and members of the city commission will find a common focal point in the library. Single lectures are not programs in depth, but may be used as stimulators to broaden the horizons of individuals.

Fourth, there is no need to recount the public relations advantages accruing to libraries who have a varied adult education program. However, there is a reverse twist to the public relations aspect which might bear mentioning. An active library is good for the morale, for want of a better term, of the members of the community. Twentieth century America does not give enough people an opportunity to feel proud of participating in worth-while public enterprises. Relatively few belong to clubs and there are not enough public agencies identified specifically with the individual; there is a deepfelt longing for identification in modern life. The public library giving people the
opportunity to feel that they are sharing in a selfless and worthy community enterprise is performing a valuable service. Those who do not participate actively in the program of their public library often point with pride at the services it renders to the community. This is public relations at its best, making the ones who pay the bills proud of the opportunity to do so. It beats the National Library Week braggadocio all to hollow.

Fifth, public library adult education programming can provide another avenue where individual lives are touched. Stone is right when he says that a continuous insistence upon the individual is given without reference to the associations which established that importance. In the world of today the individual is affected by the group yet the touchstone of progress remains with the individual. A. W. Griswold expressed the thought with literary exactness when he said in a speech to the Yale seniors in 1957, "The divine spark leaps from the finger of God to the finger of Adam, whether it takes ultimate shape in a law of physics or a law of the land, a poem, or a policy, a sonata, or a mechanical counter."

Sixth and finally, the library's stand in identifying its policies for adult education should be on a sound basis stemming from its own concept of education. The concept of adult education should narrow in content and widen in context. It should aim at liberating the human spirit so that man may know who he is and what he stands for. Library adult education should give man hope for tomorrow based upon a clear-eyed assessment of man's past. Adult education for the public library should be liberal, general, and its action should encompass a leading forth.

On to the specifics. Philosophy motivates but somewhere along the line something has to happen. The library that engages in adult education must be careful not to diffuse its resources to the point of diminishing returns. It should recognize that true coordination with existing community agencies doing adult education is of crucial importance. If the library allows itself the luxury of paying only lip service to coordination then it should be recognized that public relations has taken over.

More attention must be paid to the development of skills within the library organization. Before this can happen a greater awareness of the educational possibilities inherent in the public library should be evident. Eleanor Phinney indicated in her five case studies that live adult education programs were almost a foregone conclusion pro-
Library Services to Adult Education in the Smaller Community

vided the head librarian had an educational commitment for her library.\(^{13}\)

Much, too much, has been written about knowing your community. An intimate knowledge of the adult education resources in and out of one’s own community is not simply a matter of compiling a list. There is no substitute for the educated librarian, one whose intellectual curiosity has been tested by an intimate association with the abounding riches of community intelligence—riches not easily found. To really know the community, the operation more closely resembles dredging than a genteel listing.

Finally, it is necessary to talk about this often requested bugaboo of recognizing the needs of the community. Setting out to find what the people want often leads to some pretty weird requests which if granted would take the library far afield of its purposes or its resources. In fact, it is not necessary to worry too much about identifying the spoken needs of the community in order to have adult education programs. Gardner Murphy of the Menninger Foundation tells us that, “... people do not even know what they want to learn until they encounter the material with all its rich emotional and impulsive meanings, and its relation to their own lives.”\(^{14}\)

Actually the public will respond to creativity in adult education in spite of the fact that they have had relatively few opportunities. It may be that the public library will have to do away with some of its fringe activities called educational. If the library pays skilled attention to liberal adult education it will come closer to fulfilling its destiny as a place where man may go to be educated—for life.

References


[49]
College and Research Library Contributions to Adult Education

ARTHUR T. HAMLIN

An investigation of college and university library activity in adult education quickly reveals that nearly every program used to educate adults is used by some college libraries. Berea College had its "bookmobile," horse-drawn of course, on the roads of the Appalachians by 1916. It still uses mule-drawn skids to get book collections back into the hollows where no roads exist.² For more than forty years the University of Michigan Library has provided extensive services to all citizens of the state through its special extension staff. Reference service, packets of book and pamphlet material sent by mail, reading lists, and many other services have been supplied to women's clubs, farm groups, parent-teacher organizations, and countless other clubs and associations.³ Thirty-one other universities provide similar extension services.⁴ Some ten years ago Vanderbilt University developed a book mail service for rural ministers in its section of the country.⁵ When the American Library Association received a large grant from the Fund for Adult Education in 1953, three of the projects financed by subgrants were operated by college libraries. The University of Utah used A.L.A. funds to conduct a very successful series of television programs on important events in the history of Utah and the nation. Organized community groups met to view and to discuss the thirteen weekly programs. With similar help the North Carolina College Library conducted a series of discussions for adults on problems facing Negroes. Oklahoma A. & M. used its grant "to determine the feasibility of using home demonstration agents to promote a reading demonstration in a rural country without library service."⁶ Numerous college libraries have taken an active part in the Great Books program.

In these and countless other ways an occasional academic library

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makes important contributions to adult education. These, however, are not services typical of college library operations. Some of these services are performed by colleges because of the weakness of local public libraries or the state library program. Others, like the Utah television program, bear witness to the ability and interest of a university librarian who saw a good project to be done and found the means to do it.

Of much greater significance than these somewhat dramatic, isolated examples of forceful adult education programs are the regular services of college libraries in loaning books to adults, in providing ready reference help to the community, and through interlibrary loans. Thus the primary issue to be examined is not the adult education role of the college library, but the role of the college or university itself in adult education. The academic library is essentially a service department to its institution. Only as the institution recognizes the responsibilities to adult education and attempts to meet them can its library develop a significant and continuing service for adults.

Until the end of the nineteenth century most institutions of higher education had as little contact as possible with their communities and felt no educational or other responsibilities to the people outside their gates. The concept of town and gown was an antagonism as firmly established as that between cat and dog. Learning flourished only in ivy-clad seclusion. "Academic shop-keeping" was the withering phrase used to cut down the innovators who would open up the collegiate gates.

This extreme and nearly universal position has been demolished. There are many institutions today which nurture a modified seclusion but the majority have concrete programs for service to the outside world. The case was well stated by C. O. Houle of the University of Chicago:

It is my thesis today, however, that the most powerful change in the colleges and universities of the future will come, not from their internal adaptation to the world, but from their motion outward to provide community educational services to the adult public. Our institutions of higher learning have, for a number of years, been providing a kind of restitutitional education to those mature people who were not fortunate enough to complete college when young. In the last twenty-five years, however, colleges and universities, particularly the latter, have been developing large-scale, new kinds of service designed to meet the distinctive needs of adulthood. These services have begun
to take shape, to reach vast numbers of people, and to redirect the character of American institutions of higher learning. But, since the center of focus has remained the resident student, we have paid relatively little attention to the students outside our doors. It is time that we examined our programs of adult education and made some assessment of their future importance in the development of higher education.

In a recent unpublished and tentative study, the National University Extension Association catalogued the different kinds of programs now being undertaken by the universities which belong to that association. It was found that among the major activities of higher institutions are: extension classes; correspondence instruction; radio programs; package libraries; provision of audio-visual aids; short courses and conferences; lecture and concert service; information service; applied research in specialized fields; in-service training programs; clinical services; school, industrial, and community surveys; direction of music and forensic leagues; publications; community-problems advisory services; traveling art galleries; and services for specialized clientele, such as agricultural workers or members of labor unions.

Each of these major headings includes a wide variety of subclassifications of service. It is clear that community service, in the university at least, is not only large but also highly diversified in its form. And yet each year the numbers of persons reached grow larger, and the new programs grow more numerous. The speakers at college commencements have always assured the new graduates that their true education lay before them in adulthood; this message is now reaching even the university presidents. The state universities and land-grant colleges are leading the way, closely followed by the urban universities. The junior colleges are realizing that one of their best hopes lies in becoming true community colleges. The teachers' colleges are providing an increasing number of in-service programs for their graduates and other kinds of education for the people in their communities. Even the liberal arts colleges are finally beginning to look around, with speculation, at the world about them.

If the liberal arts colleges are "finally beginning to look around, with speculation, at the world about them," they have made tremendous progress since Houle wrote those words in 1948. The extreme pressure for additional sources of revenue in these past inflationary years has forced many reluctant institutions into community service in order to get community support. These colleges have enjoyed the swimming once they found themselves in the water. In general the types of programs are very similar to those of the universities.
The only official figures on the number of adults reached by college programs are those of the Office of Education for 1952. This report states that 843,923 people were enrolled in extension and correspondence courses, and is an increase from 759,909 in 1948 and 371,173 in 1938. To these figures must be added a considerable factor to include adults enrolled as special students or auditors in degree granting programs.

A recent publication of the Office of Education reports the results of a 1957 questionnaire of the Current Population Survey. This report of Participation in Adult Education shows that 996,000 people were engaged in college or university programs and 267,000 in community or junior college programs. Percentagewise, these two programs account for 15.5 per cent of those reached by formal adult education activities as opposed to three-tenths of one per cent credited to libraries.

As an example of university adult education in action, the University of Cincinnati Evening College had 8,000 enrolled students in the fall of 1958 and very few of these were candidates for any degree. In addition the University has a large number of adults enrolled as auditors and specialists in its day-time courses. Many small cities and nearly all large cities have similar programs conducted by local institutions of higher education.

The majority of the institutions for higher education officially recognize a responsibility for adult education, and have definite programs in action. It, therefore, seems only natural that libraries should be deeply involved in these programs. Every professional librarian has had some small training in the subject. The book collection is a major tool to be used for this purpose. In what ways, then, are libraries, as the principal service arm to higher education, contributing in this particular area of institutional responsibility?

The first duty of the academic library is to provide the material needed by its students, whether part-time or full-time, adolescent or adult. Students enrolled in evening courses or lectures which may not carry degree credit have every right to use the institution's library. These student needs are no great burden because the assigned and suggested reading lists are usually short and a great many adults have, and prefer to use, a good public library near their homes. Certainly a majority of evening and extension students fall back on the institution only for those materials which are not available elsewhere.

Although proper care for the library needs of the extension program

[54]
would not be expensive, institutional libraries have generally given this responsibility slight attention. Advance planning to get reading lists is the exception rather than the rule. Few institutions provide lists to the public library. As a result college and public libraries alike act only as a demand arises for certain books or other materials in a special subject area. By the time provision is made for this demand the course has frequently moved on to other materials and many students are disillusioned with the college library. Once the teacher encounters trouble in providing the necessary books, he may turn to lectures and a single text as a means of avoiding a repetition of this difficulty. While the responsibility for this state of affairs rests principally on the individual instructor, the college librarian must share the blame.

A much more serious problem has been created in recent years by the practice of establishing university extension centers or branches remote from the campus. Many tax-supported institutions and not a few private ones have instructional programs in other parts of their city and in outlying towns and small cities. Students in these courses need books yet it is generally impractical to establish full-fledged libraries with trained staffs to provide for the book requirements of the smaller extension centers. In some cases universities have made no provision for books needed by students in the off-campus centers. As a result the burden has fallen on the local public libraries, and they have not borne this burden in silence.

For example, Ohio University in Athens has branches in Ironton, Martins Ferry, Lancaster, Zanesville, Portsmouth, and Chillicothe. The enrollment in the fall of 1957 varied from 126 students in Ironton to 563 in Chillicothe. The first branches were established in 1946 without any provision for libraries. This situation was accepted by at least one public library concerned, but others complained. Since the courses are given in high schools, Ohio University is adding the high school librarian to its staff, with compensation. The university’s current budget provides $12,000 for books to support these branch programs.

Other institutions have made special financial arrangements with public libraries to meet the needs of their adult students. The Ohio Library Association set up a special committee to study this problem of library resources for “Branch Universities.” It recommended either the establishment of a “separate library or branch library, set up by the parent institution, or a library established by agreement between the parent institution and existing library.” Its report goes on to say:
As increasing numbers of students tend to live at home and commute greater distances to institutions of higher education, and as these institutions decentralize, public libraries are confronted with immediate and growing problems of demands for books and services that have been furnished traditionally by college and university libraries. Librarians recognize that public library service particularly in small and medium-sized libraries is not a satisfactory substitute for the college and university library. However, the effort to provide even a portion of the college library service is costly in books, personnel, and reduced service to those segments of the population that the public library is designed to serve.\textsuperscript{10}

Universities have been very slow in providing books for extension centers away from the parent institution. They have generally set up minimum libraries for their branches which offer full-time programs of study. When correspondence courses are involved the student often must fall back on any local library resources. A few institutions, principally those supported by the state, do offer a loan service by mail.

Clearly, many academic libraries are not offering adequate service to the adults enrolled in university courses. What are they doing for those people who are not enrolled in courses but who have active reading interests which are not completely satisfied by public library service?

Many adults have occasional need for the college or academic collection. These collections are available for use by the majority of the citizens within a fairly reasonable distance, but the use of these college libraries is amazingly low. G. R. Lyle notes that, "College libraries in general extend the use of their facilities to residents of the town. Some libraries, however, do not grant borrowing privileges but require that materials be used in the library. Other institutions charge a fee or deposit for the privilege of borrowing books. . . . In a number of institutions, especially those supported by state funds, no distinction is made between the public and the graduates of the college. So far as book services are concerned, this means that provision is made for the lending of books by mail service. . . ." \textsuperscript{11} Several recent unpublished theses testify to the accessibility of the college library. A study of twenty-six selected Texas college libraries in 1952 found that "only one of the twenty-six college libraries refuses service to non-college patrons, but half of the libraries limit the service on the basis of age. . . . Most of the libraries offer reference service to non-college
patrons in the library, by phone, and by mail. . . . Twenty-four of the libraries are willing to lend books to public libraries on interlibrary loan, but the number of such loans made is small.\textsuperscript{12} Another study of thirty-nine college libraries which serve Negroes predominantly reported that only one of the thirty-nine did not extend borrowing privileges to persons in the community.\textsuperscript{13}

The community service programs of college libraries in the North Central area (roughly from the Alleghenies to the Rockies) were studied in 1951. Involved were eighty-three colleges, all private, co-education, four-year institutions in cities of less than 100,000 population. In 90 per cent of the libraries, alumni and persons living within the city limits were given borrowing privileges upon presentation of suitable identification. Very few libraries charged any fee.\textsuperscript{14}

These and other reports testify that the doors of the college library are open to the adult reader. They likewise testify that few adults use these doors. The North Central study reports that more than half of the libraries had fewer than fifty borrowers outside the college family. G. R. Rawley in the Texas study finds, from incomplete statistics, that “less than one per cent of total circulation at the college libraries is made to non-college patrons.” This conclusion is truly surprising since six of the college communities involved had no local public library. But this is the general experience of librarians everywhere with the possible exception of a few great university libraries in the largest cities. A few of these have been heavily burdened by nonuniversity borrowers and have drastically restricted their service to the community.

There are many factors which contribute to this general lack of use of academic libraries by the minority which has academic interests. Probably the most important single factor is the lack of publicity to the “open door” policy. This would appear to be inconsistent with the emphasis of the past fifteen years on the university’s responsibility to its community and to the education of adults in general. College administrators generally acknowledge this responsibility in public utterances and in concrete programs for adults. Yet what service is more fundamental than that of opening the doors of the library, “the heart of the university,” and telling the community that the doors are open? Significantly, the decision to give free loan and reference service is almost always made by the librarian, not by the president or the governing board. Academic administrations should adopt library service to the community as institutional policy if they are
sincere in their expressions of institutional service to the community.

Public use of the institution’s library involves expense. If and when the burden becomes significant the institution may have to charge for the service. In many situations, the burden will not be great; in some other cases the expense will, with wisdom, be accepted as a small return for the community’s financial support of the institution; in large cities some institutions may be forced to charge modest fees for individuals who plan to use library facilities with regularity.  

If academic institutions are to serve the public there is the problem of relationship to the public library. There are all too few cases of true cooperation and regular consultation between college and public librarians in the same town or city. Generalization on this topic is difficult because of the widely varying size and responsibilities of individual libraries. The director of the Harvard University Library could not be expected, for example, to meet regularly with the librarian of the relatively small Cambridge Public Library or the head of the New York Public Library to be in close personal contact with all the college librarians in that city. Yet in many cases, the public and academic libraries in the same city are roughly similar in size and resources; students use the public library regularly; and local industry as well as individual townspeople use the university’s collections.

In the case of Cincinnati, taxes support both a fine public library and a university collection of more than three-quarters of a million volumes. The writer must admit that he does nothing, as Director of the University Library, to notify the public library of reserve lists and other student needs which are quickly felt throughout the branches. Also, since the public library has a fine audio-visual department it is put to steady use in the university teaching program, not by plan, but simply because it is there and the holdings are excellent for teaching purposes.

There is of course another side to this coin. The point is not so much the problems in Cincinnati, but that problems exist, here and elsewhere. Consultation should be fairly frequent and some of it should be at the governing board level. Competition should be minimized in such areas as building up rare local history and imprints, in expensive financial, legal, and insurance services, and in scientific journals which, because of language, are useful only to a very few scholars and industrial research staffs. It is also desirable to agree on fields of interest which, once established, should be rigorously observed even to the point of directing valuable gifts to the sister library.
College and Research Library Contributions to Adult Education

One of the most valuable community services rendered by the research library is the provision of scarce scholarly material to the industrial research worker, and to the scholar, whatever his vocational affiliation or lack of it. Few public libraries go as far as colleges and universities in buying scholarly foreign language journals or the very expensive monographic landmarks of scholarship. The college libraries perform a very valuable service by making such material available to the small percentage of adults who are engaged in advanced study.

The future of adult education activities by college and research libraries depends to a considerable extent on the educational background of the rising generation. If the homes, schools, and colleges of America turn out students who are accustomed to the wide use of books and who have been deeply stirred by worthy interests, then adult education will flourish. Two generations ago only 4 per cent of the young people attended college, and higher education obviously bore a small responsibility. Now more than one in three have some college level training.

College faculties and college libraries are doing more than ever before in stimulating interests and in building healthy habits of book use in students. Barriers to the use of books have been removed. Small collections are taken to classrooms and put in dormitories. Instruction places more emphasis on research papers and individual-choice reading. In countless ways the student is helped to experience the rewards of original investigation and reading on his own initiative. Much, of course, remains to be done.

The services of the separately-endowed research libraries, special collections of major public libraries, and the Library of Congress are of great importance to a small number of advanced students, freelance writers, and scholars. To the general public the great collections such as the John Carter Brown Library, the Pierpont Morgan Library, the Henry E. Huntington Library, the Folger Shakespeare Library, and the New York Public Library Reference Division serve principally a museum function through their exhibitions. In 1957 some of the greatest treasures of the Morgan Library were exhibited across the country. All these libraries draw steady streams of school children and sight-seers as well as serious students. The Folger Shakespeare Library makes an indirect contribution to adult education by the promotion of publication on the Tudor and Stuart period. Some of this is scholarly, of course, but some is also published in booklets and popular style for the interested layman. Lectures and concerts of
highest quality are regular features of the educational programs of these institutions.

The historical societies found in most major cities likewise do a great deal for adult education. Generally speaking, they combine the program of the museum and the library. They foster study and publication; as few other educational groups do, they create reading interests in the very old and the very young with equal success. While their library services are largely limited to the advanced student, their programs create the demand for books, which are then procured elsewhere.

The distinction between the services of public libraries and college or research libraries will certainly diminish with the expansion of higher education to reach more communities and an ever growing percentage of the population. Except in the large cities, the various libraries will cooperate more and more in meeting the educational needs of all adults, and in stimulating educational interests. Present barriers are largely artificial. The ancient antagonisms between town librarians and gown librarians are evaporating. Frequent contact will minimize competition for local gifts and the tax dollar. With these gradual changes and with increased financial support, the college and university library should contribute far more to this important field.

References

College and Research Library Contributions to Adult Education

Roles of the State Library Agency in Serving Adult Education

MURIEL L. FULLER

The roles assumed by state library agencies in serving adult education are as varied as the states themselves. The roles range from the basic one of supplying adult education materials to libraries to the development of extensive programs of cooperation with other state agencies and organizations which have a concern for adult education, but they are all part of the state library agency’s role of fostering and stimulating participation in adult education.

Such variation is due to several factors. In the first place each state library agency tailors its pattern to fit its own needs and resources. In some agencies responsibility for adult education or adult service activities is assigned to a specific staff member. In some the extension staff has been designated as responsible and in others no one has been assigned such responsibility specifically. Then, too, there are no specific guides offered to the state agencies in developing their roles for serving adult education in either the “Role of the State Library,” a statement of the state library’s functions adopted by the National Association of State Libraries in 1954 nor in Public Library Service: A Guide to Evaluation, with Minimum Standards, adopted by the Council of the American Library Association in 1956. Furthermore state librarians interpret the terms “adult education” and “adult services” very differently. Some say adult education transcends adult services. Others have the opposite viewpoint.

In spite of all these differences state library agencies have for a long time recognized the importance of developing on both the state and local level an understanding of the library’s role as an educational institution. Beginning in 1951 the special adult education projects of

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Roles of the State Library Agency in Serving Adult Education

the American Library Association made possible by grants from the Fund for Adult Education provided the state agencies the opportunity needed to do some experimenting with new adult education programs.

In 1954 Helen L. Smith reported on adult education activities of state libraries as well as public libraries in Adult Education Activities in Public Libraries. At that time the state libraries which participated in the survey indicated that they were engaged in all thirty-seven activities listed for checking by libraries, although there was great variation in the number reporting participation in each activity.

Only five state library agencies stated they were doing a great deal of adult education at that time and eighteen said they were doing a moderate amount, but Mrs. Smith commented on the potential role of the state extension agency in library adult education. She pointed out the success of the American Heritage Project and the subgrant projects in smaller libraries when professional assistance and some financial help were provided. She stated, too, that 75 per cent of the public libraries were in communities of 2,500 to 25,000 population. Most of them would not be able to provide staff and resources by themselves that would be necessary to carry out the kind of adult education programs a sampling of libraries had proved they could do successfully if they had a little leadership and assistance. Mrs. Smith prophesied that if they could have professional leadership and help from the state library agencies, the achievement of the smaller libraries would give great impetus to library adult education.

Several state agencies had participated in the American Heritage and subgrant projects. In 1958 C. H. Hewitt made a special evaluative study of the effects of the A.L.A. adult education projects from 1951 to 1958 for the A.L.A. and the Fund for Adult Education. In the study Hewitt reported the outcomes and effects of the American Heritage Project as evaluated by the state agencies themselves. They reported that their staffs through participation in the American Heritage Project had developed new adult education skills and knowledge in the field of adult education and that they had been stimulated to undertake new services and programs such as discussion leader training, consultant service in planning adult education workshops and institutes, cooperation in the organization of statewide adult education associations and the publication of handbooks, lists, and articles about adult education.

With the emphasis in the American Heritage Project on a group discussion program based on printed materials and films, the outcomes
naturally resulted in having personnel experienced in helping local libraries establish group discussion programs, in training discussion leaders, and evaluating group discussion programs. The experience had also shown that a better organized program resulted from operating on a state or regional basis than in having scattered individual libraries carrying on the experimental activities alone. There was a framework available for extending and continuing a program when it operated on a state or regional basis through the state library agency.

With the planning of the Library-Community Project the advantages of operating through the state agency were considered, and the grants for projects were made directly to state libraries. In addition to the eight state programs made possible by direct grants, the consultant service of the A.L.A. Project Office made it possible for many other state agencies and state library and trustee associations to plan and carry out adult education programs of a short term nature.

In evaluating the effectiveness of the Library-Community Project up to 1958 Hewitt showed that results of a different kind than those from the American Heritage Project were evident. Whereas the American Heritage Project had been primarily a discussion group program, the Library-Community Project was based on the importance of studying the community and the library before planning the library’s adult education program. During the project the emphasis on library adult education principles and objectives and good planning procedures gave a constant demonstration of effective educational methods. The state agencies have been stimulated to provide new concepts of library adult education services to local libraries and to plan institutes and workshops in adult education. The state agencies have developed and refined their concepts of consultant service in library adult education. One of the most important outcomes has been to help the state library agencies provide the impetus for an increasing awareness of library adult education on the part of other adult education agencies and resources within the states and has stimulated the development of working relationships with these agencies at the state level. Greater acceptance of the library as an educational institution by other agencies has resulted.

The roles of the state library agency in serving adult education seem to fall into three general categories: 1) the stimulating of participation of libraries in adult education on the local, state, and national levels, 2) the offering of training activities for librarians and trustees in adult education philosophy and skills, and 3) the develop-
Roles of the State Library Agency in Serving Adult Education

ing of cooperative relations on both the state and local level with other agencies and organizations which have a concern for adult education.

First, the state library agency has unique opportunities, facilities, and resources for fostering and developing participation in adult education on the local, state, and national basis, and this is one of its major roles in serving adult education. Members of the state agency's staff in many states are themselves actively participating in the state's adult education association and in the Adult Education Association of the U.S.A. and so by example are offering leadership to other librarians to do likewise. In 1958 when Grace T. Stevenson was the president of the Adult Education Association of the U.S.A. she stated that twenty-five librarians were involved in leadership roles in that association at that time. The same kind of statistics would be applicable in many state and local associations across the country.

The adult education section or division of the state library association offers librarians from all kinds of libraries the chance to get together to discuss and promote the educational services of libraries in general.

In the state library's collection of materials upon which other libraries depend for supplementing their own, a comprehensive and currently up-to-date collection of books and pamphlets on adult education principles and methods is essential. The program materials of other agencies and organizations are invaluable in order to understand their contributions to adult education. Exhibits of all the material should be available for local libraries to use as suggestions for building their own collections and for promoting their educational activities. If group discussion programs are being presented by local libraries, the state library may wish to supply duplicate copies of the materials used.

Developing aids to help local libraries improve their adult services is part of the activity of all state agencies. Collecting or reproducing adult education articles, book lists, and descriptions of special programs in library adult education and distributing them to all libraries is one effective way of calling attention to particularly pertinent information. Developing special tools for collecting information on community resources and on educational needs of the adults is another service.

In order to make films available for adult programs several state libraries have built up their own special collections. Many others have
assisted in the organization of library film circuits to assure availability of films selected for adult group use.

Through many of the state agency’s regular on-going activities encouragement can be given to librarians to participate more actively in adult education. Acceptance of the library’s educational function on the part of librarians, of course, is basic before they are going to be interested in working with others who have similar interests.

One of the fundamental responsibilities of state agency staffs has always been to assist local libraries in evaluating their services and planning effective ways of meeting the needs of their communities through the library’s programs. By capitalizing on the experiences of the Library-Community Project and other library activities going on around the country new ways can be used to help the library study the community to discover the educational needs of its adults. Through the regular consultant service of the state agency emphasis can be placed on the library’s educational function and on ways to provide more adequate adult services.

Publicizing the library’s educational function through the pages of the state agency’s regular publications is standard procedure for many. Special sections in several call attention to new books, films, and articles on adult education that will be of special interest to librarians. They also report on the activities of state, regional, and national adult education associations and the leadership that librarians have taken in them.

Librarians who wish to extend the library’s effectiveness as an educational institution will recognize the importance of making the library visible to others who are in organizations and agencies which are basically interested in working with adults. By joining and participating in these groups, librarians can increase the public’s understanding of the library’s potential role in adult education.

Second, while offering workshops and institutes for in-service training is not new to state library agencies the emphasis on adult education knowledge and processes is comparatively new in many states. In Maryland a typical series of in-service training workshops the past three years has covered the following topics: “The Adult Education Role of the Public Library,” “Community Study,” “Effective Use of Films in Adult Programming,” “Selection and Use of Adult Books,” “Work With Young Adults,” and “Adult Book Selection Policies.”

At a workshop held in Wisconsin in 1954 on Informal Learning Through Libraries agreement was reached in several areas of concern
Roles of the State Library Agency in Serving Adult Education

about adult education. One of them was that librarians need continuous development of their philosophy of adult education and training in the essential adult education skills of working effectively with individuals and groups. It is in recognition of this important concept that state libraries have accepted the in-service training role as another means of serving adult education.

A week long workshop on adult education skills for librarians who work with children was held in Michigan in 1958. Effectively working with adults was recognized as an important basis for developing and extending the children's library program. A twenty-four hour institute for library administrators based on the findings of the Allerton Park Conference on Training Needs of Librarians in Adult Education brought together the administrators and library school personnel in Michigan to discover what training needs there were in the state and how they could be met through formal and informal training activities.

During the Library-Community Project a great deal of knowledge for studying the community's needs and resources as a basis for planning a library's long range adult education program has been developed. New skills in preparing effective questionnaires, developing interviewing skills as well as planning and conducting effective committee and group meetings have been shared with other librarians and trustees through workshops and conferences. Training lay leaders in discussion leadership is an on-going part of the training program of several state agencies.

The pattern for providing the in-service training varies from state to state. It is the custom in many states to use the skills of the personnel of the adult education or extension departments of universities and colleges and the staffs of library schools in planning and carrying out the training activities. In Indiana, for instance, a four year research and promotion program of library adult education has been going on with the State Library and the local libraries cooperating with Indiana and Purdue Universities. The emphasis has been on providing training experiences for library personnel and trustees in adult education principles and methods with attention being given particularly to leadership training and program planning.

In other states the personnel of the state agency has acquired the skills and techniques for planning and carrying out the agency's training program very effectively. Several states indicated in their plans for use of funds under the Library Services Act that they would be
using workshops and institutes to promote cooperative library service by offering training to their librarians and trustees in cooperative practices.

The third major role of serving adult education is the role of developing cooperative relationships with state agencies and organizations concerned with adult education. This role has its counterpart on the local level. Community libraries are urged to study their community resources before planning library adult education programs. The state library agency also must become acquainted with the agencies and organizations on the state level that have a concern for adult education. If there is already an adult education association or council or a committee the library will work with it. If there is none, the state library may wish to initiate a meeting of representatives of the groups that are interested in adult education and suggest that they explore common problems and consider ways of cooperating on the state level to promote adult education.

In the grant states of the Library-Community Project a natural way of interesting agencies and organizations in the library as an educational institution was incorporated into the program. In each state an adult education advisory committee was invited to participate in planning project activities and evaluating the results.

In Kansas, for instance, the Agricultural Cooperative Extension Service, the general extension division of the universities and colleges, the state adult education association, and several departments of the state government and state organizations gave very practical assistance to the project staff. They helped with the development of questionnaires, training interviewers, and planning workshops.

In Tennessee the state library received invaluable assistance from the T.V.A., the University of Tennessee, and the State Planning Commission in developing its community study program. In Michigan, representatives of the library schools of both the University of Michigan and Western Michigan University, the Adult Education Association of Michigan, the Michigan Library Association, and the Community and Adult Education Department of the University of Michigan served as the Library–Community Project Advisory Committee in that state.

By developing friendly cooperative relationships with other state agencies and organizations the state library will reap many benefits for itself and for libraries all over the state. It will be able to promote the concept that libraries are educational institutions and that there
Roles of the State Library Agency in Serving Adult Education

are certain roles they may logically assume in the state’s adult education program. By promoting this concept on the state level, channels of communication are automatically opened to the members of the same organizations in local communities and with the personnel representing the agencies in the cities and towns.

In Wisconsin where there is no state adult education association, personnel from four state agencies have a monthly “bag lunch” to discuss common problems. The agencies are the Free Library Commission, University of Wisconsin Extension Division, Agricultural Cooperative Extension Service, and the Wisconsin Board of Vocational and Adult Education. As a result of these informal sessions, the four agencies have co-sponsored two adult education meetings for their own personnel on the state level and for people working in the same agencies in selected communities in the state.

When Wisconsin received a Library-Community Project grant from the American Library Association in 1957, representatives of the same cooperating agencies became members of the state advisory committee for the project. Besides having an advisory committee for the Project, the Michigan State Library is a member of the Committee of State Agencies and Organizations of the Adult Education Association of Michigan. In California, the State Library works closely with the California State Committee for Adult Education. For several years the North Carolina State Library has worked with individual state organizations such as Home Demonstration Clubs, P.T.A., Federated Women’s Clubs, and the Farm Bureau and Grange in developing their programs.

In almost all states the state library agency provides service to other departments of the state through materials and exhibits and so friendly relationships already exist between the library staff and the personnel of other departments. Often just an invitation is needed to draw the personnel of the agencies together to discuss common problems in adult education.

In several state library agencies there is now a staff member assigned the responsibility and title of specialist in adult education or adult services. If such a person is available he might be the one to call people together for the first meeting. In other state libraries the whole extension staff carries out special adult education activities or it may be the state librarian who is the logical initiator. It really makes no difference who issues the invitation as long as it is given!

Direct service to statewide groups takes many forms. For instance,
in Maryland the state agency has developed a *Program Planning Handbook: a Guide to Adult Education—Resources in Maryland* in cooperation with the Baltimore Association for Adult Education and the Maryland Library Association, Adult Services Section.

The emphasis may change as state library agencies continue to serve adult education in many ways, but the general role of stimulating participation in adult education will continue to be basic. Providing personnel in consultant activities, book and film materials, publicizing the library as an educational institution, promoting participation in adult education associations, and developing aids to local libraries for providing service to groups and individuals will all be part of the role of stimulator.

In its role of providing training in adult education philosophy and skills, the state agency may work with librarians, trustees, and lay persons. The training programs may be state library sponsored or cooperatively planned with other agencies and educational institutions. The gamut of topics covered will range from discussion leadership to program planning to studying community needs and resources in adult education. Special attention is being paid to this training role in connection with the activities under the Library Services Act.

Much time and energy will be spent in the role of developing relations with state agencies and organizations with a concern for adult education and urging libraries to develop a comparable pattern on the local level. The role includes assisting these agencies and serving as a clearinghouse for information about adult education on the state level. Finally, it is clear that state library agencies have accepted their responsibility for serving adult education and it is equally clear that each is developing different roles in distinct ways to fit the pattern which is most appropriate for its own state.

**General References**


[70]
Roles of the State Library Agency in Serving Adult Education


Research and Evaluation Needs in Library Adult Education

ELEANOR PHINNEY

A comparison of the brief mention of research in library adult education contained in C. O. Houle's chapter on "Other Developments," in a review of adult education research published in 1953, with the section published in the same journal in 1959 gives a measure, admittedly minimal, of recent activity in this area. Although the work reported represents much achievement, it is only a beginning. It is highly probable that a careful roundup of all available research in library adult education would reveal the same gaps and needs for further study.

A swift end to this article could be reached by making the obvious statement that there is at present no aspect of library adult education to which a wide variety of research approaches would not be profitable. In order to bring some focus to this discussion, the author sent to a small group of librarians and other adult educators two lists of suggested areas of need and areas of concern to the researcher in library adult education. The suggestions and comments which follow are based in part on their replies and on their ranking of these areas in order of urgency and importance, and on the work of such groups as the American Library Association Adult Services Division's committees on Special Projects and Program Policy. In addition, the author has sought to relate library research to that taking place in the whole field of adult education. This was made possible through the use of the recently published study, An Overview of Adult Education Research, by E. deS. Brunner, D. E. Wilder, Corinne Kirchner, and J. S. Newberry, Jr.

The "Overview" is an inventory of research in nonvocational adult education, which was prepared by the Bureau of Applied Social Research.
Research and Evaluation Needs in Library Adult Education

search, Columbia University, for the Fund for Adult Education, for the purposes of discovering whether such research has produced any generalizations on which policy could be based, and of indicating areas and problems needing further research. Its first chapters, those devoted to the educatee, which cover adult learning, motivation to learn, attitudes and the relationship between adult interests and education, will serve the librarian chiefly as a summary of available research on a problem common to all adult educators,—how and why an individual learns. Results of the further research which is suggested will similarly be useful to the librarian, no matter what the institutional setting in which it takes place.

The chapter on participation is also concerned with the educatee. However, it has much to say about what is now known as to who is likely to take part in an educational program, and about the need for reaching groups such as those with low educational and socio-economic status, who are not proportionately represented among participants. The information in this chapter will be immediately useful to librarians and will be suggestive of ways in which research in libraries can supplement and contribute to the work of other agencies and institutions in the field of adult education. Similarly, the chapters which follow, on organization and administration in adult education, programs and program planning, methods and techniques, the use of discussion, leaders and leadership, group research, the community and its institutions in adult education, and problems of evaluation research, can be studied in their relation to the library setting. Specific reference to some of the needed research in these areas that the “Overview” suggested will be made in the course of this article. No attempt will be made here, however, to analyze all of the ways in which research in library adult education can further the over-all knowledge of the field in general, although a study of the “Overview” with this purpose could be most fruitful.

The areas of needed research referred to earlier included:

1. Further definition of the library’s purposes, scope, and role.
2. Guidance to the patron (both as an individual and in a group), including analysis of the process, and development of organizational patterns, techniques, and materials.
3. Effects of reading.
4. Evaluation of services.
5. Training of librarians—in-service and academic.

[73]
6. Development of library programs in the humanities, physical sciences, and social science.

7. Educational use of mass media.

8. Development of cooperation among librarians, other agencies, and lay citizens for the extension and improvement of services to adults as individuals and in groups.

A paper on the areas of concern in building library adult education programs is longer, and overlaps the above to some extent, and so will not be quoted in full. The topics covered are the scope of library adult education, the community study, the library study, planning the library's program in adult education, use of community resources, relations with other agencies, program planning for groups and organizations, use of library materials, leadership training, the library-sponsored group, serving special groups in the community, using radio, television, and the newspapers, and educational exhibits and displays.

From the correspondence and committee reports, which areas emerge as those in which reporting and evaluation of what has already been accomplished are particularly needed, or in which additional work is required? Although correspondents agreed that all of the topics and areas listed are essential in the consideration of library adult education, it was evident that the first four areas of need—further definition of the library's purposes, scope, and role, guidance to the patron, effects of reading, and evaluation of services—were of the greatest concern. As more than one correspondent pointed out, these four points are closely related, and all have to do with establishing a basic philosophy of library service.

Of the four, the area of need which received greatest stress was guidance to the patron. Ever since the publication of the A.L.A. Adult Education Survey there has been clamor for a study of library service to the individual reader which would be similarly designed, at least in scope and inclusiveness. Although such a study presents problems of definition and of administration which are staggering, one has the feeling that it would serve the valuable purpose of crystallizing much thinking which is at present tentative and amorphous.

Next to this, and scarcely separable, is the need for further study of the effects of reading. As several correspondents remarked, this too presents tremendous problems for the researcher. Since it draws on the knowledge and techniques of the psychologist and reading special-
Research and Evaluation Needs in Library Adult Education

ist, and to an extent, of the sociologist, it should not be done independently, but as an interdisciplinary undertaking. It was suggested that a part of the study of the effects of reading might be devoted to the question of what difference specific reading programs make in the reading behavior, thinking, or activities of the individuals or groups directly affected, and that a study similar to the Flexner-Hopkins Readers’ Advisers at Work might be considered.

This leads directly to the other two areas of need—the further definition of the library’s purposes, scope, and role, and the evaluation of services. There was some division of opinion on the part of correspondents as to which of these should come first, which is, after all, natural when one considers that the two processes are interdependent, one growing constantly out of the other. It is probable, however, that library adult education is reaching a stage of development where a review of objectives as a prelude to evaluation of services is desirable. Some basis for this has been provided in Public Library Service, but criteria for many aspects of service to adults need to be developed in detail, before such an evaluation of services can take place. Some necessary definition and further contribution to such criteria should also come from studies of the processes of guidance to the patron.

It is not surprising that the topic in the list of areas of concern on planning the library’s program of adult education was singled out for a high priority. This grows logically out of a concern for the library’s concept of its educational purposes. Then, too, the planning and carrying out of the library’s adult educational activities is the central idea around which all the others regarding purpose, method, and achievement cluster. As such, research and reporting of planning methods and the operation of programs will always be of major importance.

As one correspondent said, research in the last four areas of need cannot be carried out until a philosophy of library adult education has been established. The importance of a better definition of processes and of the library’s role, before evaluation of training takes place, was especially mentioned. Others referred to the body of experience in in-service training through the workshops and institutes which have taken place in the past few years, and hoped for a compilation and evaluation of the results of this experience.

It seems logical that a study of service to the adult patron would raise many questions regarding the use of library materials, and would

[75]
therefore include a study of the educational use of mass media. While not all the correspondents commented on this area, some were emphatic on the need for analyzing and evaluating library use of films, in particular. The “Overview” comments on the possible effect that the wearing off of the novelty of films used as an educational tool may have on participation, and recommends new studies to determine the effects of time on the mass media. Libraries might well look at their programming with this in mind. What are the trends in film attendance, in film use? Is it possible to compare film audiences from year to year in relation to age, sex, educational level? Is there carryover from films to the use of other library materials? What is the library doing to encourage integrated use of library materials? What does it know about the appropriateness of its audio-visual materials for various situations? If there is a decline in film use, are there other factors in programming which may account for it? Answers to these questions, arrived at in cooperation with other agencies using the same media, would be of significance to the whole field of adult education.

The whole question of the development of cooperation among libraries, other agencies, and lay citizens for extension and improvement of services to adults, except as it has been touched on in individual descriptions of library programs, remains to be studied and reported. There is promise of a body of experience which should be analyzed and evaluated in the activities of the Library–Community Project, which will come to a close in 1960, and in the development of regional libraries and of rural service through the Library Services Act.

Up to now, this article has discussed areas of needed research in library adult education, without consideration of appropriate research approaches. M. S. Knowles, formerly executive director of the Adult Education Association of the U.S.A., who is editing the new revision of the Handbook of Adult Education, raised this question in correspondence, and made a number of cogent suggestions. Much of what follows is based on the outline he provided.

He observed first that it was necessary to distinguish between basic research, status research, and applied research. The first of these requires the library to go outside itself, e.g., to university sources, to get the research done. The second can be carried out by the library, but would entail costs which might be covered by obtaining foundation grants. Applied research, on the other hand, if properly planned
Research and Evaluation Needs in Library Adult Education

and provided for, can be carried out by the library with its own resources in the course of its usual routines.

Under needed basic research, Knowles listed the following areas: the nature of the library’s adult clientele, the evaluation of library processes, and the effects of policy and organization. He further suggested that information be sought regarding such characteristics of the adult learners using the library as: their perceptions of the role of the library, (to which one might add their attitudes toward education as a value) their motivations for learning in the library, demographic traits, and needs and purposes vis-a-vis library adult education. To this list he added information on the differences between users and nonusers. Study of the use of nonworking time, with regard to sex, age, educational and socio-economic characteristics of users and nonusers would be especially useful. This reflects the same concern with the nature of the participant which pervaded the “Overview,” and points a way in which the library can serve as an arena of research which will be useful to the entire field.

To evaluate library processes, Knowles would look for outcomes in terms of learning from guided reading, unsupervised reading, various group activities, and exhibits and activities aimed at the community as a whole, etc. He would also seek to identify critical learning needs not being presently met by library processes. One can see readily that this is where the study of the effects of reading and the analysis of the guidance of the patron would fall. There is much also that the library could contribute to our knowledge of the impact of the mass media, particularly television, upon reading habits. Here, too, is the place for the analysis of the effectiveness of audio-visual methods which involve and do not involve the group process, which is suggested in the “Overview.” Additionally, the library is in a position to provide, out of recent experience with a wide variety of group discussion programs, some of the situations for the “definitive study of a large number of discussion groups of varying purposes” which the “Overview” calls for. The need for suitable tools for evaluation of both processes and programs, which result from such research, is frequently cited.

Research in the effects of policy and organization would include the study of the effects of different library policy and organizational variables on learning consequences, to use Knowles’ words. There is much need for more knowledge of the structure within which the adult educational responsibility of the library is carried out, and of
their effectiveness in given institutional situations. Again, although the relationship of policy to program is assumed to be vital, what is known of the positive effects of programs clearly based on carefully arrived-at policy? Closely related to this is the need which is cited by Knowles to know about the attitudes of librarians, trustees, and community toward these policy and organizational variables.

In the area of status research, it seems to the writer that librarianship should seek the aid not only of foundation grants, but of the library schools, and the clear thinkers, observers, and writers in the profession. It is a regrettable fact that library literature which gives a full, objective account of the character and trends of such areas as librarianship training, library adult programs, and library community relations is scanty indeed. Members of the A.L.A. headquarters staff who are called upon to discuss national trends and current practices are at a loss to do so adequately on the basis of what they are able to cull from periodicals, theses, and personal observation. At the same time, library leaders and library school faculty alike are aware of ferment and change and progress in these areas, though they may be put to it to cite chapter and verse. Correspondents placed great emphasis on the need for carefully planned studies of current programs, for case studies, for surveys of practice. References in the “Overview” to lack of effectiveness in such areas as cooperation among adult education agencies and community organizations, where libraries have developed fruitful patterns of operation, are further evidence of the need for surveys and reporting of current practice.

Within the areas of need as stated at the beginning of this article, the specific topics which might be suggested for study, description, and survey, are virtually endless. As long ago as 1954, following the publication of the results of the A.L.A. Adult Education Survey, one of the committees appointed by the A.L.A. Adult Education Board made a careful study of the survey and made many recommendations for further research, growing out of the study. One of these suggestions, for example, was that for each of the thirty-seven services listed in the survey more data be gathered, and tests of these services be conducted, using control groups.

Both status research and Knowles’ third category, needed applied research, are areas in which the state library agencies and library associations have a stake and a responsibility. One tenet of research is concerned with breaking down a study into manageable proportions. Many of the problems already raised, as well as some which re-
Research and Evaluation Needs in Library Adult Education

main to be mentioned, could well be tackled on a state-by-state basis. The Pacific Northwest's Library Development Project is, of course, a major example of what can be done by a regional group with foundation help. It also provides a pattern which has much to suggest to others. The pattern followed by the A.L.A. Library-Community Project in working with grants to state agencies for the purposes of experimentation along specific lines should also be mentioned. There is room, too, for more localized studies and experiments done on a volunteer basis, but with an eye to their broader application.

Knowles identifies five areas under the heading of needed applied research: refinement of definition of the library's purposes, scope, and role in adult education, experimental testing of techniques and processes of library adult education, experimentation with different strategies of community relations, experimentation with different methods of training of librarians in performing an adult educational role, and experimental testing of new frontiers of program development.

Some of the questions raised by correspondents are appropriately mentioned here. In further defining the library's purposes, scope, and role, do we need to consider the following: are we being too idealistic in trying to be all things to all groups? Do we too frequently assume that we can serve different kinds of groups at the same time in the same way? Should we not think of special "publics," as much as special groups? Is library service really tailored to serve specific groups in many cases? The need for finding effective means for developing an understanding of present definitions of the library's purposes, and motivation for carrying them out, on the part of trustees and librarians, was also cited. What can we do in developing new ways of cooperating between libraries, other agencies, and lay citizens? And in this same area, what are the services the libraries can and should provide to participants in both the formal and informal programs of other agencies? What are the relative merits of providing programs specifically for special groups, such as older people, when compared to providing programs for heterogeneous groups whose content and presentation may be of particular value and interest to them? These are the merest sampling of the kinds of questions that come to mind as one reviews the needs for applied research in the field of library adult education.

In the course of this article, some of the resources for carrying out needed research have been mentioned. Those who took part in the Library-Community Project came to appreciate and value the under-
standing and help available from sociologists and educators whenever they were approached, and were further rewarded in these contacts by the impression they received that this was regarded as profitable interchange. In this project, too, the rich resources and the willingness to experiment which are to be found in the local community were convincingly demonstrated. It is this writer’s conviction, however, that the library field is overlooking its greatest resources for research—its own membership. When librarians stop thinking of research as either arcane or a side-line, and begin to think of it as an essential tool which utilizes the skills they already possess, much of the groping of which we are all aware, can come to an end. Constant practice in thinking in terms of objectives and of planning and evaluation in relation to those objectives soon makes this approach a habit. The term “evaluation” loses its mystery when it is expressed as four basic steps in these words, developed by librarians who became experimenters:

Before the activity is undertaken:
1. Setting of goals—what specific outcome is expected from this activity?
2. Establishing a baseline—what is true of this situation now?

After the activity has been completed:
3. Noting and recording change—what happened as a result of this activity?
4. Considering the change in the light of the circumstances,—what does it mean and what shall we do about it?

Librarians have always been generous in sharing their knowledge and experience on a face-to-face basis. What is needed now is an extension of this sharing in the form of reporting, of objective analysis, and of a wider habit of evaluation, and as a basis for this, in the form of attention to methods of record-keeping which will make possible good reporting and analysis.

In short, while the areas in which research in library adult education should take place are wide and varied, and the need for much of this research is pressing, if growth is to continue, real progress in research can take place only when the field of librarianship becomes genuinely research-minded. This will involve continual scrutiny of processes, repeated clarification of objectives, development of tools and engaging in routines of evaluation as a matter of course, and publication, publication, publication. It will also entail more active engagement of the library schools in research in cooperation with
practicing librarians, and finally, more initiative on the part of librarianship in working with those of other disciplines to produce research that will result in gains in knowledge of the process and operation of adult education for all.

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Newer Adult Education Methods and Techniques

IRVING LIEBERMAN

The bench-mark survey of library adult education activities in 1953 by Helen L. Smith gave for the first time, on a sampling basis, the quantity of newer media methods and techniques employed in public libraries in the United States. Four years later as part of a regional study of library needs and resources in the Pacific-Northwest, Mary R. Pamment found that the audio-visual resources in libraries in that region of the United States were four times greater in 1957, notably in the area of 16 mm. film and 16 mm. film equipment. There was also a clear indication that the number and type of adult education services was in direct relationship to the size of the library, its available resources, and the amount of staff time available for such services. Thus it was found that the libraries which served the largest population groups were able to do the most effective job with adult education activities.

Based on interviews, questionnaires, and materials collected through correspondence, Mrs. Pamment devotes a considerable portion of her study to a description of the educational services of the public library. While sufficient attention was directed at the library’s relationship to community organizations and adult education agencies, the major concern was the study of the libraries’ own programs and activities. The study revealed that there were differences in opinion among the librarians concerning the function of the library on the community. Whether to emphasize the book collection and the resources of the library, to promote its use, or to extend the services of the library as an educational agency, depended a great deal on the philosophy of the librarians, on their temperaments and their training. Illustrations of these differences of opinion were found in the programs investi-

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[82]
Newer Adult Education Methods and Techniques

gated, yet there was unanimity in recognition of the educational and cultural function of the public library and its resources.

An effort was made to obtain information concerning the types of programs presented by the sample group of libraries of the Pacific Northwest, the purposes of the activities, how they were organized and directed, and what materials and means were used in presenting the programs and activities. In general, the emphasis was on discussion group programs, audio-visual programs, books, and activities which publicized and promoted the library. This detailed catalog of seventy-nine programs is arranged in fifteen categories:

Great Books discussion groups and varied audio-visual programs were the two most frequently mentioned types of programs; these each represented 15 per cent of the activities. Eleven per cent of the activities, such as open house, radio and television programs, featured the library and its resources and services; ten per cent of the programs were centered on special interest groups, and another ten per cent featured public and world affairs. Varied book programs, which included book reviews and book discussions represented almost nine per cent of the activities, while practical arts, crafts, and skills accounted for seven per cent. Five per cent and less of the library sponsored activities involved American Heritage discussion groups, fine arts, and orientation and training in group leadership and participation. Programs dealing with family relations, program planning services, literature, general education, and vocational or technical education were also listed in small percentages.

Since fifteen per cent of such activities were varied audio-visual programs this provided a descriptive index of practical ideas which involved films, radio, television, recordings, and live music. It was self-evident from this variety that librarians were surmounting the prejudices and misconceptions pointed out by R. C. Swank; namely: (a) that the predisposition to compare the best in books with the worst in audio-visual materials is common practice; (b) that blame for the poor quality of many audio-visual materials is put on the nature of the media; (c) that books are richer in spiritual and intellectual values than audio-visual materials; (d) that audio-visual materials are not intimate and individual, that they are essentially mass media; (e) that audio-visual materials are embattled against books and “a struggle to the death” is in the making; (f) that a kind of unity is ascribed to audio-visual materials—whereas they are actually everything but print.
Additional clarification of the role of audio-visual materials is the concern of Lester Asheim in *The Future of the Book*. In examining the implications of the newer developments in communication it is suggested that while the content of the book is sacred, its form is not, and yet, there is no question about the importance of the book's function or the continuing need for it. Instead of emphasizing the separateness of book and non-book materials, the concern should be with the content and educational purposes of all materials of communication in order to achieve the best learning situation. In other words, the end and not the means must be the determining factor.

In all probability the single national stimulant for the greater utilization of audio-visual materials and techniques in libraries has been the series of grants to the American Library Association by the Fund for Adult Education. C. H. Hewitt has prepared *Grant Evaluation Study* which lists the six projects as follows: American Heritage, 1951-1955; Survey of Adult Education in Public Libraries, 1952-1953; Adult Education Subgrants, 1953-1955; Allerton Park Conference on Training Needs for Librarians Doing Adult Education Work, 1954, Library-Community Project, 1955-1959, and for the operation of the Office for Adult Education, 1953-1961. One of the purposes of the evaluation study was to determine in what ways the quality of adult education programs in libraries has improved, and skills have increased, and to predict what future progress may result from the grant activities.

Participation by libraries in the American Heritage Project has increased the stature of the library in the community so that no longer is the library considered merely a book service agency and the librarian only a desk assistant. It was the adult education Subgrant Project that stimulated libraries to experiment in a number of program areas little known or not widely used among American libraries. A comparison with the results of the Smith survey shows that six of the techniques used by the subgrant projects (discussion groups, exhibits and displays, book talks, reading lists, lectures and discussions, and listening and viewing groups) were reported by the survey to be used by from 10 per cent to not more than 38 per cent of libraries in their own programs. Seventeen of the techniques used in the subgrant projects were reported in the survey to be used by less than 10 per cent of the libraries. In the area of material used in the projects, five (musical and non-musical recordings, filmstrips, radio, television) were used by less than 10 per cent of the libraries,
Newer Adult Education Methods and Techniques

and three (pamphlets, magazines and newspapers) were reported by less than 30 per cent.

Hewitt reported that evaluations from the field clearly indicated that specific progress could be reported as a result of adult education grant activities in the participating states. As an example, state library agencies, state library associations, and local libraries all responded favorably on the increase in the collections of audio-visual materials and acquired or increased skills and knowledge regarding audio-visual methods and techniques.

If one type of audio-visual materials is to be isolated because of its development and greater utilization by American public libraries during the last twenty years, that material would be 16 mm. motion picture film. At the national and state level library associations have made notable efforts to create better understanding of the use of 16 mm. film. At the national level the American Library Association has had consultant and specialized services available to the libraries of the country. The statistical reports that have been issued over the past decade show huge growth both in library collections and in viewing audiences. Probably the very best analysis and survey of this medium occurred in the Public Library Inquiry by Gloria Waldron. This study, published in 1949, indicated that in the period of less than forty years the 16 mm. film field had become a force for education. In her examination of the entire field of the adult educational film, Miss Waldron discusses the present chaotic state of distribution and suggests possible solutions to this problem including library use of films and the public library as a film circulating agency. The survey considers the literature of the field, incorporates the results of personal interviews and answers to questionnaires, and concludes with detailed case studies of eight public libraries that provide film services.

It is significant that some seven years earlier, in 1942, G. D. MacDonald was commissioned by the American Library Association to make his study of educational motion pictures and libraries. At that time, this landmark study prepared the firm foundation for the use of 16 mm. film through informal educational services such as the public library. Much that was first forecast in the MacDonald study on the development of this field, and later discussed and demonstrated by example in the Waldron report, has come to pass. More libraries, either through their individual taxing jurisdictions and areas of service or having joined together with other libraries in film circuits, are providing 16 mm. film materials for their patrons. This matter of
participating in a cooperative agency is described in detail in a report made by Patricia B. Cory and Violet F. Myer. They describe actual arrangements as found in their survey of film administrative agencies and circuit-member libraries in the United States. This report also includes sample budgets and contracts. The way is clearly marked for the how-to-do it of providing film service even for libraries with limited budgets.

As film utilization has increased considerable effort has been expended in achieving the best in selection aids for library adult education purposes. Not too long ago only descriptions published by the producers and distributors of 16 mm. film or brief annotations in the trade journals or bibliographies were available. In 1955, the American Library Association published its selective list, Films for Public Libraries. This is a balanced list of critically annotated films in all fields with no attempt to specialization. This was followed by a supplement in 1957 and, since that time, on a monthly basis, there have been specific reviews of recommended films in the monthly issues of The Booklist and Subscription Books Bulletin. This type of selection aid, where preview facilities are unavailable, has improved the situation for effective utilization of 16 mm. film. While some attention has been given to the use of such materials with children and young people, the major emphasis throughout this program during the past twenty years has been to seek films that could be used with adults in informal adult education as well as program material for autonomous groups.

The development of the 16 mm. film program in the public library may be described in three stages. First, it may be simply an information service for library patrons in connection with programs for the use of an individual or an organization. Second, as the library’s own program, films may be obtained with or without rental to be used for evening programs based on subjects requested by citizens, community need, or general cultural or intellectual interest. Third, the establishment of a loan or reference collection for use by the community. At this point an opportunity exists for the greatest understanding and potentiality of these materials. Since this stage requires the largest outlay of funds, the recommendation expressed earlier for cooperative audio-visual services needs to be examined.

The newest of the audio-visual media is television. For more than a decade libraries have been examining the potential and use of commercial and noncommercial television, and each succeeding year
has indicated more effectiveness. This development was climaxed in 1958 with a two-day institute just prior to the San Francisco conference of the American Library Association on the use of television in library adult education. The premise on which the institute was based was, “that the intelligent use of television by the librarian has larger goals than the immediate benefits of publicizing and promoting the library in that community; that it can, additionally, add still another dimension to many areas of library adult education programming; and thus can enrich the library’s total adult educational effort in the community.”

The role of the library with television is threefold: 1) the library may provide resource materials to assist television producers, writers, and other individuals working in the field of television; 2) the library may occasionally initiate a program of its own as a single performance or as a weekly series; 3) the library may become the repository of kinescopes (recorded television programs), magnetic tapes, etc. of television productions for historical and archival purposes.

In addition to program participation in communities where non-commercial channels have been allocated, libraries have taken an active role in assisting the organization and establishment of such channels. Notable examples may be found in Detroit, Cincinnati, Denver, Seattle, and San Francisco. In fact, in one or two communities the library agency was the chief proponent for the noncommercial channel when it was first announced. Libraries have recognized the complementary role of noncommercial to commercial television as being somewhat akin to the value theory as contrasted with the demand theory of book selection. It has been emphatically stated that culture in a democracy is a two-way street. If it is bad for the majority not to recognize minority tastes, it is just as bad for the minority not to recognize majority preferences. For this reason it is necessary to have the programs planned by commercial television for the large audience but at the same time to provide the telecourses and special information programs to meet local community needs and desires on the noncommercial channels.

With requests for assistance from libraries everywhere the Public Libraries Division of the American Library Association prepared a report titled: TV: How Public Libraries Use It. Here is tabulated and organized information covering the experience with educational programs for television as evidenced in surveys conducted by committees of that association. One of the more valuable sections of this
IRVING LIEBERMAN

Publication is the comprehensive listing of television program ideas. Considerably more than children's story hours and book-based or book-oriented discussions are suggested and described briefly. Perhaps this is the starting point for most library television activities, although today, through the Extended Service plan of the Education Television and Radio Center at Ann Arbor, it is possible to secure kinescopes which may be used throughout the country over non-commercial channels, or over commercial channels under the sponsorship of an educational agency, such as the public library, if a non-commercial channel does not exist. Furthermore, these programs can also be used as 16 mm. film material if television is not available.

In order to insure a wider and more constructive use of television, it is recommended that cooperative relationships be organized at the state level. A good example of such cooperative activity has been evidenced in Illinois where the University of Illinois Library School, Illinois Library Association and the Illinois State Library have joined together to finance, produce, and distribute television shows that may be used throughout the state for educational purposes. This has also provided opportunities for training and practical experience with the medium. Because of the need for know-how, production facilities, and financial support, this kind of effort should be duplicated elsewhere in the United States.

To climax the new media approach to library adult education, Title VII of the National Defense Education Act of 1958 has been welcomed with considerable anticipation. This Title concerns "Research and experimentation in more effective utilization of television, radio, motion pictures, and related media for educational purposes." Surely the results of this legislation should provide a basis for action for years to come. The Act itself has a four-year life and while the initial appropriation is less than the amount recommended in the Act, there is every indication that Congress will give full support to the development of this program. The Title is divided into two sections; namely, Part A which concerns grants-in-aid for specific research and experimentation, and Part B which is concerned with the dissemination of information on the new educational media.

At this writing Part B looms more significantly for libraries as indicated by the broad-based pilot projects for which contracts are now being negotiated. These are:

1. A study to determine the feasibility of establishing an Educa-
Newer Adult Education Methods and Techniques

tional Media Research Information Service. Columbia University, New York, N.Y.

2. A limited number of filmed case reports, to be planned and produced, showing uses of new media in sound teaching practices, in such subjects as science, mathematics, and modern languages. Educational Television and Radio Center, Ann Arbor, Mich.

3. A pilot project to discover ways and means of disseminating information on tested techniques, as developed at regional conferences and workshop demonstrations. National Education Association, Washington, D.C.

4. A study to test the feasibility of gathering and disseminating bibliographic information about essential teaching materials, including films, filmstrips, recordings, radio, and television programs. University of Indiana, Bloomington, Ind.

5. To publish reports based on reviews of basic problems, opportunities, and accomplishments in current planning for network systems by states, regions, and subregions. National Association of Educational Broadcasters, Urbana, Ill.

In addition, the first fifteen grants-in-aid under Part A have been announced. These are spread among the school districts, the institutions of higher learning, and quasi-public organizations with the following subject areas represented: an investigation of the relationship between specific television production techniques and content organization and maximum learning experiences; an experiment in basic teacher training courses, in which selected audio-visual media are substituted for actual classroom observation; a study of the effectiveness of closed-circuit television in a program of teacher education; an experiment with the use of a video tape recorder in a program designed to improve college level teaching techniques; study patterns for improving teacher education in the uses of audio-visual materials; and a study to identify and evaluate economical and practical methods of televised instruction to stimulate gifted pupils in small secondary schools. These are but a few of the projects underway. Many more have been submitted for approval by the U.S. Commissioner of Education.

Librarians will want to watch with a great deal of interest the studies which result from Title VII. There can be no doubt that many of the projects will be focused on educational problems of major importance. There can also be no doubt that new knowledge directly
applicable to education or new applications of existing knowledge to the problems of communication will result. Although the primary consideration in the earliest projects appears to be in the area of formal classroom education, adaptations should be applicable to informal adult education and librarianship. More important is the overall potential of the Act for research and experimentation by everyone in the newer adult education methods and techniques.

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Public libraries in the United States in the last thirty years have created the field of library adult education. Acknowledging the perennial problems of definition, the profession has, nevertheless, achieved some agreement on the scope of this field: library services that promote or provide a continuing cumulative educational experience for adults, whether through readers’ advisory service to individuals or to groups, sequential group programs of forum or discussion, or active cooperation with community group programs or community wide programs in which library materials, skills, or insights appropriately make a contribution. Further, a variety of supporting areas of library activity have been closely related to these library services; for example, building library collections of materials, studying the community, and publicity and promotion. This, then, is the scope of library service for which librarians must be prepared with philosophy, background information, and skills.¹

Preparation of librarians for the work of library adult education is referred to in terms both of “training” and of “education.” The distinction which E. J. Reece² made between the two may serve as a useful beginning of analysis: training is appropriate for induction into the methods and processes of tasks that are routinized or sufficiently repetitive to call for little exercise of discretion. While education is appropriate for induction into areas of activity requiring exercise of judgment and initiative, and appreciation of the way the task is performed to the goals in view, analysis of problems, development of adaptations, and application of principles within a human situation. It is obvious, within this framework, that library adult education requires education rather than training.

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Yet much of the preparation for library adult education has been conducted at the training level: in-service training for book talks to adults, and discussion leadership training, are typical of the terminology. Often such preparation has been too exclusively on the training level, the rule of thumb, the set pattern of a service that in potential has wider implications than the training situation permits of exploration. Because library adult education as a field has been developed from practice in the concrete library situation, it is inevitable that training has been the first approach. As a new service evolved, its pattern was more easily taught than its principles, which have emerged slowly. As the body of principles has developed, however, they have appeared first in training situations, to receive generalized form only later. As an example, the American Library Association projects in discussion programs and community study, the American Heritage Project and the Library–Community Project, both have produced a body of principles out of an analytic approach to training for a concrete and particular service. Thirty years of such experimentation and analysis by public librarians have brought the library profession to a place where it can begin to think in terms of education for the work of library adult education.

In addition to achievement of a clarified scope and a growing body of principles for the field of library adult education, preparation of librarians for this work profits from more frequent cosponsorship of such programs of education by library schools, professional associations, state library agencies, and public libraries. The question of the respective role of each of these institutions or agencies has been considered from the point of view of the agencies able to reach on-the-job librarians with the needed training, for example, the state library agencies and the professional associations, and from the point of view of the “best” learning situation for each varied aspect of the field, whether philosophy, knowledge, or skill.

There is general agreement that initial orientation to library adult education comes in library schools, whose formal course work may well be supplemented by field work, internships, work-study programs, and subject preparation in related fields such as sociology, psychology, and education. As C. W. Stone phrased it: “Education for librarianship does not end in the classroom. . . . In the United States, one hopes simply that a library school will provide an intensive program of sound professional orientation and familiarization with basic principles and techniques, and some stimulus toward improvement of practice.
in the field." Beyond this initial education, programs of in-service training make an important contribution in developing the library adult education skills, with the larger public library employing the recent graduates able to “transform its fledgling librarians into expert book selectors, readers' advisers, and group leaders.” Increasingly professional associations and state library agencies are working cooperatively with library schools and other university divisions to develop workshops and institutes for librarians of varied levels of experience and in varied phases of library adult education.

A useful distinction in the post-graduate learning was developed in 1954, at the Allerton Park Conference on Training Needs of Librarians Doing Adult Education Work, a distinction between formal and incidental preparation for library adult education. On-the-job training, workshops, institutes, conferences, university and library school courses, exchange and study grant programs, and consultant advice are all made available as part of a planned program of formal advanced education; but equally important for advanced learning are the on-the-job experience, the actual participation in adult education activities, the opportunities provided by staff self-study surveys and professional activities, as well as professional reading, travel, and observation. These latter incidental learning situations can be quite fruitful sources of post-graduate learning and are being increasingly used as methods by libraries and associations with the major objective of education for library adult education.

Professional consensus on the program of education for library adult education is a recent achievement. In 1937, Miriam D. Tompkins pointed out that the profession did not understand precisely what constituted a library adult education, and that there was some professional uncertainty about the fundamental objectives of library service that provide the basis for the library as an agency of adult education. Miss Tompkins' analysis in this paper of the understandings and skills needed by library adult educators provided a major step toward clarification in this field. She proposed that the first-year library school curriculum be an orientation provided through such basic courses as book selection, reference, administration with stress on readers' interests, needs, and abilities, and on the library objective of service to readers. In 1937, she commented, the state of knowledge in library adult education was inadequate for extended formal study, and education at the advanced level might better come through experience in meeting the actual situation on the job. The need for
more knowledge in the field of library adult education could then be met by carefully analyzed experience developed in the practical situation.

That professional uncertainty existed about the fundamental objectives of library services as they relate to adult education is amply documented in studies in library education for the following twenty years. J. L. Wheeler presented his 1946 discussion of library adult education under the caption “Confusion,” from which no great clarification emerged. His survey of problems in education for librarianship dismissed the area of library adult education as expensive, as extras which could not be justified until the primary library purposes had been fully met, and as finding no proper place in the library school curriculum which “is already too tight; something has to give way.” Two years later a symposium presented at the University of Chicago included a paper on “Education for Public Librarianship” by Ralph Munn with a discussion of this paper by Richard Sealock. Munn noted that “progressive public libraries are becoming more active participants in the life of their communities,” and identified work with community organizations and the development of educational group programs which had been successfully developed. He refrained from approving these aspects of public library programs, identified them as fringe activities related to public relations, judged that they affected very little the over-all character of public library service, and concluded that “our public librarians must be educated accordingly.” Sealock’s answer pointed out the change in public librarianship’s goals as stated in the National Plan for Public Libraries and the Public Library Inquiry with their stress on educational activities of a broad nature. Sealock summarized: “If there is any despair in my mind now in regard to the effectiveness of the public library it lies in our present failure to meet the challenge of community-wide adult education. Surely suitable techniques for community cooperation can be developed by libraries with the aid of library schools.”

As recently as the summer of 1954, another University of Chicago workshop on education for librarianship displayed some professional uncertainty about fundamental library objectives in relation to library adult education. In seeking to define the core curriculum, that content of librarianship which must be mastered by everyone, the workshop participants were involved in heated debate over a recommendation that readers’ advisory service be put on a par with reference service and included in the core curriculum. The upshot of the argument was
Educating Librarians for the Work of Library Adult Education

omission of thorough study of readers’ advisory service from the core, although it was seen as a service which all public librarians should be prepared to provide.

The first evidence of a professional consensus might be said to have appeared in the conference on Training Needs held at Allerton Park four months later, November 14-16, 1954, at which education for library adult education was the topic. Although there was a tendency to avoid identifying a core in which all librarians were to be proficient, the ability to select and use books and other materials for individuals and groups was seen to provide basic course content for all librarians. Lester Asheim as editor felt he discerned from the total conference a consensus that “an introduction to the library’s responsibility for adult education be made a part of the general basic work of all library school students whatever their area of interest. Adult education work is seen as part of the normal responsibility of the library which, like cataloging, reference work, book selection, etc., should be understood by all librarians even though their particular specialization may not require them to undertake it.” Although the group representing the profession was not as diverse as that attending the summer workshop in 1954, still consensus in this group was achieved within a range of diverse opinion. Certainly a direction can be seen in this growth toward agreement in the profession, providing a reasonable basis for the development of educational programs in this field.

The demands of public libraries for librarians competent in library adult education have by no means waited upon the development of a professional opinion. Following the 1937 Tompkins paper, five studies appeared to provide a measure of the professional need and achievement. Sigrid A. Edge surveyed opinion among public librarians and library school faculty on the aspects of library adult education which have significance and on the library school preparation needed to equip librarians with knowledge and skill in the area. Comments from thirty-eight libraries and twenty-five library schools reflected unanimity in seeing reading guidance as essential in the library school curriculum, while there was a reluctance to accept as essential leadership in working with groups. Recommendations stressed carefully integrated programs of training in the library school, with the educational function of the library inherent in every phase of library work; specialized course work for those qualified to enter library adult education work; a continuous program of in-service
training for librarians on the job. Alice I. Bryan’s survey\textsuperscript{22} of public librarians’ evaluation of their library school education in terms of meeting their professional needs disclosed that three to five times as many public librarians felt there had been too little emphasis, rather than too much emphasis, on such subject areas as reading interests of adults, psychology of the reader, reader guidance, sociology of reading, public relations and publicity.\textsuperscript{23}

The Smith survey\textsuperscript{24} measured the librarians’ evaluation of knowledge and skills necessary to adult education work. Average or above-average knowledge in subject fields was regarded as sufficient, while a level of expertise was seen as necessary in such adult education skills as book talks, reading guidance, discussion group leadership, selection and use of materials with groups, and in such subject fields as readers and readers’ problems, public relations, human relations, and community organization. “On the whole it would seem they felt that the responsibility for such education and training rested with the library school, that in-service training could meet only the most urgent needs, and was possible among a very limited number of libraries.”\textsuperscript{25}

Therefore in addition to formal courses, librarians looked to institutes and workshops as well as to in-service training to provide the needed education. Helen L. Smith points out that this is the judgment of librarians most of whom had learned to do library adult education on the job, through conference institutes or through trial and error. In the light of this, it is significant that over a third of the librarians felt that a library staff had need for more training for adult education. In her conclusions to this study, Mrs. Smith states: “The problem of personnel and training was one of greatest concern among those people interviewed and those taking part in the conference discussion groups. . . . The question of what training to give these people, and how and when and where, should concern the profession for some time to come.”\textsuperscript{26}

Following the Smith survey, Stone chaired a committee of the Adult Services Section, Public Libraries Division of the American Library Association that undertook the kind of study proposed by Mrs. Smith. This committee’s report analyzed educational opportunities in the period 1952 to 1954, discovering that only two of thirty-one accredited library schools were offering specialized courses in areas of library adult education, that state library agencies provided more workshop and institute opportunities than did library schools, and that state association institutes and public library in-service training programs
Educating Librarians for the Work of Library Adult Education

were sparse in this field. Interpretation of the values of the short course, institute, or workshop stressed its ability to penetrate deeply into a subject, to produce desirable changes in attitudes as well as developing knowledge and skill competency, with special appropriateness for experienced librarians with a broad professional orientation. The bibliography of published and unpublished materials descriptive of programs of in-service training, workshops, and institutes is valuable as a listing of primary source material. Recommendations arising from this study stress the profession’s responsibility for expanding opportunities for education for library adult education. The role of the state library agency, working with the state professional association, is seen as that of stimulation and coordination of continuing programs of in-service training through institutes. Public libraries’ contribution through establishment of internships is emphasized. The recommendation that the professional association provide consultants and training services to state library associations and other groups has since been developed by the American Library Association’s Library-Community Project. This report, although never formally published, has exercised considerable influence, along with the Smith report, in the development of education in library adult education.

Finally, a series of five case studies of public library programs of adult education prepared by Eleanor Phinney to ascertain the elements that make for a successful program of library adult education found that no specialized training in methods of library adult education characterized the public librarians who successfully guided these programs. Each chief librarian has had sound and thorough professional training along conventional lines and a variety of experience. The picture is that of the jack-of-all-trades librarian as identified in the Smith survey, with a versatility that has come to be expected of the librarian in a small or medium-sized library. Although the programs in these five libraries included reading promotion, work with community groups, book discussion leadership, utilization of mass media to interpret the library to the community, the minimum of specialized training was achieved at the moment the skills were specifically needed, were secured in relation to a special project, and were available from professional associations (the A.L.A. American Heritage Project discussion leadership training and program planning counseling), from the state library extension agency (consultant help in Georgia, Maryland, Wisconsin), and from university extension (Wisconsin). In identifying the foremost quality which the librarians
responsible for successful adult education programs share, Miss Phinney notes "the sense of purpose . . . a basic educational policy, growing out of a strong personal conviction as to the role of the library in community adult education." This confirms the priority which Miss Tompkins and Miss Edge assigned to clarity of library objectives. Nevertheless, beyond this important and fundamental truth, the Phinney case studies show that there was specialized training available or consultant service at hand for each library as it stepped into a new area of library adult education.

In summary, these five studies uniformly reflect the lack of sufficient preparation for library adult education in the first-year library school curriculum, and the development of workshops, institutes, short courses, and programs of consultant advice to carry beyond the basic professional orientation of this first-year education.

The significance of the 1954 Allerton Park Conference on Training Needs lies in its membership as well as its analysis and conclusions. As a first conference of this type, called by the American Library Association and supported by a grant from the Fund for Adult Education, this conference drew upon representatives from library schools, university departments of adult education, public and college libraries, and state library agencies. In this context thought was cast into new molds, and library adult education was viewed in a wide perspective.

In addition to the very substantial contributions in definition, and analysis of educational needs and learning situations already referred to, the Allerton Park Conference made a series of specific recommendations for action by library schools, practicing librarians, and the profession as a whole. Over a period of more than two years, reports and a conference on these recommendations have been developed, offering a detailed study of the effectiveness of the original 1954 conference in stimulating needed developments in the preparation of librarians for library adult education. Outstanding aspects of development related to the conference recommendations have been identified: library schools have increasingly integrated background knowledge and philosophy of library adult education in basic courses and have developed at both the first year and second year levels elective courses in library adult education; library schools have increasingly used the resources of other university divisions to enrich the course work in this field; state and regional library associations have given place on conference programs to meetings on library
Educating Librarians for the Work of Library Adult Education

adult education topics, and fourteen associations reported in 1956 the existence of adult education committees; library associations have developed joint programs with library schools and with state library agencies, and have involved library trustees in orientation to library adult education; local "little Allerton conferences" have been held as a follow-up in a few regions.

In attempting to implement the recommendations of the Allerton Park Conference, librarians have become aware that the job of orientation of the professional still is a primary need, and conference, short-term workshop, and institute have served a very important function in accomplishing this. The pattern of such conferences and workshops has changed from the presentation of papers which is traditional with the Graduate Library School of the University of Chicago. Methods used in the current pattern of workshop and conference, designed to provide orientation to values and library objectives as well as to a survey of knowledge, have been developed from the field of adult education itself. A brief but excellent view of the current pattern is presented by Ruth Warenke, based on the approach of the American Library Association's Library-Community Project. This Project has been responsible for providing consultant aid and personnel for more than fifty library adult education workshops and conference programs that have been offered since the Allerton Park Conference. Most of these have been sponsored or cosponsored by state library agencies and state library associations. And state libraries have found further resources in state adult education associations and within the practicing profession of librarianship.

Perhaps the best documented institute on library adult education is the Wisconsin Free Library Commission's institute on Informal Education through Libraries. A detailed analysis of the structure of the institute and the way it worked points up a typical mixture of institute and workshop techniques which have proven their value in education for library adult education: a rich roster of outstanding speakers, drawn from both library and nonlibrary fields, supplemented by problem discussion and project-oriented small group activity. Participants themselves formed panels for presentation of topics and gave significant direction to the thinking of the two-week institute. Creative group planning by staff and participants during the conference assured that the structure of the conference was translated into a successfully functioning institute. Skillful evaluation, planned for in advance and carried out during the institute and two months
later, permitted measurement of changes in orientation to library adult education objectives and methods, and measurement of change in library programs following the institute. The significant development in both aspects lends a validity to methods and resources used during the institute. The printed report in itself has become a resource for orientation of librarians to this field.

Increasingly workshops and institutes developed by library schools and university departments for short-term study in library adult education have been cosponsored by state library associations and agencies. Stone sees this as a joint responsibility, and Illinois, Indiana, and Michigan have been developing summer workshops and seminars in this pattern.

The report of the Allerton Park Conference stressed the importance of enriching the philosophy and practice of library adult education through using the educational resources of related professional associations and university departments of education, sociology, and psychology. State library agencies are only beginning to utilize these resources. Mississippi's workshop in 1956 led the way for state agency utilization of adult education association resources. M. S. Knowles, in discussing the library's role in adult education, underscored the necessity for librarians to talk constantly with other adult educators and specialists to become aware of new insights and skills which are currently being identified and developed. Discussion leadership training has for the last twelve years been one area in which librarians have looked frequently to outside experts for assistance; and in the area of objectives and long-range program development the instance of the 1948 Pre-Conference Workshop for Librarians and Rural Sociologists is outstanding for its influence and its uniqueness. This enrichment of library experience through contact with other related fields has also been carried on at the level of the individual librarian. Dorothy Bendix reported her analysis of the contribution of group dynamics as presented at the National Training Laboratory in Group Development at Bethel. New insights derived from the thinking of this field brought a sophistication to her analysis of the problems of library discussion programs; factors in the group situation were more carefully defined and interpreted but the applications to library adult education would have to be worked out within the library profession. Education of experienced leaders in library adult education can well proceed on this level, to the benefit of both the individual and the profession.
Educating Librarians for the Work of Library Adult Education

The role of the library school in providing education for library adult education has centered on integration of orientation and philosophy, with the development of an elective course here and there, and on cooperation with other agencies and associations in post-graduate short-term workshops and institutes. The library school has, perhaps, a unique responsibility: that of introducing change. As the director of a library school wrote: “we cannot teach entirely in terms of contemporary library conditions.” Recently L. A. Martin commented more fully: “Formal education at all levels has a dual responsibility, to prepare graduates qualified to deal with present conditions and at the same time qualified to meet future changes. . . . It is not only a matter of accepting and adjusting to change . . . it is equally a matter of anticipating and controlling change.” Present analysis of library school curricula would seem to indicate that change in the structure of the curriculum in relation to library adult education is conservative. Reading guidance or advisory service remains the most frequently offered course in library adult education. But change in philosophy and commitment to educational objectives for the public library may come regardless of curriculum structure, and will be engendered not only by the faculty specialist in library adult education, but by the composite force of the total faculty view of library objectives. This builds in a conservative quality in the library school. Elective library adult education courses, workshops, and institutes, will provide the more direct expression of new insights, new knowledge, new methods. Weighed in the context of the total field of librarianship, as they inevitably are in the library school, these developments from related disciplines of sociology, psychology, education, and from the field of practicing librarianship may achieve a level of integration into the total view of librarianship which will make them effective ingredients in the development of library adult education.

While the unique role of the library school may change through education, the public library’s unique contribution may lie in innovation, the predecessor to change. The imaginative devising of services to meet the educational needs of adults provides new insights and new methods which, when tested and analyzed, may offer new knowledge. It is by innovation that the field of library adult education has developed in the past generation. The public library’s major contribution to the preparation of librarians for library adult education will be a post-graduate study of such innovations. These innovations may com-
pare with the readers' advisory service as developed in The New York Public Library by Jennie M. Flexner, or with the reader interest arrangement of books for branch libraries as developed in the Detroit Public Library under R. A. Ulveling and Ruth Rutzen, or with the pattern of cosponsored community institutes as fostered at the Enoch Pratt Free Library by Marion E. Hawes. Internships in such situations stimulate learning in its most vital form, under the impetus of development and change when principles emerge from practice.

Internships may be set up as a formal program, such as that made possible by the Fund for Adult Education's Leadership Grants available to librarians. Rebecca J. Camp's report on her experience in the study of discussion techniques emphasizes the sense of freedom to experiment which she found in libraries she visited under an F.A.E. Leadership Grant. The lack of a continuing program of public library internship for adult education was noted in the Allerton Park report, with the recommendation that public libraries explore every possibility for establishing field work and internship situations. And currently the Adult Services Division of the American Library Association has placed high on its list of priorities the exploration of feasible approaches to a program of internship "in adult education and/or adult services."

A less formal program of internship may be said to exist in those public libraries offering a well-developed program of in-service training to its staff. Enoch Pratt Free Library, for example, not only encourages its staff to attend workshops offered outside the library and to report on them but has regularly conducted its annual one-day institute for all its staff, with the concerns of library adult education frequently the focus. Staff orientation to the particular services of The New York Public Library and training in the skills required in performing these services are presented by Leona Durkes as an integral part of the library's program of adult services. This approach is matched by other large public libraries throughout the country.

The dilemma of the small public library lies in its equal need for in-service training but the inaccessibility of expertness to provide it. One widely publicized solution has been developed by the staff of Community Services in Adult Education of Indiana and Purdue Universities. R. M. Smith worked with the library staffs of five small-town libraries in northeast Indiana in a program of cooperative in-service training which became known as The Kendallville Project. Clarification of adult education goals in terms of library goals was the first
Educating Librarians for the Work of Library Adult Education

step, during which discussion skills were developed; then the staff members developed program planning institutes for each community as an exercise in library adult education; finally a workshop–clinic for evaluation concluded the program that was truly in-service training since it took place in the local community and was related to the local library's program. Generalizing from this experience Smith points out that the very principles of adult education seem to demand that libraries accept in-service training as a permanent dimension of library practice.58

An extremely useful summary of purposes, methods, content, and resources for in-service training for library adult education was prepared by Miss Durkes59 for a one-week institute at Rutgers Graduate School of Library Service. Of particular importance is the delineation of levels on which in-service training is needed: orientation for the new staff member; training in various skills and techniques of services at whatever point they are needed; and at the administrative level, training in the planning, promotion, and carrying out of adult education activities. An imaginative and well interpreted list of methods invites experimentation.

Since the Allerton Park Conference, the role of the American Library Association in promoting preparation of librarians for library adult education has continued its many facets: publication of reports on the conference itself and its follow-up; development of the Library–Community Project to meet the educational needs of librarians through providing consultant help generously, through establishment of intensive training programs in pilot project areas, through enriching the national, regional, and state association conference programs; through the stimulation by the Adult Services Division of establishment of state association committees on adult education which carry locally the responsibility for conference program and statewide projects;52 and finally for the continuous re-enforcement of the role of the state library agency as the channel through which the benefits of the national association’s resources in library adult education are to be made available to libraries and library agencies within each state.61 The determining influence of the leadership of the American Library Association on the library adult education services of the country cannot be doubted, and its influence both direct and indirect on the methods, content, and extent of preparation of librarians to perform these services is indisputable.

These, then, are the conditions and trends in educating librarians
for work in library adult education. What shall we choose from all of this for special encouragement and development? There are two aspects of education that need simultaneous growth. First, the education of the practitioner must enable him to perform well the already established library adult education services, and to increasingly clarify his purposes and fashion methods to achieve his new objectives. A sustained program of in-service training conducted by public libraries themselves singly or in cooperation, and assisted by the varied resources of the region, all will be needed to carry the librarian from his basic orientation of a first year of library school study to a competence on the job.

Second, the education of the competent practitioner must assist him in becoming the innovator who will push into new frontiers of knowledge. For this, research must become a commonplace in library adult education, with library schools working closely with innovating libraries; internships in library adult education should be developed under the guidance of a formal program of advanced study so that the most useful experiences may be developed for the student and so that sound analysis of the experience may enrich the profession as well; and extensive study of the results of research in related fields must be made so that library adult education may profit by knowledge and concepts that have a pertinence for this field.

The demands of library adult education upon the understanding and skills of the practicing librarian are beginning to demonstrate the importance of continuous education in the profession. Informal post-graduate education will increasingly be supplemented by formal advanced study on a second year level within the university-based library school. This is one mark of the increasing professionalism of public library adult services.

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Educating Librarians for the Work of Library Adult Education

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The American Library Association and Adult Education

SIGRID EDGE

Thirty-five years have passed since the American Library Association received a grant from the Carnegie Corporation to study how public libraries might develop their services to carry out the ideals and purposes of adult education. During this relatively short period the concept of the library's functions in adult education has developed slowly, sometimes haltingly, but continuous experimentation has pushed services out beyond traditional boundaries, and increasing study and research have provided a firm foundation of basic philosophy.

In 1924 when adult education became an organized movement, the public library was selected by the Carnegie Corporation as one of the agencies in a strategic position to assume leadership, and the A.L.A. undertook the task of investigating its role in this movement. A Commission on the Library and Adult Education, composed of some of the leaders in the profession, was appointed and after two years of study published The Library and Adult Education, a book which provided the direction for library action for the years ahead. Their recommendations have become so woven into our thinking as to seem commonplace today. By 1953 when C. W. Stone wrote a history and synthesis of the adult education movement and the public library, he stated that the commonly accepted functions of the public libraries at that time were to further self education, provide materials and information service to community informal education activities, and to act as exhibit centers for community development. Less accepted though practiced in some large libraries, were program planning for community groups and the sponsorship of group programs. Still controversial and seldom attempted were the ideas that the library should

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The American Library Association and Adult Education

“assume leadership in the establishment and maintenance of a diversified program of informal adult education in the community, and mobilize its resources for the identification and realization of desirable avenues for social change.”

It took years of effort on the part of hard working committees and dedicated librarians to achieve even some acceptance of these functions. And thanks must go primarily to the Adult Education Board, as the original Commission came to be called, and to headquarters leadership for the stimulation and development which ensued. Grace T. Stevenson has written an informative and detailed history of the activities of the Adult Education Board up to 1954, so this paper will merely attempt to summarize what seem to be the significant trends which prepared the way for the newer ventures begun in the 1950’s.

In surveying the literature on library adult education, three periods of intensive and fruitful activity emerge, each with slightly different emphasis but all with certain common interests persisting. At the risk of repeating some of the points made by Mrs. Stevenson, it seems necessary to review these periods in order to gain some perspective for the present third stage. The basic needs as seen in 1926 formed the core of the profession’s endeavor in the next two decades, and even today are not fully met. To promote the advancement of learning, which the Commission conceived as the purpose of the library in adult education, four principal areas of need were identified: 1) service to the individual adult student, 2) information regarding local opportunities for further study, 3) service to other agencies engaged in adult education, 4) search for more readable materials. A small periodical entitled Adult Education and the Library issued by the Commission from 1924 through 1930 reveals the enthusiasm and experimentation with which the dedicated few set to work to meet these needs. This publication included descriptions of readers’ advisory service, reading lists and courses, work with special groups such as industrial workers, and older boys and girls, which were being initiated by some of the larger libraries.

Primary interest from the beginning was on ways to help the individual and this called not only for a diversity of skills but also an understanding of readers’ interests and reading abilities, and a recognition of different levels of materials to meet varying abilities. As a result, close cooperation was maintained by A.L.A. with developing research in adult reading and readability being carried
forward by the University of Chicago and Teachers College at Columbia University. The Commission as early as 1925 had appointed a subcommittee on readable books, which continued to function in the 1950’s. The first result was Emma Felsenthal’s *Readable Books on Many Subjects* ⁶ which attempted to define the qualities of readability and to compile a list of available books to meet these criteria. During the depression and war years additional lists were published in an effort to meet the demand for self-development. Under the chairmanship of Miriam Tompkins the subcommittee held many meetings with those working at the Readability Laboratory at Teachers College where Rudolph Flesch was perfecting his readability formula.⁷ ⁸ The list, *Books for Adult Beginners*, ⁹ compiled by Pauline Fihe of the Cincinnati Public Library, was the first attempt to apply the Flesch formula to certain types of existing material. The last work of the subcommittee was on book appraisal, an attempt to work out some means of grading books as to their suitability for different kinds of readers, the hope being that this type of annotation might be placed in the book or on the catalog card as a means for guiding the reader, but this project was never realized.

These were busy years for the Board as the annual reports beginning in 1935 testify. Growth of interest in the new ideas of enlarged and more meaningful service is shown by the number of meetings devoted to adult education at the annual conferences both at Round Table discussions and general sessions, and where consultant service was frequently offered by librarians experienced in some of the new techniques.

The second period of renewed interest and activity followed after a period of three years when A.L.A. was without a special assistant in adult education. With the appointment of J. M. Chancellor to this post in 1934 came significant leadership. The reports of the Board for the next few years disclose many projects and publications. One of the principal services Chancellor rendered was that of communicating to the profession the experiences and thinking taking place in libraries throughout the country, reporting them in the *A.L.A. Bulletin* and other library journals, as well as compiling significant material in books such as *Helping the Reader toward Self Education* ¹¹ which describes several ways of carrying on readers’ advisory service, and *Helping Adults to Learn*, ¹² a compilation of previously published articles on service to individuals and groups with some suggestions for future development. In 1940 the Board issued in mimeographed
The American Library Association and Adult Education

form Experiments in Educational Service for Adults,\textsuperscript{13} which introduced an extraordinary number of original and far-sighted ideas, many of which have yet to be tried.

Two other publications serve to indicate the increasing close relationship of the A.L.A. with other adult education agencies. The Library in the TVA Adult Education Program\textsuperscript{14} and the Printed Page and the Public Platform\textsuperscript{15} both dealt with ways in which libraries could be useful in the then extensive program of forums and discussion groups supported by the U.S. Office of Education. An article by Chancellor on "Public Library Discussion Meetings"\textsuperscript{16} further attests to his thorough understanding of the importance of discussion in developing a democratic society. As a consequence by the 1940's many current ideas and programs were in existence although limited in performance. Not only did Chancellor stimulate activity, but he also gave depth and meaning to the movement. His ideals for library service to adults were probably far ahead of his time so it is perhaps not surprising that when he resigned in 1941 he expressed his disillusionment at the meagerness of the results, the narrow concept of adult education service, and its poor quality. The article was entitled the "Diffusion of Knowledge; a Memorandum,"\textsuperscript{17} which was an ironic twist to the book by W. S. Learned—The American Public Library and the Diffusion of Knowledge,\textsuperscript{18} probably the most important single influence in the development of library adult education.

The impetus provided by Chancellor enabled the Board to continue its work in the following years, but, as Mrs. Stevenson said, "the next years were very lean ones for the Board. The war made all meetings difficult, the lack of funds made travel impossible, and with no staff assistance it became extremely hard for the Board to function."\textsuperscript{19} One of the problems facing the Board during these war and postwar years was that many policies and plans having great significance for adult education were being made by the Executive Committee of A.L.A. and by other A.L.A. divisions without any reference to the Board. It was evident that the dynamic quality of adult education was infecting the whole profession; actually the diffusion of adult education objectives throughout the whole library had been advocated from the beginning by Learned, Chancellor, and Miss Tompkins, so that diffusion throughout the professional organization was logical and encouraging. But confusion as to function was naturally frustrating and in 1948 the Board appointed a subcommittee to investigate Association activities and relationships. Its report shows that
at least ten divisions or boards or joint committees were concerned with adult education.\textsuperscript{20}

The need for coordination was evident and a first step in cooperative programming was a pre-conference on adult education held at the Atlantic City conference in 1948. This was a joint venture of the Adult Education Board and the Adult Education section of the Public Libraries Division and the Audio Visual Committee.\textsuperscript{21} (In the establishment of the Public Library Division the Adult Education Section took over the functions of the former Adult Education Round Table.) This program demonstrated how far the ideas and purposes of library adult education had progressed. The topics covered indicate that group techniques and the use of audio visual materials were fully understood by the leaders at least; sessions were held on in-service training, program planning institutes, on service to labor, to old age groups, and demonstrations were given on the use of films. This excellent, forward looking program was later published in a pamphlet entitled \textit{Prospecting for Library Patrons}.\textsuperscript{22}

By the 1950's the ground work for library adult education had been laid; what was now needed was support and leadership to bring into focus the diversity of activities and to strengthen and organize in a more systematic way services most needed to meet the rapidly changing communities. By now the profession had demonstrated its capacity for growth in adult education, and its potential if not its actual performance had impressed the Fund for Adult Education. The time was ripe for change and the means were at hand for bringing this about—a fortunate situation which introduced the third period of intensive adult education activity. Once again, as in 1924, philanthropy stepped in to help translate hopes into something tangible and the profession seemed ready to take advantage of the generous support offered. This time funds have been sufficient to insure careful preparation and planning for change on a wide scale, with a competent staff trained in techniques of group leadership and able, by means of demonstrations, to make clear the kind and quality of service envisioned.

It is fortunate that communication has been an essential ingredient of all of the projects under F.A.E. sponsorship so that information is readily available through annual reports, newsletters, and articles in library periodicals. A grant evaluation study made for the F.A.E. in 1958 by C. H. Hewitt\textsuperscript{23} is now available at A.L.A. headquarters which provides the most complete information on each of the five

\[ 112 \]
The American Library Association and Adult Education

projects undertaken since 1951, showing how the grants, totaling $1,394,212, (to be expended by August, 1961) have been spent, the numbers of people reached, their characteristics in terms of age, education, and occupation, the types of regions and libraries where demonstrations were held, a description of the specific programs, and evaluation based on many different findings. Much of the information which follows comes from this source which lists all annual reports, newsletters, publications, and periodical articles for each project.

The projects are so recent and probably so well known that it seems unnecessary to do more than list them and indicate some of the more immediate results. The American Heritage Project seemed a logical beginning since book centered discussions had been an accepted program in libraries for many years and had expanded when the Great Books discussion program was launched in 1944. The New York Public Library had evolved a program of its own in 1950 called "Exploring the American Idea." These two programs plus the theme of the A.L.A. 75th Anniversary conference in 1951—"The heritage of the USA in time of crisis" contributed to the granting of $150,000 to the A.L.A. in July 1951 to initiate the American Heritage Program. This enabled A.L.A. to install the project office at headquarters, appoint Mrs. Stevenson as the first director with a staff of field workers and materials specialists. The purpose was to "assist public libraries throughout the United States to provide opportunities for men and women to meet together regularly and discuss the problems of today in the light of the basic documents, ideas, and experiences which constitute our American heritage. It aimed to help people become better informed, to give awareness of their responsibilities as citizens in a democracy, and to achieve a willingness to apply their own thinking in building better communities." Here are expressed some of the concepts of library adult education which are basic today—face-to-face discussion to develop citizen responsibility with the community as the focus for attention.

The plan of procedure developed for this project was the same as that followed in most of the others. An advisory committee which was in most cases the Adult Education Board helped to determine the areas in which demonstrations were to take place, followed by a planning conference of representatives from the most interested A.L.A. divisions—such as the Public Libraries Division, the Audio-Visual Committee, and nonlibrary organizations such as the Great Books Foundation, American Foundation of Political Education, and
the Adult Education Association of U.S.A. Decision on the areas chosen was based on a desire to have diversity in size of library and wide geographic representation; planning required that demonstrations were to follow the pattern of neighborhood group discussions using books and/or films to provide a common background, and that both library and community leaders were to receive training before assuming responsibility for the promotion and administration of the local program.

It was apparent from the beginning that each community wished to develop its own program and that this opportunity for sharing responsibility was most satisfying. The tributes paid to this effort were very heartening and it was evident, as stated in the first report, that the project had brought prestige to the participating libraries and strengthened their book collections and their personnel. But one year's support was not sufficient to obtain the results desired and applications for renewal of the grant were made and approved, carrying it up to 1957, thus enabling all demonstration areas to have received three annual grants. As a consequence the demonstration areas increased in numbers, a young adults program was started, further training was offered and several training booklets were published. The last figures show that 1,258 leaders were trained and 28,476 people participated. The influence of this extensive program will be felt for a long time but immediate consequences were not merely to be measured quantitatively. Changes of attitude in staff and trustees of many small libraries were noted, and in particular there was a growing realization that the public library is an active agency in the social and economic community.

Shortly after the American Heritage Project was under way, a request was made for funds to survey adult education activities in libraries throughout the country. Knowledge of library programs had been fragmentary and before further plans were made it was essential to secure statistical and descriptive facts. The purpose of the survey, as stated in the proposal to the F.A.E. was to determine the library's potential as an agency for adult education and in so doing to uncover findings which might stimulate further activities which would benefit the whole field of adult education. A large questionnaire survey was launched in 1952 which is probably still fresh in the minds of the 5,000 librarians who contributed data. The results from 41 per cent of the returns which were counted demonstrated positively that the public library is a major educational institution and that growth in
The American Library Association and Adult Education

its adult education activities since 1924 had been dramatic, but on
the negative side it showed that only a small number of the libraries,
about 7.6 per cent, provided a great deal of adult services, the amount
depending on the size of the population served. Among the services
ranking least among the thirty-seven listed on the questionnaire were
the use of A-V material and programs, leadership training, both in-
service training of library personnel, as well as training of group
participants.28

This survey provided data which pointed to the need for careful
study and planning by an administrative unit at headquarters which
could coordinate the various activities being considered. As a result
the F.A.E. made a grant to establish the Office for Adult Education
in 1953 with Mrs. Stevenson as director, the funds to continue until
September, 1961.29 As a first step in the projected study of the role of
libraries in the total field of adult education, a meeting of the Adult
Education Board and representatives from seven other A.L.A. units
was called to begin long range planning. This was an historic event
for out of the findings of the five committees which were formed
stemmed much of the future activity. One detects the enthusiasm
and fervor reminiscent of the early days in a report written by Mrs.
Stevenson entitled "Adult Education in High Gear," 30 as she reported
on the results of the initial findings of these committees. Training in
adult education philosophy and skills, extension and improvement of
A-V materials and services, evaluating adult education programs and
services, and analysis of community needs and resources were the
areas identified as requiring immediate attention. It will be seen that
future projects were built upon these assessed needs. Another im-
portant influence of these findings was the strengthening of the public
library standards which were then being studied. Throughout the
Public Library Service,31 the library is conceived as a community adult
educational institution.

In the meantime, in response to a suggestion from the F.A.E. that
libraries be stimulated to provide more adult education programs a
subgrant project was initiated with F.A.E. funds. Libraries were in-
vited to submit, in competition with each other, adult education pro-
grams for which funds would be granted to the winners. This was
open to all institutional members of A.L.A. and was to initiate new,
not traditional library services, which should be on-going, make use
of the techniques of mass media and discussion, and contribute not
only to the community, but to adult education in the library. Special
consideration was to be given to programs which might develop into national programs such as the American Heritage. By October 1953, a total of eighty-six plans had been received and twenty institutions were finally selected by a screening committee. The libraries chosen represented public, county, state, college and university libraries, serving populations ranging from 10,000 to over 500,000.32

In examining the diversity of these projects one is impressed by their originality and vitality, and by their particular significance for the individual community served. Methods used were varied, such as study and discussion groups in improving family relations, intergroup relations, meeting the needs of older people, experiments to determine the kind of programs suited to young people, and to the needs of industry and labor. Audio-visual materials were featured in many.33 Two of the subgrants were aimed at improving the library profession as a whole. A two-weeks institute planned by the Wisconsin Free Library Commission to study the significance of adult education responsibility in libraries and ways of implementing this belief was attended by librarians from eighteen states. This period of time made possible a thorough exploration of the many ideas introduced by a variety of specialists, and an opportunity to experience together new methods of group learning.34 The second study of importance to the profession was a field and research study sponsored by Rutgers University and developed by Eleanor Phinney to identify the common elements in planning adult education programs in five different libraries. This study resulted in the publication of Library Adult Education in Action,35 a book which is a basic tool for librarians interested in studying their communities and the library’s varying role in the community. It also demonstrates Miss Phinney’s capacity for research and her eminent qualifications for the position as research assistant in the Adult Education Office to which she was later appointed.36

The next point of attack was directed toward the library schools and their responsibility for preparing future librarians to take part in the enlarged services which were developing. The Allerton Park Conference on Training Needs of Librarians Doing Adult Education Work was held in 1954. This was the culmination of many years of concern over the role of the library schools in adult education, but as this topic is to be treated elsewhere in this volume one need only say that the published report contains significant recommendations for library schools and for the field of librarianship for years to come. One part seems appropriate to quote because the definition of library
adult education evolved at this conference summarized succinctly the philosophy and experiences which had been developing over the years and presents an integrated concept of what had often been vague generalities. Library adult education activities were defined as those for "adult individuals and groups which form a part of the total process and which are marked by a defined goal, derived from an analysis of needs or interests. These activities aim at a continuing cumulative educational experience for those who participate, require special planning and organization, and may be originated by the library or by a request from individuals or groups concerned." 87

This definition is particularly applicable to the fifth and last project sponsored by F.A.E. funds—the Library-Community Project begun in 1955. This project represents the maturing of library adult education thinking and planning, embodying in its purposes and methods the best of the years of study and evaluation which preceded it, and profiting from the experience of a well-trained and responsible staff. A grant of $200,000 for two years was announced in the spring of 1955 and by September the program was launched. 88 An additional grant in 1957 made possible its extension to August 31, 1959, with a full report and evaluation to come in 1960.

The purpose was to develop and broaden the work accomplished in the preceding projects using demonstration libraries and providing consultant service in order to develop long term adult education programs in selected states based on an analysis of community needs. In this project both demonstrations and consultant services are channelled through the state agency, thus providing a broad base of service, avoiding possible duplication of headquarters aid, and enabling the state agency to note trends and possible needs for services provided on the state level. 89

The annual reports of Ruth Warncke, the director, reveal the extent and quality of this most far reaching of the A.L.A. projects. By 1958 a total of eight grant states had received intensive aid but consultant services had been given to many other areas—to state associations, library schools, trustee associations, and also to the U.S. Armed Forces libraries and the U.S.I.S. libraries. Community study, which over two-thirds of the libraries reporting in the 1953 survey stated they neither provided nor wanted to provide was the basic subject of all grant state and consultant service activities. 40 Workshops, institutes, and conferences have been the principle methods for providing training and experience. Certain characteristics have been found to be com-
mon in all the planning. First, wide cooperation of many other agencies such as university extension divisions, sociology departments, state departments of education, state adult education associations; second, involvement of lay people from local communities. Also, there has been a noticeable "awareness of the urgency for public understanding of significant, social trends and the role of the library in stimulating such understanding; and awareness of the need for cooperation among adult education agencies." 41

The annual reports provide details of the activities in each of the states. The four major steps undertaken in each pilot library demonstrate the sound sociological and educational basis for action. (1) Orientation of the pilot library staff and trustees to understand the objectives and scope of their library service. This was an absolute requirement before any action was taken. (2) The library study to determine resources and potentialities, carried on by means of questionnaires, analysis of circulation and registration records, and comparisons of these data with the community as a whole. (3) Community study to discover resources and needs—relying for this largely on citizen cooperation. (4) Finally, the identification of appropriate programs for the library to undertake, with the library either assuming major leadership or cooperating with other community agencies. 42

In her second annual report, Miss Warncke said that, "even though stimulation of interest in adult education and the study of community educational needs and resources are endless processes, they do produce immediately observable results." The number of institutes and workshops held over a period of four years, testify to this, as do the comments of librarians and those who participated. By 1958 about sixty planning meetings, institutes, and workshops had been held with project staff help. The check list of materials on library adult education which have resulted from the activities stimulated by the A.L.A. and its projects listed in the third annual report indicate the extensive literature which is now available on all kinds of adult education activities. 43 The profession has been kept constantly informed, notably through such articles as the adult education issue of the A.L.A. Bulletin in April, 1954, 44 and a series entitled "Focus on Adults" which ran in the Bulletin from October, 1956 through May, 1957. 45 Evaluation has been built into each of the project activities so that the final analysis of these projects which is to be published in 1960 should provide generalizations which will be applicable to future library programs.

[118]
The American Library Association and Adult Education

And now to the present; in less than six years the functions of community leadership and group programming which Stone described as controversial and seldom attempted have been demonstrated to be both possible and widely successful, not only in large city libraries, but in countless small ones, in suburbs and rural areas. Librarians who in 1952 refused to consider group or community work as a library function, or found it impossible to undertake because of lack of time, staff, space and budget, now readily assume this responsibility. One is also impressed by the infinite variety of activities which can validly be termed library adult education. If some of the earlier concerns over reader guidance and readable materials seem to have diminished in importance, perhaps the years of special effort in these areas have brought about desired changes.

If readability seems to receive less attention today it is probable that the findings from research in readability factors are now recognized by writers trying to reach a wide audience. It is also to be hoped that with more people being educated for a longer period of time, and with improved methods of teaching, better reading will result. But many librarians have expressed the fear that the individual reader is lost sight of in today’s emphasis on group activities. As L. A. Martin said, personalized guidance which is perhaps the best example of professionalism has lost its original impetus. Perhaps the diffusion of this service throughout the whole staff “may have come too soon before the spirit of individual guidance was strong enough to carry over to a less dedicated group.” Certainly, service to the individual is and will always be the library’s distinctive contribution. It is now realized, however, that the individual has both personal and social goals which are closely related. C. O. Houle visualizes two major education goals for the library—one, to help the individual attain his full capacity for self-education and to recognize his own responsibility for it; the second, a social goal, whereby we work with others to attain a better society for all individuals. One service should not be emphasized above another in carrying out our goals; rather we should have a flexible, balanced program growing out of the contributions of many services.

In attempting to assess the value of these years of A.L.A. leadership in adult education one recognizes that the reorganization of the A.L.A. which resulted in the establishment of the Adult Services Division in 1957 reflects the steady and persistent efforts to bring about recognition of the adult education function of libraries. There
is now a sense of unity in the diversity of services which have developed. What was the function of a small committee in 1924 has now developed into that of a large and strong A.L.A. division under the able leadership of its executive secretary, Eleanor Phinney. In this new organization the old Adult Education Board was dissolved and its advisory and counselling services were taken over by the Program Policies Committee of the A.S.D. The three-fold definition of adult services which this committee recently formulated for purposes of programming expresses the philosophy which has evolved over the years:

1. Adult services, in its application to library services related to continuing educational, recreational and cultural development of adults, encompasses the full range of reader services beyond the information, references, and research functions.

2. Adult services encompasses services to individual readers rendered by the library to the individual both in his role as independent user and in his role as member of a group or organization using the library service.

3. Adult services is a category of service of significance in a wide variety of types of libraries—actually in all libraries except those with collections purely technical and provided only for the specialist.

Proof of the vigor of A.S.D. is seen in the variety of significant activities projected for the future under other committees, such as: committee on bibliography, which has already published several lists; committee on library service to the aging; committee on standards in adult services; committee on a handbook to aid adult education groups in planning activities; committee on internships in adult education services. The Joint Committee on Library Service to Labor Groups, which since its creation by the Executive Board in 1946 has been so active, is now a part of this division.

With a belief in the educational purposes of the library firmly established and faith that the search for ways to translate belief into action will continue, the prospects for the future of library adult education look bright.

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[121]
29. Hewitt, op. cit., p. 120.
Library Trends

Forthcoming numbers are as follows:

October, 1959, Trends in Newly Developing Countries. Editor: Wilfred J. Plumbe, Librarian, University of Malaya, Kuala Lumpur.


April, 1960, Music Libraries. Editor: Vincent Duckles, Music Librarian, University of California.

The numbers of LIBRARY TRENDS issued prior to the present one dealt successively with college and university libraries, special libraries, school libraries, public libraries, libraries of the United States government, cataloging and classification, scientific management in libraries, the availability of library research materials, personnel administration, services to readers, library associations in the United States and British Commonwealth, acquisitions, national libraries, special materials and services, conservation of library materials, state and provincial libraries in the United States and Canada, American books abroad, mechanization in libraries, manuscripts and archives, rare book libraries and collections, circulation services, research in librarianship, cooperation, legal aspects of library administration, book publishing, public relations, library administration, and bibliography.