

Adult Education as a Better Citizenship Plan in Minnesota

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(Special for The United American)

THE NEEDS of adult education in America are receiving special attention in the commonwealth of Minnesota where public opinion has created a strong and responsive sentiment for adequately meeting these needs and makes possible a higher standard in citizenship among the immigrant people of this state. In forty cities of this state there have been organized and conducted classes in English and citizenship for foreign-born during the school year of 1924-1925. The cost of instruction is being shared jointly by the state and the local communities, each paying approximately one-half.

A comprehensive bulletin has been issued by the State Department of Education outlining the three year curriculum for elementary, non-vocational evening schools. Copies of this bulletin may be secured from the State Director of Adult Evening Schools, The

State Department of Education, St. Paul, Minnesota. A plan of coöperation between the evening school authorities and the authorities in charge of naturalization has also been worked out.

Diplomas showing completion of the three year evening school course, including citizenship training, is accepted by the naturalization courts of Minnesota as proof of fitness for citizenship and the applicant in possession of such a diploma is thereby exempted from any examination in the court, being merely required to appear and take his oath of allegiance.

By this arrangement a touch of prestige and honor is added to the attendance in the evening schools and the urge to take the three year course can not be overestimated.

The present and immediate outlook is favoring a broad expansion of the Minnesota program of adult education.

Aiding Adult Education Through the Public Library

By L. L. DICKERSON, Executive Assistant, Commission on the American Library and Adult Education

(Special for The United American)

THE AMERICAN LIBRARY ASSOCIATION, thru a Commission on the Library and Adult Education, is conducting a study which is intended to establish the relation of the library to the larger field of adult education and to make recommendations concerning the manner in which libraries may aid more effectively work in this field. This Commission will make its report in the summer of 1926; in the meantime, preliminary sectional reports are published thru a bulletin, **Adult Education and the Library**. In the report issued December 25, 1924, as a basis for discussion, this Commission states that "the organized adult education service in libraries might include three activities:

- I. A specialized service of advice to readers.
- II. The supplying of information about opportunities for adult education.
- III. Coöperation with other adult education enterprises."

The readers' advisory service, as distinguished from ordinary reference service in libraries, is distinctly educational and will usually take the form of planning for and recommending to the individual a short course of reading and study. It requires specially qualified personnel. This person must have both breadth and depth of knowledge. He must have the facility of the trained and experienced librarian for finding and organizing reading material suited to the reader. He must have also personality, tact, sympathy, and enthusiasm, and an understanding of adult learning processes comparable to that of the successful teacher.

Public libraries should coöperate especially with the various part-time schools which are patronized by the adult. In fact, since the adult student attending such a school can obtain only a limited amount of instruction each week he needs and must depend upon

books from the public library more than does the younger student in the full-time school.

A service organized for the purpose of coöordinating the work of the library with that of other institutions involves close and sympathetic relationship with all those schools, classes, groups, societies, and organizations which exist in every community. The success or failure of the educational efforts of many of these enterprises depends upon adequate library facilities organized and administered to fit their needs. This is especially true in the small community where educational agencies have more limited facilities for instruction.

This service will aid the work of university extension divisions, correspondence courses, continuation schools, night classes, factory classes, labor colleges and associated work, Sunday schools, study clubs, reading and public discussion groups, etc.

A library planning to do systematic adult education work will early find it necessary to collect and keep readily accessible for the use of the public as well as the library staff, all available information about opportunities for adult education existing in the community. This information will enable the librarian to answer inquiries of individuals seeking to take advantage of existing educational opportunities; it will furnish the knowledge upon which can be built a system of intelligent coöperation with other agencies; and will stimulate the desire for education by placing information about opportunities prominently before the community.

THE MYSTERIES OF EXISTENCE

Carlyle

Is anything more wonderful than another, if you consider it maturely? I have seen no man rise from the dead; I have seen some thousands rise from nothing. I have not the force to fly into the sun, but I have force to lift my hands which is equally strange.