

from the electorate) that an education program can help build the union; and that the union leader can derive deserved political benefit from the fact that he sponsors such a program.

I was appalled at Liveright's statement that "almost all labor educators, both in unions and universities, feel frustrated in their efforts to build a vital and dynamic program."

Almost all labor educators I know, and I know a good many more than the 40 or 50 Liveright says comprise the entire number of full-time labor educators in the American labor movement, are far from frustrated. They are more likely to be exhilarated and inspired by their opportunity to work in labor education. If I have found frustration in my work it has been with people like Liveright.

Of course, there must be differences between those who work for universities and those employed by labor unions. Who would have it otherwise? There could not fail to be, since their co-operation must necessarily be limited. A great many

sensible university people have come to accept this—have seen as a matter of fact that true academic freedom can be insured only if co-operation with labor as with all other groups in the community is limited.

But some few have not been able to adjust to the unwillingness of the labor movement to accept status as a colonial intellectual state under a university administrator. They are plagued with frustration and this unhappiness they project onto others.

In my own case, since the UAW has no desire to dominate any university, and since it is perfectly capable of resisting any colonial incursions from the universities, I am without any feelings of frustration.

Indeed I am about as content with my work as one can be. I suspect that this is equally true of most of the people on the education staff of the UAW. Probably even of labor educators in the labor movement as a whole.

BRENDAN SEXTON
Director of Education
UAW-CIO

PROFESSIONAL LITERATURE

ADULT EDUCATION — WHY THIS APATHY? By Ernest Green. London: George Allen & Unwin Ltd., 1953. 145 pp. 15s.

Dr. Green seeks an answer to the question in his title on the basis of two questionnaires: one given to adults who had participated in adult education processes, and one to those who had not. He also supplied a Group Syllabus to branches of the Workers Education Association to seek group answers from present

members of what I take to be W.E.A. tutorial classes. His returns included questionnaires returned by 1487 individuals and group syllabi of 49 groups attended by 448 persons. The book is an analysis of this material.

The opening chapters give the impression that he is chiefly interested in out-of-school youth; the statistics give the impression that his major concern is adult education for the "working classes." These impressions of the book will be more commonly ac-

cepted by American readers than by British readers or by those reasonably well acquainted with the British adult education movement and with the organization of British society. The American educator should bear this in mind. As a matter of fact, Dr. Green presents material provocative of useful discussion by all persons administering any type of adult education.

A filip is added to the statistics by an occasional comment transcribed from the questionnaires. A "young lady of 19 blames the 'opposite sex'" for her failure to go on with her education. A housewife states "her parents thought that education was wasted on females." This old-fashioned view appears rather frequently in the comments. On the whole, reasons given for the "apathy" are what we would expect from American groups. Many said that their formal education, such as it was, did not stimulate them to learn further. "For the vast majority," says Dr. Green, "the daily task is soul-destroying repetitious work, deadening all ambition and outlook." That may or may not be true in America, but a salesman quoted by Dr. Green could well speak for all of us, respecting the "wireless:" "One is a knob-twister, and wireless listening has deprived me of 75% of the time I hitherto spent on reading history, biology, and classics."

More valuable than Dr. Green's statistical analysis in this book is the extremely human picture presented by the comments of those who answered the questionnaires and the syllabus, and by Dr. Green's sympathetic treatment of those comments. They present a universal picture of Western Man as we know him. There is rich material here for Ortega y Gasset's presentation of that Man in his *Revolt of the Masses*. He should

have read, before writing the *Revolt*, the comment quoted by Dr. Green from a "lady civil servant" who said, of the "Digests" and "How To —" books, that they "make for a jackdaw mind and an easy presentation of facts which have no depth." Certainly, Ortega could have chosen no better phrase than "the jackdaw mind" to describe his plenitude of people.

Dr. Green has perspective. He has been "in" adult education a long time. He sees its failures (on which he is concentrating) as a human problem requiring a human approach. He quotes with most approval a study group's conclusion that "Apathy is due more to lack of approach than to the wrong kind of approach." His Chapter XXI on "Reasons and Solutions" may be more valuable in Britain than in the United States which seemingly has been more adventurous. The great value of the work is that a sympathetic and understanding reading of it will point up for us what our problem really is.

DAVID L. MAC KAYE
Director, Adult Education
San Jose, California

YOUNG PEOPLE AND CITIZENSHIP. By Edward B. Olds and Eric Josephson. National Social Welfare Assembly, 345 East 46th St., New York 17, N. Y. 1953. 230 pp., \$1.50. Paperbound.

Young People and Citizenship is the report of an exploratory study made by the National Social Welfare Assembly on the problems of citizenship education and the young adult from the ages of 18 to 30. Citizenship education in this study broadly includes civic affairs, international affairs, economics, and the humanities, including both the informal and formal approaches.

The study tries to describe the present young adult scene, evaluate some of the national programs aimed at this age group, explore some of the possible reasons behind existing conditions, and present suggestions for such things as how to attract and keep the young adult in citizenship education programs.

The evaluation of the existing programs, which suffers from lack of breadth, poor formulation, and lack of intensity, is the weakest part of the study. However the rest of the report is very valuable for the adult educator, group worker, and even the young adult. In addition to two intensive surveys of young adults in Hartford, Conn. and a rural area in Iowa, there are interesting reports on several other young adult groups and summaries of other surveys, studies, and literature on young adults.

This report suggests that there is a real challenge for adult education in this age group and questions some of the social group work methods now being used. The study sees the young adult population generally as an unorganized group who want informal group contact, but whose time is taken up to a large extent by their vocations, family, and personal development. Compared with their elders they are relatively well informed on civic affairs, but not active. The mass media has a great effect upon the young adult. The young adult prefers informal discussion to lectures and has interest in programs in recreation and vocational areas. There seems to be some reluctance to move into citizenship education both on the part of the young adult and the organizations, perhaps because of the present climate of opinion, particularly on controversial issues.

Some of the recommendations of this study include better communica-

tions between the organizations and potential members, clearer goals for citizenship education on the part of the organizations, and more effort to help the young adult move into action following study, particularly on local issues. The study concludes that there is not sufficient effort being made toward citizenship education with the young adult age group.

While the evidence from the study may not warrant all the conclusions reached, the study is of considerable value to the educator and the young adult, both of whom have been sadly in need of some facts about the young adult group.

BLUE CARSTENSON

Community Adult Education
University of Michigan

EDUCATION FOR CITIZENSHIP: A Guide For Preparing Foreign-Born Adults for Life in a Democracy. Albany: Bureau of Adult Education, The State Department of Education, 1953. 110 pp. NPL.

An analysis of teaching procedures, outline of units for a course in preparation for citizenship for the foreign-born, and extensive annotated lists of relevant printed and audio-visual materials.

TRAINING IN SOCIAL EDUCATION. By Meher C. Nararatty. Delhi, India: Indian Adult Education Association, 30, Faiz Bozar, Delhi, 1953. 105p pp. NPL.

Outlines the history of the adult education movement and the changing concepts of social education in India and shows how these changes have necessitated new thinking about educational goals, methods, and training. Contains chapters on the organization and content of the new comprehensive training programs in the various fields of adult education.

EMERGING PRACTICES IN SCHOOL ADMINISTRATION. By Leon Ovsiew. Metropolitan School Study Council and Cooperative Program in Educational Administration, 525 W. 120th St., New York 27, N. Y. 95 pp. NPL.

In 1950-51 a program of inter-visitation teams was started in Metropolitan School Study Council Schools in order to study the changing character of the superintendent's job. Out of this study was culled a set of materials on what were found to be the best administrative practices. This

volume reports these findings in regard to the school's relation to the community, the staff, and the role of the school superintendent.

A HISTORY OF ADULT EDUCATION AT COLUMBIA UNIVERSITY: University Extension and the School of General Studies. By John Angus Burrell. New York: Columbia University Press, 1954. 111 pp. \$2.50.

A history and critical evaluation of Columbia's program of courses for adults which culminated in the establishment of the School of General Studies and the Extension Program.

INDEX, VOLUMES III AND IV

- Administration and Organization
 AEA's Finance Study, The, by Edward B. Olds, IV, 109-115
 International Association for Adult Education, An: A Proposal, by Abbott Kaplan, III, 175-178
 Minnesota's State Organization Service, by William C. Rogers, III, 146-147
 NAPSAAE-AEA Relationships, by Robert A. Luke, IV, 62-67
 Toward Better Patterns of Joint Action, by Leslie E. Brown and Warren H. Schmidt, III, 134-141
 Typical State Association, A, by Andrew Hendrickson, III, 142
 Views of Adult Educators Abroad on a World Association, III, 166-175
- Adult Education Abroad
 Adult Education on Kojé Island, by Monika Kehoe, III, 63-67
 British Charter for Adult Education, The, by Coolie Verner, IV, 119-121
 Mass Media in Canada, by J. Roby Kidd, III, 123-126
- Adult Education Association of the U. S. A.
 AEA and the Field of Adult Education, The, by Robert A. Luke, IV, 129-137
 AEA's Finance Study, by Edward B. Olds, IV, 109-115
 AEA's New Officers and Executive Committee-men, III, 165
 AEA's Revised Membership Structure, IV, 127
 AEA's Second National Conference, III, 11-18; 37-52
 AEA's Third National Conference, IV, 2-40
 Building Working Philosophies in Adult Education, by Wilbur C. Hallenbeck, III, 148-152
 From the AEA's President, by Paul H. Durrie, III, 68; 94-95; opposite 164
 Knee-Deep in Alligators, by Leslie E. Brown, III, 88-90
 NAPSAAE-AEA Relationships, by Robert A. Luke, IV, 62-67
 News from the AEA, III, 96-97
 Toward Better Patterns of Joint Action, by Leslie E. Brown and Warren H. Schmidt, III, 134-141
 When Is a Man Free? by Paul H. Sheats and William H. Powers, IV, 128
- Adult Education, Trends in
 Civil Defense Training, by Leon Weaver, III, 31-33
 Education for the Foreign-Born, by Benjamin Shangold, III, 28-30
 Fundamental Education, by Ambrose Caliver, III, 25-27
 Milestones in Adult Education, IV, 1
 Workers' Education, by Eleanor G. Coit, Orlie A. H. Pell, Irvine L. H. Kerrison, and Larry Rogin, III, 19-24
- Aging, Education for
 Preventive Mental Hygiene Course for Older Adults, A, by Mary Hollis Little and Ethel Shanas, III, 84-88
- Allion, Helen. Co-author, Public School Adult Education in the United States, III, 69-75; co-author, New Developments in Correspondence Education, IV, 76-80
- Anderson, Presco. Report of Conference Evaluation Committee, IV, 29-30
- Asch, Morton J. Co-author, A College-sponsored Community Guidance Center, IV, 87-90
- Barnouw, Erik. Columbia's Center for Mass Communication, III, 117-118
- Blakely, Robert J. Adult Education Needs a Philosophy and a Goal, III, 2-10
- Brown, Leslie E. Knee-deep in Alligators, III, 88-90; co-author, Toward Better Patterns of Joint Action, III, 134-141
- Bushong, Charles. Obstacles and Aids to Film Use, III, 107-110
- Bussiere, Eugene. UNESCO and Adult Education, III, 179-183
- Caliver, Ambrose. Fundamental Education, III, 25-27
- Civil Defense Training
 Civil Defense Training, by Leon Weaver, III, 31-33
- Coit, Eleanor G. Co-author, Workers' Education, III, 19-24
- Colleges and Universities
 College-sponsored Community Guidance Center, A, by Morton J. Asch and Ralph C. Kendall, IV, 87-90
 Columbia's Center for Mass Communication, by Erik Barnouw, III, 117-118
 Higher Education and Adult Education: Four Questions, by Paul A. McGhee, IV, 67-75
 Professors Learn to Read, by Esther J. McConihe, IV, 214-218