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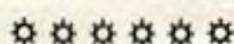
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simply feel it. All of these waltzes are played with considerable rubato and abandon.

Vienna is not only noted for its waltzes but it is famed for its music in general. There is no doubt that music plays an import-

ant role in the lives of the people there. The most extraordinary thing is the fact that amid hardships, toil, pauperism, and suffering everyone still finds the leisure to pursue music and art in Old Vienna.



## College Extension For Working People

By ANNA J. COOPER

THE criticism is often brought against our "culture" (and with what justice the conscience of the individual must decide) that we are not "good radiators." That education, well-being, personal refinement, instead of making torch bearers and missionaries of the Gospel of a better day and a brighter hope for the less privileged, has the effect of encasing us in a sheath of self-centered diletantism supersensitive to the rough elbows of the vulgar herd, and ego-centrally devoted to the betterment solely of our own immediate environment; and that, even more narrowly, for the sake and satisfaction solely of our own soul's growth and well-being. Nay, there are some, even, who go a step farther and assert that the selfishness or exclusiveness, to some degree inherent in the intensive cultivation of personality everywhere, takes on with us a tinge of rancor and resentment far more withering than the selfishness of other groups. That there is here a positive repulsion and an insurmountable antagonism

against the "untouchables" whose existence is thought to cause and explain and to some extent excuse all their social handicaps and, however innocent, to be responsible for the origin and spread of the contagion of race prejudice; so that, as the human sediment is stratified lower and deeper in the social scale, the poignant prejudices of race and color become more and more galling, and the sufferers from it themselves inflict the same clannish bitterness with intensified fury on each caste a little below themselves.

In so far as this is mere emotion there is no use arguing with or about it. The writer will undertake in the present essay merely to bring forward a few facts and comparisons that reveal a broad and inviting field for earnest, thoughtful college women of today to address themselves to the really exhilarating task of College Extension for *Working People*, or, in other words, to furnishing opportunity for steady intellectual growth and a satisfying pursuit of the higher Education for those

whose economic status places them in the category of wage-earners. In doing so I shall not appeal to my readers' sympathies for the downtrodden or try to enlist charity for the under dog or emphasize unduly the racial handicap. A broad interest in his community is not only a duty and responsibility of the college bred man and woman, it is a characteristic and essential function, an answer and a justification in return for the privileges with which they have been favored and the advantages they have enjoyed.

To study with trained intelligence this social ferment of his time, to cast into the unguided and misguided, the hysterical and often riotous turbulence of the seething, writhing, raging mass the calm sanity of a well-disciplined leadership, a purposeful initiative and wisely systematized restraint—such is the high task and the sacred obligation of the elect few who, from contacts within college walls with the noblest, the truest, the best, are prepared as heirs of all the ages to take their rightful place as guides, as torch bearers to lead order out of chaos and to direct the trend of the social movement and social aspirations along the upward passes. Leadership is the college man's duty to society—a duty which automatically lifts him above the sordid selfishness which threatens the economic world of today. Service is his slogan, and brotherhood in his vocabulary is limited only by the world's need and his own enlightened resourcefulness. He feels that he

owes all and is glad to give all for universal betterment.

Not long ago prospectors and engineers were looking for an ideal spot to locate a summer camp for our Chief Executive. They found one on the banks of the Rapidan, in historic Virginia, a spot to drive away dull care and to forget the jangling and the wrangling of human affairs. But one day a human affair obtruded itself into that peaceful retreat. It was not pleasant. In fact it was found that those mountains were "infested" so to speak, "with tribes of undiscovered Americans," ignorant, unkempt, unclean. They were benighted white Americans in almost a state of savagery within a stone's throw of the heart of the nation, in fact literally sitting on the doorstep of the Chief Executive.

What concerns us here is the instant and spontaneous reaction of progressive America to this embarrassing problem. Something must be done and at once. The Associated Press hastened to assure an amazed and wondering public that living conditions disclosed in the neighborhood of the Rapidan were not to be regarded as a mark of inferiority either in mentality or in social advancement. Isolation here in the mountain fastnesses had left these human waifs without that contact which is needed for any progress. Immediately the latest and finest products of invention and science were put on foot, on wings, to hurry civilization overnight to the mountaineers. Trucks, planes,

telephones, radios, wireless, were pressed into service as if to make amends for the neglect. Most significant and in the forefront for emphasis went the modern schoolhouse and the sympathetic teacher with her carefully selected "methods" and her wise adaptation of means to ends.

A certain Metropolitan daily gravely suggested that in order to transplant an "atmosphere" of culture some of the retired teachers and Government employees whose pensions enabled them to disregard salaries be invited to make there a college settlement and colonize the ideas and ideals of our advanced civilization. Admittedly education was the indispensable doctor and the unfailing remedy for regaining the lost step and the impaired touch with humanity and the moving world of thought and wide-awake activity.

By education we fall in line and hold our own with the vanguard of civilization, and the incident here mentioned shows the readiness and liberality with which enlightened men and women of our day take up responsibilities for backward groups and unprivileged classes, and the unhesitating spontaneity with which the best thought, the best discoveries, the best inventions are poured forth for the rehabilitation and the spurring on of their lagging forces. It is as if to pay a debt long overdue—as if the rich and powerful were ashamed to enjoy wealth and prominence under pressure of the consciousness that there are living in outer darkness

and neglect their brothers after the flesh, rightful heirs of the common inheritance and entitled by inalienable birthright to a blood brother's share in all the rights, privileges, and advantages derived from the toil and production of their forebears. There is this tradition inherent in culture. It yearns with a mighty yearning to propagate itself—to send the idea "missionarying," to strike its roots and send its seedlings further and further, and to see to it that in the next generation and the next and the next a glorious immortality shall be its reward.

Good tidings of salvation by enlightenment, by right living, by harmony, sane adjustment, and good will to men is not an idea that can be preempted and monopolized within a narrow group or egocentric race. It cannot be stifled, it must out; and like the divine spark that it is, it gives its possessor no peace till it has been passed on and on kindling a new light and inflaming a new want in the souls of men—the Saviors of the world.

That there should be artificial barriers and man-made handicaps in this cosmic advance seems incredible, contradictory, stultifying. Above all, in America, the Open Door of Opportunity to learn, to get in step, to appreciate the good things of life surely ought to be the rule, the norm, the unvarying law of this land "conceived in liberty and dedicated to the proposition that all men are created equal."

Germany is responsible for teaching the world many things by

her high-powered efficiency in the World War, an efficiency built up admittedly and deliberately by her Educational System. Not the least of these lessons, good for peace time though learned and tested by the bitter experience of war, is the incalculable value, the indispensable first necessity to a Nation of its Man-Power. When our country went up against Germany in the World War, America realized for the first time in all her history, perhaps, that Roosevelt's slogan "*All Men Up!*" was at such a crisis immeasurably safer and saner than the exploiter's maxim "*Some Men Down.*" Since our dearly bought experience in that trying ordeal, the States and the Federal Government have courageously addressed themselves to the general problems of illiteracy and Adult Education.

There has been formed the National Organization for Adult Education headed by the former Secretary of War, Newton D. Baker; also an important department has sprung up in the Office of Education (formerly known as the Bureau of Education) under Commissioner Wm. John Cooper, stimulating and abetting College and University Extension—the actual enlargement of college campus boundaries by correspondence, by radio talks, by traveling professors, traveling libraries, laboratories, moving pictures—every possible and imaginable help in the promotion of the education of adults. L. R. Alderman, specialist in adult education in the Office of

Education, is authority for much detailed information of interest to the large number of people who for any reason cannot go to college, and may profit by having the college come to them. Four hundred forty-three institutions are listed as offering some type of extension work for the years 1928 and 1929 for the benefit of persons anxious to further their education by study during leisure hours. Again, there is the National Illiteracy Crusade, Inc., in the Washington Building under Mrs. Cora Wilson Stewart, Director, John H. Finley, President, Jane Addams and Glenn Frank, Vice Presidents. The whole movement is a titanic push to lift, as it were, the opprobrium felt as a national disgrace in the presence of our World War Allies, that we were sending men to save the world for Democracy who had not themselves been saved from the ignominy and shame of ignorance and degradation.

It is a comfort to be able to state that this rebirth of a great national interest in education has shown already gratifying results, especially among classes hitherto overlooked or neglected.

A comparison of the latest census with that of 1920, taking the District of Columbia alone as symptomatic of the general trend throughout the entire country, will disclose some very significant figures and facts embodying a real awakening in the United States to the deep and crucially important element which the education of all the people has to contribute to the

national efficiency. The number of persons from 5 to 20 years of age attending school in the District in 1930 is 83,701 as compared with 64,475 in 1920; the number of persons 10 years of age and over unable to read and write in 1930 was only 6,611 as against 10,509 in 1920, the percentage of illiteracy having been reduced from 2.8 to 1.6. But what concerns the present argument most directly is the telling reduction of illiteracy among Negroes by more than 50 per cent in the same decade. In 1920 there were, in a population of 93,782 Negroes, 8,053 who could not read or write; in 1930, out of a population of 111,224, there are only 4,591 reported illiterate; that is, a reduction from 8.6 in 1920 to 4.1 at present accounting. As was well said by G. F. T. Cook, the first and last man of this race to be superintendent of schools in Washington without a hyphen attached: "No colored school has ever failed for want of scholars; the parents sent their children even when too poor to be decently fed or clothed."

A brief survey of universities and colleges of Washington shows but one colored in a list of seven

recognized as full time universities, while in a list of part time colleges and special schools compiled by Harry O. Hine for the District of Columbia, out of 88 listed there is not one that will admit a Negro whatever his qualifications.

In "Washington Past and Present," a four volume history by Proctor and Williams, the late Dr. Carusi has contributed a thirty-six page article on Higher Education in the District of Columbia. In this article he points out that there are many white institutions of learning that look back on the uncertainties of poverty and general financial instability. We know of several colored lawyers who hold degrees from those schools. But not one of these institutions today will admit a colored man or woman whatever his qualifications.

As then, the lines have been drawn tighter and tighter, the man who is both colored and poor finds himself left out of the educational reckoning and surely in need of those agencies for college extension and higher education which may be initiated by the resourceful sympathies of his own leaders.