

1936 no. 16-17.

A STEP FORWARD



FOR ADULT CIVIC EDUCATION



THE STORY of ten forum demonstration centers sponsored by the United States Office of Education, managed by local educational agencies, devoted to civic enlightenment through free public discussion

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Cover design by William Thompson



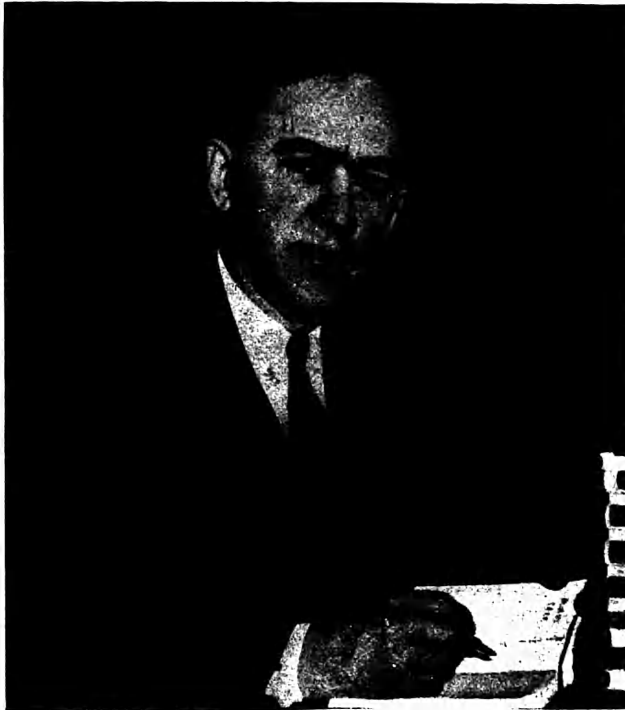
BULLETIN, 1936, No. 16

**UNITED STATES DEPARTMENT OF THE INTERIOR • HAROLD L. ICKES, SECRETARY
OFFICE OF EDUCATION • J. W. STUDEBAKER, COMMISSIONER**

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FOREWORD

AT A time when free speech and assembly are being suppressed in many parts of the world, our democracy is taking a step forward in promoting free public discussion.

The conviction that democratic government rests on an informed electorate was the basis for establishing a free public-school system and State universities. But the swift changes in our social and economic life and the complex nature of modern problems require educational facilities beyond the usual programs for children and youth. The agencies of public education now have the responsibility of assisting adult citizens in an organized quest for understanding of public affairs. The forum programs described in this publication offer

a pattern by which the function of adult civic education may be developed.

Let me enumerate briefly the basic principles and provisions which are fundamental to the public forum demonstrations:

Local Responsibility and Control.—Each project is organized and managed by the local educational authorities under the policies prescribed by school boards and suggested by advisory committees.

Forum Leaders and other staff members are selected by the local agency of public education.

Subjects for Discussion are determined by the local management with the aid and advice of local advisory committees.

Ten or More Forum Meetings are held in each neighborhood in the community, serving both urban and rural people.

Free to the Public.—The forums may be attended by all without individual charge.

Each Project is a Demonstration Center and is expected to contribute its experience and research to the public agencies of education in its region and to the Nation as a whole.

No greater contribution can be made by the American system of public education to the great cause of democratic freedom than the practical organization of adequate opportunities for our citizens to study, debate, and discuss the important issues affecting the lives and welfare of the people. I hope that this publication may be followed by many more, describing a progressing national program of adult civic education under local management.

I congratulate the ten superintendents of schools in administrative positions in the ten demonstration projects upon their pioneering work and earnest devotion to this significant program.

J. W. STUDEBAKER.

Commissioner of Education and Administrator of the Program.

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PRESIDENTS SAY:



GEORGE WASHINGTON

"Promote, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion it is essential that public opinion should be enlightened."

THOMAS JEFFERSON

"I have two great measures at heart, without which no republic can maintain itself in strength: First, that of general education, to enable every man to judge for himself what will secure or endanger his freedom. Second, that all children of each county shall be within reach of a central school."



ABRAHAM LINCOLN

"I view education as the most important subject which we as a people are engaged in * * * by which we may duly appreciate the value of our free institutions."

WOODROW WILSON

"The whole purpose of democracy is that we may hold counsel with one another, so as not to depend upon the understanding of one man but to depend upon the common counsel of all."



HERBERT HOOVER

"Although education is primarily a responsibility of the States and local communities, and rightly so, yet the Nation as a whole is vitally concerned in its development everywhere to the highest standards and to complete universality. Self-government can succeed only through an instructed electorate."

FRANKLIN ROOSEVELT

"The United States still stakes its faith in the democratic way of life. We believe in the representative form of government. We dare not close our eyes, however, to the fact that the only way in which that representative form of government can persist is through an educated electorate. * * * We need to have meeting places for the discussion of public questions, in the cities, hamlets, and on the farms throughout the length and breadth of the land."



THE CORNERSTONE OF DEMOCRACY IS EDUCATION . . .

. . . and that cornerstone must be laid upon a solid ground of academic freedom.

The program described in this publication brings about an essential and practical contact between recognized students of social and economic problems and the rank and file of citizens in the communities. In a process of free discussion, the adults of ten communities are considering the vital problems of local, national, and international significance with the aid of competent discussion leaders. In this way those few of our citizens who are concentrating their time and effort in the pursuit of truth in the field of social problems share the results of their research and study with the average citizen who cannot devote much time to a specialized study of complex problems.

The arrangement of this program of free public discussion and this association of trained forum leaders with the citizens seeking a more intelligent understanding of public affairs are of real concern to our institutions of education. The management of such adult civic educational facilities should be vested in the local communities.

I am proud of the leadership which the Office of Education in my Department is taking in sponsoring free public discussion of vital public problems. I am particularly pleased that the management of this program is left exclusively in the hands of local agencies of public education.

In order to preserve that local responsibility for educational planning which is so essential to democracy, I have joined with the Commissioner of Education in allocating to the local authorities of education selected by the people's boards of education full responsibility and authority for the appointment of all personnel and the determination of subjects to be discussed.

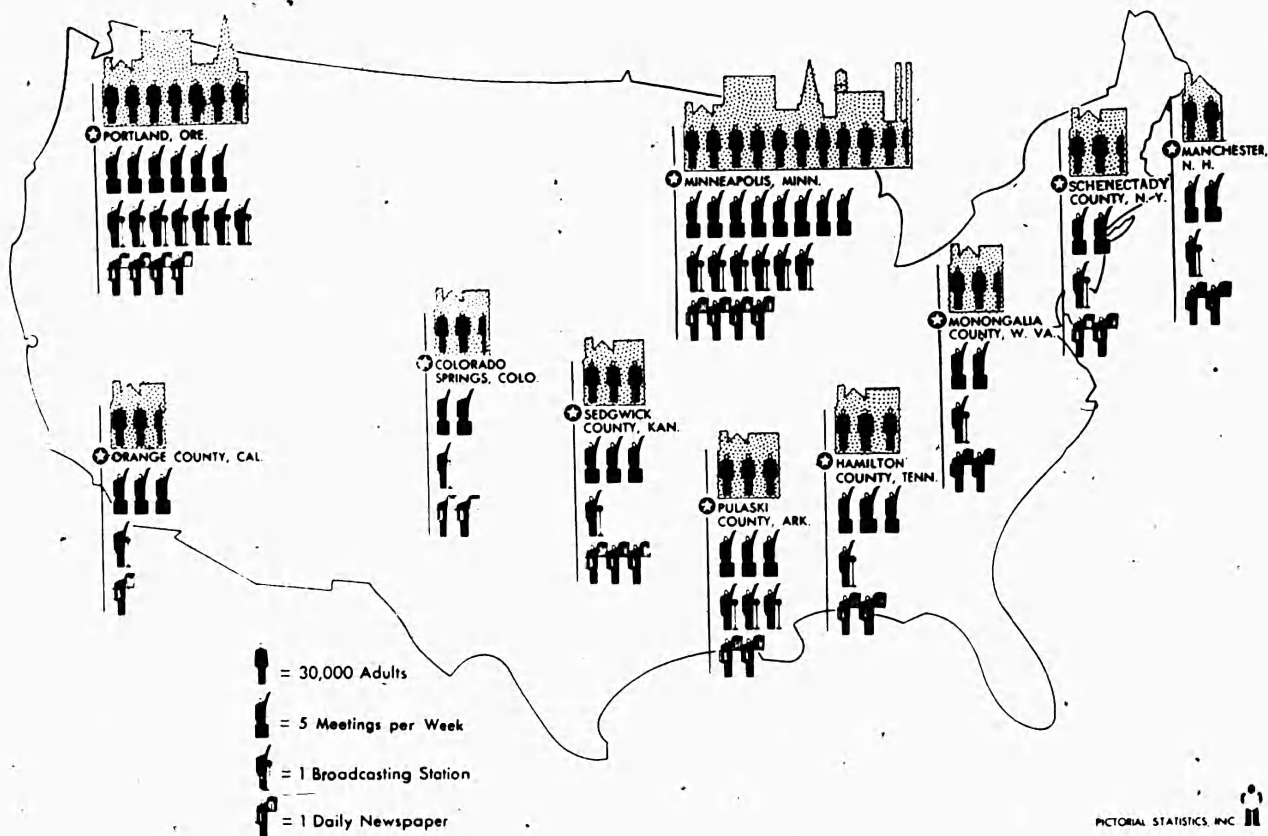
"Without vision the people perish." Without facilities for continuous study and discussion of public affairs clear vision is not a practical possibility. With such educational opportunities as these forums attempt to provide, American democracy should be strengthened and safeguarded. For an articulate and informed citizenry is basic to good government and to general social well-being.

Harold L. Ickes

HAROLD L. ICKES,
Secretary of the Interior.



THE 10 FORUM DEMONSTRATION CENTERS



EDUCATIONAL PIONEERING

The Story of the Planning and Organizing of the Ten Demonstrations



C. S. Williams
Assistant Administrator

"I'VE HEARD a great deal about forums in this city", said a visitor to Des Moines, Iowa, to a local citizen. "Tell me, will there be a meeting tonight that I might attend to see for myself how they are conducted?"

The local citizen smiled. "You are like a great many who have heard of the Des Moines Forums. You visualize a meeting in some central hall, conducted once a week or twice a month, where people may hear prominent speakers. But that, my friend, is only one small phase of the forum program. There are three forum meetings tonight. As many as 20 neighborhood forums with five or six hundred meetings are conducted throughout the school year."

The superintendent of schools in this middle-western city had operated this community-wide system of public forums for 3 years. In 1934 he was called to Washington as Commissioner of Education. The forum idea and practical plans for its extension journeyed with the new Commissioner.

More Demonstrations

The Des Moines forums had been sponsored by the American Association for Adult Education as one demonstration center. The idea and plan were spreading. Why not stimulate the growth of this type of adult education by establishing ten or twenty demonstration centers in all parts of the Nation? The hopeful question of the Commissioner of Education was answered late in 1935 when a sum of \$330,000 was allocated to the Office of Education from the Federal Emergency Relief Appropriation. The money was to be used to establish ten

demonstration programs in ten different States under local management. Unemployed teachers, librarians, and clerical people on relief were to receive work opportunities. They were to be enlisted together with the staffs of local schools and competent forum leaders in a pioneering venture.

Selection

In December, the Commissioner, who is also Administrator of the Public Forum Project, invited fourteen well-known civic and educational leaders of the Nation to a conference to recommend ten locations for the demonstrations, and to counsel with him concerning plans for the program.

The members of this conference were: Mrs. Mary T. Bannerman, Legislative Chairman, National Congress of Parents and Teachers; Rev. George Johnson, National Catholic Welfare Conference; James J. Butler, Correspondent of Editor and Publisher; S. D. Shankland, Executive Secretary, Department of Superintendence, National Education Association; N. L. Engelhardt, Professor of Education, Teachers College, Columbia University; Arthur E. Bestor, President of Chautauqua Institution; Charles H. Judd, Director, School of Education, University of Chicago; George W. Coleman, Ford Hall Forum, Boston; Carl H. Milam, Secretary, American Library Association; S. L. Smith, Director, Southern Office Julius Rosenwald Fund; John R. Fleming, Assistant Director of Information, U. S. Department of Agriculture; F. Stuart Fitzpatrick, Manager, Construction and Civic Development Department, U. S. Chamber of Commerce; Chester H. McCall, Special Assistant to the Secretary of Commerce; Miss Florence Thorne, American Federation of Labor.

This committee agreed upon a list of 28 communities representing various types of school administrations, different industrial and rural aspects, and well distributed geographically. A plan devising practical forum districts for administration purposes was kept in mind in making the selections. It was then agreed that the Commissioner should make a further study of the 28 locations and select a combination of ten districts which would best express the purpose of the demonstrations.

After an extensive exchange of communications with State, county, and city superintendents of schools, the Commissioner named three centers as preliminary experimental stations. These were put into operation in February 1936. In March seven additional forum centers were named and the superintendents of schools in charge began planning for programs to operate during the fall and early winter of 1936.

Local School Boards

School boards were called into meetings by the superintendents in eight of the ten centers to consider the proposal. In each case there was a unanimous approval of the project and on this basis a formal application for it was transmitted to the Office of Education. The local school boards promised the cooperation of the entire public-school system, the volunteer service of the superintendent of schools and other staff members needed for supervision, the use of school buildings for meet-

ings, office space for the forum staff, light, heat, and janitor service, and the use of necessary heavy equipment.

In two of the centers there were no school boards to correspond with the district to be served. In the case of Orange County, California, the Union High School principals were constituted as a special County Forum Board, and the project was applied for by this body. Each principal has his own local school board. The City Superintendent in Santa Ana was made chairman of the Forum Board, and was appointed Administrator of the project without compensation. Hamilton County and Chattanooga, Tenn., likewise had no single elected school board, so a special Forum Board was constituted with the County Superintendent of Schools as Chairman and Administrator without compensation. Thus in all cases, those appointed to head the program were school superintendents who received their regular salaries from local funds.

No Federal Dictation

In announcing the selection of demonstration centers, Dr. Studebaker said, "There is not going to be any set program dictated by my office to the local communities. We are doing this thing partly in order to find out how adult civic education can be carried out in various kinds of communities under local control and management."

Two conferences were held in Washington in which the superintendents in charge of the demonstrations exchanged their views and established plans for a cooperative approach to their problems. The attention of all of them was centered on the three experimental stations which were blazing the trail in the administration of a new type of educational program, and were learning the technical procedures required by the relief agencies with which they cooperated.¹

A general plan was drawn up for each demonstration giving a breakdown of the allotted budget, the number of forum-leader positions, and the number of workers from relief rolls to be given positions. The superintendents were left free to follow detailed plans developed in their own communities in organizing the program, selecting their forum leaders, and arousing community interest.

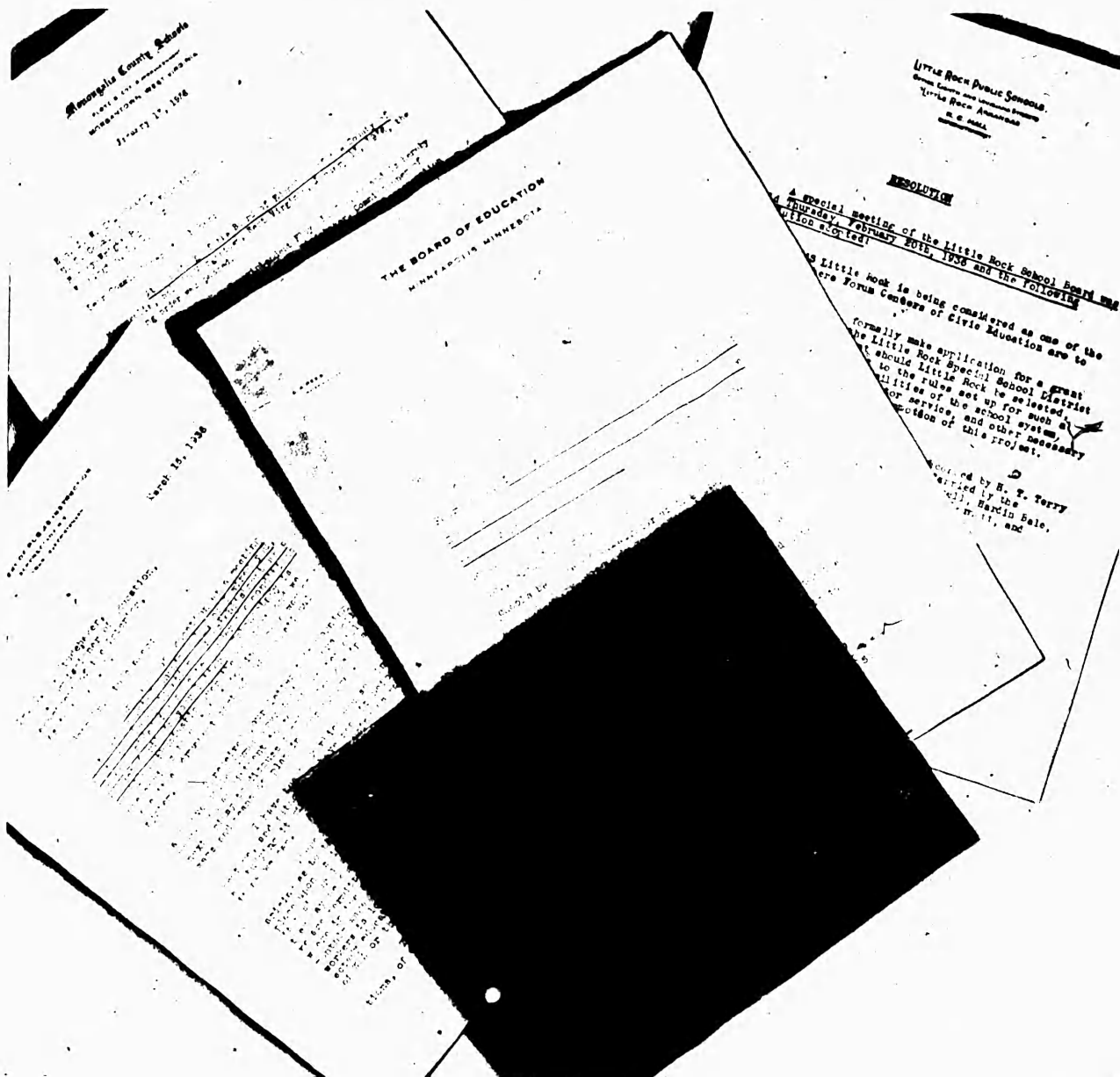
General Plan

The budgets for the ten demonstration centers were based on their relative populations. A resident forum leader who would be responsible for five or six forum meetings per week was provided in the plan for each 50,000 gross population or major fraction thereof. Thus, in some centers, where the population ranged around 150,000, the plan enabled the scheduling of about 15 forum-meetings each week in as many parts of the community, rural and urban. In Minneapolis, which is the largest center, there are enough forum leaders provided to operate a program of 40 to 48 forums per week.

In reality the community-wide forum program makes available one weekly meeting for each 10,000 persons in the gross

¹A more detailed description of these three programs may be found on pp. 11-17.

LETTERS FROM BOARDS OF EDUCATION



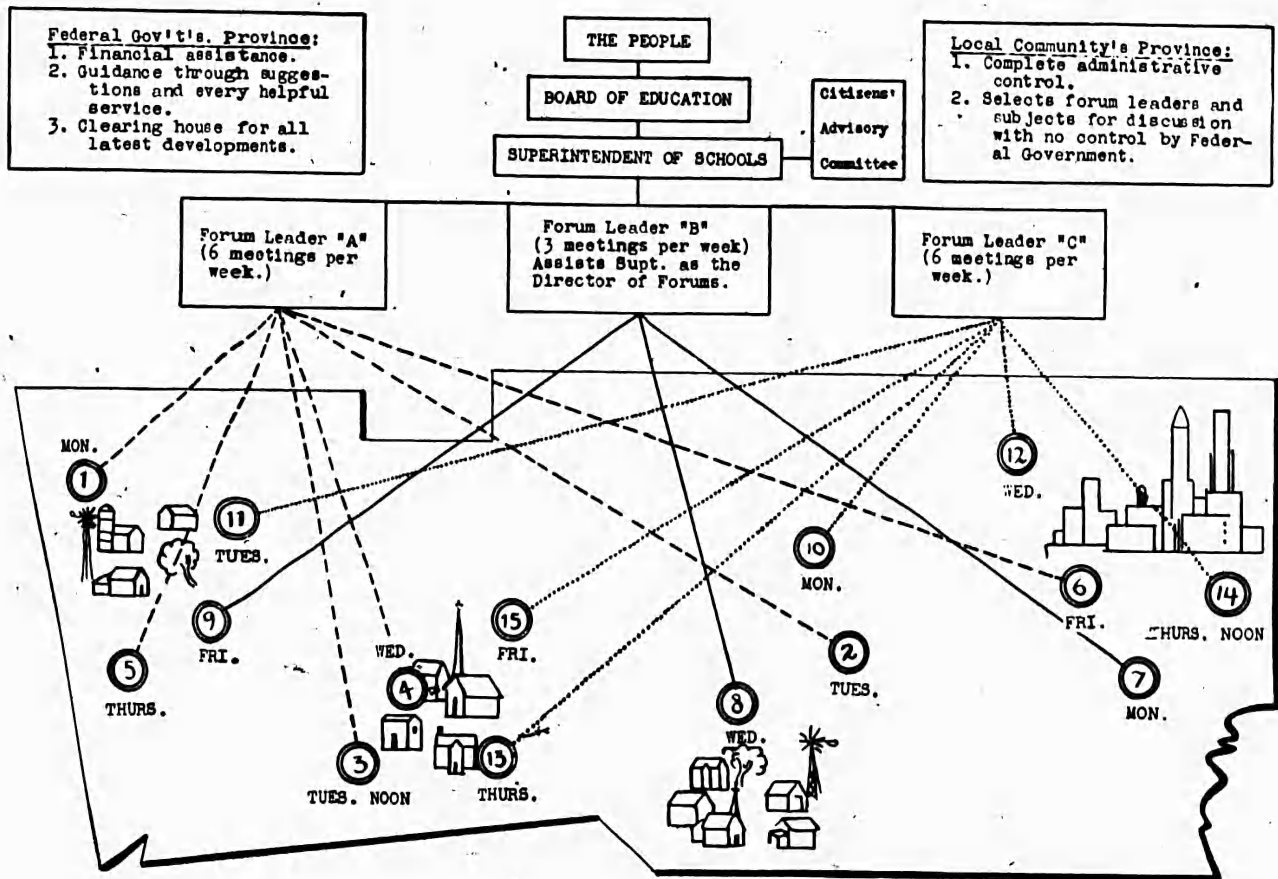
population. In the demonstration centers the program operates for about 18 to 20 weeks. An annual program should operate as long as from 30 to 36 weeks.

Variations

While the official plan drawn up by the Office of Education provides for the employment of one forum leader for each 50,000 population in the forum district, the local management is not required to schedule the meetings according to any set pattern. Forum schedules must be developed in the light of community conditions. For example: Weekly schedules for neighborhood forums may be too frequent to assure a con-

sistently good attendance. Therefore, instead of sending the leader to each of six weekly meetings, the management might schedule him on a semimonthly basis at 12 forums. This would enable the leader to visit twice as many neighborhoods in the forum district. The application of this plan would provide one meeting every two weeks for about 5,000 gross population instead of a weekly forum meeting for 10,000. The size of the district, the number of small communities or neighborhood centers and the general organization of adult activities must be taken into consideration in allocating the time of the forum leader and scheduling the meetings.

LOCAL COMMUNITY FORUM ORGANIZATION



Another interesting variation in scheduling involves the rotation of forum leaders. By this plan a neighborhood forum may meet with forum leader "A" the first week and forum leader "B" the second week and forum leader "C" the third week, coming back to leader "A" on the fourth week. In this way the people in each neighborhood have the opportunity to meet all of the leaders and discuss all of the subjects. Each forum leader is given a three weeks schedule including the entire 15 neighborhood forums operated in the community.

Two Principles

There are many variations in program building besides those suggested above. Different methods of scheduling are being employed in the 10 demonstration centers. But the general plan represented in the chart at the top of this page is the most popular. This plan enables each forum leader except the director to make a weekly contact with five or six neighborhood forums. Thus the leader has the opportunity to become acquainted with those who attend the forums regularly. This puts him in a position to promote more vital give-and-take discussion.

The irregular rectangle in the chart represents a typical forum district—a section of a map of a State. The area might be

quite large and include several towns and villages, an entire county (as in the chart) or even several counties, or the area might be quite small including only one city.

It will be observed that the meetings are scheduled so as to avoid having two meetings in the same section of the community on the same evening. Meetings are held in schools, settlement houses, YMCA's and YWCA's, luncheon meeting places, labor halls, and other convenient places. The "noon" meetings refer to luncheon gatherings primarily for the convenience of business people in the downtown area.

There are two principles involved in planning such a community-wide schedule of neighborhood forums. One may be called the *principle of convenience*. This principle operates in the practical planning of locations for school buildings. Carried to the extreme, forum schedules might be operated in as many places as there are elementary schools, thus making it as convenient for the adults to attend forums as for children to attend school. This may not be practical. Therefore a second principle is suggested. We may call it the *principle of saturation*. Meetings should be made convenient only to the point where attendance does not fall below a desirable minimum. The community-wide program is adjusted in relation to these two principles.



THE MINNEAPOLIS STAR
WEDNESDAY, MARCH 11, 1948

'Town Meetings' for Minneapolis

This is a splendid thing for Minneapolis. Public forums are a mighty educational force, because public discussion makes vivid the issues the public is interested in, and also because they serve to crystallize opinion and to reduce, by exposition and argument, such issues to a bedrock of fact, truth and practicability.

UNION STAR
Schenectady, N. Y.

"Let's Talk It Over"

The ten centers are ten experiment stations. The results from them are expected to spread, and cause other discussion centers to spring up. Like lighthouses, these ten centers will radiate illumination. Their beams may encourage other regions to build lighthouses. In this respect, the United States is markedly different from some other countries. Instead of establishing censorship over public discussion, our government encourages it. Instead of suppressing individual opinions, it is the latent of the government to encourage it.

SANTA ANA REGISTER, Santa Ana, California

PUBLIC FORUM HEAD INVITES LOCAL PERSONS TO SERVE ON CITIZEN'S ADVISORY GROUP

The local project administrator, Orange County Public Forum, F. A. Henderson, has just issued a form letter to men and women throughout Orange county, who "believe that democracy depends upon an enlightened public opinion," to serve on a *Citizen's Advisory Committee*.

WICHITA BEACON, Wichita, Kansas

Schools of Wichita Again Recognized

Wichita is appreciative of the fact that this city is one of the ten chosen throughout the country at large, in competition with the largest centers of the Southwest, a recognition of the wide culture that our unexcelled system of schools has brought about.

THE POST
Horgantown, W. Va.

A Broad Opportunity.

This program fits so nicely into the mobilization of the resources of a community that it is appropriately termed for this community. It will mesh perfectly with such undertakings as those of the Upper Monongahela Valley Association, the Chamber of Commerce, the Farm Bureau and civic, labor, industrial, educational, cultural, and other organized groups. By bringing people together in small and large groups for a serious and intelligent consideration of their problems, it ought to make it possible for us to unite for our own improvement.

IN THE PRESS

Management

The forum management deals with three main factors in building the community-wide program: *Meetings, leaders, and subjects.* The management must organize these three factors in practical combinations to reach the maximum number of people with opportunities for the discussion of the problems which agitate the public mind. It may be desirable under certain circumstances to have all of the forum leaders discussing the same subject during a given period. If this is done, however, the management must correctly gauge the public interest so that the subject chosen has a community-wide appeal. The plan outlined in the chart on page 7 enables the citizens to choose subjects, leaders, and convenient meeting times. Three different subjects are being discussed in the *forum district* three to six times during the week. An individual who is particularly interested in a given subject may participate in the dis-

cussion of it two or three times by following the forum leader around on his circuit. If a person is unable to attend the meeting in his immediate neighborhood he may attend a discussion of the same subject in some other neighborhood. The management must be on the alert to understand the needs and interests of the people in the community as a whole and in various neighborhoods as well in order to schedule a balanced program.

Choosing Subjects

In most of the demonstration centers subject ballots were mailed to the people of the community with the request that they check the topics they would like to have discussed and add suggestions of their own. In each center a citizens' advisory committee has been organized representing a cross-section of the community groups.²

² See reports of Colorado Springs, Manchester, and Monongalia County.

These committees counsel with the management in the determination of subjects for discussion so that the forums will deal with issues considered vital by the people in the community. In addition to the citizens' advisory committee, neighborhood committees are organized to promote the forum series in each of the meeting places. These neighborhood committees also assist the management in selecting subjects by interpreting the desires of the audiences in the various neighborhoods.

Finding Leaders

Basic to the success of a forum program from an educational point of view is the discovery of competent forum leaders. These leaders have the difficult task of presenting a topic in simple, understandable language, in a way calculated to sustain the audience interest, giving a fairly comprehensive and impartial outline of the problem and the alternative solutions. In doing this, the leader plays the role of a lecturer. But in addition to the presentation, the forum leader must be able to stimulate, lead, and organize a period of free discussion of 40 or 50 minutes.

The following statement illustrates the role of the forum leader in the neighborhood meeting. It is the type of statement which a forum leader might make to his audience in opening a forum series.

Leaders' Role

In this and other forum meetings the people may avail themselves of the constitutional rights of free speech and free assemblage in an organized consideration of public affairs.

As the leader of the discussion, it is my purpose to open the subject for discussion; to outline as fairly and impartially as possible the major issues involved in our problem; to interpret briefly the important and opposing points of view on these issues; and to share with you the factual material which is essential to an understanding of the problem.

It is not my purpose to convince you that my opinion on this subject is correct or to urge you to accept my views. Naturally, having studied this problem, I have come to certain conclusions which form the basis of my opinion or action. These conclusions I hold are subject to change in the light of new evidence. If from time to time I express my personal views it will be in the spirit of the phrase "as I see it." But the most important thing in public discussion is not what you or I conclude but how and why we as individuals come to particular conclusions. Our quest in this discussion is for an understanding of the problem and a clear view of the alternative solutions proposed. We approach this problem in the spirit of give and take, respecting the right of each one of us to hold what opinions he will. We seek by the exchange of opinion, by reminding each other of salient and important facts, and by critically questioning each other's premises, to arrive at a better understanding of the problem before us.

While I shall be glad to try to clarify any points in response to questions you may wish to put to me, please remember that I am not an oracle, that I do not pose as a final authority. I am not here to tell you what to think, rather to join with you in an organized process of cooperative thinking. Most of all, I hope that in these forum meetings you will express your own points of view, question each other's premises, and participate freely.

It is difficult to find such leaders. The superintendents spent many weeks searching for them. The Office of Education assisted only to the extent of passing on to them the names of persons suggested or recommended by college presidents, adult education and civic leaders. The selection of the forum leaders as well as relief workers was left exclusively in the hands of the local authorities.

Not only is it a problem to find men of recognized scholarship and capacity for popular presentation, but it is doubly difficult to secure their services for short periods of 1 to 5 months. Most of the forum leaders were obtained on leaves of absence from various colleges and universities.³

Forum Staffs

The plan for each demonstration center provides for the employment of qualified workers to be selected from relief rolls according to the certification of local relief authorities. Some of these unemployed people have had teaching experience and are capable of organizing and leading small-group discussions. Wherever possible, the demonstration programs promote in addition to the regular forum meetings conducted by the forum leaders numerous small discussion groups. From 12 to 15 people constitute such a group, and the roundtable discussion elaborates the subjects presented at the regular forums. The group leaders are supervised by the forum leaders.

Relief workers numbering several hundred serve the forum programs in the following capacities: Assistant librarians, research assistants, artists, writers, accountants, bookkeepers, typists, stenographers, and clerks. Each forum staff is organized and supervised by the local superintendent with the help of members of his regular staff and the forum leaders.

Types of Communities

The forum districts display great differences both in size and general characteristics. *Arkansas* presents Pulaski County, agriculturally a cotton community, with Little Rock, the State capital, as the main center. *Kansas* gives us Sedgwick County, with wheat and oil as its main commodities, Wichita being the leading community, an important industrial and commercial center in the Middle West. *New York* offers the city and county of Schenectady, a community of heavy industry surrounded by truck and dairy farms. *Minnesota* is represented by one of its twin cities, Minneapolis, a great shipping center, home of the flour mills. *California* enters the picture with Orange County, in the heart of the orange groves, including a dozen small towns where forums will be held. *Oregon* enters the list with its largest city, Portland, located in the great northwest agricultural and lumber country. *Tennessee* is represented by Hamilton County, near the T. V. A., with Chattanooga as its main center.⁴

³ See Forum Faculty, pp. 18-25.

⁴ Colorado, New Hampshire, and West Virginia projects are described in detail on pp. 11-17.

LOCAL PROJECT ADMINISTRATORS (Superintendents of Schools).— Top row: R. C. Hall, Little Rock, Ark.; F. A. Henderson, Orange County, Calif.; L. W. Mayberry, Wichita, Kans. Bottom row: W. H. Pillsbury, Schenectady, N. Y.; Arthur L. Rankin, Chattanooga, Tenn.; Carroll R. Reed, Minneapolis, Minn.; Charles A. Rice, Portland, Oreg.



More Than Meetings

The thousands of meetings which are being held in the 10 demonstration centers represent but a small part of the importance of the program. In nearly every community the radio will carry special programs prepared and presented by the forum project, thus bringing to the microphone forum leaders and civic, industrial, and labor spokesmen in the discussions of public affairs. The practice and philosophy of civil freedom will penetrate thousands of homes over the airways. In Portland, five or six radio programs per week are being planned.

The reading habits of the people will be guided in the direction of books and pamphlets dealing with vital public questions. The public library is the closest ally of the forum movement. Each project through staff members with library experience is developing special plans for stimulating reading.

High schools and colleges in the forum district have been encouraged by the program to vitalize their classroom work in social studies by a helpful contact with the forums, the use of the forum leaders' outlines of their discussions. Several high-school principals are planning junior forums.

Youth Participation

Special attention has been given in most of the projects to promoting the attendance and participation of young people. A conference was called by the Commissioner of Education in Washington in December 1935, composed of about 30 leaders of national youth organizations. This conference made recommendations concerning methods of attracting youth attendance and subjects of particular interest to young people. The

A list of over 100 subjects suggested by this conference is available in the Office of Education.

group went on record as favoring the joint meeting of youth and adults in forums rather than the organization of special meetings for young people.

In one demonstration center a youth leader is conducting forums and at the same time is assisting the management in promoting youth attendance.

As a result of many of the forums, small discussion groups will take up the subject either under the direct sponsorship of the project or under the stimulus of groups and organizations in the community. The quality of the forums will influence conversations and informal groups generally, with the result that more careful and critical attention is given to public affairs.

First Reports

Many of these activities in addition to the staging of well-led forum discussions will be described by the superintendents in their reports of the three demonstration centers which operated during the spring of 1936. It must be remembered in reading these accounts of the three experimental stations that they acted as the pilot ships for the project as a whole. The superintendents did not have sufficient time to "scout" for forum leaders. For this reason the complete quota of forum leaders was not filled.

Building a Record

When the present program of 10 demonstrations is concluded early in 1937, there will be a careful record developed and brought together in a publication as a guide to all educators and civic leaders who want to begin programs of adult civic education in their communities.

CHESTER S. WILLIAMS,
Assistant Administrator.



COLORADO SPRINGS PUBLIC FORUMS

By HOBART M. CORNING,
Superintendent of Schools, Colorado Springs
Public Forum Project Administrator

LOCATED near the famous Garden of the Gods and Pike's Peak, Colorado Springs attracts visitors from all parts of America and offers many advantages to health seekers. It is the host for many national conferences and a center of educational and cultural activities. Its new Fine Arts Center, where some of the forum meetings have been held, expresses the high degree of cultural and intellectual interest in the community. In view of the fact that thousands of visitors spend the summer in Colorado Springs, that people from almost every State in the Union are living here while regaining their health, and that representative citizens interested in educational advancement gather here to hold their conferences, an unusual opportunity is provided for demonstrating a program of adult civic education to a Nation-wide cross-section of the citizenry.



Hobart M. Corning

Advisory Committee

Sixty citizens, representing labor, business, and other local organizations and groups, have cooperated with the Board of Education and the Superintendent in an advisory capacity by suggesting leaders, meeting places, subjects, and ways to improve the general program. Many of the members of the advisory committee have contributed to the success of the program by announcing and promoting the forums in their own organizations and by issuing special invitations to the visiting guests of the community to attend forum meetings.

Staff

Twenty-four professional and clerical workers have participated in the development of the program as members of the forum staff. These people, chosen from relief rolls, had received almost \$5,000 in security wages by July 1st. They have served the community as assistant librarians, small discussion group leaders, in research and writing, preparation of posters and visual aids for discussion and as members of a clerical staff—stenographers, typists, bookkeepers, and recorders.

More Than Relief

The spirit of the relief workers in the project must be mentioned. Their interest in the work and in their association together is demonstrated in a publication of a staff paper. Out of the many expressions of these workers who have contributed so much to the success of our program thus far, it is possible to quote only a few brief statements indicating how they feel about the work they are doing.

A New Goal

"I studied art . . .
My ambition is to paint and to write . . .
The depression came . . .
Four long years as laborer . . .
Had I lost all that resembled life for me? . . .
March 4, 1936 . . .
I got a position as artist on the Colorado Springs Public Forums . . .
Our project has given me much joy and education . . .
I am happy in my work . . .
I am respected . . .
What more can I wish? . . ."

Will H. Lubken.

"The public forums are as popular with the workers as with the public. As a typist I find pleasure in working where there is encouragement to listen and learn of our Government and the topics of the day."

Joyce E. Magee.

"I am so happy to know that I can help in my small way in awakening people to civic responsibility and the use of free speech and discussion in the critical search for truth about public affairs."

Vina Miller.

Luncheons

One of the most popular forums scheduled in the program was the one which was held weekly in the dining room of a local church at the noon hour. A 35-cent luncheon was served, followed by a hour and a quarter of discussion introduced and led by the two resident forum leaders. The attendance at these meetings was consistently good, ranging between 176 and 346.

For a part of the period there were as many as 15 forums operating weekly in Colorado Springs and nearby communities. Most of the time, however, a schedule of 10 forums in addition to the luncheon series was operated under the guidance of resident forum leaders.

Facts About the Forums

March 15 to July 1	Number held	Attendance
Neighborhood meetings	148	9,809
Luncheon meetings	14	3,559
TOTAL	162	13,368
Average for Neighborhood Forums		61
Men		4,819
Women		8,549
Young people		1,885

Audience Participation

Between 30 minutes and an hour of each meeting was devoted to discussion from the floor, the posing of questions from the audience, and expressions of contrary opinions concerning the subject. The development of genuine discussion depends very much upon the skill of the leaders in stimulating and organizing audience participation in the meetings. A record was kept of the precise number of minutes in each meeting consumed by the presentation of the forum leader, audience questions addressed to the leader, and discussion by members of the forum group. The degree of public participation in the discussions varied considerably with different leaders. But the record shows a distinct increase in real discussion during the spring period. The management of the program has placed special emphasis both in selecting leadership and in talking with the chosen leaders on the importance of developing well-organized and free discussion.



Staff

Promotion

The success of an enterprise in adult civic education on a community-wide basis depends to a great extent upon the cooperation of all community agencies, particularly the support of the newspapers. The newspapers in Colorado Springs and vicinity have demonstrated genuine appreciation of the forum program by devoting generous space to announcing the schedules and reporting the discussions. During the spring period 1,890 column-inches in the local newspapers were devoted to

the forum project. Daily boxed announcements of the forum meetings appeared in the newspapers as well as scores of news and feature articles describing the various schedules, introducing the forum leaders and reporting the discussions themselves.

Announcements of the program were mailed to the members of the *Parent-Teacher Association*, *Professional Women's organizations*, *Junior Chamber of Commerce*, and *West Side Commercial Club*. Oral announcements were made at most of the important meetings in the community by members of the advisory committee and leaders in these community organizations.

The Junior Chamber of Commerce, which maintains an information bureau for tourists at the entrance to the city, handed printed announcements of the forums to all tourists applying for information at their stations. Frequent announcements of the forum meetings have been made on the Junior Chamber of Commerce daily radio hour. Announcements were made at labor-union meetings and other group gatherings.

Inviting Visitors

Printed notices of the forum meetings were included in the literature which is mailed throughout the South and Middle West and placed in all railway stations and tourist-guide centers.

Poster announcements prepared by the artist on the staff have been placed at strategic points in the community.

During the summer months three forums were located in the principal tourist hotels and special printed invitations from the hotel and forum management were placed in the boxes of all the guests at each hotel on the day of the forum meetings in that place.

Library and Literature

The cooperation of the public libraries in the community has contributed much to the educational value of the forums. The forum leaders have distributed to their audiences mimeographed outlines of their subjects together with suggested reading lists. They have also included from time to time mimeographed charts or graphs setting forth important statistical data pertinent to the discussion. A member of the forum staff with library experience has been provided for each of the forum leaders to compile reading lists and confer with the libraries concerning available books and material.

Miss Reba June Curl and Miss Audra Holmes, the forum librarians, have compiled lists of books, magazine articles, and pamphlets for suggested reading as follows:

Books	824
Magazine articles	677
Newspaper articles	85
Pamphlets	61
Total	1,647

Miss Audra Holmes says: "Books suggested by the leaders on their topics for the week are displayed on shelves in convenient places in the two libraries. People are learning of these shelves and are using them much more readily than when they had to use the card catalogs and then get the books from the stacks. Pamphlets are displayed on tables at each forum meeting." Miss Reba June Curl adds, "By annotating a selected biography and placing it on a clearly marked shelf in the library one finds that the public is beginning to browse."

Beyond Our Borders

A forum demonstration management not only concerns itself with the successful operation of the program at home, but seeks to spread knowledge of the plan abroad. In extending knowledge of the forum program to educational and civic leaders in the State of Colorado, the Rocky Mountain region, and the country as a whole, the local project has done the following things.

Printed schedules of forum meetings have been mailed to (a) all school districts, (b) all adult education officials, and (c) all colleges and universities in Colorado. In addition, this information has been sent regularly to a long list of persons who have requested it from all parts of the country. Scores of letters requesting more comprehensive information have been answered by the management. The superintendent of schools has addressed several State organizations such as the *Teachers of Social Science*, *Librarians' Association*, and the *Conference of School Executives*. A demonstration forum conducted by two of the Colorado Springs leaders was staged in Denver before the members of a foundation devoted to adult education. The leaders' discussion outlines and suggested reading lists have been mailed weekly to social science departments in several large high schools in the State for use in junior forum discussions and in class work.

Appreciation

The response of the people in Colorado Springs to this experiment in popular adult education is recorded in many verbal and written statements communicated to the superintendent and members of the school board. Some people thought that the allocation of funds from the Federal Treasury would carry an objectionable control from Washington, but their fears have largely turned to confidence as it was demonstrated that full authority for the selection of leaders and the determination of programs was vested in the local agency of public education. A few people have been apprehensive concerning the possibility of the promotion of certain propagandas. But the objective and fair presentations of the leaders, their scholarship and eagerness to give all points of view a hearing have convinced most people that public education can manage a process of free discussion, for adults as well as for young people, without partisanship, fear, or favor.

Excerpts from letters out of many received by the management will serve to express the general response of local citizens:

As a naturalized citizen of nearly 50 years standing, and deeply interested in the economic and political life of our Nation, it will give me great pleasure to express my reaction to the forums conducted of late by your honorable board of education.

I have followed every topic, including Thursday noon discussions, since offered the privilege, and have found every subject of immense educational value . . .

From very careful observations at all meeting halls I would not hesitate to say that 98 percent of attendants would endorse the above and agree that these public forums are of tremendous importance, especially in our present world crisis where certain social and economic forces threaten our cherished institutions and the orderly procedure of democratic government.

J. EDWARD JOHNSON,
Manager of local concern.

Personally, I have received more enjoyment (and I hope much enlightenment) from the meetings . . . than any other events in my memory. My friends tell me they feel the same way. I believe that local people who have led the forums will be able to do a better job after observing your work. The community as a whole has been started to thinking, at least a little, as a result of the discussions . . .

PRINTER, *Member of International Typographical Union.*



Luncheon

Looking Forward

The program of the Colorado Springs Project which will continue until December 15 under the present appropriation will, in addition, serve the three adjoining counties of Las Animas, Otero, and Pueblo, affording the nearly 100,000 persons residing in these counties the opportunity of participation in this program of adult civic education. The schedule has been operated continuously since March 15, 1936, thus making a total of 9 months for the entire project. The attendance at the actual meetings represents only a partial indication of the educational effect of the program. For hundreds of informal groups, home dinner-table conversations, club meetings, and even barber-shop exchanges of opinion are influenced by the forum meetings. Looking forward, one may be confident that even this short but concentrated community-wide experience in organized public discussion in Colorado Springs and vicinity will result in more critical and intelligent approach to the serious problems of citizenship. This will be of permanent value to the State and Nation. Careful planning of a continuation and extension of public discussion facilities is the next step.

MANCHESTER PUBLIC FORUMS

By LOUIS P. BENEZET, Superintendent of Schools,
Public Forum Project Administrator

MANCHESTER is the largest industrial community in New Hampshire. Located here was the greatest textile mill in America. The closing of this plant created a major unemployment problem. The leading industry is now the manufacture of shoes. In the forum district are located the towns of Derry and Raymond, shoe-manufacturing centers; Suncook, predominantly textile making; Goffstown, with its wooden-work factories; and Milford, a granite and stone-cutting center.



Louis P. Benezet

Practically 30 percent of the population is foreign-born, consisting of large numbers of French Canadians, with a smaller proportion of Poles, Greeks, and Belgians. The French language newspaper has a large circulation. The neighborhood forums attract a great variety of nationalities and different types of workers, and must be planned to meet the needs of people with varying educational backgrounds and social traditions.

Program Planning

A special committee was appointed by the rather large Board of Education from its membership to act as a forum board. In addition, 21 leading citizens of the community were invited to membership on an advisory committee. A fair cross-section of community interest and activity was represented with members being drawn from the Bar Association, American Federation of Labor, Business and Professional Women's Club, Teachers' Guild, City Club, Federation of Women's Clubs, Manchester and Jutras Posts, American Legion, Service Clubs, Catholic Women's Club, Ministerial Association, Chamber of Commerce, and several other local associations.

The members of the advisory committee have promoted community interest in and support of the discussion meetings. They have assisted the superintendent and the special school-board committee in meeting many problems, and have helped to interpret the impartial character of the program to the townspeople.

Trained People

The closing of the great mills brought unemployment and great difficulty in finding new positions to a number of trained clerical and office workers. Some of these were added to our staff of ten workers selected from the relief rolls. They aided in selling the idea of forums to their friends and associates, and were instrumental in promoting attendance at the meetings, as well as in carrying out the specific clerical or research work assigned to them. They were paid a total of \$3,402 between March and July.

Attendance

The schedules were smaller than anticipated because the full quota of forum leaders was not filled during the spring period.

Most of the meetings were held in the city of Manchester. They were better attended than those held in outlying communities. In the fall program we will not only schedule more meetings, present more leaders, but a number of the neigh-

borhood forums will be located in towns and villages near Manchester. These meetings will be sponsored by local committees and by the local superintendents of schools. The Manchester project while managed by the city school system attempts to serve approximately 20,000 people in communities outside the city limits. Thus a point of contact is established between the school administration of Manchester and the educational authorities in the surrounding communities.

The following table shows the number of meetings and attendance according to forum leaders:

Leader	Number meetings	Attendance	Average
Malcolm Keir.....	72	5,195	72
Alden G. Alley.....	15	458	30
Louis P. Benezet.....	4	201	50
TOTAL.....	91	5,854	64
Men.....		3,640	
Women.....		2,214	
Young people.....		1,352	

People Speak

The most successful experiment tried in the planning of meetings was the staging of debates and symposiums featuring local citizens who held different views on controversial questions. When the local leader of the Townsend Club and a professor from Dartmouth debated the question "Is the Townsend Plan Practical?", 580 people from the Greek candy maker and Polish textile worker to the Yankee merchant and industrialist joined in a vital exchange of opinions in animated discussion.

A list of these debates scheduled by the Manchester forums featuring local speakers in discussion led by the forum leader, Dr. Keir, follows:

Name	Occupation	Topic
Joseph Kenney.....	Townsend Plan Leader...	Is The Townsend Plan Practical?
Joseph M. McDaniel...	Professor.....	
Ralph E. Langdell.....	Lawyer.....	Should the Power of the Supreme Court Be Altered?
Marguerita Broderick...	Lawyer.....	
Kenneth W. Davis.....	Insurance.....	Do We Pay Our Executives Too Much?
Louis M. Lyons.....	Labor Leader.....	
John L. Barry.....	Labor Leader.....	Do Company Unions Help Labor?
William Phinney.....	Lawyer.....	
Josephat Lavallee.....	Head, Manchester Carpenters' Union.	Are Craft Unions Better Than Industrial Unions?
Horace A. Riviere.....	Fourth Vice President, United Textile Workers Union.	
Dr. Howard A. Streeter..	Manchester Public Health Officer.	Should Doctors Be Public Officers?
Dr. R. C. Metcalf.....	Secretary, New Hampshire Medical Association.	
Thomas O'Connor.....	Secretary for Protection of New Hampshire Forests.	Is a Labor Political Party Probable?
Samuel Green.....	Lawyer.....	

The introduction of this technique met with immediate response. At each meeting in which local citizens debated, the attendance was good.



Poster Design

Forum-Conscious

Every week 48 colorful posters were displayed in Manchester shops and public places announcing the main topic of discussion for the week. The artist made use of a new process of reproduction.¹

The two newspapers gave much space to news and feature stories about the forums. Each day the meetings and subjects were announced, and the forum leader was asked to contribute a column each week presenting a summary of the points brought out in the forums of the previous week. The articles, captioned "Forum Footnotes", were read by people in all parts of the State, providing a convenient recapitulation for those who had attended and a review of the meetings for those who missed the actual discussions.

Copies of the leaders' outlines were sent to all school superintendents and many principals in the State. Files of the posters were also sent to educators interested in this method of announcement. Files of discussion outlines and posters are to be found in several libraries in the State, and are used by students to a great extent.

Reader Interest

The Manchester library cooperated with the project in organizing useful lists of selected reading suggestions in connection with each of the forums. The library also displayed books and material on the main topic of the week on a special table near the door to serve the stimulated reader interest in these subjects with quick and easy access to the best material.

Youth

Forum discussions deal so directly with the social studies being followed by students that it was found helpful to send outlines of the subjects to the schools where they could be used by students and professors of the social sciences. The young people of the community attended the actual forums in great numbers and the teachers found their classes in social and economic problems vitalized by the student experience of the forum approach. This fall, plans are being made to cooperate with a local college in gearing the forum discussions into the academic program, making it possible for students to receive credit for participation in the forums as part of their work in social problems.

Atmosphere

While a short period cannot create great results in the building of an informed and critical citizenry, the reactions from observers indicate that already there is a discernible increase in community interest in public questions, and a new atmosphere of tolerance in discussion. The "cock-sure" attitude is not so evident in community conversation on current problems, and the people are showing a new eagerness to hear and discuss both sides of any important question. The forum management is planning to invite representatives of the different political parties to join in symposiums and answer questions on the major issues in the campaign as one means of promoting the forum approach to political discussion. Intellectual sportsmanship can be fostered by public education quite as well as athletic sportsmanship. Nothing is more vital to a continuation of democratic institutions.

MANCHESTER PUBLIC FORUM

SCHEDULE 2. APRIL 13-MAY 8, 1936

LEADER, PROF. MALCOLM KEIR

GENERAL SUBJECT 3—FOUR INDUSTRIAL PROBLEMS

TOPICS	Franklin St. School	West High School	Bakersville School	Hallsville School	Library Auditorium
Do We Pay Executives Too Much	Monday	Tuesday	Wednesday	Thursday	Friday
	April 13	April 14	April 15	April 16	April 17
Does Scientific Management Hurt Labor	April 20	April 21	April 22	April 23	April 24
Do Company Unions Help Labor	April 27	April 28	April 29	April 30	May 1
Are Craft Unions Better Than Industrial Unions	May 4	May 5	May 6	May 7	May 8

KEEP THIS SCHEDULE IN YOUR POCKET FOR REFERENCE

¹ Details on the poster process may be obtained from the Office of Education.

MONONGALIA COUNTY PUBLIC FORUMS

By FLOYD B. COX, *County Superintendent of Schools,*
Public Forum Project Administrator



Floyd B. Cox

MONONGALIA County is a heterogeneous community where one may see great contrasts in standards of living and schooling. In Morgantown, the county seat, is located the University of West Virginia with 3,000 students, while just a few miles away, in the famous Scotts Run coal region, are hundreds of miners who have had very little schooling. The leading occupations of the people in

the county are coal mining, with 5,336 coal miners, and agriculture, with 1,997 persons listed as farmers. One thousand and forty-five of our citizens are engaged in the glass and stone industry and 641 in the building industry.¹

There are large groups of Poles, Czechs, Austrians, Hungarians, and Italians. The Negro population of over 2,000, representing to a large extent a segment of the population which is educationally under-privileged, adds emphasis to the need of forum leaders who can present material in a simple and popular manner.

By the People

Early in the planning of the forum program the superintendent and the Board of Education invited 70 civic leaders to counsel with them as an advisory committee. Several times the meetings of this advisory committee were miniature forums. Some people were suspicious of a partisan emphasis in the program. This issue was frankly faced and discussed in the advisory committee. Before the spring period was over those who had questioned the presentation of certain subjects and the general purpose of the project, expressed their conviction that there was no politics in it, that it was worthwhile and beneficial, that the forum leaders were objective and impartial.

The management revised the program from time to time in the light of the constructive suggestions made by members of the advisory committee, some of which were: (1) that the forum leaders' time be limited to 45 minutes in order to give more time for discussion from the floor, (2) the introduction of a panel consisting of a few advisory members when the subjects are especially controversial, (3) changing the time of the forum meetings in the rural sections during the spring months in order to allow the farmers to finish their farm work before forum time.

¹According to 1930 census.

²The program is described on page 17.

³See page 24 for list of topics.

The Staff

A staff of 18 workers was selected from the relief rolls to receive security wages as assistants in various capacities in the organization of the community-wide programs. The accountant, Mr. H. A. Abbott, was put in charge of the forum office at 538 North Spruce Street, and assisted in supervising the work of other members of the staff. Librarians, small group discussion leaders, field workers, writers, artists, and clerical helpers worked together in a fine spirit of cooperation with the Superintendent of Schools and the forum leaders. One of the staff members created a story background for the weekly radio presentation entitled "The Johnson Family".²

Several members of the staff, working under the direction of the accountant, made a comprehensive survey of Monongalia County and the two adjoining counties included in the fall program. This survey is a means of acquainting the forum leaders with the various neighborhoods they are to visit in their schedules. It may also form the basis for a discussion of the subject "What Is Happening in Our Community?"

The staff members from relief rolls were paid a total of \$4,949 during the spring period.

The workers met at a weekly staff meeting and contributed many helpful suggestions to the management for the development of the program. The following comments from members of the staff are illustrations of the interest which all have taken in the work:

I have heard more intelligent discussions among people in casual groups since the forums started than I ever heard before.

FRED LEWIN.

The local project, in my opinion, has been a decided success as an experiment in adult education, and I believe, with our past experience as a guide, we will be able to render greater service to our enlarged area during the coming fall. The voluntary observations and comments by forum attendants, the increased interest as evidenced by their participation in the discussions and manifested by their assistance in the selection of subjects for the coming season, all indicate appreciation and real interest on the part of those that have been reached.

H. A. ABBOTT.

Attendance

There were great fluctuations in the attendance explained by the location, the weather and the subject under discussion. The meetings held in the rural sections were usually small in comparison to those conducted in Morgantown. But the participation and interest of the audience made these rural meetings worthwhile. The following table gives the total number of meetings and the attendance in relation to five main subject headings under which the various topics³ can be listed:

Theme	Number of meetings	Attendance
National Social Economy.....	63	5,104
Peace and War.....	34	1,272
Contemporary Europe.....	67	2,573
Crime.....	5	344
Labor.....	15	586
TOTAL.....	184	9,879

The subjects which in themselves drew the largest numbers were "The Constitution" and "The Supreme Court." Almost 90 percent of the audiences joined in the discussion on labor problems.

The Rotary Club turned their luncheon hour over to the public to be used as a forum and the Firemen's organization at Sabraton took responsibility for sponsoring a forum in their hall in that community.

General Promotion

The distribution of mimeographed announcements through the school children to the homes of the community proved to be one of the best means of making the program known to the people. The newspapers devoted approximately 960 column-inches to the project. Specific daily announcements of the meetings were not made in the press, but this has been urged by the management and the advisory committee as a means for stimulating attendance during the fall. A women's civic committee, composed of about 50 of the leading women in the community, was organized to sponsor the forum in Morgantown.

Members of the staff appeared before many neighborhood gatherings to announce the program and to make short talks on the value of it to the community. The President of the Monongalia County Parent-Teacher Association sent messages to each of the Parent-Teacher Association groups urging the support of their organizations.

Radio Program

Station WMNN at Fairmont, W. Va., allocated one-half hour each Sunday evening to the forum project. The program introduced a serial story of the home life of "The Johnson Family" as a background for the presentation of a forum discussion to which the Johnson family listened religiously. The staff members took parts in the 5-minute "Johnson Family" episode. Sometimes one forum leader would develop a 20-minute discussion with a local labor leader or business man or club woman. Other programs would introduce two forum leaders in a symposium with the Superintendent of Schools or a professor from the University of West Virginia. Following the discussion period the forum schedule for the week was announced. This weekly radio program is being continued in the fall.

Reading

The cooperation of all libraries in Morgantown, including the West Virginia University library, was obtained in develop-

ing the reading aspect of the forums. The traveling library of Monongalia County assisted in bringing the books to forum headquarters and getting them to the meetings.

We found that the forums have really influenced people to read. This is demonstrated by the fact that at the close of the spring period in June there was great demand for a continuation of the library service and the distribution of reading lists. The following table will give further indication of the practical stimulation given to reading on public affairs:

Library cards applied for at meetings.....	236
Pamphlets distributed at meetings.....	515
Books distributed at meetings.....	75

It will be noted that pamphlets appealed to the people to a much greater extent than books. The people showed great interest in pamphlets which deal with important issues in a simple and understandable language.

Building an Institution

The smaller cities and rural sections of America far from the beaten tracks of the lecture bureaus lack opportunities for organized consideration of public affairs. People organize themselves into groups of like-minded folks on various aspects of social and economic life. They hear speakers who are presented to them by the leaders of their groups to encourage them in their present beliefs.

We are proud of the privilege of contributing our efforts to creating one plan or pattern by which a program of free, give-and-take discussion can be organized and managed to serve the needs and interests of people in such small communities and rural places.

To many of our people, free discussion under the guidance of competent forum leaders is a new experience. But as the program has progressed, more and more people have gotten the "forum habit." And this term includes a habit of thinking as well as a habit of attending meetings. The program encourages tolerance and a desire to hear all sides. Where large numbers of people have been deprived of educational opportunities in their youth, it is difficult to start the growth of this habit of mind.

(Continued on page 24)



The Staff

FORUM FACULTY

ALDEN G. ALLEY

Graduate of Harvard. Lecturer on international affairs. Mr. Alley has made 14 trips abroad since 1920; has attended 10 sessions of the League of Nations; studied rise of Nazism in Germany; returning from round-the-world trip to participate in fall program. Engagements: *New Hampshire, Spring; California, September 15 to October 15; Colorado, October 16 to November 30; West Virginia, Spring, also January 4 to February 1.*

ERNEST SUTHERLAND BATES

Ph. D., Columbia University; author, lecturer; Professor, Oberlin, 1903-5; Columbia, 1907-8; University of Arizona, 1908-15; University of Oregon, 1915-25. Author: *Hearst—Lord of San Simeon; The Story of the Supreme Court*; forum leader, The People's Institute, New York City, Civic Institute, Dallas, Roman's Forum, Los Angeles. Field: Social philosophy. Engagement: *Oregon, September 21 to December 1.*

ERNEST R. BRYAN

M. A., George Washington University; Instructor, Extension Division, Massachusetts Department of Education; staff member, National Educational Association. Author: *Kilowatt-Hours—A Measure of a City's Progress; Humanity, Our Greatest Enterprise*, and numerous other articles. His studies have been in foreign affairs. Engagements: *Minnesota, September 1 to November 30; West Virginia, month of December.*

CHARLES N. BURROWS

Ph. D., University of Iowa; Head, Department of Sociology, Simpson College, Iowa; Investigator, Juvenile Delinquency, U. S. Crime Commission; member, Governor's Commission for Iowa, White House Conference on Child Welfare; Assistant State Supervisor, Iowa Cooperative Rural Research. Dr. Burrows has done research in the fields of criminology and social service. Engagement: *Kansas, September 14 to December 4.*

HOMER CHANEY

Orange County Supervisor of Public Instruction, American Institute of Banking; Trust Officer, First National Bank, Santa Ana; Past Commander, County American Legion Posts; Professor Economics, Pomona College; lecturer in economics, Adult Education, Santa Ana, 1934 and 1935. Field of study: Banking problems. Director, leader, Orange County Public Forums. Engagement: *California, July 1 to February 1.*

BEN M. CHERRINGTON

Ph. D., Columbia; Executive Secretary, Foundation for the Advancement of the Social Sciences; Head, Department of International Relations, University of Denver; member, American Council of the Institute of Pacific Relations; member, International Organization Group of the World Disarmament Conference. Author: *Methods of Education in International Attitudes*. Engagement: *Colorado, May 16 to June 15.*

UPTON CLOSE

Radio Commentator ("The World Parade") reviewing world affairs; Chief of Foreign Affairs under Wu Pei-fu, 1922; former professor of Asian Life, Literature and Politics, University of Washington. Traveled extensively in India, Russia, Syria, Near East, and Orient. Author: *The Revolt of Asia; Challenge: Behind the Face of Japan*. Engagements: *West Virginia, September 15 to November 1; Colorado, November 1 to November 30.*

WALTER D. COCKING

Ph. D., Columbia, Educational Administration; Commissioner of Education, Tennessee; Director, Educational Administration, Peabody College (1929). Teacher, Superintendent of Schools, Dr. Cocking has been a professor of school administration in the schools of Iowa, Texas, Missouri, and Tennessee. His present interests lie chiefly in the social significance of the Tennessee Valley Authority. Engagement: *Tennessee, December 19, 1936.*

NORMAN F. COLEMAN

M. A., Harvard; Codirector of Institute of International Relations; a Director of American Social Hygiene Association; Past President of League of Nations Association, Portland; President, Reed College, 1925-34; Professor Literature, Reed College, 1912-20; traveled extensively through Europe and the Orient. Field of research: International relations. Engagement: *Oregon, September 1 to February 1.*

GARFIELD V. COX

Ph. D., University of Chicago, field of Economics; Professor Finance, University of Chicago; member, Board of Directors, Southwest National Bank, Chicago. Author: *American Business Forecasts*; contributor, *Encyclopedia of Social Sciences*. For the past 15 years Dr. Cox has been making a special study of the problems of business cycles, booms, and depressions. Engagement: *Colorado, September 1 to September 30.*

FORUM FACULTY

ROYDEN J. DANGERFIELD

Ph. D., University of Chicago; member, Political Science Department, University of Oklahoma; Research Association for President Hoover's Research Commission on "Recent Social Trends"; special research in London School of Economics and Geneva School of International Studies. Dr. Dangerfield's work has been mainly in International Relations. Engagement: *Kansas*, September 14 to February 1.

CONLEY H. DILLON

M. A., Duke University; Instructor, Marshall College. Author: *The International Labor Organization and Unemployment Insurance, The Interpretation and Revision of International Labor Conventions*. He has specialized in the field of Consumers' Cooperatives and the work of the International Labor Office. Engagement: *West Virginia*, November 16 to November 23.

MARSHALL E. DIMOCK

Ph. D., Johns Hopkins, Government; Professor Public Administration, University of Chicago; Social Science Research Fellow; Administrative Surveys, Isthmian Enterprises, Canal Zone, and Inland Waterways Corporation. Author: *British Public Utilities and National Development; Government-Operated Enterprises in the Panama Canal Zone*. Field: Public administration. Engagement: *Colorado*, August 16 to September 30.

IRWIN EDMAN

Ph. D., Columbia University, field of Philosophy; Professor Philosophy, Columbia; Columbia Representative, Fifth International Congress of Religion, Brussels. Author: *Human Traits: The World, the Arts, and the Artist*. Dr. Edman has traveled extensively and has made his main contribution in philosophy and aesthetics. Engagement: *Colorado*, August 1 to August 31.

WILLIAM TRUFANT FOSTER

Ph. D., Columbia University; Director, Pollak Foundation for Economic Research, Newton, Mass.; President, Higher Education Department, National Educational Association; member, Advisory Council, United States Department of Agriculture, Consumers' League. Author: *The Road to Plenty; Money, Profits*. Contributor to numerous magazines and newspapers. Field: Consumer problems and economics. Engagement: *Minnesota*, September 1 to October 15.

JOSEPH H. FOTH

Ph. D., University of Chicago; Head, Department of Economics, University of Rochester; Former Head, Department of Economics and Sociology, Kalamazoo College. Dr. Foth published a book on Trade Associations in 1930; contributed articles to numerous newspapers and magazines; lectures on economic internationalism, tax problems, consumers' cooperatives, and unemployment. Engagement: *Kansas*, September 14 to December 1.

SHERWOOD GATES

Professor Education, Philosophy, Hendrix College, Arkansas; Dean and Director of Leadership Training Schools and Institutions in religious education for 6 years; director of traveling economic seminar through industrial centers in United States. Author: *The Making of a Better World; Youth at Workship*. Identified with various forum movements. Field: Social problems. Engagement: *Arkansas*, September 14 to January 29.

PELHAM D. GLASSFORD

Brigadier General, United States Army (retired); former Chief of Police, Washington, D. C., and Phoenix, Ariz.; Federal Conciliator, labor dispute, Imperial Valley, 1934; instructor, West Point and other army schools, 16 years. Author: Articles on crime, youth transients, military textbooks. Field: Criminology and National defense. Engagement: *Colorado*, September 16 to October 15.

CULLEN B. GOSNELL

Ph. D., Princeton; Head, Social Science Department, Emory University; Founder-Director, Institute of Public Affairs, Atlanta. Author: *Government and Politics of Georgia; Compulsory Arbitration*. Dr. Gosnell has traveled extensively throughout the United States and spent 16 months overseas during the World War. Field of research, international relations. Engagement: *Tennessee*, January 4 to January 23.

EMORY Q. HAWK

Ph. D., University of Virginia; Head, Department of Economics, Birmingham Southern College; Director, Federal Consumer's Council. Author: *Economic History of the South*, numerous bulletins and articles on economic subjects. Dr. Hawk has lectured before clubs and associations throughout the country in the field of economics. Engagements: *West Virginia*, September 8 to September 15; *Tennessee*, December 14 to January 16.



FORUM FACULTY

LOUISE BILES HILL

Ph. D., Vanderbilt University, studied at Columbia, University of Chicago, and Cornell. Past 14 years professor social sciences in colleges in United States and at the National University of Mexico. Author: *State Socialism in the Confederate States of America*; *Joseph E. Brown of Georgia and the Confederacy*. Field: Sociology and problems of the South. Engagement: *Tennessee, September 28 to November 28.*

HENRY HODGES

Ph. D., University of Pennsylvania; Associate Professor Political Science, University of Cincinnati; Director, Municipal Reference Bureau, City Hall, Cincinnati; Director, Mount Washington Public Forums, Cincinnati; specialist in local government. Author: *Doctrine of Intervention*; *United States and Great Britain*. Engagement: *Oregon, December 1 to 31.*

LLOYD HUNTINGTON

Degrees, University of Illinois and Yale. Specialist, Adult Education, Tennessee Valley Authority; former student secretary, director, Summer-Industrial Research Commissions, Detroit Y. M. C. A. Leadership in various forums and informal discussion groups throughout the country. Field of research, economics, and industrial problems. Engagement: *Arkansas, September 14 to January 29, 1937.*

MALCOLM KEIR

Ph. D., University of Pennsylvania; Professor Economics, Dartmouth; Chairman, Department Arbitrator, Industrial Relations Division, Q. M. Corps., 1918-19; member, American Economic Association. Author: *Manufacturing Industries in America*, *Industrial Organization*, *Epic of Industry*, *March of Commerce*, *Manufacturing*. His field is industrial problems. Engagement: *New Hampshire, February to July.*

GRAHAM ALLAN LAING

M. A., University of Liverpool; Professor of Economics and Business Administration, California Institute of Technology; Department Education and Director of Technical Education, Vancouver, B. C. (1914-17). Awarded the Gladstone Prize in History and the Rathbone Prize in Economics at the University of Liverpool. Lecturer, adult education program, Southern California. Field: Economic problems. Engagement: *California, September 1 to October 15.*

EMIL LENGYEL

D. J., Royal Hungarian University, Budapest; lecturer, journalist, author; Professor History, Royal Hungarian University, Budapest, 1918. Author: *Hitler*; *New Deal in Europe*, *Millions of Dictators*. An eye-witness of eight European revolutions; prisoner during the war in Siberia. Dr. Lengyel has studied Fascism and Communism. Engagements: *West Virginia, Spring*; *Oregon, September*; *Colorado, October*; *Minnesota, November 1 to January 31.*

MALCOLM MACLEAN

Ph. D., University of Minnesota, English. Director of General College, University of Minnesota; Instructor English, Northwestern University; Professor of English, University of Minnesota; Assistant Director, University of Wisconsin Extension Center. Coauthor: *Men and Books*. Field: Youth meeting changing economic conditions; organized experiments at University of Minnesota in educating youth to meet modern problems. Engagement: *Oregon, January 15 to February 1, 1937.*

JOHN BROWN MASON

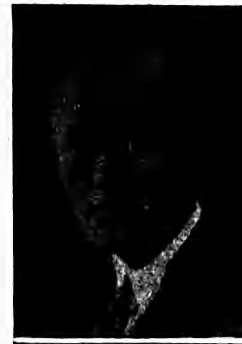
Ph. D., University of Wisconsin; Head, Department of Social Science, Professor History and Government, Colorado Women's College; Professor Political Science and History, University of Denver. Author: *Hitler's First Foes*. Dr. Mason has just returned from an extensive trip through Europe studying conditions in Spain, Germany, and the Free City of Danzig. Engagement: *California, November 1 to December 18.*

CLINTON F. McCLINTIC

M. D., University of Cincinnati; Warden, West Virginia Penitentiary, Moundsville; Director, West Virginia State Chamber of Commerce; former Professor, University of South Dakota, Detroit College of Medicine and Surgery. Dr. McClintic has traveled extensively, studying at London, Paris, Strassburg, Edinburgh, and Dublin. His main studies have been of crime and other social problems. Engagement: *West Virginia, Spring, 1936.*

WALLACE McCLURE

Ph. D., Columbia University, field of Economics; Assistant Chief, Treaty Division, United States Department of State; Technical Adviser, American Delegation at Montevideo, 1933. Author: *A New American Commercial Policy*; *World Prosperity*; has in preparation *The Democratic Method of Entering into International Acts*. Field: World economics. Engagements: *Colorado, July 16 to July 31*; *Tennessee, December 16 to December 18.*



FORUM FACULTY

J. M. McDANIEL

Ph. D., Johns Hopkins University; Assistant Professor, Economics Department, Modern Labor Problems, Dartmouth; member of American Economics Association; Member of National Tax Association. Dr. McDaniel has written numerous newspaper and magazine articles dealing with labor and economic problems. Engagement: *New Hampshire, September 1 to February 1.*

WILLIAM F. McDONALD

Ph. D., Cornell University; Professor History, Ohio State University; has taught at Cornell and University of Minnesota; published numerous professional articles in *The Journal of Roman Studies*, *The Classical Quarterly*, both English publications; completing a two-volume work on *History of Western Civilization*. Field: Historical approach to contemporary problems. Engagement: *Colorado, March 15 to May 15.*

LAURA WAPLES McMULLEN

Graduate work, University of Chicago. National officer, Federation of Women's Clubs. Author: *Building the World Society*. Traveled extensively in Europe and the Far East; organizer of forums for Women's Clubs. Field: Social and economic problems. Engagements: *West Virginia, Spring; Colorado, June 16 to July 15; Minnesota, September 1 to November 30; Kansas, December 1 to January 30.*

WALTER J. MILLARD

Graduate, Regent St. Polytechnic, London. Many years Field Secretary, Proportional Representation League and National Municipal League. Student of city government, city manager plan, city charters, and municipal reform. Engagement: *Tennessee, November 16 to January 30.*

PETER H. ODEGARD

Ph. D., Columbia; Professor Political Science, Ohio State University; former Assistant Professor Government, Williams College; Professor Political Science, Stanford; Fellow, Public Law and Jurisprudence, Columbia. Author: *Pressure Politics; The American Public Mind*. Dr. Odegard served as forum leader in the Des Moines Forums. Field: Propaganda and public opinion. Engagement: *Colorado, March 15 to September 1.*

CHARLES A. ORR

Professor Economics Department, University of Michigan; Professor Economics Department, University of Louisville; Statistician, Health Section, League of Nations, Geneva. Traveled extensively, studying first hand economic conditions in Europe and in Mexico; field of present study, international boycotts, economic sanctions, and nonviolent coercion in India and Palestine. Engagement: *West Virginia, Spring, 1936.*

PHILIP A. PARSONS

Ph. D., Columbia; Professor Sociology, Syracuse; Head of Department of Social Work, Oregon University; member, Oregon State Planning Board. Author: *Introduction to Social Problems; Crime and the Criminal; Responsibility for Crime*. Dr. Parsons has made an intensive study of the development of the Pacific Northwest. Engagement: *Oregon, October 15 to November 1.*

HUBERT PHILLIPS

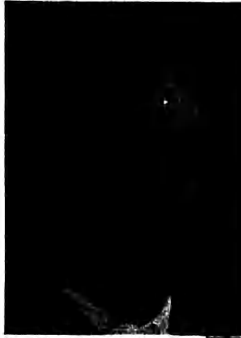
Ph. D., Columbia; Professor Social Science, Fresno State College; Professor American People College, Oetz, Austria. For the past 10 years Dr. Phillips has been active in the Adult Education movement in California. An extensive traveler in Europe; his special field of interests lies in democratic government and international affairs. Engagement: *West Virginia, February 1 to July 1.*

WILLIAM PICKENS

M. A., Yale University; Director of Branches, National Association for Advancement of Colored People; former Dean and Vice President, Morgan College, Baltimore. Author: *The Hair of Slaves; The New Negro; Burning Bonds*; contributing editor for the Associated Negro Press. Mr. Pickens has lectured extensively in Europe. Engagement: *West Virginia, December 28 to January 5.*

JAMES K. POLLOCK

Ph. D., Harvard; Professor Political Science, University of Michigan. Author: *Party Campaign Funds; Readings in American Government; Money and Politics Abroad; The Hitler Decrees*. Extensive traveler in Europe; official in Saar Plebiscite. Dr. Pollock is a specialist in elections, political parties, civil service, and European governments. Engagement: *Oregon, September 1 to September 21.*



FORUM FACULTY

CAMERON RALSTON

Director Religious Activities, Washington and Jefferson College, Washington, Pa.; newspaper writer; Regional Director, Near East Relief, 1924-28; Chairman, Commission on Cause and Cure of Crime, Pennsylvania; has written extensively on cause and cure of crime. Field of study: Criminology. Engagements: *West Virginia*, September 8 to October 15; *Kansas*, December 1 to January 30.

HELEN DWIGHT REID

Ph. D., Radcliffe and Harvard, International Law; Associate Professor History and Government, Buffalo University; Carnegie Fellow, International Law, 1922-24. Author: *International Servitudes in Law and Practice*; *Life of William Maxwell Evarts*. Dr. Reid has done extensive research in Europe on international problems. Engagement: *Minnesota*, December 1 to January 31.

AURELIA HENRY REINHARDT

Ph. D., Yale University; President Mills College; member Board of Trustees, Institute of Pacific Relations. Dr. Reinhardt has contributed to various journals and magazines, edited *The Monarchia of Dante Alighieri*, and *The Silent Woman*; studied artistic forms in literature, architecture, music, and the decorative arts. Engagement: *Colorado*, October 19 to October 23.

EMERSON B. SCHMIDT

Ph. D., University of Wisconsin; Professor, School of Business Administration, University of Minnesota; former Professor at Marquette, Wisconsin, and Oregon Universities. Author: *Taxation in Minnesota*; *Old Age Pensions*; *Labor Aspects of Urban Transportation*; *Industrial Relations and Collective Bargaining*. Dr. Schmidt's field of interest lies chiefly in sociological problems. Engagement: *Minnesota*, September 1 to December 30.

PAUL H. SHEATS

Ph. D., Yale; Instructor, Department of Education, Yale; Supervisor, W. P. A. Collegiate Center, New Haven; Professor, New York State College for Teachers, Albany. Coauthor: *Citizenship Education Through the Social Studies*. Traveled throughout the United States and Europe. Field of study: Citizenship education and democracy. Director of Chattanooga-Hamilton County Forums. Engagement: *Tennessee*, July 1 to February 1.

DAVID SNEDDEN

Ph. D., Columbia University; Professor Education, Columbia; former Massachusetts State Commissioner of Education. Author: *Problems of Secondary Education*; *Vocational Education*; *Sociological Determination of Objectives in Education*; *Toward Better Educations*; *Educations for Political Citizenship*. Dr. Snedden has been identified with educational movements throughout the United States. Engagement: *Oregon*, October 1 to October 15.

GEORGE W. SPICER

Ph. D., Johns Hopkins University; Associate Professor Political Science, University of Virginia; Chairman, Virginia Commission on County Government. Coauthor: *Essays on the Laws and Practice of Government Administration*. Dr. Spicer wrote the major part of three reports on county government to the Governor and General Assembly of Virginia. Engagement: *Tennessee*, September 7 to September 26.

ROBERT LEE SUTHERLAND

Ph. D., Chicago University; Chairman, Division of Social Science, Bucknell; Assistant Professor Sociology, Cornell, summer session; editorial board, *Pennsylvania Journal of Social Work*. Coauthor: *Principles of Sociology*. Former leader, Forest Beach Forum, Camp Michigan; organizer and leader of Adult Education Conference, Pennsylvania, 1935. Field of study: Social and economic problems. Engagement: *Oregon*, September 1 to February 1.

WALTER A. TERPENNING

Ph. D., University of Michigan, field of Sociology; Professor Sociology, Western State Teachers College; Y. M. C. A. Secretary in Russia during World War. Author: *To Russia and Return*; *Social Organizations Working With Rural Communities*, *Village and Open-Country Neighborhood*. Visited 15 foreign nations studying rural and urban problems. Engagement: *New York*, September 1 to February 1.

FLORA M. THURSTON

M. A., Columbia; Supervisor with Oregon State System of Higher Education; Professor at Colorado State College, summer session; past Executive Secretary of Parent Education, New York City; President, National Council of Parent Education; organized conferences of Congress of Parent-Teacher Associations, American Home Economics Association, American Vocational Association. Field: Parent education. Engagement: *Oregon*, September 1 to February 1.

FORUM FACULTY



ARNOLD R. VERDUIN

Ph. D., University of Michigan, European History; Director, Buffalo Collegiate Center; Chairman, Social Science Department, Buffalo State Teachers College, 1934-35; member, Advisory Council, Buffalo Community Forum. Author: *The Spanish Constitution of 1812; Modern Spanish Constitution*. Traveled extensively in Europe. Field: International relations. Engagement: *New York, September 1 to February 1*.



HARRY W. VOLTMER

Ph. D., University of Iowa; Professor of Political Science, DePauw University; conducted forum for several years in Greencastle, Ind., under auspices of the University on Current Political Problems. Field of study: Problems of democracy. Engagement: *Arkansas, September 14 to January 29*.



PAUL K. WALP

Ph. D., Johns Hopkins; Head, Political Science Department, Marshall College. Author: *Constitutional Developments of the League of Nations*. Former member, Board of Directors, National Forum. Dr. Walp has traveled extensively both in Europe and the United States and holds a degree from the University of Geneva. His field is international relations. Engagement: *West Virginia, November 23 to November 30*.



FRANK B. WARD

Ph. D., University of Pennsylvania, field of Economics; Supervisor, General Economics, Department of Commerce, University of Tennessee; Consultant Economist. Author: *United States Labor Board and Railway Labor Disputes*. Dr. Ward lectured last winter at the Conference of Extension Workers, Orangeburg, S. C., held under the auspices of the United States Department of Agriculture. Engagement: *Tennessee, September 14 to December 20*.

J. C. BESWICK

M. A., vocational education. Director, Vocational Education, California State Department of Education; former instructor, Manual Arts High School, Los Angeles, Calif.; Chief, Division of Industrial Education, California. Author of many reports and pamphlets distributed by California Department of Vocational Education. Field: Industrial and vocational arts. Engagement: *Oregon, November 1 to November 15*.

ALLEN BLAISDELL

B. A., Pomona and Union Theological Seminary; Director, International House, Berkeley; former assistant director, New York International House; instructor, Japanese Commercial School, Fukuoka, 1919-20; field of study, international affairs. Engagement: *California, November 15 to December 18*.

STEWART F. BRYANT

Lieutenant Commander, United States Navy (retired); West Coast Director, League of Nations Association. Long Naval and Diplomatic record in Far East, Turkey, Washington Conference on Limitation of Armaments. Chairman, Palo Alto Community Forums; contributor *Current History, New York Times, Military and Naval Record, New York Herald-Tribune*. Field: International relations. Engagement: *Oregon, January 1 to January 31*.

NEWELL W. EDSON

Graduate work, Harvard and Columbia. Supervisor, Department of Public Welfare,

New York City; member of the Board of the National Congress of Parent-Teacher Associations; former professor Public Speaking, University of Maine; field representative, American Hygiene Association. Field: Research and lecturing, family relationships. Engagement: *West Virginia, November 30 to January 1*.

CALVIN C. FLINT

M. A., Stanford University; Dean of Men, Santa Ana Junior College; Conductor, Junior Forum, Santa Ana, Calif.; Assistant, History Department, Stanford University; Professor, Moran Junior College. A student at the Sorbonne in Paris. Mr. Flint has traveled extensively in Europe and has made a particular study of conditions in Russia. Engagement: *California*.

WILFRID L. HUSBAND

World traveler and lecturer. Mr. Husband has traveled extensively in the Far East and Europe. Returning from tour of Sweden, Denmark, and Finland where he studied social and economic achievements. Field: Sociology. Engagement: *West Virginia, November 9 to November 30*.

JOSEPH S. KORNFELD

A. B., University of Cincinnati; graduate work, McGill University and University of Chicago; born - Austria-Hungary. Rabbi: Pine Bluff, Ark.; Montreal, Canada; Columbus, Ohio, 1898-1921; United States Minister to Persia, 1921-24; Rabbi and lecturer since 1924. Field: Sociology. Engagement: *West Virginia, September 28 to November 9*.

EVERETT DEAN MARTIN

Graduate, Illinois College. Head, Department of Adult Education, Pomona College; lectured at New School for Social Research, New York; Brookwood Labor College, 1923; director, Cooper Union Forum, New York. Author: *The Behavior of Crowds; The Meaning of a Liberal Education; Liberty*. Dean of American Forum Leaders. Field: Sociology. Engagement: *California, November 1 to November 30*.

FRANK MILES

L. B., Drake University; editor, *Iowa Legionnaire*; three times president, Legion Press Association; formerly city treasurer, newspaper reporter, and editor. Three years State chairman, American Education Week; speaker at the National Education Association Convention, Portland, Oreg., 1936. Engagement: *California, January 1 to January 8*.

M. W. ROYSE

Ph. D., Columbia; organizer and director, Teachers Training Center for Workers Education, Puerto Rico; former instructor in Government, Harvard and College of the City of New York. Author: *International Regulation of Warfare*, completing two-volume work on *European Minorities*, under auspices of Harvard Bureau of International Research. Field: International relations. Engagement: *West Virginia, December 28 to January 15*.

NOTE:—A number of forum leaders were selected after this publication went to press.

TOPICS FOR DISCUSSION

The following list gives the topics discussed in Colorado Springs, Manchester, and Monongalia County during the spring period with the names of leaders

Colorado Springs, Colo.

Ben M. Cherrington

The Road Ahead for America.
Peace or War in Europe?
Must the West Get Out of the East?
Where Will Our "Good Neighbor" Policy Lead Us?

William F. McDonald

Constitutional Crises in History.
Dictators, Ancient and Modern.
War and Imperialism From Pharaoh to Mussolini.
Capitalism and Religion in the Modern World.
Political Corruption, Past and Present.
Revolution, Reform, and Social Progress.
Democracy, Past and Present.
Liberty Through the Ages.
Commerce, Culture, and Social Progress.

Laura Waples McMullen

How Sweden Won Recovery.
Consumers' Cooperation in Sweden.
How Can We Buy More Goods?
Should Women Work?

Peter H. Odegard

The Constitution, What It Is and Why.
Social Planning and the Constitution.
The Supreme Court, Guardian or Gag of the Constitution.
Dictatorship, Centralization, and Democracy.
Political Parties and the Constitution.
Constitutional Issues in the Coming Campaign.
Finding the Phantom Public.
Foundations of Individual Personality.
The Behavior of Crowds.
Pillars of Society, Family, Church, and School.
Agencies of Communication, The Press.
Agencies of Communication, Radio—Motion Picture.
Pressure and Propaganda in Modern Society.
Island of Democracy, England.
The Democratic Frontier in Europe.
Fascism on the Rhine and the Adriatic.
The Communist Fatherland.
Politics—Politicians and Democracy.
Social Forces in American Politics.
Candidates, Campaigns, Contributions.

Luncheon Forums—Odegard and McDonald

Should the Power of the Supreme Court Be Curbed?
Should the United States Maintain Strict Neutrality in All Future Wars?
Is War Inevitable?
Is the New Deal Socialistic?
Do We Need a New Political Party?
Can We Conquer Poverty?
Should We Establish a System of Government-Supported Medical Care?
Should Capital Punishment Be Abolished?
Can a Democracy Plan Its Economic Life?
Should the Nations of the Western Hemisphere Found a League of Nations?
Is Propaganda a Menace?
Did the United States Make a Mistake in Recognizing Russia?
Fascism or Democracy.
Machines: For or Against Us?
Do We Need a New Constitution?
Cooperatives—Here and Abroad.
Should Organized Lobbying Be Prohibited?
The Department of State in the American System of Government.
Pan-America and the World's Peace.

Manchester, N. H.

Malcolm Keir

Should Women Be Wage Earners?
Do Machines Oust Men?
Short- Versus Long-Term Unemployment.
Is Consumers' Cooperation Workable in New Hampshire?
Is the Townsend Plan Practicable?
Should the Power of the United States Supreme Court Be Altered?
Do We Pay Our Executives Too Much?
Does Scientific Management Hurt Labor?
Do Company Unions Help Labor?
Are Craft Unions Better Than Industrial Unions?
Should Doctors Be Public Officers?
Is a Labor Political Party Probable?
Are Free Speech, Free Press, and Free Assemblage in Danger in America?
Has the South Hurt New England?
What Has Happened to Manchester Since 1929?

Alden G. Alley

Who Are the War Makers?
National Defense.
The League, The Court, Our Country.
1914 versus 1937—Is the Danger of War as Great Today as Then?

Monongalia County, W. Va.

Alden G. Alley

Who Are the War Makers?
The Economic Causes of War.
America Self-Contained.
The League, The Court, and Our Country.

Emil Lengyel

Problems of the Danube Valley.
America's Role in World Affairs.
The Underlying Causes of Fascism and Bolshevism.

Clifton F. McClintic

Crime Prevention.

Laura Waples McMullen

How Sweden Won Recovery.
How Can We Buy More Goods?
Consumers' Cooperation in Sweden.
Should Women Work?

Charles A. Orr

Fascism and Democracy.
Political Machines in a Democracy.
The Cooperative Movement.
Trade Unions—Their Structures and Policies.

Hubert Phillips

Just What Is the Constitution?
The Supreme Court and Social Change in the United States.
What Is Society's Duty to the Unfortunate?
The American Prayer: Forgive Us Our Debts.
War and Peace: The Forces Making for Each.
England: The Bulwark of Democracy.
France: A Nation Beset by Fear.
Italy Dreams of Roman Grandeur.
Hitler's Germany.
Is Soviet Russia Growing Conservative?
America in Transition.

(Continued from page 17)

But it is growing in Monongalia County and vicinity. Typical of the comments which have come to the forum leaders and the management are the following:

I have heard more thoughtful discussion of public questions on the streets of this town since the forum program began than I have ever heard before.

A lawyer.

In the second stage of the project here, beginning next autumn, we should begin to reap the benefits of the initial period of education of the community to the forum idea.

President of West Virginia University.

Representative citizens of the county learned that controversial issues could be discussed publicly in an intelligent, friendly way without prejudice, bitterness, and wild partisanship. As a result of the forums there has been developed a more enlightened and intelligent attitude towards the other person's viewpoint.

A high school principal.

The forums are needed by the working classes. They give the workman a chance to size up arguments pro and con, and thus avoid being taken in by those who can afford to print and distribute the side they are interested in.

A labor leader.

At the time of the inauguration of the program it was quite evident that there were live and vital public questions that certain able and determined groups did not want discussed in this community. I am persuaded now that there would be no opposition to the presentation of any subject which the forum management would sponsor.

The forum program has resulted, in my opinion, in making the community as a whole more alert politically, more informed economically, and more tolerant socially. Such is the foundation of a great democratic institution of civic education.

SUBJECTS IN THE TEN CENTERS

The following list gives the topics or general themes to be presented by the leaders in the ten centers between September 1, 1936 and February 1, 1937. This list is incomplete.

Chattanooga—Hamilton County, Tenn.

Walter D. Cooking

Social Significance of the Tennessee Valley Authority.

Cullen B. Gosnell

New Aspects of the Monroe Doctrine.

Emory Q. Hawk

Effective Means of Social Control. Labor Problems.

Louise Biles Hill

Solving the Agricultural Problems in the South. Providing for Social Security. The Cooperative Movement.

Wallace McClure

America and Her Foreign Neighbors.

Walter J. Millard

Good Local Government. Effective Voting. Your Municipal Money's Worth. Taxation and the Public Debt.

Paul H. Sheats

Battle for World Peace. Which Shall it Be, Court or Congress? American Democracy on Trial. Democracy Versus Dictatorship. The School's Place in a Democracy.

George W. Spicer

Making County Government Effective.

Frank B. Ward

Solving the Unemployment Problems. Understanding the Interdependence of Farm and City. Economic Future in the Light of the Past. Where Should We Go From Here. The Meaning of American Citizenship.

Colorado Springs, Colo.

Alden G. Alley

Who Are the War Makers? America Self-Contained? National Defense. The League of Nations. Mr. Every-Day-Citizen, the Chief Cause of War. Hitler's Germany—A Lesson for Us.

Upton Close

The Expansionist Spirit of Western Civilization. Creation of Modern Empire—Great Britain the Model. The Empire Craze Hits the Pacific: Growth of Japan. Peace and the Empire Illusion: Changing Values and New Frontiers for the Expansionist Spirit.

Garfield V. Cox

Why We Have Depressions. Why the Extreme Severity of the Recent Depression? Can We Make Private Enterprise Self-Regulating? Can We Manage Money and Credit? Will Unstable Government Budgets Stabilize Business?

Marshall E. Dimock

The Consequences of Concentration in Business and Government. Government Uses the Business Corporation. Can Government Service Be Made a Career? Is Regionalism the Way Out? Is There a Need for Constitutional Reform? What Are the Ends of the State in America? Is Public Utility Regulation a Failure? What Happens When Government Goes Into Business? Can Government Be Made Efficient?

Irwin Edman

The Arts in a Democratic Society. Life Begins With Fine Arts. Morality and Immorality in the Fine Arts. Art as Propaganda. Philosophy as a Fine Art.

Pelham D. Glassford

Crime Prevention.

Emil Lengyel

America's Role in World Affairs. Problems of the Danube Valley. Underlying Causes of Fascism and Bolshevism. Forces of War and Peace.

Wallace McClure

Colorado's Place in World Economy. The Democratic Approach to World Affairs. The Department of State in the American System of Government. Pan-America and the World's Peace.

Aurelia Henry Reinhardt

The Evolution of Artistic Forms in the United States in Literature, Architecture. Music and the Decorative Arts.

Little Rock, Ark.

Sherwood Gates

What is the American Dream? Where Are We Failing: Economic, Business, Health, Home? Where Are We Failing: Political, Social, Educational? War—A Major Threat to the American Dream. Methods of Realizing the American Dream. Education for a Changing Civilization.

Lloyd Huntington

The Persistent Problem of Unemployment. The Distribution of Income in a Machine Age. Economic Nationalism—Fact or Fancy?

We Move in the Direction of a Planned Economy. Growth and Significance of Consumers' Cooperatives. Next Steps—A Study of the Proposed Avenues to Economic Stability.

Harry W. Voltmer

The Supreme Court. Social Security. Must America Choose? Can it Happen Here? Government Control of Business. Do We Need a New Liberal Party? The Citizen's Responsibility for Good Government. Is Our Democracy Democratic? Shall the People Govern Directly or Through Their Representatives? Spoils Versus Merit in the National Administration.

Manchester, N. H.

Subjects to be announced.

Minneapolis, Minn.

Ernest R. Bryan

The United States in World Affairs. British Foreign Policy. The League of Nations and the Italo-Ethiopian Conflict. World Trade and American Prosperity. The United States and Latin America. Conflicts of Policy in the Far East. Social Security—What it Means and Where it Leads. Taxes—What Constitutes Capacity to Pay? Beverage Alcohol—Its Relation to Safety, Youth Problems, Health, and Government Finance. Education—Cost and Value to Community and Nation. Education—Where is it Leading?

Emil Lengyel

America's Role in World Affairs. The League of Nations: Success or Failure? Can America Stay Out of the Next War? The Main Cause of European Unrest. The Underlying Causes of Fascism and Communism. The Problems of the Danube Valley. How Can War be Avoided? Women in Germany and Russia. Criminality in Europe. Hitler, Mussolini, Stalin—A Study of Characters. Headliners in European Politics.

Laura Waples McMullen

How Sweden Won Recovery. Great Britain's Fight on the Depression. Consumers' Cooperation in the Scandinavias. The Housing Problem: Is Government Participation Desirable? More or Less Government Ownership? Dictatorship: Resemblances and Differences.

Helen Dwight Reid

American Foreign Policy.
Contemporary Political Thought.
Public Opinion and Propaganda.
The Conduct of Public Relations.
International Law and Organization.
This Independent World.
Background of International Politics.
Government of Merit.
The Constitution and the Supreme Court.
Theory and Practice in the Leading European Governments and Japan.

Emerson P. Schmidt

Economics of Unemployment and Remedies.
Unemployment Insurance.
The Problem of Old Age Dependence.
The Federal-State Social Security Program.
Public Utilities and the TVA Yardstick.
The Place of Economic Theory in Politics and Public Affairs.
Industrial Relations and Collective Bargaining.
The Future of Capitalism.
The Staff and Public Medicine and Health.

Monongalia County, W. Va.

Ernest R. Bryan

Education—Its Cost and Value.
World Trade and American Prosperity.
Taxes—Local, State, and National.

Upton Close

Actual Prospects of War and Peace.
United States Foreign Policy.
Japan, China, Russia, and the U. S. A.

Conley H. Dillon

American Participation in the International Labor Organization.
Consumers Cooperation.

Newell W. Edson

Home Life, Parenthood, and Education.

Emory Q. Hawk

Family Budgets and the Cost of Living.

Wilfrid L. Husband

Good Times in Sweden.
Toward a New Far Eastern Policy.

William Pickens

Contribution of the Negro to America.
The Southern Sharecropper Problem.

Cameron Ralston

A Social Interpretation of Education.
Character in the Making.
Rehabilitation of Right Thinking.
The Terminal Objectives of American Democracy.

M. W. Royse

Trade Unionism—At Home and Abroad.
Human Rights in a Nationalistic World.
The Worker Faces the World.
Workers' Education—As an Integral Part of American Life.

Paul K. Walp

Pan Americanism, Current International Relations.
State Governmental Reorganization.

Orange County, Calif.

Subjects to be announced.

Portland, Oreg.

Ernest Southerland Bates

New Hope for Democracy.
The Meaning of American Citizenship.
Good and Bad Pressure Groups.
Are You Propaganda Wise or Foolish?
The History of the American Constitution.
The Constitution and the Contemporary American.
The Supreme Court and Congress.
Should the Power of the Supreme Court be Altered?

J. C. Beswick

Trade and Industrial Education versus Professional Training.

Lt. Comdr. Stewart F. Bryant

National Security.

Norman F. Coleman

Is America a Good Neighbor?
America's Stake in China.
The Far Eastern Triangle—China, Russia, Japan.
What is Driving Japan? A Nation in Difficulties.

Emil Lengyel

The Battle of Dictators.
The Underlying Principles of Fascism and Bolshevism.
The Forces of War and Peace.
Germany Under Hitler.
Women in Germany and Russia.

Malcolm MacLean

Are Educational Institutions Fitting Youth to Meet a Changing Social and Economic Order?

Philip K. Parsons

The Development of the Pacific Northwest and the Bonneville Dam.

James K. Pollock

Position of Executive.
Importance of Administrative Branch.
Position of the States.
Do We Need New Areas?
The Spoils System.
What Civil Service Means.

David Snedden

Problems of Education.

Robert Lee Sutherland

Why Ten Million Unemployed?
Is Social or Economic Security Possible?
Why a Hungry Nation With Too Much Food?
Socialized Medicine—Arguments For and Against.
Do Machines Oust Men?
The Workers' Problems in an Industrial Society.
Should Women Be Wage Earners?
The Consumer's Rights in This Economic Age.

Flora M. Thurston

Developing Democracy Through Family Life.
Conserving Family Values in a Changing World.
Increasing Participation in Family Life.
Improving Methods of Family Control.

Schenectady, N. Y.

Subjects to be announced.

Wichita, Kans.

Charles N. Burrows

Criminology, Problems of Youth.
Problems of the Family.
Social Control and Social Service.

Royden J. Dangerfield

Current Problems in American Foreign Policy.
Current Problems in International Relations.
Current Problems in American Government.
Economic Problems.

Joseph H. Foth

Economic Internationalism.
Tax Problems.
Consumers' Cooperatives.
Unemployment.

Cameron Ralston

The Crime Question.
Objectives of American Democracy.
Social Interpretation of Education.

FUTURE STEPS

DEMOCRACY is the political expression of the scientific method. The great scientists necessarily demand freedom to inquire into the problems of the physical universe and to publish and exchange their experiments, research, and theories. Their successful challenge to the authoritarianism of the Middle Ages opened up the road to the new era of invention and science. Close on the heels of the scientists followed a school of thinkers in the field of government who demanded freedom to inquire into the problems of public welfare.

Finding Truth

They argued that only under the conditions of freedom of expression, freedom to experiment, and free access to all kinds of ideas and proposals could the science of truth-finding in the social field be perfected. Those who had crowns and scepters were more interested in protecting their special privileges than in the discovery of social truth. All research and expression which ran counter to the beliefs and interests of those who held authority by heredity were suppressed. The organization of self-government opened the road to a new era of social and political development.

Instead of obeying decrees of a landed aristocracy, the people elected representatives accountable to them to create the laws affecting the common welfare.

Popular Education

In order to select their representatives and through them to express their general desires in practical legislation, it was essential that the mass of the citizenry be educationally equipped to understand the issues affecting their lives and the alternative solutions being proposed by the students of public affairs. When those issues concerned a relatively simple social and economic system, educational provisions for the mass of people could well be elementary. The spontaneous gatherings of citizens in town meetings, when the largest communities numbered only a few thousand people and most communities only a few hundred, served well the cause of political education.

Past Steps

But as the conditions of life tended toward complexity, the need for extended and free inquiry into the science of social living became more and more important. Free high schools were added to the elementary programs. Free State universities were developed. Night-school classes and university extension courses were organized for adults. Thousands of public libraries were established. Provisions were made for careful and concentrated training for teachers. The school year was lengthened. These steps were taken after much experimentation by the various local and State educational agencies.

Progress Through Experimentation

There are forty-eight State "experiment stations" developing systems of public education, and thousands of local units, each contributing to the experience and knowledge of all the others. Herein lies the genius of practical democracy. The Office of Education was established as a national agency to facilitate the exchange of information and experience among these many units in order that the leadership in every community might take advantage of the best practices and plans devised in the Nation. And this Office of Education has another and perhaps a more important function. This function involves the direct *promotion* of experimentation with forward-looking educational policies and techniques by enabling a relatively few educational agencies to act as national demonstration centers. What you have read in this publication is a very brief description of the way in which the Office of Education has initiated demonstration centers in the field of adult civic education:

Findings

It is impossible on the basis of three short records to formulate general conclusions concerning the best way to organize and conduct community-wide forums in different types of communities, but certain significant needs or trends may be noted as a result of the first few months of experience in the demonstration centers. One thing already clearly indicated, and also substantiated by the experiment in Des Moines, is the fact that participation in the study and discussion of public affairs is in rather direct proportion to the previous schooling of the people in the neighborhood or the district where forums are scheduled. The relative display of interest in public questions affecting democratic action on the part of those who have had the advantages of extended formal schooling is a significant testimony to the vital importance of widespread and efficiently conducted public education in our democracy.¹ But the problem of attracting the interest and serving the needs of the relatively unschooled people is being attacked by ten local administrations simultaneously. The leaders of these experiment stations, with the help of the Office of Education, are exchanging their experiences and successful methods of meeting this problem. The final results should throw new light on this important endeavor.

One of the most significant aspects of the reports of the three demonstration centers is the large participation of young people in the discussions and the influence of the forums upon a more vitalized educational experience for young people in high schools and colleges.

¹ See pp. 42 to 90 of "The American Way", by J. W. Studebaker, published by McGraw Hill & Co., a report of the Des Moines Experiment. Also pp. 17 to 39 of "Education for Democracy", Office of Education Bulletin No. 17, 1935.

Forum Districts

In the United States adult education generally, and that aspect of it we call "civic education" in particular, lags behind developments in some other countries. We have not begun to approach the record of Sweden, for example, where about one out of every six adults is engaged in some kind of study or organized discussion. The best facilities we have for adult education are concentrated largely in a few great metropolitan centers. Therefore, another problem we face is that of making available the best management and the best leadership to people in small cities, towns, and rural communities. The demonstrations reported herein are based on the assumption that administrative districts for adult civic education must be planned in terms of the adult population to be served. This may mean the organization of an entire county or even of several counties into one forum district. The managements of eight of the ten demonstration centers will be experimenting with the planning of schedules of discussion meetings in the small communities located in various parts of the county and even in two or three adjoining counties. Some of the meetings will be scheduled 25 or 30 miles away from the administrative center.

These are just a few of the problems which are being presented to 10 local forum staffs. Their experiences, made generally available through the Office of Education, will benefit the future of adult education throughout America.

Second Program Planned

The ten forum demonstrations in the present program will conclude their schedules about February 1, 1937. Plans are already under way to establish ten new demonstration centers in ten different States to operate between February 1 and June 30, 1937. A new appropriation has been granted to the Office of Education for the purpose of taking this further step in the promotion of a Nation-wide program of adult civic education.

City, county, and State educational authorities will be invited to apply for consideration or to make recommendations to the Office of Education. As a result of operating the present program scores of superintendents of schools and educational leaders have already appealed for the opportunity to plan community-wide forum programs. By extending the project into new communities rather than continuing the program in the present centers, the Office of Education will be able to test the general plan in a different combination of community circumstances, and to draw upon new administrative leadership. Thus the cause of adult civic education continues to advance through the demonstration method.

The primary object of the public forum project is not the operation of programs of discussion which may result in widespread immediate diffusion of civic enlightenment. Such a result requires a long-term program. In order to be effective in the interest of sustaining popular self-government it must be Nation-wide and fostered by the vast majority of school systems. The first ten demonstration centers and likewise the second demonstration program seek to point the ways to provide a record of experience, and to suggest successful patterns of organization for the benefit of community leaders in all parts of the Nation.

The American Way

Our scientific and industrial progress has been made through an evolution of controlled and carefully recorded experiments and of planned demonstrations. This is clearly the American way of planning and organizing new educational provisions to meet the demands of a highly integrated economic and social civilization. Future steps toward the goal of a Nation-wide organization of public discussion programs should be taken in accordance with the experience gained in demonstration centers. One step which ought to be taken soon is the establishment of 20 or more forum centers in as many States, in which 2- or 3-year programs may be planned and recorded.

Following the existing demonstrations and those planned for this year, we should be ready for a 3-year program in which about 20 forum centers might operate progressively during the entire period, an additional 20 for the second 2 years, and 20 more for the third year. These annual programs would operate forum schedules for approximately 36 weeks. During the third year one or more forum demonstrations could be in operation in each of the 48 States.

Based on experience in these locally managed demonstrations which should, within a few years, touch each of the States, a carefully drawn legislative program should be evolved by which the States and the Federal Government may cooperate in advancing adult *civic* education in the same general way in which they now collaborate in stimulating and supporting *vocational* education for adults. The soundness of the provisions for such a Nation-wide permanent program will depend upon the extent and quality of such demonstrations as the ones herein described.

The wealth and material progress of America are in no small measure the result of the application of the scientific method to our vast natural resources. Our future greatness lies in applying that same method to human resources in the interest of the perpetuation of self-government and freedom. The improvement of social intelligence for the democratic control of our material resources is the challenge of our day.

J. W. STUDEBAKER.

MORE MATERIAL

FIVE INFORMING W's



WHERE TO FIND

Public Affairs Pamphlets.

A tabulation of over 400 pamphlets—Gives names, authors, publishers, prices, and contents—Useful to teachers of social sciences and forum directors—New edition with more titles being prepared—Free on request while present supply lasts.

Write: Office of Education, Washington, D. C.

WHY THE NEED

Safeguarding Democracy Through Adult Civic Education.

A booklet presenting several of the Commissioner's public addresses and articles—Discusses the philosophy of civic education—Useful to teachers and civic leaders seeking a clear-cut definition and defense of academic freedom and of adult civic education.

Price 5 cents—Superintendent of Documents, Washington, D. C.

WAY TO PROCEED

Education for Democracy—Public Affairs Forums.

A handbook for forum leaders and managers—Devoted mainly to techniques and methods—Presents factual material on Des Moines and other forums—contains bibliography on forums and public discussion.

Price 10 cents—Superintendent of Documents, Washington, D. C.

PLANNED PUBLICATIONS

WHAT METHODS WORK

Choosing Our Way—A study of America's Forums.

Based on a survey of 430 forums under various auspices—Study of methods of organization, finance, techniques, subjects, attendance, novel experiments, promotion plans—Contains charts, graphs, and tabulations—Useful to forum leaders, managers, school principals, superintendents, and civic leaders.

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WHEN TO START

Junior Forums—In High Schools, Colleges, and Universities.

Describes discussion programs in high schools and universities as reported in recent survey—A handbook for teachers, school executives, and university authorities interested in practical ways of training youth in the discussion method—Includes illustration panels and symposiums, vitalized commencement plans, and suggestions on visual aids.

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