

AMERICAN ASSOCIATION FOR ADULT
EDUCATION
ANNUAL REPORT 1930-31



374.06
A512a

UNIVERSITY
OF FLORIDA
LIBRARY





AMERICAN ASSOCIATION FOR ADULT EDUCATION

*Annual Report of the Director in Behalf
of the Executive Board
for 1930-31*

FIVE short absorbing years have passed since some thirty delegates from four regional conferences on adult education gathered at the Drake Hotel in Chicago and formed, on March 26, 1926, the American Association for Adult Education. While it is the function of this report to discuss the activities of the Association for the year 1930-31, it is perhaps pertinent to sketch briefly the progress of the organization over the quinquennium, for the intent of the founders was clearly that this period should be regarded as one of trial and experimentation. Formally, this initial term has now come to an end; actually it terminated two years ago when, at the close of the third year of activity, the Director was able to present, in his report for the year 1928-29, conclusive evidence of the recognition of the place of adult education in the educational scheme of the United States. It was then possible to state that the Association had demonstrated in three years what it set out to prove in five: that adult education should be considered an integral part of American educational life.

It will be recalled that the organization meeting in Chicago was held as the result of five conferences—one national and four regional. An examination of the records of these conferences and of the organization meeting itself reveals the fact that, while the conferees were conscious of common interests among

the various activities which then termed themselves adult education enterprises, there were many and varying opinions concerning the part which a national association might be expected to play in the field. The record also discloses, interestingly enough, the service rendered by Edward L. Thorndike at the national conference held in Cleveland on October 17, 1925, when, in his analysis of the group opinions there expressed, he visualized with almost uncanny correctness the future program of the Association. The policy of the Association on such questions as size, studies, research, conference, publication, representation, etc., has followed closely, although unconsciously, the Thorndike forecast and interpretation of the group's desires.

It seems likely that the wisest decision reached by the founders in 1926 was their conclusion to leave the Association unfettered by either an exclusive or an inclusive definition of adult education. The record refers to a lengthy evening session devoted to the attempt to frame a satisfactory definition, which adjourned in the early hours of the following morning without reaching agreement. The Conference thereupon deliberately chose the course of permitting American adult education to define itself. As the years have progressed, the wisdom of this action has impressed itself again and again upon the Executive Board, staff and committees. The

American definition of adult education is still in the making, widening in scope each year and as easily accommodating itself to the efforts in behalf of literacy as to the provisions made for collegiate alumni. The initial emphasis on cultural studies as contrasted with vocational, quite evident in the early records, has been tempered by time, and Americans interested in adult education have more or less unanimously come to the belief that the two are so closely inter-related as to be indissoluble. It is clear that had a definition been devised in 1926, it would not have been able to keep pace with the rapid advance of the movement throughout the country.

The book has not yet been written which successfully epitomizes American thought upon all sides of adult education questions. It will probably be some years before that book appears. Five years of experience, however, have revealed the thinking of a number of individuals, which considered in the mass approaches an adult education school of thought. The Chairman of the Association, Dean James E. Russell, in the last year has brought together the following terse and powerful argument for adult education, drawn from the writings and public utterances of educational leaders concerned with adult problems. It is published here in its entirety, not as an adult education creed, but as a report of progress, albeit incomplete, in the delineation of the problem of the Association.

CONCERNING ADULT EDUCATION

Why adult education?

"Democracy can last on just one condition: getting everybody educated. Schools can give only schooling (information); education must be mixed and seasoned with life experience (wisdom)."

"Nobody needs to be a prophet to foresee . . . that the next battle in the campaign of

democracy is going to rage around the question of the possibility and advisability of general education for the majority of grown-ups, just as the battle of the last century has been about the possibility and advisability of general schooling for all the young."

The interest of government in education is to secure thereby (1) social stability and (2) the promotion of civilization.

Why the present interest in adult education?

Recognition that literacy, a mere elementary education, is inadequate to present needs. Civil order is maintained with difficulty, and too many citizens are handicapped by economic and cultural limitations.

"The daily job is the chief instrument for the education of mankind. Good workmanship is the foundation of good citizenship."

As the margin of profit in business narrows, the need of better training increases. The broader the education the more efficient the skilled personality.

"Adult education, which keeps minds active, is a vastly important matter, much more important than the mere question of *what* men are to learn."

The new leisure in industrial life, unless wisely used, is a menace both to personal well-being and to public welfare.

Adult education now possible as never before

Increase of industrial power and mass production, phenomena peculiarly American.

Census of 1869 showed average American man, woman and child had equivalent of 12 slaves; they now have an equivalent of 175 slaves. In 1869, 50 per cent of total available power was in use of animals; now 97½ per cent is mechanical, and more than one-half this gain has been made in the last 20 years.

Western civilization is a technological civilization. "It affords the substance with which all who expect to lead and teach in the modern world must reckon."

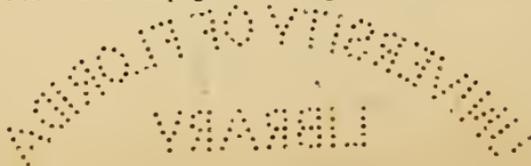
"Mechanization has so increased production in the United States of America that we could make all the steel needed in America for a single year in seven and a half months; all the plate glass in seventeen weeks; all the boots and shoes, all the textiles, and all the coal . . . in six months."

Twenty-five per cent of our present working population are working at jobs which did not exist 10 years ago and within 100 years 300 different occupations have been altogether supplanted.

Grave problem of seasonal employment.

Tendency to lay off men of 40 years and over.

"Within the year 500,000 workers in the building trades have secured the five-day week



. . . In the past 20 years, reduction of hours of labor from 10 to 8 . . . has added 34,000,000 leisure hours to the lives of industrial workers in the United States of America."

"This vastly important question of the relation of the man to the machine has become the new focus for our adult education movement for industrial workers in the United States of America."

The automobile, telephone, radio, and good roads have powerfully affected rural life, while new machines have given the farmer greatly increased power.

More persons are now fitted to continue education following schooling. In 1900 the enrollment in public high schools was 519,251; in 1926 the number was 3,757,466. College students are increasing in like proportions. The increase in high school pupils from 1920 to 1926 was 70.8 per cent.

Quack schools and colleges spring up to meet the demand for help in this new age. In 41 states, charters must be given to every applicant who states intention to set up a college, 32 states make no requirements for granting degrees by correspondence; 38 states have no legal requirements whatever about the course of study; 43 states have no requirements about the teaching force, either as to members or qualifications.

Types of adult education

Correspondence schools—some legitimate and doing good work, generally at great expense to the student. Many standard colleges now giving correspondence lessons.

Seventy million dollars paid yearly for correspondence lessons—as much as the total school budget of 14 states. Enrollment about 2,000,000, several times as many as in all our colleges, universities and professional schools together.

Public libraries—American Library Association, established 1876—great advance in recent years but "only 6/10 of a book per person in the United States and in 12 months only 2 books per person are circulated. One-half our population have no library near enough for use and in rural sections 83 per cent are without local library."

Women's clubs—parent teacher organizations—lyceums—chautauquas—university extension—museums—Y. M. C. A.—Y. W. C. A.—Y. M. H. A.—K. of C.—musical organizations—etc., are distinct efforts to meet specific needs of adult education. The pulpit, the press, the forum are all means to the same great end.

Need of leadership in movement for adult education

Philosophy waits on practice and attempts to explain it. The philosophy of adult education is trying to account for an extraordinary outburst of interest in every phase of educational activity of adults. Why is it? Who is involved? How is it done? What does it cost? What is false and what is true? How meet the ruthless insistence of a technological age? What makes life better

worth living? How employ leisure to better ends? How secure social stability and civil order? These are some questions that await answers.

The American Association for Adult Education is the sole agency in this country exclusively concerned with these problems. By research, investigation and publication of findings it has already led public opinion to discriminate between some good and bad enterprises; it is supporting experimental attempts to coordinate social and educational agencies in typical urban and rural communities; it acts as a clearing house for information on what is being done at home and abroad; it is a volunteer in a field that has no paid professional constituents (as teachers, lawyers, doctors, engineers, *et al.*) to whom it can appeal for financial support, but, on the other hand, it has no membership that seeks to gain some selfish end.

"We now see opening before us a whole new conception of what education is, what mass education must be: daunting, discouraging, difficult . . . infinitely inspiring to courageous souls."

Provisions for the dissemination of knowledge through books, for getting new knowledge through research and the advancement of teaching, for vocational training and for the promoting of international goodwill are all undertakings that function in adult life, and their success depends upon the extent to which their output functions in the lives of adult American citizens. That such effort may function advantageously for the individual and patriotically for the state is our aim in promoting adult education.

The central problem of any educational agency, whether or not defined, is the production of the power of discrimination in the minds of those it purposes to reach, either directly or indirectly. Admittedly, the American Association for Adult Education deals indirectly and not directly with the great mass of adult consumers of education. It is not an operating organization; it has no program of instruction; it employs no teachers; it administers no teaching enterprise. Its whole effort has been directed at the problem of supplying a medium of exchange for teachers and administrators actually in contact with adults and their demands. But these very individuals and the organizations behind them, responsible as they are for the transmission of the

principles of discriminatory thinking to their adult clientele, are themselves, by their own admissions, in dire need of development of their own powers of discrimination. It has been and still is a primary function of the Association to raise professional standards, not at all by edict or pronouncement but by the provision of facilities for the expression of ideas through the printed word, through conference, through correspondence and through oral interchange. It is often stated that the process of adult education is best illustrated when group thinking is brought into play; it should be borne in mind that those professionally interested in adult education, including those who comprise the membership of the Association, themselves constitute a group whose education is not complete. The self-education of this group in the subject of adult education is in and of itself an experiment in adult learning, an experiment and a demonstration involving alike the president of the Association and its latest member. Hence the extent to which the membership of the Association is able to develop the ability to discriminate between the good and the bad in adult education, between the desirable and the undesirable, between good taste and bad taste, between clear thinking and muddling through, between what L. P. Jacks describes as the "development of personal skills" and the mere acquisition of information, just so far may it expect success in its efforts with those groups of the population for whose education this same membership is in a sense responsible. Groups of people anywhere, outside the field of politics, are seldom better than their leaders.

But the sphere of influence of the Association is not alone to be measured within the field of adult education. The

spread of the concept of adult learning is today showing its most marked effect in the ranks of the heretofore unconverted. The press, the pulpit, the public schools and our extensive system of community organizations have caught the idea that learning is a continuous process and no longer to be relegated to those years of childhood and adolescence encompassed by our scheme of schooling for youth. The phenomenal spread of this change of belief—for it is nothing less than that—is attributable in part to the verification by Professor Thorndike and his associates of the ability of adults to learn and in part to the five years of activity of the Association.

Already far-reaching revisions of the curricula of elementary, secondary and collegiate institutions are being undertaken. These changes, in the opinion of observant educators, are coming as the result of pressure arising from new discoveries and experimentation in two fields: that represented by the years before schooling and involving the "pre-school child" and that represented by the years following schooling and involving the adult. The school or college of twenty-five years hence, organized in the light of actual knowledge as to the formed characteristics of the child when he first knocks at its doors and further organized with a view to arousing his intellectual curiosity, will be institutions differing widely from those we now know. The feverish task of attempting within a few years to cram facts enough into a child's head to last him for a lifetime by then will have been abandoned. The synchronization of the school system with adult life experience will profoundly alter the entire fabric of the formal educational system. Through that alteration will occur, as inevitable

consequences, expansions of the existing facilities for adult education and their multiplication in a variety of new and possibly, at present, unknown forms.

Adult education and formal education from kindergarten to college will become more and more inseparably linked as the nation more clearly visualizes education as a lifelong process. And the American Association for Adult Education increasingly will be found, it is hoped, to have played a worthy part in the new and enlarged conception of the educative process. Our five-year beginning has been good: it is confidently hoped that means will be found for the Association to enter upon a second period of like length. At the close of ten years of activity the necessity will arise for those then guiding the Association to examine the field carefully and to determine whether the Association is to continue indefinitely, or whether, in the light of an awakened public consciousness, the compelling usefulness of the organization is at an end. In a communication sent to the Executive Board by the Director in May, 1926, the statement was made: "It will probably be ten years before definite judgment can be entered upon the effectiveness of the work of this organization." That statement still holds true so far as the permanency or impermanency of the organization is concerned. But it is possible to pronounce judgment upon the present effectiveness of the Association and to state unequivocally that, in the light of the achievement of its first five years, it should be projected for an additional period of at least the same length:

The variety of efforts throughout the country enrolling themselves under the banner of adult education have multiplied, particularly during the last year. An analysis of adult education activities

disclosed by one day's newspaper clippings is indicative of the spread which is constantly going on. It is presented here as a fair cross-section of what an average day brings forth in this rapidly developing field:

The Wilmette (Illinois) Sunday Evening Club hears an address on Adult Education, according to the "Chicago Tribune"; adult education is a means of training the unemployed, argues an editorial in the "New York Evening Post"; a new and ambitious North Dakota program in adult education for home makers is announced by the "Grand Forks Herald"; the Federated Women's Clubs of Southern California discuss the history of adult education—the "Los Angeles Record"; an educational forum is inaugurated by the Minneapolis Council on Adult Education—the "Minneapolis Journal"; the library as an instrument of adult education is discussed before the Optimist Club—the "Watertown (New York) Times"; a morning school for adults is established in Kansas City—the "Kansas City Times"; an article urging education for the jobless appears in the "New York Herald Tribune"; three hundred members of district adult education centers of Kent County, Delaware, hold a banquet—the "Dover Sentinel"; New York's interest in the Denver Opportunity School is commented upon by the "Toledo (Ohio) Times"; an editorial on the Cleveland Adult Education Association's institute of foreign affairs is carried in the "Cleveland News"; a naturalist lectures before the adult education department of the public schools—the "Long Beach (California) Press-Telegram"; an adult class is organized and a program adopted in Jamestown, North Dakota, says the "Sun" of that city; the Providence,

Rhode Island, Library discusses unemployment and adult education in two columns of the "Providence Bulletin"; the Rotary Club of Islip (New York) considers an adult education program for that community—the "Islip Press"; a feature story on a school for grown-ups appears in the "Pittsburgh (Pennsylvania) Press"; three Delaware adult education centers announce the completion of their winter terms—the "Wilmington Journal"; painting is added to the adult school courses—the "San Jose (California) Mercury-Herald"; dozens of newspapers carry the Associated Press announcement of the Association's symposium on unemployment and adult education.

Although it may be argued that undoubtedly some of the above represent waste effort, still they hold that the idea of adult learning has taken upon the imagination of the people can not be denied. The evidence of the spread and variety of the movement in the United States should be less a cause of congratulation to the Association than a serious mandate upon it to afford the fullest opportunity for a complete flowering of the idea. The preservation of true values, the emphasis upon the element of discrimination, the eradication of claptrap and charlatanism, can be accomplished only through free and independent interchange of ideas among those who lead this movement in the several sections of the country. It is in the realm of freedom of expression that the Association can function most constructively.

JOURNAL OF ADULT EDUCATION

Now that the "Journal of Adult Education" is half through its third year of publication, it can be said to have emerged from the experimental stage and to have justified its establishment.

It is far and away the most important single activity of the Association. More than that, it is nationally and internationally recognized as the mouthpiece of the adult education movement in America.

During the first two and one-half years of its existence the publications program of the Association centered in occasional bulletins of the house-organ type, adequate possibly for the dissemination of brief and bare facts about adult education but wholly inhospitable as media for the discussion of ideas. Volume one, number one, of the enlarged Journal appeared in February, 1929. Both in typography and in content, the publication made an immediate appeal to its clientele. The editors of the Journal essayed the difficult task of producing an effect of warmth and sincerity without surrendering decent academic standards. An educational periodical which aims to avoid the dull boredom of technical discussion on the one hand, and overstatement and triviality on the other, presents a difficult problem of steering for those responsible for its editorial policy. The editors, editorial board and associate editors all have cooperated in the success of the publication. Its readers would testify overwhelmingly that it has lived up to the statement of its purposes as set forth in the first issue, in the words of Dean James E. Russell, then President of the Association:

"The Journal of Adult Education makes no apology for its appearance other than to define its purpose. It has no intention of crossing the path of any current publication. It is not an organ of any class, or sect, or party; it is not directly concerned with schools or educational institutions; it is not an exponent of any particular economic theory, social creed, or philosophy of

education; and it offers no panacea for the salvation of the body politic. But it does constitute itself a medium of expression for those who have faith in American ideals, who believe in the perfectibility of our institutions and who would increase the sum of human happiness and add to our social security by the continuing education of men and women through worthy endeavor their lives long. It is the open forum of the American Association for Adult Education which invites constructive criticism of its aims and methods of assisting adult learners in securing opportunity for advancement in character, culture, citizenship and vocational efficiency."

It is interesting to compare the 1931 Journal with that of 1929. It has grown in size from one hundred and twelve pages to one hundred and twenty or one hundred and twenty-eight, and the number of articles has increased by fifty per cent. It is evident that the editors have prevailed upon contributors to state their thoughts in fewer words. The number of departments has increased by one. The ratio of articles to news material has remained virtually stationary. The general typographical style, color and design of cover, etc., have not changed.

The Association is entitled to take pride in the Journal and to look forward to its uninterrupted continuance.

UNEMPLOYMENT AND ADULT EDUCATION

Public attention during the year just closed has centered largely upon the economic depression affecting all parts of the nation and resulting in widespread unemployment of labor. The Executive Committee of the Executive Board at its first meeting in the fall of 1930 sensed the fact that this situation presented problems in adult education which ought to be faced. While it was recognized that the current acute eco-

nomic disorder demanded economic and not educational alleviation, still it was felt that education might be one remedial factor to be applied to that portion of the unemployment problem which was continuing and permanent, or semi-permanent, in nature. The committee was of the opinion that the Association should address itself to the task of determining, if possible, what adult education could contribute to the *prevention*, rather than the *cure*, of the evil.

In recent years, economists have become increasingly aware of what has been termed "technological unemployment" or "permanent lay-off," the displacement of men and women in industry through the introduction of machines and labor-saving devices. Qualified economists in various parts of the country had been studying technological unemployment, although little had been published concerning it, at least in non-technical form. It seemed advisable that the Association should learn from the economists the magnitude and character of the problem and should examine the educational facilities in existence for the provision of re-education for those technologically unemployed or about to become unemployed from such causes.

Accordingly six economists were asked to contribute to a symposium, which was distributed in advance to some thirty persons interested in education, including business leaders and members of the educational profession. At the same time these individuals were invited to participate in a Conference on Re-education Problems Arising from Technological Unemployment, scheduled in New York for December 18, 1930. The Conference was made possible by a grant of \$1500 from the Carnegie Corporation. A seventh economist was assigned the

task of making a brief, oral presentation to the Conference of the contents of the written symposium, together with a statement of his own views. Under the chairmanship of President Newton D. Baker of the Association, an entire day was spent in discussion of a high order of interest, accomplishing the first comprehensive exposition to a lay audience of this growing phase of unemployment, and a constructive consideration of means of meeting it. The Conference attempted to define possible procedures in attacking technological unemployment through local, state and federal agencies. It outlined certain points at which studies might profitably be made to verify or to disprove the validity of the means of approach suggested, and furthermore discussed the advisability of experimentation, demonstration and research. It was the opinion of the Conference that investigation and experiment on the educational side of technological unemployment should keep pace with similar studies by the economists.

The proceedings of the Conference, digested and abridged, were published in brochure form by the Association, under the editorship of the Director. Copies were distributed to the entire membership of the Association, to various other organizations and individuals interested, and an edition of six hundred copies placed on sale. Gratifying comment from individuals and in the press has resulted.

On recommendation of the Association, the Carnegie Corporation has made a relatively large grant in support of a study of various phases of unemployment, including technological, undertaken by the University of Minnesota in the cities of Minneapolis, St. Paul and Duluth. In addition, similar studies

and experimentation are under way in Rochester and in Philadelphia, and plans are under consideration in Wisconsin and elsewhere at this writing. Any next steps undertaken by the Association will wait upon results of community experiments, particularly those in the Minnesota cities.

ADULT EDUCATION IN INDUSTRY

For more than three years the Association has had in mind the desirability of undertaking a study of education in industry and for industry. The extensive programs of industrial corporations, usually conducted through their departments of personnel management, and the utilization of educational facilities provided by public funds and private educational institutions, constitute a field of inquiry in which it seemed that the Association might make a contribution. Accordingly, at the beginning of the academic year, on funds provided by the Carnegie Corporation, a one-year study was commenced under the direction of Nathaniel Peffer, who rejoined the staff of the Association as Field Representative after an absence of two years in China. Mr. Peffer will be remembered as the author of *New Schools for Older Students* (Macmillan, 1926) and as the former Editor of Publications of the Association. His findings are to be published in the fall of 1931.

The first object of the study has been to gather data on educational or training programs that are actually under way in industry. To this end visits are being made to the plants of representative industrial and commercial enterprises. Since it would be impracticable under the limitations of time and personnel to make any comprehensive record of such efforts, it has been thought better to select those which are representative

of industry as to type, size and social setting. In this way the final picture, if not all-inclusive in detail, will be accurate in perspective and balanced in composition. The second object has been to find what relation there is between education in industry and education by public agencies, and what relation there ought to be. Where does public responsibility end and private business responsibility begin? What social factors are involved? No attempt is being made to answer these questions. Rather the effort will be to bring out the basic considerations involved as a foundation for future thinking on the subject.

RADIO EDUCATION

The completion of the Association's study of radio broadcasting in adult education in the spring of 1930 was marked by the issuance of *Education Tunes In*, a report of one hundred and twenty pages outlining the findings of Levering Tyson and the members of the staff associated with him in the study. Thirty-five hundred copies of the report were distributed in the United States and to foreign countries, to institutions and individuals, including the entire membership of the Association, and an immediate interest response was noted. Coincidentally, the newly established National Advisory Council on Radio in Education effected a temporary organization. Mr. Tyson was elected Director of the Council, headquarters offices were leased in the building which houses the Association in New York, and the task of completing the membership of the Council and its several committees was begun. The Council has since issued Number One of its Information Series, which contains a complete account of the manner in which the Council originated, a descrip-

tion of its proposed functions, an explanation of membership status in the organization, the plans for functional committees and for local councils, a roster of the active membership and administrative committees, and a copy of the constitution of the body. This bulletin has been distributed to the membership of the Association and to a large additional list.

It is yet too early to outline all the ways in which the Council will function. Without doubt, however, it is destined to be the central clearing house for information about educational broadcasting in this country. It is also engaged in setting up a program of desirable studies and research. Through its functional committees selected in subject-matter fields it will undertake to devise programs for actual broadcasting. It seems assured of cooperation from the principal broadcasting chains, from numerous independent stations and from universities, colleges, and other educational institutions interested in the subject. The chief promise of success lies in the exceptionally high standing of the individuals who have associated themselves with the new organization. Those directing the policies of the Association are wholly content to pass on their interest in radio adult education to the new Council, secure in the belief that emphasis will be placed continually upon high quality of the material to be broadcast.

The Association has welcomed the decision of the Council to hold its First Annual Assembly in cooperation with the Sixth Annual Meeting of the Association. At this time will be afforded the first public opportunity for a recital of the considerable accomplishments of the Council during the first year of its existence, a time which has necessarily been devoted largely to non-spectacular

but nevertheless important work of preliminary organization. It is further to be noted that the Association's sponsorship of the Council has resulted in the selection of the American Council by the World Association for Adult Education to head the international conference on radio education to be held in Vienna in August, 1931, in connection with the annual conference of the World Association itself.

ALUMNI EDUCATION

The spread of alumni education projects since the original study of this field published by the Association in the fall of 1929 has been impressively set forth in the April, 1931, issue of the "Journal of Adult Education," by Wilfred B. Shaw, Director of Alumni Relations of the University of Michigan. Mr. Shaw made the initial study as a Field Representative of the Association, on leave of absence from the University of Michigan. His progress report shows that seventy-six universities and colleges now have alumni education programs actively in operation, with eight additional institutions engaged in drawing up plans for such programs. This is indeed a gratifying result of the Association's first interest in this matter. The rapid progress made is attributable in no small measure to the zeal with which the idea has been developed by the membership of the American Alumni Council, which cooperated wholeheartedly in the Shaw study. The Executive Board has in contemplation the possibility of making, during 1931-32, a follow-up study, and publishing the results for the information and guidance of universities and colleges.

The experiments at Lawrence College, Vassar College, Lafayette College, the University of Michigan and Ohio State

University, all undertaken with the aid of Carnegie Corporation funds recommended by the Association, have been attended with success, and are being carefully watched for the light which they may be expected to throw upon the problem. The Executive Board has definitely reached the conclusion that it should refrain from recommending the expenditure of additional funds for experiments in this field, since an important factor in the validity of all alumni education ventures lies in their financial practicability. Future aid from the Association, it is felt, should be confined to analysis and subsequent dissemination of information on what is occurring.

During the year the Executive Board has seen fit to participate in one new project in the field of alumni education aimed directly at a professional group. The Stevens Institute of Technology, in cooperation with the Columbia University engineering alumni, plans to offer a ten-day summer course in the economics of engineering in August and September of 1931. On recommendation of the Association the Carnegie Corporation has supplied \$1,500 to enable the experiment to start. Some 75 to 100 engineers are to be housed at the Stevens Institute summer camp near Blairstown, New Jersey. Cooperation is being accorded to the project by large industries in the New York area and by the American Society of Mechanical Engineers.

One other alumni education venture is worthy of a special notation. The Columbia University Club of New York, which instituted courses for its membership in 1929-30, on five evenings a week, has continued those courses during the year 1930-31. Despite the economic depression, which caused a decrease in enrollment of about one-third, interest in the project has continued to be keen

and plans are now being made by the officers of the Club for an enlarged program during 1931-32.

RURAL ADULT EDUCATION

It has now been three years since the Association first attempted to analyze certain of the many questions surrounding rural adult education. During that period John D. Willard has been a member of its staff as Research Associate. Mr. Willard has traveled widely in almost all the states of the Union. He has conferred with "dirt farmers," with professional educators, with land grant college faculties and extension staffs, with community organizers and with officials of the United States Department of Agriculture. There are few men in the country so well equipped as he to analyze rural needs. The fact that the National Advisory Committee on Education appointed by President Hoover borrowed his services for a considerable portion of the year 1929-30 is evidence of the degree to which he is regarded as an expert in this complicated field. With the close of the present academic year his service on the staff of the Association will terminate because of his acceptance of the Schiff Foundation Professorship of Education in Teachers College, Columbia University. His interest in the Association will not lessen, however, since he has been elected to a three-year term on the Executive Board.

Mr. Willard is now engaged in the writing of his final report which the Association expects to publish in book form in the fall of 1931. The report has been delayed by Mr. Willard's absence in government service and because of the complexity and amount of the materials which have reached his hands.

Mr. Willard has kept closely in touch with a number of experimental ventures,

including statewide projects under way or in the formative stage in such states as California, Utah, Iowa, Minnesota, Wisconsin, Indiana, Ohio, West Virginia, Virginia, Delaware, and Vermont; county situations as represented by experiments in one Pennsylvania county and in two Michigan counties; and numbers of institutional, state, and community experiments elsewhere. The investment of Carnegie Corporation funds, on recommendation of the Association, in the California state program and in the Chester County program has afforded opportunity for rather close observation, with results that will be of value in the published findings. A terminating grant of \$2,500 was made by the Carnegie Corporation to the Chester County Health and Welfare Council this year, a grant which would have been unnecessary had not drought and the economic depression precipitated a crisis. The support of the California program—the Association's recommendation of a \$7,000 allocation for 1930-31 was approved by the Carnegie Corporation—has been justified in that so far the California Association for Adult Education has been the sole functioning statewide agency operating in the general field of adult education. It is evident that from this time on the Minnesota Association will likewise serve a state area and that eventually there probably will arise a number of other agencies of similar scope.

There is some evidence that in addition to the state, county, and community approaches to adult education there also may emerge a regional approach. Under the leadership of a body of representative citizens and educators of Denver, Colorado, plans are under way for a Rocky Mountain regional conference on adult education, to be held during the summer of 1931 in Estes Park, Colorado,

at the camp maintained by the Y.M.C.A. of the Rocky Mountain region. The success of the Estes Park Conference will be watched with interest in several other sections of the country.

The Executive Board has drawn to the attention of the Carnegie Corporation evidence of a considerable need for library and book service for rural ministers. Five theological seminaries in various parts of the country have outlined projects designed to overcome the cultural disadvantages suffered by ministers in country regions. The Executive Board has stated to the Carnegie Corporation its belief that as part of the library program of that body there might well be conducted in one section of the country an experiment in this type of service which would serve as a model for action elsewhere.

GOVERNMENT OF THE ASSOCIATION

Changes in the government of the Association voted at the last annual meeting have resulted in the introduction into the Executive Board of additional members. The new policy of maintaining a Presidency in addition to a permanent active Chairmanship has proved entirely satisfactory. The election from year to year of Vice-Presidents who are not necessarily holders of three-year terms on the Executive Board has widened the membership of that body and increased its effectiveness. The provision of sixty days' notice of proposed amendments to the Constitution has also been incorporated in that instrument.

The Officers and Executive Board for the year have been comprised of the following members of the Council:

President: Newton D. Baker*

Vice-Presidents: Dorothy Canfield Fisher*

C. F. D. Belden*

Everett Dean Martin*

Leon J. Richardson*

Walter Dill Scott*

Chairman: James E. Russell*

Secretary: Margaret E. Burton*

Treasurer: John H. Puelicher*

Executive Board

Arthur E. Bestor†	Everett Dean Martin*
Margaret E. Burton*	Spencer Miller, Jr.†
Kenyon L. Butterfield*	Jesse H. Newlon†
Harry W. Chase†	Howard W. Odum*
L. D. Coffman*	Robert I. Rees†
Wil Lou Gray†	Leon J. Richardson†
Franklin F. Hopper†	James E. Russell†
Judson T. Jennings†	Elmer Scott†
E. C. Lindeman*	John D. Willard†

The Council for the year has consisted of the following members of the Association:

EXPIRING 1931

L. R. Alderman
Seymour Barnard
G. F. Beck
W. W. Bishop
Margaret E. Burton
Kenyon L. Butterfield
Samuel P. Capen
L. D. Coffman
Robert C. Deming
Daphne Drake
M. S. Dudgeon
Edward C. Elliott
Joel B. Hayden
W. D. Henderson
John W. Herring
Robert T. Hill
Franklin F. Hopper
Edward C. Jenkins
F. P. Keppel
Fiske Kimball
E. C. Lindeman
Everett Dean Martin
John C. Merriam
Fred A. Moore
Howard W. Odum
William A. Orton
J. A. Randall
Robert I. Rees
Charles E. Rush
Herman Schneider
Hilda W. Smith
Lorado Taft
E. L. Thorndike
Levering Tyson
Edna N. White
George F. Zook

EXPIRING 1932

Newton D. Baker
C. F. D. Belden
W. S. Bittner
L. E. Bowman
H. F. Brigham

Marguerite H. Burnett
Olive D. Campbell
A. W. Castle
R. J. Condon
Frank M. Debatin
John Dewey
Helen H. Dingman
C. R. Dooley
Linda A. Eastman
A. Caswell Ellis
John Erskine
Wil Lou Gray
Walter A. Jessup
Alvin S. Johnson
William H. Kilpatrick
Rhoda McCulloch
Carl H. Milam
Spencer Miller, Jr.
William A. Neilson
Agnes Nestor
H. A. Overstreet
James Harvey Robinson
Carl B. Roden
Elmer Scott
Walter Dill Scott
A. D. Sheffield
Mary K. Simkhovitch
C. B. Smith
Chester D. Snell
Adam Strohm
Henry Suzzallo

EXPIRING 1933

Ethel Richardson Allen
Charles A. Beard
J. H. Bentley
Arthur E. Bestor
Jessie A. Charters
Alfred E. Cohn
George W. Coleman
R. L. Cooley
L. L. Dickerson

* Term expires September 30, 1931

† Term expires September 30, 1932

‡ Term expires September 30, 1933

Jennie M. Flexner
 Chauncey J. Hamlin
 Judson T. Jennings
 Parke R. Kolbe
 John A. Lapp
 Read Lewis
 Charles R. Mann
 C. S. Marsh
 Jesse H. Newlon

Paul M. Pearson
 J. H. Puelicher
 Leon J. Richardson
 James E. Russell
 Belle Sherwin
 Harold L. Stonier
 John M. Thomas
 John D. Willard
 Clark Wright

Note: Declination of appointment to the Council was received from the Reverend John J. Burke, elected at the 1930 Annual Meeting. His declination was accepted by the Executive Committee on behalf of the Executive Board and Council. The resignation of former President John M. Thomas of Rutgers University, as a member of the Council, submitted under date of October 8, 1930, was likewise accepted.

Committee appointments for the year 1930-1931 have stood as follows:

Executive Committee: James E. Russell (chairman), Arthur E. Bestor; Margaret E. Burton; Franklin F. Hopper; Everett D. Martin; Spencer Miller, Jr.; Robert I. Rees; (Morse A. Cartwright).

Committee on Studies and Research: John D. Willard (chairman); L. D. Coffman; E. C. Lindeman; Jesse H. Newlon; Howard W. Odum.

Committee on International Relations: Arthur E. Bestor (chairman); Dorothy Canfield Fisher; E. C. Lindeman; Spencer Miller, Jr.; Leon J. Richardson.

Committee on Community Projects: Elmer Scott (chairman); C. F. D. Belden; Margaret E. Burton; Wil Lou Gray; John H. Puelicher.

Committee on Annual Meeting: Franklin F. Hopper (chairman); Arthur E. Bestor; Margaret E. Burton; Everett D. Martin; Robert I. Rees.

Committee on University Cooperation: Walter Dill Scott (chairman); Harry W. Chase; L. D. Coffman.

Committee on Public School Relations: Jesse H. Newlon (chairman); L. D. Coffman; Wil Lou Gray; John H. Puelicher; John D. Willard.

Committee on Library Cooperation: C. F. D. Belden (chairman); Franklin F. Hopper; Judson T. Jennings.

Committee on Reading Habits Study: W. S. Gray; Henry Suzzallo; E. L. Thorndike.

Accretions to the membership during the year have almost precisely kept pace with those whose names have necessarily been dropped for non-payment of dues. It is significant that there has been no

drop in membership at a time of economic depression and that the number of delinquents on account of dues has actually decreased during the year.

Other than the addition to the staff of Mr. Peffer noted above, there have been no changes in the headquarters personnel during the year.

Extensive recataloguing and reclassification of the library and subsidiary collections have taken place during the year under the direction of Mary L. Ely as Editor of Publications. Increasing numbers of students make use of these collections, in addition to numbers of visitors both from other sections of the country and from foreign countries.

PUBLICATIONS

As described elsewhere in this report, the Association published, during the year, *Education Tunes In, A Study of Radio Broadcasting in Adult Education*, and *Unemployment and Adult Education*. The Annual Report of the Director of the Association for 1929-30 was issued in May, 1930, as a separate bulletin, and was later incorporated in the June number of the "Journal of Adult Education." An article on "Trends in Adult Education" was prepared by the Director for publication in "The Adult Bible Class Monthly." Other articles on adult education were prepared by the Association for *The New International Year Book* and for *The American Year Book*.

During the twelve months since the publication of the last annual report, the Association has been able to distribute publications as follows:

TO MEMBERS—Journal of Adult Education, Volume II, Numbers 3 and 4, Volume III, Numbers 1 and 2; *Education Tunes In, A Study of Radio Broadcasting in Adult Education*, by

Levering Tyson, American Association for Adult Education; *Unemployment and Adult Education, A Symposium*, Morse A. Cartwright, Editor, American Association for Adult Education; Information Series, Number 1, The National Advisory Council on Radio in Education; and miscellaneous leaflets and announcements.

TO COUNCIL MEMBERS—In addition to the above: *The Scope and Practice of Adult Education*, Adult Education Committee, British Board of Education; "The Use of Leisure," by Henry Suzzallo, reprint from the April, 1930, issue of the Journal of the National Education Association; Third General Bulletin, Bureau of Alumni Relations, University of Michigan; Report of Dr. Kenyon L. Butterfield on "Rural Conditions and Sociological Problems in South Africa," Carnegie Corporation of New York; Adult Education and the Library, Volume V, Numbers 2, 3, 4; Bulletin of the American Library Association, Volume 25, Number 1.

TO MEMBERS OF EXECUTIVE BOARD—In addition to the above: *The Education of Adult Prisoners*, by Austin H. MacCormick, National Society of Penal Information.

LIBRARY COOPERATION

Close cooperation with library organizations and with the American Library Association in particular has been a marked feature of the Association's program during the five years of its existence. It is a pleasure to report that this cooperation has been especially cordial during the year 1930-31. The Director was invited to participate in the two-day conference of the Board on the Library and Adult Education of the American Library Association held in Cleveland in December, 1930. At that

time the entire library program in adult education was reviewed, and steps were taken toward correlating it more closely with the program of this Association. Specific plans contemplate the establishment of an adult education speaker service for library gatherings, local, state, regional and national, and the arrangement of a conference on simple "humanized" books for inexperienced adult readers. Such a conference would include librarians, adult education representatives, publishers, and authors.

The committee jointly appointed by the American Library Association and our Association on the study of reading interests and habits has continued its activity during 1930-31. A meeting was held in New York on December 4, 1930, when recommendations subsequently approved by the Executive Board and by the Trustees of the Carnegie Corporation made available: (1) \$5,000 for the conduct of a study to determine the ability of adult illiterates to learn (dealt with elsewhere in this report); (2) \$2,000 to the College of Education of the University of Chicago for support of a study of the reading achievement and difficulties of adults of limited education; (3) \$2,000 to the Graduate Library School of the University of Chicago for the completion of the Waples technique for determining reading interests and habits of groups of adults; and (4) \$1,000 for a two-day conference of the committee and invited guests for a discussion of research problems connected with reading interests and habits, to be held in December, 1931.

The purposes of the study to be conducted under the direction of Dean W. S. Gray of the College of Education of the University of Chicago are (a) to determine the nature of the materials chosen for free reading by adults of

different levels of reading achievement, and to use these findings as an aid in developing standards which may serve as guides in preparing books and printed materials for adults of limited reading achievement; and (b) to develop a scale of reading paragraphs by which it would be possible for librarians to determine quickly the general level of reading material which adults who are not facile readers could read with reasonable ease and comprehension.

The provision of \$2,000 for the completion of the Waples "interest-finder" contemplates that \$1,500 additional is to be supplied by the University of Chicago for the same purpose. In the opinion of the joint committee Dr. Waples' findings to date, as represented in the application of his technique to various groups of adults, gave sufficient evidence of validity to justify the expenditure of an additional sum for the extension of his study. The plan contemplates the application of Dr. Waples' technique to other groups, so chosen that a representative cross-section of the population of the country may be obtained.

WORKERS' EDUCATION

Last year's annual report drew attention to an allocation of \$5,000 from the adult education experimental fund to aid the Workers Education Bureau in establishing correspondence courses for members of labor unions. Because of the economic depression it seemed unwise to inaugurate such an activity during the present year. Therefore, on recommendation of the Executive Board, the \$5,000 grant was transferred to the general purposes of the Workers Education Bureau and was supplemented by an additional sum in like amount provided by the Carnegie Corporation.

The Association has maintained close contact with the Workers Education Bureau during the course of the year, and gratefully acknowledges the aid and advice given by the Secretary of the Bureau in connection with the conference on unemployment and adult education.

The progress of workers' education in the various British dominions and colonies has been a matter of concern to the Executive Board because of requests from the Carnegie Corporation for advice in regard to expenditures there. The continued existence of workers' education enterprises in Australia has been seriously threatened during 1930-31 by reason of the acute financial depression. On recommendation of the Association, the Carnegie Corporation has set aside a sum of money, \$12,500 of which has been made immediately available for the Workers' Educational Association programs in five of the chief subdivisions of the Australian Commonwealth. In addition, the Executive Board has recommended the renewal of the \$5,000 grant made to the Workers' Educational Association of Ontario, Canada.

The need for an international study of workers' education, which might be extended to include all types of adult education, is becoming more and more apparent. The Executive Board has had under consideration the advisability of initiating such a study in the future in case funds should become available.

On recommendation of the Association a final grant of \$2,500 was made toward the support of the Affiliated Summer Schools for Women Workers in Industry. This organization, like other adult education enterprises, has suffered because of the depression. In addition an allocation of \$3,000 was made to the Art Workshop of New York,

operated in close connection with the Affiliated Summer Schools. The Art Workshop is an effort to make possible the development of personal skills by women workers, and as an experiment has proved of exceeding interest.

PARENT EDUCATION

The expiration of the Spelman Fund grant for the support of the National Council of Parent Education during the year has terminated the formal relationship between the Council and the Association. The Council is now incorporated and receives its support direct. The election of Spencer Miller, Jr., to the directorship of the Council on a part-time basis has proved a contribution to the effectiveness of the staff, and the Association looks forward to continued cordial relations with the Council.

The Executive Board is glad that it has had some share in the success of the United Parents' Associations of New York. This Association is one of the most effective parents' organizations in the United States, maintaining as it does a research staff and service bureaus of vital importance to its constituency. The participation of the United Parents' Associations in the work of the Committee on the Training of Lay Leaders in New York is an especially noteworthy feature of its program. The Carnegie Corporation, on recommendation of the Association, has made a grant of \$2,500 during the year to the United Parents' Associations.

THE PUBLIC SCHOOLS

The part that the public schools must play in the development of adult education in America has been recognized this year by the National Education Association through its appointment of a National Commission on the Enrichment of Adult Life. The Chairman of our

Association and two members of its Executive Board hold membership on this Commission. It is the primary function of the Commission to promote the idea of adult education among the members of the N. E. A. and to invite them to institute various state and local experiments. The National Commission contemplates eventually the appointment of forty-eight state commissions on the enrichment of adult life.

The most noteworthy state experiment in promoting literacy is that of the Board of Education of the State of South Carolina under the direction of Wil Lou Gray. Through recommendation to the Carnegie Corporation the Association has brought about the provision of \$5,000 for the conduct of a study to determine the ability of adult illiterates to learn. This experiment is to be conducted during the summer of 1931 at centers that will be maintained as resident institutions by the State of South Carolina. Two thousand dollars of the sum provided will be devoted to scholarships of twenty dollars each for one hundred adult students; the remaining sum is to be used for supervision, the salary of a psychologist, materials of instruction and measurement, and texts. William S. Gray personally will supervise the experiment, in cooperation with Miss Gray, and the psychologist in charge will be J. W. Tilton of Yale University.

Excellent progress has been reported by the Ministry of Education of Newfoundland, where, in years past, the adult education program has been aided by the Carnegie Corporation in the form of grants recommended by the American Association. During the course of the year Miss Gray of South Carolina visited Newfoundland and gave valuable advice on the establishment of schools for

literacy. Since her visit the Deputy Minister of Education has been able to establish five such schools.

PSYCHOLOGICAL STUDIES

The success which the researches of Professor Thorndike and his associates at Teachers College, Columbia University, met in the verifications of the abilities of adults to learn has encouraged the Association to submit recommendations to the Carnegie Corporation for the support of certain other studies of a related nature. The Corporation has recently taken favorable action on a proposal made by Professor Thorndike to conduct a study to deal with the "fundamentals of interest and motive—the forces which make people want to learn and to excel, which make them willing to change their habits and points of view, which determine their cravings and ideals." It is probable that the Institute of Educational Research of Teachers College will be engaged upon this study for the next three years. The results obtained may be expected to be of far-reaching importance to those professionally interested in adult education.

The Association, through action of the Carnegie Corporation in appropriating \$15,000 for the purpose, will be able to participate in a cooperative psychological study to be conducted by the British Institute of Adult Education with headquarters in London. A committee of the Institute, headed by A. E. Heath, Professor of Philosophy, Swansea College, University of Wales, has outlined a plan for a series of case studies of former adult education students, in several groups within the United Kingdom. The need is great in America for reliable data demonstrating the effect of adult education upon individuals. Unfortunately, American adult education en-

terprises are still too young and many of them too informal in nature to furnish a body of data which may be inquired into. In the United Kingdom and in England particularly, where adult education experience has extended over a much longer period and where careful records have been kept, there exists opportunity, not only through institutional records but by means of personal interviews, to explore the richest collection of adult education material of this character in existence. The negotiations leading up to this proposed study have extended over a period of three years. It is planned that the study shall commence with three investigators in the field in the spring of 1931. During the first stage of the study the efforts will be confined to former students of Ruskin College at Oxford and to former tutorial class students in North Staffordshire. If at the end of one year the results have proved interesting enough to justify comparison with results to be derived from other adult education groups in England, similar studies will be conducted in the year following within other university tutorial class groups, the workers' education group, possibly the Y. M. C. A., and one group of persons who have had no formal adult education advantages. American participation in the study will consist in the appointment of a committee of American psychologists to whom results will be sent and with whom conferences will be arranged during the second year of the study.

A third psychological study, which has received a subvention of \$5,000 from the Carnegie Corporation, on recommendation of the Association, is that which is being conducted by the Division of Educational Research of the Chinese Mass Education Movement. This study deals with the durability of

adult learning. The work is being conducted under the leadership of Eugene Shen and a group of American-trained psychologists.

RELIGIOUS ORGANIZATIONS

On recommendation of the Association, a Carnegie Corporation grant of \$5,000 has been made to the National Council of Young Men's Christian Associations for the conduct of a survey of educational facilities in a small city. The location chosen for this study is Meriden, Connecticut, where the application of an "interest-finder" to a series of groups representing a fair cross-section of the city has been made. A representative community committee has sponsored the effort. The results are being made known to the various organizations represented on the central committee (numbering about eighty) and it is expected that these organizations, including the Y. M. C. A., will attempt to shape their programs to meet the needs and interests disclosed.

The Corporation, likewise on recommendation of the Association, has made a subvention of \$5,000 to the National Board of the Young Women's Christian Associations. This fund is to be used for experimentation in the use of modern educational methods with groups of young business women. The series of experiments involved has just begun.

COMMUNITY ORGANIZATIONS

During the year the Carnegie Corporation, on recommendation of the Association, has voted the first of a series of three grants to the Dallas Civic Federation and the Dallas Institute of Social Education. The amount involved for 1930-31 is \$5,000. It is contemplated that this will be followed by

grants of \$4,000 and \$3,000 in the two years succeeding and that financial support of the program from the Carnegie Corporation then will cease. The program of the Dallas Civic Federation continues to be in many ways the most interesting of the community organization efforts.

A proposal that a study of urban community projects be undertaken by the Association was made in the course of the year, but the feeling of the Executive Board was that such a study at this stage in the development of community projects would be premature, and they voted, therefore, that it be postponed. Few of the community enterprises have run for a space of time long enough to present measurable results. It is possible, however, to report that community organization progress is being made in Buffalo, Cleveland, Chicago, Nashville, Denver, Minneapolis, Duluth, Washington, New York and Brooklyn.

The study of the adult education facilities and needs of Brooklyn undertaken by the Brooklyn Conference on Adult Education has been completed with excellent results under the direction of Frank W. Lorimer. This is the first significant attempt to determine the adult education needs of a large city in terms of the expressed desires of a cross-section of the population. The report of the study is in press and will shortly be published by the Macmillan Company in the *Adult Education Series* under the title *The Making of Adult Minds in a Metropolitan Area*. The Brooklyn Conference is engaged in working out a series of organizational self-surveys to be brought before the members of the Conference in an effort to project their programs over a period of years. These self-surveys may be considered as direct results of the Conference study.

PUBLICATIONS FUND

As the years progress the Association finds itself more and more often called upon to provide the means for publishing studies and other materials related to adult education which otherwise would not see print. In recognition of this function of the Association the Carnegie Corporation has generously supplied \$2,500 to serve as the nucleus of a revolving fund for publications. The publication of the Brooklyn study above referred to has been made possible by this fund, as has also been the brochure on adult education and unemployment. This provision of the Carnegie Corporation is of course in addition to the annual grant of \$15,000 made for the support of the "Journal of Adult Education."

The net sum received from royalties from books published in the trade for the Association was \$1,092.60. Moneys so received are placed in the general funds of the Association but are available for special publication ventures as they may arise.

URBAN ENTERPRISES

The Carnegie Corporation, on recommendation of the Association, has renewed a grant of \$2,000 previously made to the Labor Temple School of New York. The program of this School is being competently directed by G. F. Beck.

The relations of the Association with the People's Institute of New York and with the New School for Social Research in New York have been close. These institutions furnish two outstanding examples of the high degree of success which urban adult education enterprises may attain. The financial cooperation of the Carnegie Corporation in the new and very modern home of the New School has been a source of gratification to the Association. The Director of the New School, Alvin S. Johnson, and his associates have

generously made possible the location of the Sixth Annual Meeting of the Association at the School.

The People's Institute has been seriously embarrassed by the economic depression, and its program has been severely cut for the year 1931-32. However, there is hope that it may assume normal size in the year following.

NEGRO ADULT EDUCATION

For more than a year the Association has been conducting discussions with various organizations and individuals relative to the advisability of embarking upon certain experiments in Negro adult education. These discussions have brought out the desirability of attempting one experiment in a northern city with a large Negro population, and another, to serve as a check against it, in a southern city. The Harlem district of New York City for the one, and Atlanta, Georgia, for the other, probably will be the locations chosen. In each case it is contemplated that the experiment shall be conducted from a public library base, with the cooperation of interested educational institutions and on funds to be provided from various foundation sources. In the northern experiment the cooperation of the National Urban League will be sought. In the southern experiment it is hoped that the University of Atlanta will be the cooperating body with the Negro Branch of the Public Library. The plans have been delayed because of the necessity of securing adequate financial backing both for the work of organization and for the development of the library collections which are basic to such efforts. It is hoped to interest three national foundations in these enterprises, two of which have already informally expressed their willingness to participate.

FOREIGN LANGUAGE GROUPS

At the close of the year 1929-30 the Association recommended a continuance for one year only of the Carnegie Corporation grant of \$10,000 made to the Foreign Language Information Service for the support of its experimental work in education with foreign language organizations. This action was in conformity with the principle that continuing grants to organizations should terminate upon the emergence of any given project from the initial experimental stage. The Service has been unusually successful in providing educational guidance for a dozen or more foreign language organizations, but has concentrated its efforts particularly upon three of the larger ones. In addition, the Service has issued at regular intervals a printed bulletin entitled "Fraternity" which has received wide distribution among foreign language groups throughout the country. The Association has reached the conclusion that further subsidies to this Service from the experimental fund are not justified, but it has expressed the hope, because of the worthwhile character of this work, that other sources of income may be found for this type of endeavor.

The Association has also received from the Carnegie Corporation a grant of \$2,000 which it has turned over to the support of the Council on Adult Education for the Foreign-Born of New York. The Council has been undergoing reorganization during the year and is at present attempting to formulate its program for the future. The possible relationship of the Council to a general Council on Adult Education, if and when formed in New York, has been much discussed by the Trustees of the present Council. A special committee of the New York Conference on Adult Educa-

tion has also been discussing the question of a general council, so far without definite action.

CORRESPONDENCE STUDY

Although delayed for a year, the Association is assured by the University of Chicago that the study of university correspondence instruction sponsored by that institution on a grant from the Carnegie Corporation, recommended by the Association, will be published during the late spring of 1931. This study has been conducted by W. S. Bittner of Indiana University, Secretary of the National University Extension Association. The appearance of the study in published form will be of peculiar interest to the Association not only because of its subject matter but also because of proposals now pending before the Association for a study of private correspondence school instruction and for a study of extension class procedure as conducted by universities.

RECREATION

The idea that recreation forms an integral part of the program of adult education in the United States has gained more and more credence during late years. The Association has been able to cooperate with the National Recreation Association, and hopes to emphasize the relationship between the two fields of effort at its Sixth Annual Meeting.

The Executive Board has acted favorably upon a request for aid received from the Westchester County Recreation Commission, the activities of which are soon to be made the subject of a year's careful study. The Columbia University Council of the Social Science Research Council is in general charge of the study, and the Association has been asked to assume responsibility for that

portion dealing with the arts and handicrafts programs.

SUMMER SESSIONS

"Adult Education—Proposals, Undertakings, and Accomplishments" was the title of a six-weeks course given at Teachers College, Columbia University, under the joint auspices of the College and the Association, July 7 to August 15, 1930. The purpose of the course was to present as clear and as comprehensive a picture as possible of the broad and varied field of adult education in the United States. The course was made possible through the utilization of the balance of the fund appropriated by the Carnegie Corporation for the same purpose during the summer session of 1929. The faculty for the course was composed of A. Caswell Ellis, Director of Cleveland College; Spencer Miller, Jr., Secretary of the Workers Education Bureau; Annette T. Herr of the Home Economics Extension staff of Massachusetts, and Mary L. Ely of the Association staff.

Teachers College has announced courses in adult education for the summer session of 1931 as an established part of its program, financial assistance from the Association no longer being necessary.

The Association has expressed interest in the type of residential summer session course in adult education conducted by the University of California during the last three years under the leadership of Harry A. Overstreet, Professor of Philosophy, College of the City of New York. It is thought that because of the success of the California experiment this type of residential instruction may spread to numerous other university and college summer sessions.

LITTLE THEATER MOVEMENT

An attempt made by Kenneth Macgowan, as a result of his study for the

Association of the little theater movement published under the title *Footlights Across America*, to bring about the formation of a national little theater council suffered a temporary setback because of the economic depression. The Carnegie Corporation, however, on recommendation of the Association, has made available \$2,500 for the holding of a national conference of little theater directors, now scheduled for June 18 and 19, 1931. The meeting is to be held at Evanston, Illinois, with Northwestern University as the host. Plans will be made at this time looking toward the establishment of certain national services for the little theater group and it is not unlikely that the eventual result will be a national organization.

SCIENCE LEAFLETS

A committee of the American Association for the Advancement of Science headed by Joseph L. Wheeler of the Baltimore Public Library has been engaged during the last two years in the preparation of a series of pamphlet reading lists on science for distribution in libraries, museums, etc. The Carnegie Corporation, on recommendation of the Association, has supplied \$4,000 for the publication and dissemination of these lists. It is expected that they will be placed in circulation during the next few months.

PROBLEMS OF THE BLIND

At the request of the Carnegie Corporation the Association received and disbursed to the University of Kansas a fund of \$2,500 provided for research in problems of the blind. It is too early to report upon the results of these investigations, but it is hoped that they will prove of importance. The Association feels a special responsibility for the adult education of various handicapped

groups. There is no field where the need for study and investigation is more pressing than in that of the problems of the blind. The Association has invited a group of blind players to participate in its Sixth Annual Meeting as a demonstration of certain of the possibilities in this connection.

PRISON EDUCATION

The Education of Adult Prisoners, a survey and a program prepared for the National Society of Penal Information by Austin H. MacCormick, now Assistant Director of the United States Bureau of Prisons, has been published during the year. This study, the first attempt to deal with the educational problems of this handicapped group, was financed by a Carnegie Corporation grant of \$5,000 recommended by the Association. The book has received enthusiastic press comments and is proving of value to students both of education and of prison reform.

NATIONAL PARKS

The National Parks Association in the last year has visualized itself largely as an educational organization. Its form of government has been revised, and by permission of the Executive Board the Director of the Association has accepted a place on its Council. The possibilities of general education through proper utilization of the national park areas are great, and in the opinion of the Executive Board the Association should stand ready to aid in this important work when requested.

POLITICAL SCIENCE

The Association is cooperating with a special committee of the American Political Science Association, which is planning a series of state and regional conferences on domestic government. These

conferences are to include experts, politicians, and interested citizens. It is significant that a national academic body should be attempting an experiment in adult education within its own subject-matter field.

OPPORTUNITY SCHOOLS

The Executive Board has under discussion at the present time proposals to make special studies of the possibilities of "opportunity schools" operated under tax funds. At the request of the Association Robert T. Hill, formerly Director of the Council on Adult Education for the Foreign-Born of New York, made an inspection of the Opportunity School at Denver, Colorado, which has been in operation for fifteen years. In addition to being the earliest organized, the Denver Opportunity School seems to be the most successful. It is thought that possibly certain of the features of the Denver project may be applicable to other communities and that the contribution of the Association may well lie in bringing detailed information concerning opportunity school experience to the attention of unserved communities.

ANNUAL MEETINGS

The Fifth Annual Meeting of the Association was held at the Edgewater Beach Hotel, Chicago, May 12 to 15, 1930. Rural adult education, alumni education, and radio adult education were the principal themes. While the interest response to the subject of rural education was in a sense disappointing, this was more than offset by the keenness of interest manifested in alumni education and in radio education. In addition, the meeting devoted itself to a series of excellent sectional discussions of a score of subjects lying within the scope of adult education. The attend-

ance at the meeting was about two hundred, and although this was less than might have been expected at such a center as Chicago, the small number may in part be accounted for by the somewhat remote location of the hotel chosen for the meeting.

Decision to hold the Sixth Annual Meeting in 1931 in New York was reached during the course of the year, based upon the preferences of the delegates at the 1930 meeting.

SCHOLARSHIPS

Appeals from various sources in the last few years have convinced the Executive Board of the necessity for considering seriously the possibility of obtaining funds for exchange scholarships in adult education. The Board is of the opinion that if such funds were to become available they should be applied to the needs of teachers, administrators and investigators rather than to those of adult students. It would be particularly desirable, in the opinion of the Board, that a scholarship fund, if it were established, should be used for the exchange of adult education leaders with foreign countries.

INTERNATIONAL RELATIONS

The American Association has continued to bear its share of the responsibility for the work of the World Association for Adult Education. During the last year the Director has served as the American representative on the Executive Committee of Five of the World Association, and has conducted a large amount of correspondence dealing with the affairs of that body. The annual conference of the World Association was held during the last week of August, 1930, at the Brunnsvik Folk High School in Dalecarlia, Sweden. Dorothy Canfield Fisher and the Di-

rector were in attendance as two of the five regularly constituted members of the Council of the World Association. Sarah C. N. Bogle, Charles E. Rush, and Levering Tyson were named as substitute members of the Council to take the place of the American absentees. In connection with the various business meetings a special conference on "The Relation of the State to Adult Education" resulted in a highly interesting discussion which has been set forth in the columns of "The Journal of Adult Education." The satisfactory condition of the World Association since the adoption of its new and international form of government was evident.

Plans were made to hold the 1931 meeting in Vienna, where the subject for the special conference will be "Unemployment and Adult Education." In addition, a special conference, with Levering Tyson as the leader, will be held on radio adult education. Tentative agreement was reached upon a second world conference on adult education, to be held probably in 1934.

Financial participation of the American Association in the affairs of the World Association received careful consideration. As a result of the report submitted by the Director after his return from the conference in Sweden, the Executive Board recommended to the Carnegie Corporation the provision of \$12,000 for the publications program of the World Association. This money is to be made available over a period of three years in amounts of \$5,000, \$4,000 and \$3,000 respectively. The expenditure of the funds is contingent upon the ability of the World Association to agree upon a publications policy and to establish a quarterly publication of high standards. The negotiations looking toward editorial and managerial

control of such a publication are now going forward. It is hoped that definite announcement of the plans may be made at the Vienna meeting in August.

FUTURE PROGRAM

The Committee on Research and Studies of the Executive Board has been engaged for the last six months in an attempt to formulate a fairly comprehensive list of desirable study and research projects in the field of adult education. The aid of qualified experts in various universities has been solicited and it is hoped that during the year 1931-32 the Committee may be able to make a public statement of its recommendations. In addition, the Committee has had under consideration the compilation of a list of topics for theses which may be expected to grow out of the general research program. Numerous problems suitable for study and research have arisen as a result of previous interests and studies of the Association. In addition, new fields are opening up, such as that represented by motion pictures with sound and their possible relation to the instruction of adults.

The provision of \$100,000 by the Carnegie Corporation as an adult education experimental fund for 1930-31 without doubt has been the most important contribution to adult education during the year. Expenditures from this fund have all been made on recommendation of the American Association for Adult Education as set forth in the body of the report above. The confidence shown by the Trustees of the Carnegie Corporation in the American Association has been a matter of gratification to the Executive Board as it should be also to the entire membership of the Association.

CONCLUSION

In the objectives set forth for the year 1930-31 in the last year's report, the writer of the report stated his opinion that the year should be devoted to a careful consolidation of the position of the Association in the educational world of America. It has been the effort of the Executive Board and staff to carry through that consolidation, and it is reasonable to assume that in fact it has been effected. With the assurance that the Association shall have at least five years more of existence, it will devolve upon the Executive Board to indicate those points at which studies and research, demonstration and experiment, most profitably may be made. The day of propaganda for adult education, even indirect, seems to have passed. It may be assumed that adult education in America will now strike its own gait. The efforts of the Association may well be directed at critical analyses of the progress made rather than at the acceleration of the rate of progress. The American tendency is to proceed too quickly. Although the Association should not retard the advance, it should recognize its serious responsibility for leadership in expressing new ideas and in emphasizing quality of performance.

Respectfully submitted,

Morse A. Cartwright.

April 25, 1931.

FINANCIAL SUMMARY

- I. Statement of Financial Condition, September 30, 1930; Statement Showing Changes in General Fund for the Fiscal Year Ended September 30, 1930; Statement of Income and Expenses for the Fiscal Year Ended September 30, 1930; and Appropriations Received for Account of Other Organizations.

(As audited by Frederick Fischer, Jr., Member, American Institute of Accountants.)

II. Statement of Financial Condition, March 31, 1931; Statement Showing Changes in General Fund for the Six Months Ended March 31, 1931; Statement of Income and Expenses for the Six Months Ended March 31, 1931; and Appropriations Received for Account of Other Organizations.

Exhibit "A"—Statement of Financial Condition, September 30, 1930.

Exhibit "A"—Schedule "1"—Statement Showing Changes in General Fund for the Fiscal Year Ended September 30, 1930.

I

Mr. Morse A. Cartwright, Director
American Association for Adult Education

60 East 42d Street
New York, N. Y.

Dear Sir:

Pursuant to engagement, I have audited the books and accounts of the

AMERICAN ASSOCIATION FOR ADULT
EDUCATION

for the fiscal year ended September 30, 1930, and present herewith the following three Exhibits and one Schedule.

Exhibit "B"—Statement of Income and Expenses for the Fiscal Year Ended September 30, 1930.

Exhibit "C"—Appropriations Received for Account of Other Organizations.

Very truly yours,

Signed: Frederick Fischer, Jr.

New York, N. Y., October 18, 1930.

EXHIBIT A

STATEMENT OF FINANCIAL CONDITION, SEPTEMBER 30, 1930

Assets

Cash

Capital Account.....	\$13,074.71	
Managing Account.....	7,214.40	
Account of National Council of Parent Education, Inc.....	500.00	
<i>Total Assets</i>		\$20,789.11

Liabilities

Prepaid membership dues.....	\$609.01	
Prepaid subscriptions to Journal of Adult Education.....	192.75	
Balance payable on appropriations received for account of other organizations, per Exhibit "C".....	2,250.00	
<i>Total Liabilities</i>		3,051.76

Net Asset Value..... \$17,737.35

General Fund

Maintenance, Balance, September 30, 1930, per Schedule "1".....	\$10,503.47	
Special Study Funds, Balance, September 30, 1930, per Schedule "1".....	7,233.88	
<i>General Fund Balance, September 30, 1930</i>		<u>\$17,737.35</u>

EXHIBIT A—SCHEDULE I

STATEMENT SHOWING CHANGES IN GENERAL FUND FOR FISCAL YEAR ENDED SEPTEMBER 30, 1930

General Fund

Maintenance

<i>Balance, September 30, 1929</i>	\$12,901.00	
<i>Deduct—Prior period adjustment—excess of expenses over appropriations—September 30, 1929—General Publications</i>	1,974.22	
<i>Adjusted Balance, September 30, 1929</i>		\$10,926.78

*General Fund, Maintenance—continued**Deduct*

Excess of Expenses over Income, September 30, 1930, per Exhibit "B"	\$830.00	
Collegiate Alumni Study—Deficit September 30, 1930	267.09	1,097.09
		<u>\$9,829.69</u>

Add

Journal of Adult Education—Excess of Income over Expenses September 30, 1930, per Exhibit "B"	\$480.29	
Summer Session Course in Adult Education, Balance, September 30, 1930, transferred	193.49	673.78
Maintenance, Balance, September 30, 1930, per Exhibit "A"		<u>\$10,503.47</u>

*Special Study Funds**Reading Habits Study*

Balance, September 30, 1929	\$562.97	
Add—Excess of Income over Expenses, September 30, 1930, per Exhibit "B"	684.92	
Balance, September 30, 1930		\$1,247.89

Rural Community Studies

Balance, September 30, 1929	\$4,812.73	
Add—Excess of Income over Expenses, September 30, 1930, per Exhibit "B"	1,182.88	
Balance, September 30, 1930		5,995.61

Summer Session Course in Adult Education

Balance, September 30, 1929	\$446.05	
Deduct—Excess of Expenses over Income, September 30, 1930, per Exhibit "B"	252.56	
Balance, September 30, 1930	\$193.49	
Deduct—Balance transferred to maintenance	193.49	
Balance, September 30, 1930		

Radio Adult Education Study

Balance, September 30, 1929	\$13,519.70	
Deduct—Excess of Expenses over Income, September 30, 1930, per Exhibit "B"	12,880.47	
Balance, September 30, 1930		\$639.23

Collegiate Alumni Education Study

Balance, September 30, 1929	2,578.82	
Deduct—Excess of Expenses over Income, September 30, 1930, per Exhibit "B"	2,845.91	
Deficit, September 30, 1930	\$267.09*	
Deficit, September 30, 1930, transferred to Maintenance	267.09	
Balance, September 30, 1930		

Publication of Bryn Mawr Study

Balance, September 30, 1929	\$1,703.17	
Deduct—Excess of Expenses over Income, September 30, 1930, per Exhibit "B"	1,703.17	
Balance, September 30, 1930		

Study of Little Theater Movement

Deficit, September 30, 1929	\$882.85*	
Deduct—Excess of Income over Expenses, September 30, 1930, per Exhibit "B"	234.00	
Deficit, September 30, 1930		648.85*
Special Study Funds, Balance, September 30, 1930, per Exhibit "A"		<u>\$7,233.88</u>

* Note: Deficits—The excess of expenses over income for the fiscal year ended Sept. 30, 1930, of Maintenance and Special Study Funds, is offset by unexpended prior period balances of the respective funds.

ANNUAL REPORT OF THE DIRECTOR

27

EXHIBIT B

STATEMENT OF INCOME AND EXPENSES FOR THE FISCAL YEAR ENDED
SEPTEMBER 30, 1930*Income**Maintenance:*

Appropriation received from Carnegie Corporation		\$25,000.00	
Membership dues:			
Individual	\$2,031.50		
Organizational	830.74		2,862.24
Journal of Adult Education:			
Subscriptions and sales of single copies	\$506.55		
Advertising	530.16		1,036.71
Sales of other publications			341.20
Royalties from publications			1,013.57
Interest received on bank balances			854.87
<i>Total Maintenance Income</i>			\$31,108.59

Publication—Journal of Adult Education

Appropriation received from Carnegie Corporation			15,000.00
------------------------------------------------------------	--	--	-----------

Special Studies

Appropriations received from Carnegie Corporation for:			
Reading Habits Study	\$2,500.00		
Rural Community Studies	10,000.00		\$12,500.00
Contribution from Teachers College for Summer Session Courses in Adult Education			1,000.00
Contribution for Study of Little Theater Movement			240.00
<i>Total Special Studies Income</i>			13,740.00
<i>Total Income</i>			\$59,848.59

*Expenses**Maintenance:*

Annuity payments	\$939.96		
Attorneys' and accountants' fees	125.00		
Incidentals	507.59		
Insurance	50.61		
Office furniture and equipment	1,275.57		
Office library	63.88		
Office supplies	355.57		
Postage	674.89		
Printing and publications—general office	1,294.43		
Rent	2,274.96		
Repairs and maintenance	122.50		
Salaries	19,005.49		
Stationery, mimeographing, multigraphing and addressographing	830.17		
Telephone and telegraph	506.77		
Travel	3,911.20		
<i>Total Maintenance Expenses</i>			\$31,938.59

Publication Expenses

Journal of Adult Education			14,519.71
--------------------------------------	--	--	-----------

Special Studies

Reading Habits Study	\$1,815.08		
Rural Community Studies	8,817.12		
Summer Session Course in Adult Education	1,252.56		
Radio Adult Education Study	12,880.47		
Study of Little Theater Movement	6.00		
Collegiate Alumni Adult Study	2,845.91		
Publication of Bryn Mawr Study	1,703.17		
<i>Total Special Studies Expenses</i>			29,320.31

<i>Total Association Expenses</i>			\$75,778.61
---------------------------------------------	--	--	-------------

<i>Excess of Expenses Over Income</i>			\$15,930.02*
-------------------------------------------------	--	--	--------------

* Note: Deficits—The excess of expenses over income for the fiscal year ended Sept. 30, 1930, of Maintenance and Special Study Funds, is offset by unexpended prior period balances of the respective funds.

SUMMARY OF INCOME AND EXPENSES

<i>Maintenance</i>			
Income		\$31,108.59	
Expenses		<u>31,938.59</u>	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "I"</i>			\$830.00*
<i>Publication—Journal of Adult Education</i>			
Income		\$15,000.00	
Expenses		<u>14,519.71</u>	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I"</i>			480.29
<i>Special Studies</i>			
<i>Reading Habits Study</i>			
Income	\$2,500.00		
Expenses	<u>1,815.08</u>		
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I"</i>			\$684.92
<i>Rural Community Studies</i>			
Income	\$10,000.00		
Expenses	<u>8,817.12</u>		
<i>Excess of Income over Expenses per Exhibit "A," Schedule "I"</i>			1,182.88
<i>Summer Session Courses in Adult Education</i>			
Income	\$1,000.00		
Expenses	<u>1,252.56</u>		
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "I"</i>			252.56*
<i>Study of Little Theater Movement</i>			
Income	\$240.00		
Expenses	<u>6.00</u>		
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I"</i>			234.00
<i>Radio Adult Education Study</i>			
Income		
Expenses	<u>\$12,880.47</u>		
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "I"</i>			12,880.47*
<i>Collegiate Alumni Education Study</i>			
Income		
Expenses	<u>\$2,845.91</u>		
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "I"</i>			2,845.91*
<i>Publication of Bryn Mawr Study</i>			
Income		
Expenses	<u>1,703.17</u>		
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "I"</i>			1,703.17*
<i>Total Special Studies Excess of Expenses Over Income</i>			<u>15,580.31*</u>
<i>Total Excess of Expenses over Income</i>			<u>\$15,930.02*</u>

EXHIBIT C

APPROPRIATIONS RECEIVED FOR ACCOUNT OF OTHER ORGANIZATIONS

Balance, September 30, 1929

Payable to:			
National Council of Parent Education, Inc.			\$500.00
<i>Receipts</i>			
Appropriations received from:			
Spelman Fund of New York for:			
National Council of Parent Education, Inc.		\$21,795.17	
Carnegie Corporation for:			
Chester County Community Study			
	\$5,000.00		
Federal Radio Education Committee			
	7,000.00		
National Advisory Council on Radio in Education			
	6,250.00		
University of Kansas—Research Problems of the Blind			
	2,500.00		
Chinese National Association, Mass Education Movement— Study			
	<u>5,000.00</u>	25,750.00	
John D. Rockefeller, Jr., for:			
National Advisory Council on Radio in Education			
	<u>6,250.00</u>		
<i>Total Receipts</i>			<u>53,795.17</u>
			<u>\$54,295.17</u>

* Note: Deficits—The excess of expenses over income for the fiscal year ended Sept. 30, 1930, of Maintenance and Special Study Funds, is offset by unexpended prior period balances of the respective funds.

Disbursements

Transfers to:

National Council of Parent Education, Inc.....	21,795.17	
Chester County Community Experiment.....	5,000.00	
Federal Radio Education Committee.....	7,000.00	
National Advisory Council on Radio in Education.....	12,000.00	
University of Kansas—Research Problems of Blind.....	1,250.00	
Chinese National Association, Mass Education Movement—Study.....	5,000.00	
Total Disbursements.....		<u>52,045.17</u>

Balance Payable on Appropriations Received for Account of Other Organizations, per Exhibit "A".....		<u>\$2,250.00</u>
------------------------------------------------------------------------------------------------------------	--	-------------------

Balance Payable on Appropriations Received for Account of Other Organizations Comprises the Following:

Payable to:

National Council of Parent Education, Inc.....	\$500.00	
National Advisory Council on Radio in Education.....	500.00	
University of Kansas—Research Problems of the Blind.....	1,250.00	
		<u>\$2,250.00</u>

II

EXHIBIT A

STATEMENT OF FINANCIAL CONDITION, MARCH 31, 1931

Assets

Cash:

Capital Account.....	\$65,704.10	
Managing Account.....	12,589.79	
Account of National Council of Parent Education.....	500.00	
Total Assets.....		<u>\$78,793.89</u>

Liabilities

Prepaid membership dues.....	\$190.84	
Prepaid subscriptions to Journal of Adult Education.....	123.00	
Balance payable on appropriations received for account of other organizations, per Exhibit "C".....	14,000.00	
Total Liabilities.....		<u>14,313.84</u>

Net Asset Value.....		<u>\$64,480.05</u>
-----------------------------	--	--------------------

General Fund

Maintenance, Balance, March 31, 1931, per Schedule "1".....	\$14,189.21	
Publication Funds, Balance, March 31, 1931, per Schedule "1".....	22,397.23	
Special Study Funds, Balance, March 31, 1931, per Schedule "1".....	27,893.61	
General Fund Balance, March 31, 1931.....		<u>\$64,480.05</u>

EXHIBIT A—SCHEDULE 1

STATEMENT SHOWING CHANGES IN GENERAL FUND FOR SIX MONTHS ENDED MARCH 31, 1931

General Fund

Maintenance

Balance, September 30, 1930.....	\$10,503.47	
Add—Excess of Income over Expenses March 31, 1931, per Exhibit "B".....	3,685.74	
Maintenance, Balance, March 31, 1931, per Exhibit "A".....		<u>\$14,189.21</u>

Publication Funds

Journal of Adult Education		
Excess of Income over Expenses, March 31, 1931, per Exhibit "B".....	\$8,377.95	
Revolving Fund for Publications		
Excess of Income over Expenses, March 31, 1931, per Exhibit "B".....	2,019.28	
International Review of Adult Education		
Excess of Income over Expenses, March 31, 1931, per Exhibit "B".....	12,000.00	
Publication Funds, Balance, March 31, 1931, per Exhibit "A".....		<u>\$22,397.23</u>

*Special Study Funds**Conference on Community and Little Theaters*

Excess of Income over Expenses, March 31, 1931, per Exhibit "B"	\$2,500.00
---------------------------------------------------------------------------	------------

Industrial Education Study

Excess of Income over Expenses, March 31, 1931, per Exhibit "B"	5,918.88
---------------------------------------------------------------------------	----------

International Psychological Study of Adult Education

Excess of Income over Expenses, March 31, 1931, per Exhibit "B"	15,000.00
---------------------------------------------------------------------------	-----------

Study of Little Theater Movement

Deficit, September 30, 1930	\$648.85*
---------------------------------------	-----------

No Income or Expenses, March 31, 1931
-------------------------------------------------	----

Balance, March 31, 1931	648.85*
-----------------------------------	---------

Radio Adult Education Study

Balance, September 30, 1930	\$639.23
---------------------------------------	----------

Deduct—Excess of Expenses over Income, March 31, 1931, per Exhibit "B"	181.51
----------------------------------------------------------------------------------	--------

Balance, March 31, 1931	457.72
-----------------------------------	--------

Reading Habits Study

Balance, September 30, 1930	\$1,247.89
---------------------------------------	------------

Add—Excess of Income over Expenses, March 31, 1931, per Exhibit "B"	627.85
-------------------------------------------------------------------------------	--------

Balance, March 31, 1931	1,875.74
-----------------------------------	----------

Rural Community Studies

Balance, September 30, 1930	\$5,995.61
---------------------------------------	------------

Deduct—Excess of Expenses over Income, March 31, 1931, per Exhibit "B"	3,205.49
----------------------------------------------------------------------------------	----------

Balance, March 31, 1931	2,790.12
-----------------------------------	----------

<i>Special Study Funds, Balance, March 31, 1931, per Exhibit "A"</i>	<u>\$27,893.61</u>
--------------------------------------------------------------------------------	--------------------

EXHIBIT B

STATEMENT OF INCOME AND EXPENSES FOR THE SIX MONTHS ENDED

MARCH 31, 1931

*Income**Maintenance*

Appropriation received from Carnegie Corporation	\$12,500.00
------------------------------------------------------------	-------------

Membership Dues:

Individual	\$1,914.75
----------------------	------------

Organizational	938.17	2,852.92
--------------------------	--------	----------

Journal of Adult Education

Subscriptions and sales of single copies	\$685.75
----------------------------------------------------	----------

Advertising	128.32	814.07
-----------------------	--------	--------

Sales of other publications

		62.25
--	--	-------

Royalties from publications

		1,092.60
--	--	----------

Interest received on bank balances

		399.32
--	--	--------

<i>Total Maintenance Income</i>		<u>\$17,721.16</u>
-------------------------------------------	--	--------------------

Publication

Appropriations received from Carnegie Corporation for:

Journal of Adult Education	\$15,000.00
--------------------------------------	-------------

Revolving Fund for Publications	2,500.00
-------------------------------------------	----------

International Review of Adult Education	12,000.00
---------------------------------------------------	-----------

<i>Total Publication Income</i>		<u>29,500.00</u>
-------------------------------------------	--	------------------

Special Studies

Appropriations received from Carnegie Corporation for:

Conference on Community and Little Theaters	\$2,500.00
-------------------------------------------------------	------------

Industrial Education Study	10,000.00
--------------------------------------	-----------

International Psychological Study of Adult Education	15,000.00
----------------------------------------------------------------	-----------

Reading Habits Study	5,000.00
--------------------------------	----------

Conference on Technological Unemployment and Adult Education	1,500.00
------------------------------------------------------------------------	----------

<i>Total Special Studies Income</i>		<u>34,000.00</u>
-----------------------------------------------	--	------------------

<i>Total Income</i>		<u>\$81,221.16</u>
-------------------------------	--	--------------------

*Note: Deficits—The excess of expenses over income for the six months ended March 31, 1931, of Special Study Funds, is offset by unexpended prior period balances of the respective funds.

Expenses

<i>Maintenance</i>	
Annuity payments.....	\$432.48
Attorneys' and accountants' fees.....	125.00
Incidentals.....	334.35
Insurance.....	49.00
Office furniture and equipment.....	70.50
Office library.....	112.12
Office supplies.....	215.31
Postage.....	226.34
Printing, publications and publicity—general office.....	548.44
Rent.....	1,450.02
Repairs and maintenance.....	61.67
Salaries.....	9,250.02
Stationery, mimeographing, multigraphing and addressographing.....	341.67
Telephone and telegraph.....	314.48
Travel.....	504.02
<i>Total Maintenance Expenses</i>	<u>\$14,035.42</u>
<i>Publication Expenses</i>	
Journal of Adult Education.....	\$6,622.05
Revolving Fund for Publications.....	480.72
<i>Total Publication Expenses</i>	<u>7,102.77</u>
<i>Special Studies</i>	
Industrial Education Study.....	\$4,081.12
Radio Adult Education Study.....	181.51
Reading Habits Study.....	4,372.15
Rural Community Studies.....	3,205.49
Conference on Technological Unemployment and Adult Education.....	1,500.00
<i>Total Special Studies Expenses</i>	<u>13,340.27</u>
<i>Total Association Expenses</i>	<u>34,478.46</u>
<i>Excess of Income over Expenses</i>	<u>\$46,742.70</u>

SUMMARY OF INCOME AND EXPENSES

<i>Maintenance</i>	
Income.....	\$17,721.16
Expenses.....	14,035.42
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I"</i>	\$3,685.74
<i>Publication</i>	
<i>Journal of Adult Education</i>	
Income.....	\$15,000.00
Expenses.....	6,622.05
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I"</i>	\$8,377.95
<i>Revolving Fund for Publications</i>	
Income.....	\$2,500.00
Expenses.....	480.72
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I"</i>	2,019.28
<i>International Review of Adult Education</i>	
Income.....	\$12,000.00
Expenses.....	..
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I"</i>	12,000.00
<i>Total Publication Excess of Income over Expenses</i>	<u>22,397.23</u>
<i>Special Studies</i>	
<i>Conference on Community and Little Theaters</i>	
Income.....	\$2,500.00
Expenses.....	..
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I"</i>	2,500.00
<i>Industrial Education Study</i>	
Income.....	\$10,000.00
Expenses.....	4,081.12
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I"</i>	<u>5,918.88</u>

International Psychological Study of Adult Education

Income.....	\$15,000.00	
Expenses.....	..	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I"</i>		15,000.00

Radio Adult Education Study

Income.....	..	
Expenses.....	\$181.51	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "I"</i>		181.51*

Reading Habits Study

Income.....	\$5,000.00	
Expenses.....	4,372.15	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I"</i>		627.85

Rural Community Studies

Income.....	..	
Expenses.....	\$3,205.49	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "I"</i>		3,205.49*

Conference on Technological Unemployment and Adult Education

Income.....	\$1,500.00	
Expenses.....	1,500.00	

No excess of Expenses or Income..... ..

Total Special Studies Excess of Income over Expenses..... 20,659.73

Total Excess of Income over Expenses..... \$46,742.70

EXHIBIT C

APPROPRIATIONS RECEIVED FOR ACCOUNT OF OTHER ORGANIZATIONS

Balance, September 30, 1930

Payable to:

National Council of Parent Education.....	\$500.00	
National Advisory Council on Radio in Education.....	500.00	
University of Kansas—Research in Problems of the Blind.....	1,250.00	
<i>Total Balance, September 30, 1930.....</i>		<u>\$2,250.00</u>

Receipts

Appropriations received from:

<i>Spelman Fund of New York for:</i>		
National Council of Parent Education.....	\$13,857.56	
<i>John D. Rockefeller, Jr., for:</i>		
National Advisory Council on Radio in Education.....	12,500.00	

Carnegie Corporation for:

National Advisory Council on Radio in Education.....	\$12,500.00	
Chester County Community Study.....	2,500.00	
United Parents Associations.....	2,500.00	
Council on Adult Education for the Foreign-Born.....	2,000.00	19,500.00

Total Receipts..... 45,857.56

\$48,107.56

Disbursements

Transfers to:

National Council of Parent Education.....	\$13,857.56	
National Advisory Council on Radio in Education.....	12,000.00	
Chester County Community Study.....	2,500.00	
United Parents Associations.....	2,500.00	
Council on Adult Education for the Foreign-Born.....	2,000.00	
University of Kansas—Research in Problems of the Blind.....	1,250.00	

Total Disbursements..... 34,107.56

Balance Payable on Appropriations Received for Account of Other Organizations \$14,000.00

Balance Payable on Appropriations Received for Account of Other Organizations
Comprises the Following:

Payable to:

National Council of Parent Education.....	\$500.00	
National Advisory Council on Radio in Education.....	13,500.00	
		<u>\$14,000.00</u>

* Note: Deficits—the excess of expenses over income for the six months ended March 31, 1931, of Special Study Funds, is offset by unexpended prior period balances of the respective funds.

Photomount
Pamphlet
Binder
Gaylord Bros., Inc.
Makers
Syracuse, N. Y.
PAT. JAN 21, 1908

UNIVERSITY OF FLORIDA

3 1262 05238 9102

