



The Foundation is keenly aware of the tremendous molding and shaping power exerted on youth by America's schools and colleges.

FEE also recognizes that for many years our institutions generally have been teaching the "liberal" philosophy — the notion that the traditional American ways are outmoded, and that the State must increasingly regulate business and provide for individual welfare.

We will never change the present course of America's history, lead it away from statism and toward individualism, until more and more teachers and students begin to understand libertarian ideas.

With this goal in mind, FEE proceeds with its high school and college programs — its cooperation with the Intercollegiate Society of Individualists, the creation of Study Guides, the preparation of High School and College Debating Material, and the Foundation's College-Business Exchange Program.

HIGH SCHOOL (Livingston, Mont.): If gift subscriptions are still available, I would like very much to receive *THE FREEMAN* magazine. . . . I am a high school senior who won't swallow a lot of the bunk which so easily impresses so many youths and elders alike. . . .

CLAIR DANIELS

PURDUE UNIVERSITY (W. Lafayette, Ind.): As a graduate teaching assistant helping with our debate squad, I hope to assist the negative team of the GAW which will be a strong (I hope) step for developing libertarian ideas with these students.

DONALD ALLEN WAITE, *faculty*

TUFTS COLLEGE (Medford, Mass.): In the meeting with Cambridge University, Tufts debated the negative on the topic, Resolved: That modern society enjoys the greatest benefits under a planned economy. . . . After pointing out that the countries in which economic planning has been carried to the extreme are the very countries in which political liberties have been ruthlessly suppressed, we went on to the obvious disadvantages of such a system: wants are not fulfilled . . . the individual is forced to consume what the planners determine he ought to consume . . . complete concentration of power in the hands of a few men . . . total economic control and probable direction of labor via decree. . . .

WILLIAM C. STERLING, JR.

The Philosophy Of Reading

Ralph M. Besse

The Executive Vice-President of the Cleveland Electric Illuminating Company finds time both for serious reading and for writing

FRANKLIN D. ROOSEVELT, while President, called on Justice Holmes one evening. Mrs. Holmes told the President that the Justice would be glad to see him, although it was interfering with the Justice's reading program. Roosevelt, when ushered into the room, said to Holmes, who was then past ninety, "Mr. Justice, why do you work so hard at this reading business?" Holmes replied, "I know of no other way to improve my mind!"

Holmes had recognized a number of things in that sage remark. One is that education is a continuous process. You don't "become educated" at college. You are merely prepared for an education. To be an educated person you must study continuously as long as you live, and Holmes knew that.

The second thing Holmes recognized was that to achieve mental improvement, you have to do it yourself! Essentially, nobody else can educate *you*. And that holds whether you're learning the characteristics of Chaucerian style or the rudiments of the free market economy.

While reading is admittedly indispensable to the self-improvement process, relatively few of us find the time to do much serious reading.

The Research Institute of America made a poll of executive reading habits. I think the 5.4 per cent who refused to say what they read can safely be classified as people who read practically nothing.

Again, 4.6 per cent *admitted* they read nothing. That makes a total of 10 per cent who did not read. Further, 21 per cent read only one to six books a year, and 23.6 per cent from seven to twelve books yearly. That makes a total of almost 60 per cent who read twelve or fewer books per year.

Why don't people read more? "Because I don't have the time!" That is far and away the major reason given.

THERE ARE TWO WAYS to find time to read. First, you must create the desire to read. Second, you must adopt some simple techniques to help establish the reading habit.

During the war years I dropped