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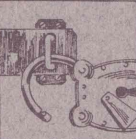
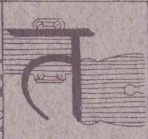
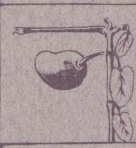

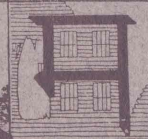
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Foreword

IT WAS THE experiences of World War II that made me, along with others, realize that if peace were to be maintained we would need a more enlightened citizenry, more people qualified in the occupations and professions, and more understanding of the international scene. During the war it had become apparent that adults, under great pressure and in short periods of time, could learn how to rivet (Rosie the Riveter!), how to speak new languages, how to operate the machines of war, and how to become leaders. Clearly, adult men and women could learn 'new tricks'. They could acquire the knowledge and skills appropriate to peacetime. To help make this possible, I committed myself to the development of the field of adult education.

I have always felt that, if adult education were to be most effective, educators of adults would have to receive adequate preparation in the field and continue their own education in it thereafter. To do this they would need resources for learning. That is why in 1949 I began to develop a staff library for my colleagues at University College of Syracuse University. At first this 'library' comprised books and other materials I had used as a graduate student at the University of Chicago. More than forty years later, this now vast accumulation is known to adult educators throughout the world.

The first notable addition to our staff library included booklets published by the American Association of Adult Education and other items from the main campus library. One day, when I was in the Syracuse University Library, I met with Wharton Miller, its director, and told him I would like some materials on adult education for University College. He gave me a book cart and said, "Take what you like". This gesture foreshadowed the Library's ongoing support for developing the Adult and Continuing Education Collections and the willingness that scores of individuals and agencies have shown over the years to contribute time, materials, and money.

We began to collect in earnest at a time when adult education was undergoing rapid expansion. In the 1940s the field had been concerned primarily with agricultural extension, public school adult education, and general extension work in universities. But after World War II, millions of veterans went to college on the GI Bill, and adults in general became increasingly interested in developing their careers and enhancing their cultural understanding. As the field mobilized to turn out leaders who

could provide programs and scholars with a command of adult education theory and practice, adult education organizations and graduate programs burgeoned. After we had acquired the archives of a few major organizations, such as Laubach Literacy International, others followed. Syracuse University became known as a major repository for English-language records reflecting the history and development of adult education in the United States and, indeed, many other parts of the world.

ALEXANDER CHARTERS, Professor Emeritus
Syracuse University

Preface

AMONG ITS special collections, Syracuse University Library houses a prodigious quantity of adult education materials, upon which four of the following articles draw. The University itself has been a leader in the field since the 1940s.

Some adult educators trace their history in this country as far back as Benjamin Franklin's Junto—a club begun in 1727 for discussion of politics and philosophy—through the first libraries, museums, newspapers, popular lectures, associations, and evening schools. However, the field was specifically defined in 1924 when the Carnegie Corporation added “adult education” as a category of philanthropy. Carnegie created the American Association for Adult Education in 1926 and, in 1941, gave Teachers College, Columbia University, a grant to support an Institute of Adult Education. The W. K. Kellogg Foundation, also acknowledging that people of all ages, not just children and youth, ought to be its beneficiaries, started offering grants for “continuing education” in 1939. Then, in 1951 the Ford Foundation established the Fund for Adult Education, which spent \$45 million over ten years promoting liberal education for adults through such means as educational television and Great Books discussion groups.

These three foundations made the point that, for the good of society, the educational needs of adults should be taken seriously. More pragmatically, they promoted coordination among those agencies attempting to meet adults' learning needs and promoted the academic study of adult education. Since 1924 there has been a vast proliferation of educational offerings for adults and a corresponding rise in numbers of professional associations and graduate programs for adult educators.

Nevertheless, because of the field's enormous scope and diversity, adult educators have had quite a struggle finding a sense of common identity. The 1990 *Handbook of Adult and Continuing Education*¹ lists the following in its table of contents: public schools and community education, four-year colleges and universities, community colleges, the Cooperative Extension Service, armed forces, correctional facilities, public libraries and museums, federal and provincial adult education agencies, religious institutions, proprietary schools, and business and industry. Non-

1. *Handbook of Adult and Continuing Education*, ed. Sharan B. Merriam and Phyllis M. Cunningham (San Francisco: Jossey-Bass, 1990).

institutional and independent learning also fall within the field's scope. Although adult educators rarely agree on ultimate goals—is the field to promote individual self-realization or social transformation?—they certainly share a concern about adult learning. As research on adult learning advances, they also share a body of knowledge, and it is that which provides a basis for their professional identity.

Although Syracuse University had an extension division as early as 1918, William Pearson Tolley, Chancellor between 1942 and 1969, championed adult and continuing education and made it part of the University's ethos. According to Clifford Winters, a former vice chancellor and himself a leader in continuing education here, "Tolley was a great pioneer in the field. . . . At the end of World War II he saw returning veterans as a clientele to be served. Dealing with these mature and highly motivated adults was also great continuing education for the professors! Tolley was a visionary. Through his friendship with leaders at IBM, he established four off-campus graduate centers to train IBM scientists and engineers. Most people don't realize how radical this was for that time. To this day Syracuse has more graduates at IBM than does any other university."

During a recent interview, Chancellor Tolley said, "If you believe in education you believe in adult education. . . . Educators sometimes forget that we've got a whole nation of people of all ages who need to learn. . . . Our task," he said, "is to build up our students' self-confidence and desire to learn. . . . We're dealing with something sacred, something holy—the relationship between teacher and student."²

Chancellor Tolley admired the University of Chicago's adult education program.³ "When I came to Syracuse in 1942 I realized that we could have a preeminent position in adult education, but only if we had a fine adult education library and a program that would give the field some dignity. We brought in people who had special training in adult education, including Cliff Winters and Alex Charters"—both from the University of Chicago.

Alexander Charters arrived in Syracuse in 1948. Chancellor Tolley, in his book *At the Fountain of Youth: Memoirs of a College President*, summa-

2. William P. Tolley, telephone interview with author, 12 March 1992.

3. The University of Chicago's first president, William Rainey Harper, had been a leader in the Chautauqua Institution. Founded in the 1870s, Chautauqua offered a variety of summer programs and correspondence courses for adults. When Harper came to Chicago in 1892, he established a correspondence division in the new university's extension department.

rized Charters' contributions: "In addition to the extensive program of University College, Charters assembled the world's largest library of materials in continuing education. He also established a strong graduate program leading to the doctorate."⁴ Terrance Keenan's article supplies more information about Charters and the library.

Clifford Winters, who came to Syracuse in 1956, was also attracted to continuing education because that field "allowed one to experiment with different approaches; it broke the mold—the lockstep—of university higher education". As Dean of University College he set in motion a variety of public service programs, including the Humanistic Studies Center, the annual Community Leadership Conference, and the Thursday Morning Roundtable. This tradition of public service continues under the leadership of people he hired, including current Dean of University College Tom Cummings and Assistant Dean Lee Smith. A determined man, Dr. Winters apparently let nothing impede the educational process: In the early sixties University College undertook to train some 800 Peace Corps volunteers. It was a problem providing flexible transportation for one group of 200 staying at Skytop. So Dr. Winters bought 200 bicycles. Shortly thereafter, pictures of all these students on their way to class at University College appeared in the local papers.

To provide academic training in the field, the University in 1949 established an adult education graduate program, which has always been among the most prominent such programs in the country. That same year the School of Library Science (as it was then called) also offered a course on adult education and the library. In 1962 the School held a symposium on Librarianship and Adult Education. In the Foreword of the published proceedings Professor Antje Lemke asked, "What is the role of libraries in the face of twentieth-century demand for increasingly more—and especially more effective—adult education?"⁵

During Melvin Eggers' chancellorship, from 1971 to 1991, the University has supported many notable adult education programs, including the Maxwell Midcareer and Executive Training Program and the National Issues Forum. Through the efforts of Professor Roger Hiemstra, the adult education graduate program received in 1986 a large grant from the Kellogg Foundation to strengthen practice and research in adult education. A major focus of the Kellogg Project, which ended in

4. William Pearson Tolley, *At the Fountain of Youth: Memoirs of a College President* (Syracuse University Press, 1989), 139.

5. *Librarianship and Adult Education*, a symposium edited by Antje B. Lemke (Syracuse University School of Library Science, 1963).

August 1991, was the Adult and Continuing Education Collections. In collaboration with the Library, members of the Project processed an enormous backlog of materials and developed a prototypical system for computerizing archival research. The Project also made it possible for more than a hundred visiting scholars to carry out research in the Collections. Two of the following articles were written by these scholars.

“Laubach in India: 1935 to 1970”, written by S. Y. Shah, an adult education professor from Jawarhalal Nehru University in New Delhi, describes Frank Laubach’s efforts to combat illiteracy in India. During his study visits, Shah gathered his information from the University’s extensive Laubach Collection and from interviews with the staff of Laubach Literacy International.

Constance Carroll is the author of “The Portfolio Club: A Refuge of Friendship and Learning”. Currently an administrator with the New York State Education Department, she tells us about a local women’s reading club that began in 1875—an example of noninstitutional adult education. As a visiting scholar, Carroll was able to examine the archives of the Portfolio Club, which were given to the George Arents Research Library in 1990.

“Omnibus: Precursor of Modern Television” traces the development of this 1950s television series, which was an early effort to set high standards for television as it developed. Kinescopes of the “Omnibus” show’s first two seasons are preserved among Syracuse University’s special collections.

“The Adult and Continuing Education Collections at Syracuse University” was written by Terrance Keenan, one of the Library’s manuscripts librarians. In it the author provides a brief history of the Collections and describes their contents.

“The E. S. Bird Library Reconfiguration Project”, written by Carol Parke, Associate University Librarian, describes major changes recently made in the Library. The Syracuse University Library has provided a supportive environment in which the Adult and Continuing Education Collections could develop and is itself a resource—perhaps our most important resource—for continuing education.

MARY BETH HINTON
Guest Editor