

AMERICAN ASSOCIATION FOR ADULT  
EDUCATION  
ANNUAL REPORT 1931-32



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## AMERICAN ASSOCIATION FOR ADULT EDUCATION

*Annual Report of the Director in Behalf  
of the Executive Board  
for 1931-32*

IN common with other organizations concerned with social forces, the American Association for Adult Education has addressed itself during the last year to those aspects of the economic emergency seemingly susceptible of educational treatment. In an adult population widely disaffected through mounting unemployment and through disorganization resultant upon unprecedented decreases in the sums normally applied to education and intellectual welfare, an attempt has been made to give consideration to certain educational trends. It is quite impossible as yet to judge whether these efforts have been attended with a real measure of success, but there is reason to believe that the imposing total of the activities of adult education organizations and institutions throughout the country has constituted a stability factor of no mean proportions.

The sudden diversion of public thought in the United States, from the all-absorbing pursuit of the dollar for the dollar's sake to the opposite extreme of the painful economic consequences of a prosperity debauch, has resulted in an increased public attention focused upon the complex problems of living. To this extent the uses of adversity have proved sweet: Americans are examining principles—economic, psychological, historical and

philosophical—with a skepticism seldom exhibited during the boom days. They are also showing a disinclination to accept business, governmental, or other leadership at face value which is at once the despair and the hope of the democracy. While "Black Thursday" in October of 1929 is now observed as an anniversary of a much-lamented stock market crash, the progress of future events may reveal it as the date of America's coming of age in both an economic and an intellectual sense.

Those who have to do with education—particularly with adult education—are perhaps more likely than other groups to reflect public thought accurately. Searchings of soul and questionings as to the validity of our social and governmental institutions have not been confined to those caught directly under the heel of the capitalistic misstep. Educational groups throughout the nation have signaled the breakdown of business leadership by the enlightening discovery of economics as a vital force in the business of living. True, the professional economists in the universities and colleges have been able to shed little light upon the national dilemma, but their defection has given all the more freedom to the amateur economists who have sprung up on every hand armed to the teeth with theory

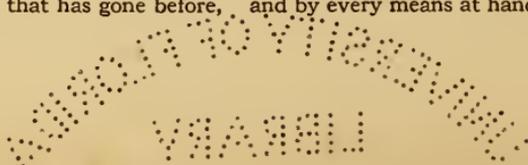
and but feebly clothed with fact. And not backward among the amateurs have been the educators. They rightly have seen the commodities in which they deal as the panacea for the world's ailments, but in many cases they have wrongly estimated the time required to produce an educated body politic.

The result has been an acute mental colic on the part of some of the educators. The leaders readily would admit that the record of educational accomplishment during the crisis has been small, but would perhaps point to the increasing use of the radio for education as one cause contributing to the exceptional calmness of the public in meeting financial calamity and unemployment. It is significant that there has been no marked diminution of faith in American education on the part of the unemployed. We are as yet lacking in accurate psychological information as to the state of mind of the unemployed, considered as a group. We have not fathomed the intricacies of motive, interest, and attitude on the part of those who perforce must "wait for something to turn up." Still we do know that over and above the dominant, compelling idea of getting a job, there have been other reasons why many of those out of work have sought educational opportunity for themselves until the economic storm should have passed. The facilities available to adults, however, have come far from meeting adequately the potential demand of this large element of the population. If there has been lack of faith, it has not been exhibited by the unemployed but by the very manufacturers of the educational machine themselves. Many of them seem to feel that the economic change, so profound in its nature and entailing as a necessary concomitant the waste and scrapping of much that has gone before,

should find its counterpart in the realm of education.

But social change, unlike economic change, is neither sudden nor violent; it is the slow product of years of experimentation. It is unlikely that we shall devise overnight—or in one or two years—a new type of school geared, as a permanent part of our system, to a changed set of economic conditions. Nor is it probable that we shall even be successful in fabricating emergency educational activities to meet the obvious necessities of the present acute situation. Time is far too short and experimental funds are too scarce to yield much hope in this direction. It is reasonable to expect that a new educational order, for children and adults, will emerge only after a considerable period of years, during which the imperfections in the gearing between school and after-life will become manifest, even to the less discerning among us.

It is inevitable, natural, and right that our educational thinking should lag behind our economic thinking in this protracted period of change, for if our education is to be integrated with the business of living, we must first determine the economic bases upon which that living will depend. Then, and only then, will it be safe to proceed confidently toward an education designed to make that living abundant to the individual. It is, however, the serious and solemn duty of individuals and organizations responsible for education to concern themselves, open-mindedly and liberally, with new ideas as they present themselves; it is particularly incumbent upon this Association to do so, to the extent to which it is responsible for educational leadership. There is a duty to shorten the period of transition as much as possible and by every means at hand.



Experiments, research, studies, and demonstrations will acquire an enhanced importance in the years to come. But they should not be allowed to become part of a preconceived, foreordained scheme of education for America. Deduction to the exclusion of other forms of thinking becomes a danger to a democracy. Such success as we have achieved in the past has been accomplished inductively by our familiar and sometimes wasteful "trial and error" method. We can still afford to adhere to our distinctively American and certainly non-European mode of progress. A "five-year plan" for education in this country could only be put into effect by such a ruthless disregard of the rights and privileges of the individual as is associated in our minds with rampant communism. And if, by any miracle, such a plan were agreed upon, it would fail dismally. But this is not to say that in five years—or ten—we may not achieve, by and with the consent of the consumers of education, a plan that will be worthy or incorporation in our curiously local form of educational control.

Most attempts made to provide educational facilities to meet the present emergency have been random shots in the dark. If American luck holds, a few of them may hit the mark. From them, we may glean additions of permanent worth to those facilities now available for adults. It should be remembered, also, that misses teach their lessons as well as do hits. A record of failures in educational performance by unemployed adults, like similar failures during the last decade with individuals normally employed, may conceivably prove of the utmost importance in guiding future action.

An English observer of American adult education on a recent visit thought he

saw widespread confusion existing here between vocational and professional adult education, on the one hand, and the pursuit of knowledge for its own sake, upon the other. Inferentially he classifies the entire workers' education movement of Britain in the latter category. It might be interesting to attempt at some time a scientific study of this very matter. One may wonder as to the degree in which the aspirations for culture of the adult Briton are affected by material, i. e., vocational or professional, considerations underlying the desire for social and political distinction. In a movement as closely allied with politics as is British workers' education, the American working man might easily see a parallel to his own "vocational and professional" education. It may be that the American is merely franker than the Briton in acknowledging his motives.

That there is a difference of opinion between those devoted to a vocational ideal for adult education and those interpreting true education as a non-vocational or cultural pursuit has become manifest in the United States in the last year. The *Journal of Adult Education* has provided a forum in its columns for the interchange of ideas on this question. Its readers are now familiar with the varying points of view of Abraham Flexner, James E. Russell, Everett Dean Martin, and others.

In America, the problem seems to arise in a difference of emphasis rather than from direct divergence of fundamental belief. Despite the contradictory nature of the statements so far made in print, the protagonists of the opposing schools of thought do not seem irreconcilably far apart. Each is quite willing to admit the worth of certain arguments made by his opponents. The vocational-

ist feels the need of cultural objectives and even goes so far as to attribute them to his vocational program. The culturalist likewise appreciates the vitalizing effect upon cultural studies of a close relationship between them and the vocational interests of the individual.

The Association itself has found it unnecessary to take a definite stand in this matter, except to reiterate its allegiance to a centrist position. The vocational and the cultural seem to be inextricably intermixed in American adult education, and the Association must in a large measure reflect that which *is*. It must not lend itself to emphasis upon either of these, or upon other, extremist positions. At the same time, its function clearly is to facilitate the definition of positions that may be extreme but which, as a result of group thinking and interchange of opinion, may be blended into programs of progressive action. It would be a sorry day for the Association if it should fail to give currency to ideas of what *ought to be* in adult education; it would be quite as calamitous if the Association, through its pronouncements or its course of action, should lend itself and the weight of its authority to untried ideas. A central position is non-spectacular and difficult of maintenance, but it should nevertheless remain the ambition of the Association steadfastly to hold to such a golden mean.

#### OCCUPATIONAL EDUCATION

Following the conference held in December, 1930, on Re-education Problems arising from Technological Unemployment (described in the Annual Report of 1930-31), the Association through its Executive Committee embarked on a series of discussions relating to the economic depression, unemployment, and

the possible use and development of educational means by which certain of the prevailing conditions may be ameliorated. The Committee was of the opinion that new emphasis should be laid on occupational education and that a portion of the experimental funds made available by the Carnegie Corporation of New York should be applied to studies of existing experiments in this field and to the holding of conferences and discussions. As the first step in its consideration of these problems, the Association authorized a study of the Denver Opportunity School, an institution maintained since 1916 by tax funds under the direction of the public school authority in the city of Denver. Fletcher Harper Swift, Professor of Education in the University of California; and John W. Studebaker, Superintendent of Schools of Des Moines, Iowa, consented to make the study during the late summer and early fall of 1931. The results of their first-hand examination of the school, in its relationship to the citizenry of Denver and to the public school system of the city, are contained in a bulletin published by the Association at the close of the year under the title, *What Is This Opportunity School?* This bulletin, written in popular style and generously illustrated, was given an edition size of 5,000 and distributed gratis to public school officials, school boards, chambers of commerce, service clubs and libraries, in cities and towns of the United States of 20,000 population or more. The bulletin was described as "one contribution that education is making toward the solution of the problems of unemployment and social relief." Recipients were asked to consider whether the study seemed to suggest possibilities for local development and, if so, to bring it to the attention of suitable authorities and of civic and

other organizations that might be interested.

The bulletin was accorded a most cordial reception, several hundred letters of comment and approbation being received. In addition, the Association learned of a few other instances or methods of combating unemployment or of safeguarding against unemployment through educational means. The extent of the usefulness of the study will not really be known for several years or at least until tax funds for educational purposes are somewhat less scarce than at present. The desirability is indicated of conducting, at some future date, additional studies of related ventures in occupational education, particularly examinations of variations of the normal vocational school routine.

Close touch has been maintained with the comprehensive and interesting program of the Employment Stabilization Institute of the University of Minnesota. The Director visited this Institute in November 1931, and filed a report concerning its "Diagnosis and Retraining" project with the Executive Board and with the Carnegie Corporation. The procedure followed in this project is highly individualistic, and it is problematical whether group handling of the retraining problems involved will become possible. The program has included an exhaustive series of psychological tests, combined with searching interviews, the whole resulting in an "educational profile" which is submitted to a "staff clinic" for diagnosis. Decision made by the staff is then transmitted by one of its members to the individual concerned and an attempt made to adjust his personal problems on the advice of the combined judgment of the expert group. Of the cases so far examined, about one in six seems to call for a prescription of retrain-

ing. As yet the practice has been largely to route such cases to existing educational institutions and agencies. The staff looks forward to a time when a certain amount of group handling may be found advisable. Of course such group handling would materially cut down the expenses of retraining which are at present high.

Any attempt to appraise the Minnesota project from the point of view of adult education involves a complete abandonment of thinking in terms of groups and the substitution thereof of individualized educational prescriptions. It seems probable that the Minnesota staff will work out a testing and interview procedure much briefer and simpler than the one at present in vogue there. Such a technique may prove to be applicable in other situations which of necessity will be less heavily subsidized from the outside. The results of these studies, of course, will be quite as applicable to employed individuals as to the unemployed so far as educational needs are concerned. It is to be expected that a great deal will be learned from this experiment as to the disparity between what an individual thinks or says his vocational interests are and what exhaustive capability testing, psychological investigation, and sympathetic interviewing indicate are his qualifications and hidden desires.

The Minnesota experiment is demonstrating the need of individual vocational and educational adjustment for adults as a necessary preliminary to the wise provision of educational programs and facilities. There is no reason to believe that such studies of the individual should be confined to those who are seeking occupational education alone; it is likely that similar studies of the individual would be quite as helpful for those who wish to undertake programs leading to their general cultural development.

In any development of the field of occupational education, the inclusion of a definite program of vocational and educational adjustment should not be overlooked. It would be reasonable to suggest also that whenever and wherever possible, individual case studies should precede all attempts to set up educational programs for adults. The realization that most adult education programs are initiated without accurate knowledge of the interests and attitudes of the individuals to be served may be expected to have a wholesome effect upon future program-making.

The Association, through utilization of a balance remaining unexpended in the Carnegie Corporation appropriation for studies of occupational education, has supported the field service activities of the National Vocational Guidance Association over a period of four months in the spring of 1932. This service faced closure because of lack of funds. It was thought advisable to keep these activities in operation in case it should prove desirable to relate them to further development of the field of occupational education. The outlining of future studies awaits consideration by a series of conferences soon to be arranged.

#### ADULT EDUCATION IN INDUSTRY

In the fall of 1931 Nathaniel Peffer, Field Representative of the Association, completed his study of adult education in industry. His year of investigation has resulted in a volume entitled *Educational Experiments in Industry*, just published by the Macmillan Company as one of its Adult Education Series. This book is a study in cross section of the efforts of the modern industrial corporation to offer educational opportunities to its employees and to train them on the job for the job. It is a factual presenta-

tion, together with an appraisal of the work of the industrial organizations studied. Mr. Peffer gives some consideration to the question of where public responsibility for the education of adults may be said to end and private business responsibility to begin. As he himself states, it has not been possible to formulate a definite answer. However, the consideration of this question is enlightening, both from the point of view of the employer and of the employed. One negative tendency brought out by the study is especially interesting; namely, the tendency in the last half-dozen years to eliminate cultural or background educational opportunities for employees and to emphasize vocational work undertaken for the purposes of the job, often while on the job itself.

#### JOURNAL OF ADULT EDUCATION

The Journal of Adult Education has entered upon its fourth year of publication. Measured by the quantity and quality of contributions submitted for its columns it may now justly claim to provide a forum for the interchange of adult education ideas and theories in the United States. The Journal still rests under the joint editorship of Mary L. Ely and the Director, with the cooperation of an editorial board of five members and a group of sixteen associate editors. The Journal may be considered the most important single activity of the Association. It has successfully maintained high standards in subject-matter content, form of presentation, English style, and typography. Despite the depression it has kept its subscription lists practically intact—a better measure perhaps than any other of the regard in which it is held by its readers. Commencing with the fourth volume, the Journal essayed certain improvements in typographical

form, not all of which were successful. Efforts in this direction will continue, but the general plan initiated in 1929 has been satisfactory and will not be changed. In particular, the distinctive color of the cover has proved an asset. The contributions of the Journal to the educational thought of the country constitute an achievement of the Association of which its membership can justly be proud.

Louis R. Wilson, Librarian of the University of North Carolina and Dean-elect of the Graduate Library School at the University of Chicago, was appointed as a member of the Editorial Board of the Journal of Adult Education in the place made vacant by the death of C. F. D. Belden.

#### NEGRO EDUCATION

As a result of deliberations extending over a period of more than a year and a half, the Association has brought about the initiation during the last year of two experiments in Negro adult education. Through the generosity of the Julius Rosenwald Fund and of the Carnegie Corporation of New York, which made grants for the purpose of \$5,000 and \$10,000, respectively, it has been possible to start the experiment in both a southern and a northern city. The locations chosen are Atlanta, Georgia and New York City, the latter having in the Harlem district a large population of Negroes. In both cities a public library devoted wholly to Negro patronage is being used as the physical base for the experiment. In both cases the library has assumed responsibility for the actual administration of the funds. In both cities committees consisting of interested Negroes and whites have been formed to serve in an advisory capacity to the staff concerned with the experiment.

In Atlanta, activity started in the

early fall of 1931. In New York, because of delays involved in securing qualified personnel, it was not possible to begin until January 1932. The field organization work in both cities is in charge of a competent Negro worker, supplemented by trained library personnel. An unrealized but nevertheless important feature of each experiment has been the determination of the ability of a mixed committee, Negroes and whites, to advise together concerning educational provisions for Negroes. Neither experiment has been conducted for a period sufficient to determine whether or not it will be successful. It is hoped to continue each experiment for two additional years, the Rosenwald Fund already having made financial provision to that effect.

#### RADIO EDUCATION

In the report of the Director of the Association for 1930-31 notation was made of the organization of the National Advisory Council on Radio in Education as a result of the preliminary study of this field made by the Association. It is now possible to report that the achievements of the newly established Council for the year 1930-31 have established a record of distinction and have met with enormous popular recognition. The Council held its first annual assembly, in cooperation with the sixth annual meeting of the American Association for Adult Education, in New York in May, 1931. This gathering was well attended and most interesting as the first important national conference in a hitherto undeveloped field. Since that time the Council has gone actively on the air, and, in cooperation with the broadcasting chains, has presented nationally a series of lectures on science, education, economics, psychology, vocational guidance,

labor, and government. Through the American Library Association and the University of Chicago Press, printed materials based on these lectures have been widely distributed.

The record of the first active year of broadcasting by the Council amply justifies the initial action of the Association in seeking to develop this field of education. The formation of listeners' groups in various parts of the country for the discussion of broadcast lectures is significant from the point of view of adult education in the United States. For the first time the public has heard on the air authoritative educational material sponsored by a group of public-spirited citizens and educators whose motives are above question and whose standing in their respective fields of endeavor constitutes a guaranty of the quality of the materials presented.

The National Advisory Council is to hold its second annual assembly in connection with the seventh annual meeting of the Association at Buffalo during the week of May 16, 1932. The close cooperation of the two bodies has proved mutually beneficial and a continuation of that relationship is considered advisable.

#### RURAL ADULT EDUCATION

It had been expected that the Association might announce the completion of its three-year study of rural adult education at the time of the 1932 annual meeting. However, this has been rendered impossible by the unfortunate and highly regrettable death in Amherst, Massachusetts, on December 22, 1931, of John Dayton Willard, Research Associate on the staff of the Association for three years. Mr. Willard had been appointed Professor of Education on the Schiff Foundation at Teachers College, Columbia University, and was in active service

there to within a few days of his death. An examination of Mr. Willard's papers following his death revealed in finished form little more than an introduction to his projected book on rural education. The other notes were in such form that much more than editorial work was needed to complete the unwritten chapters. It was thought advisable to procure for this work the services of a qualified person with wide knowledge of the rural adult education field. Benson Y. Landis, Executive Secretary of the American Country Life Association and Associate Secretary of the Federal Council of Churches of Christ in America, has been commissioned to undertake this work. Dr. Landis commenced his duties as Field Representative on March 1, 1932, the duration of the appointment being for one year.

The various state and county situations with which Mr. Willard was in touch have been progressing under local initiative. An interesting program has been adopted in the State of Vermont and only awaits the availability of funds to bring it into realization. There is reason to believe that state-wide projects, now in their early stages, in California, Delaware, Utah, Iowa, Minnesota, Wisconsin, Indiana, Ohio, Virginia, and West Virginia will develop. Naturally the scarcity of tax funds available for educational and library purposes will interfere with the prompt realization of such plans, but there is every reason to believe that they will survive the present emergency. In California, under the leadership of the California Association for Adult Education, a comprehensive state plan is receiving wide support and will probably be presented to the Legislature of that state in the session of 1933.

The acute and prolonged character of the economic depression has made it

necessary for the Executive Board to reconsider its previously announced policy of terminating grants to ventures in adult education when they had passed the preliminary stage. A case in point is the program carried on by the Chester County Health and Welfare Council. The surprising vitality of this experiment, in the face of severe financial loss on the part of many of its local supporters, seemed to justify the application of additional funds in order to preserve the organizational set-up. As a consequence, the Carnegie Corporation approved the recommendation of the Executive Board that an additional grant of \$2,500 be made for the Chester County experiment.

The California state program was further supported in the sum of \$7,000 on the basis of the state-wide endorsement given to the project by a large number of important institutions and individuals.

#### ALUMNI EDUCATION

Originally the Executive Board had contemplated a follow-up study of alumni education to be conducted during the year 1931-32. The notable increase in the number of universities and colleges adopting and operating programs of alumni education led to the belief that such a study would be more profitable if postponed for another year. It is expected that any study undertaken at that time will have the cooperation of the American Alumni Council, which participated in the original survey made by Wilfred B. Shaw, now Director of Alumni Relations at the University of Michigan.

It has been a matter of gratification to note the success of alumni experiments at Lawrence College, Vassar College, Lafayette College, the University of Michigan, Ohio State University, and the Stevens Institute of Technology. All

these projects were undertaken with the aid of Carnegie Corporation grants recommended by the Association. In the course of the year the Executive Board has not seen fit to change its policy of refraining from recommending the expenditure of additional funds for alumni education experimentation, except in one case—that of the Stevens Institute of Technology. The somewhat extraordinary success of the Stevens experiment, carried on in cooperation with the Columbia University engineering alumni in the summer of 1931, has led to a repetition of the subsidy for the summer of 1932, the Carnegie Corporation, on recommendation of the Association, supplying \$1,000. It is confidently expected that this experiment for the benefit of engineering alumni will have reached a self-supporting stage at the close of the session of 1932. Fifty-five engineers were regularly enrolled last summer, and an increase of enrollment to seventy-five or a hundred in the summer to come is anticipated. The session of 1931 dealt largely with the field of economics in its application to the engineering profession.

Despite the depression and its attendant ills in New York, the Columbia University Club of that city has been able to continue its courses during the year. Interest has remained keen, although enrollments decreased as had been expected. The Club plans to expand its educational activities to include general lectures at which both members of the Club and their families will be welcome. In addition, a project is under way among the Columbia University alumni to conduct an educational cruise in the summer of 1932.

#### ADMINISTRATION

The following members of the Council have served as officers and members of

the Executive Board for the year 1931-32:

*President:* Felix M. Warburg\*  
*Vice-Presidents:* Ethel Richardson Allen\*  
 L. D. Coffman\*  
 Dorothy Canfield Fisher\*  
 Charles H. Judd\*  
 Everett Dean Martin\*  
*Chairman:* James E. Russell\*  
*Secretary:* Margaret E. Burton\*  
*Treasurer:* Chauncey J. Hamlin\*

*Executive Board*

Arthur E. Bestor†	Jesse H. Newlon*
Harry W. Chase‡	Harry A. Overstreet‡
A. Caswell Ellis‡	John H. Puelicher‡
Wil Lou Gray*	Robert I. Rees*
Franklin F. Hopper*	Leon J. Richardson†
William J. Hutchins‡	James E. Russell†
Judson T. Jennings*	Elmer Scott†
Spencer Miller, Jr.*	Robert E. Simon‡
William A. Neilson‡	John D. Willard† §

The following members of the Association have served as members of the Council during the year:

**EXPIRING 1932**

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

**EXPIRING 1933**

Ethel Richardson Allen	John A. Lapp
Charles A. Beard	Read Lewis
J. H. Bentley	Charles R. Mann
Arthur E. Bestor	C. S. Marsh
Jessie A. Charters	Jesse H. Newlon
Alfred E. Cohn	Paul M. Pearson
George W. Coleman	J. H. Puelicher
R. L. Cooley	Leon J. Richardson
L. L. Dickerson	James E. Russell
Jennie M. Flexner	Belle Sherwin
Chauncey J. Hamlin	Harold L. Stonier
Judson T. Jennings	John D. Willard‡
Parke R. Kolbe	Clark Wissler

\* Term expires September 30, 1932

† Term expires September 30, 1933

‡ Term expires September 30, 1934

§ Deceased

**EXPIRING 1934**

L. R. Alderman	W. M. Lewis
Seymour Barnard	E. C. Lindeman
G. F. Beck	Austin H. MacCormick
W. W. Bishop	Everett D. Martin
Lyman Bryson	John C. Merriam
Margaret E. Burton	N. C. Miller
L. D. Coffman	Elmore Petersen
W. J. Cooper	J. A. Randall
M. S. Dudgeon	Robert I. Rees
E. C. Elliott	Charles E. Rush
Sidonie M. Gruenberg	Harriet Sawyer§
John W. Herring	Robert E. Simon
Franklin F. Hopper	Hilda W. Smith
Rossiter Howard	Lorado Taft
Wm. J. Hutchins	E. L. Thorndike
E. C. Jenkins	Levering Tyson
George Johnson	Felix M. Warburg
C. H. Judd	Frederic A. Whiting
F. P. Keppel	John W. Withers

George B. Zehmer

§ Deceased

The committees appointed by the Chairman for the year 1931-32 are as follows:

*Executive Committee:* Arthur E. Bestor; Margaret E. Burton, Franklin F. Hopper; Harry A. Overstreet; Robert I. Rees; Robert E. Simon; James E. Russell, Chairman; Morse A. Cartwright.

*Committee on Studies and Research:* John D. Willard, Chairman; L. D. Coffman; A. Caswell Ellis; Charles H. Judd; Harry A. Overstreet.

*Committee on International Relations:* Spencer Miller, Jr., Chairman; Ethel Richardson Allen; Arthur E. Bestor; Dorothy Canfield Fisher; Leon J. Richardson.

*Committee on Community Projects:* Elmer Scott, Chairman; A. Caswell Ellis; Wil Lou Gray; Chauncey J. Hamlin; Everett Dean Martin.

*Committee on Annual Meeting:* Chauncey J. Hamlin, Chairman; Arthur E. Bestor; Franklin F. Hopper.

*Committee on University Cooperation:* L. D. Coffman, Chairman; H. W. Chase; William J. Hutchins; Charles H. Judd; William A. Neilson.

*Committee on Public School Relations:* Jesse H. Newlon, Chairman; Wil Lou Gray; Charles H. Judd; Robert E. Simon; John D. Willard.

*Committee on Library Cooperation:* Judson T. Jennings, Chairman; Dorothy Canfield Fisher; Franklin F. Hopper.

*Committee on Art and Museum Cooperation:* Chauncey J. Hamlin, Chairman; Franklin F. Hopper; William J. Hutchins.

*Committee on Cooperation with Industry and Labor:* Robert I. Rees, Chairman; Spencer Miller, Jr.; William A. Neilson; John H. Puelicher; Leon J. Richardson.

*Committee on Parent Education:* Robert E. Simon, Chairman; Dorothy Canfield Fisher; Spencer Miller, Jr.

*Representatives on Joint Committee (with A.L.A.) on Studies of Reading Habits:* William S. Gray, Henry Suzzallo, E. L. Thorndike.

*Subcommittee of Executive Committee on Negro Education:* Franklin F. Hopper, Chairman; Morse A. Cartwright.

Death has taken a heavy toll in the membership of the Council for the year just closed. John D. Willard was a member of this body in addition to serving on the Executive Board and as Research Associate on the staff of the Association. C. F. D. Belden, Librarian of the Boston Public Library and a member of the Council since 1926, died in Jamaica Plains, Massachusetts, on October 24, 1931. Mr. Belden had also served as Vice-President of the Association during the year 1930-31, and was a member of the Editorial Board of the Journal of Adult Education. Miss Harriet Sawyer, Alumni Secretary at Vassar College and a member of the Council since 1931, died in Poughkeepsie, New York, on November 2, 1931. Randall J. Condon, formerly Superintendent of Schools of Cincinnati, Ohio, and member of the Council since 1929, died at Greenville, Tennessee, on December 25, 1931. Each of these losses has been keenly felt at the headquarters of the Association.

Staff changes during the year have included the termination of the appointment of Nathaniel Pepper, at the conclusion of his study of educational experiments in industry. He left the Association to undertake an engagement with the General Education Board. The addition to the staff of Benson Y. Landis to fill the vacancy left by John D. Willard has been referred to above. In the course

of the year Miss Harriet Van Wyck has been added to the staff for the organization of the Association's working library in adult education and the classification and enlargement of the pamphlet files. These materials are now in a condition to prove of the greatest usefulness not only in the work of the headquarters staff but also in connection with an increasing number of studies and researches in the field of adult education conducted by various institutions throughout the country.

The Association has been able to hold its own in the matter of membership during this, the second year of the economic depression. This is a notable record, and testimony in itself as to the degree of interest on the part of the membership at large. There have been some losses, of course, as the result of reduced incomes and unemployment, but these have been offset by accretions to the membership. The number of losses has been surprisingly small.

#### PUBLICATIONS

The Association published during the year a bulletin, described elsewhere in this report, entitled *What Is This Opportunity School? A Study of the Denver Tax-Supported Institution*. The Association also prepared and distributed widely "Living and Learning: A Brief Aid to the Seeker after Adult Education." This pamphlet describes various types of adult education and appends a list of agencies to which the adult learner may turn for aid. The Annual Report of the Director of the Association for 1930-31 was issued in May 1931, as a separate bulletin, and was later incorporated in the June number of the Journal of Adult Education. An address on "Certain International Aspects of Adult Education," given by

the Director before the Adult Education Conference in Buffalo in October 1931, was printed in the September-October 1931 issue of "Adult Education," the bulletin of the Department of Adult Education of the National Education Association. Other articles on adult education were prepared by the Association for *The New International Year Book* and *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 III, Numbers 3 and 4, Volume IV, Numbers 1 and 2; *What Is This Opportunity School?*, by Fletcher Harper Swift and John W. Studebaker; *Living and Learning: A Brief Aid to the Seeker after Adult Education*; *What Subjects Appeal to the General Reader?*, by Douglas Waples, reprint from the April 1931 issue of *The Library Quarterly*; and miscellaneous leaflets and announcements.

To Council Members—In addition to the above: *Annual Report of the Director for 1930-31*, American Association for Adult Education; *Report of the California Association for Adult Education, 1931*; *Bulletin of the American Library Association*, Volume 25, Numbers 4, 7, 10.

To Members of the Committee on Public Schools—In addition to the above: *Mind and Hand in Adult Education*, British Institute of Adult Education.

#### PUBLIC SCHOOLS

Through the late Professor Willard, the Chairman of the Association, and the Director, the Association has cooperated with the public schools of the country in their plans for promoting a program of

adult education. The organization of the movement has progressed from the appointment of a National Commission on the Enrichment of Adult Life by the President of the National Education Association to the appointment of State Commissions in all the states of the Union. This action has resulted in the dissemination of propaganda for adult education among school men and women, and eventually will lead to an enhancement of interest in adult education problems on the part of official bodies representing the public schools. Already the programs of national, regional, and state educational bodies are showing the effects of the publicity given to the movement by the National Commission.

In Massachusetts the State Commission, in cooperation with the Prospect Union Educational Exchange of Cambridge, has conducted a preliminary study of adult education facilities available within that state. This study was so well compiled that the Executive Board recommended to the Carnegie Corporation the appropriation of \$1,200 to make possible the publication of the preliminary survey. It is planned to give this survey wide distribution in the hope that other state commissions will undertake similar studies.

The provision of \$5,000 for the conduct of a study to determine the ability of adult illiterates to learn resulted in a special experimental effort at the opportunity schools for whites and for Negroes maintained by the State Board of Education of South Carolina. The experiment was conducted in the summer of 1931 at two centers; one where white illiterates were enrolled, and the other where Negro illiterates participated. Two thousand dollars were used for scholarships of \$20 each for one hundred adult students. W. S. Gray, Dean of the

College of Education of the University of Chicago, gave personal supervision to the experiment, in cooperation with Miss Wil Lou Gray of the South Carolina Board of Education. J. W. Tilton of Yale University was the psychologist in charge. The results of the experiment have been compiled and placed in manuscript form. Through the generosity of the Carnegie Corporation \$1,500 has been made available for the publication of the study, which will occur before the summer of 1932. The results achieved were of importance and throw considerable light on difficult problems in the technique of teaching handicapped adults. The careful psychological checks made upon the ability and achievement of the students have yielded valuable data as to methods of instruction, types of materials to be used, etc. The results of the experiment will be widely distributed, particularly in those areas of the United States where illiteracy percentages are high. One interesting by-product of the study has been the emphasis that investigators place on informal methods of instruction as opposed to total reliance upon formal instruction in reading, writing, and arithmetic.

The Ministry of Education of Newfoundland, where like efforts to reduce illiteracy have recently been in progress, profited from the South Carolina experiment through the participation of a staff member in the teaching group in charge in the southern state. Techniques developed in South Carolina and elsewhere are being applied to illiterate groups of fishermen and agriculturalists in Newfoundland. On recommendation of the Association, the Carnegie Corporation made available \$5,000 for the support of this work.

As a result of a resolution passed at the Sixth Annual Meeting of the Asso-

ciation, representations have been made to the Department of the Interior and to the United States Office of Education urging that a study be made of the public financing of adult education.

#### THE LIBRARIES

The acceptance by F. K. W. Drury, Executive Assistant of the Board on the Library and Adult Education of the American Library Association, of the librarianship of the public library of Nashville, Tennessee, temporarily interrupted during the year the extensive adult education activities of the Library Association. However, through the personal interest of the Secretary of that Association, Carl H. Milam, library efforts in this field have not been allowed to languish. Meetings of the Board have been held regularly, and efforts made to review the entire library program in the light of its adult education implications. Even if the American Library Association should merge adult education with other and similar activities so far as its administrative organization is concerned, there is every reason to believe that adult education activity within the American Library Association will increase.

The Committee on the Study of Reading Interests and Habits—a joint body appointed by our Association and the American Library Association—has not met during the year, although an important gathering of this group is contemplated for the near future. In the course of the year one notable result of this joint committee's activities became available to the public in the form of a volume entitled *What People Want to Read About* by Douglas Waples and H. W. Tyler. This volume was published jointly by the American Library Association and the University of Chicago

Press. It contains a full discussion and description of the researches leading to the development of the Waples "interest-finder," which is already proving of use to librarians and adult education groups inquiring into the interests and attitudes of their clientele and memberships. Dr. Waples has spent a portion of the year in Europe—largely in Germany—seeking comparative data for use in his researches which will be continued in this country at the University of Chicago Graduate Library School. Progress has been made by Dean Gray of the University of Chicago with his studies of the reading achievements and difficulties of adults of limited education. These studies will be published in the fall of 1933.

The death in White Plains, New York, on January 11, 1932 of Miss Sarah C. N. Bogle, Assistant Secretary of the American Library Association, should be chronicled as a definite loss to adult education. Miss Bogle's interest in library activity in educational matters was great. She served as substitute member of the Council of the World Association for Adult Education at the meetings held in Sweden in 1930.

At the request of the Association, \$3,000 has been made available by the Carnegie Corporation for the conduct of a series of library tests to determine reading interests among library patrons. The first series of tests is being conducted in the Readers' Adviser's office of the New York Public Library, where case studies of the reading experiences of patrons of that office are being made. The studies will extend over an initial period of six months.

#### UNIVERSITY EXTENSION

The Executive Board, and later the Trustees of the Carnegie Corporation, acted favorably upon a proposal emanat-

ing from a special research committee of the University of Minnesota for the conduct of a study of the mental ability and achievements of university extension class students as compared with regularly enrolled college students. The sum of \$10,000 has been made available for this study. The data will be handled at the University of Minnesota, but the plan calls for cooperation with certain other university extension groups, notably those at the University of Wisconsin, the University of California, and the University of Virginia. Work upon this project will start in the near future. The procedure outlined at the University of Minnesota includes a considerable program of psychological testing designed to show: (1) The ability of extension students (a) as compared with other university students, (b) according to age, (c) in terms of motives and interests, (d) in relation to college ability and interrupted education, (e) certain mental processes as a function of age; and (2) the actual classroom achievement of extension students (a) in terms of accepted academic standards, and (b) in relation to measured aptitude and years of schooling. Through the investigation it is hoped to establish some of the more important psychological principles that underlie adult education on the university level.

During the year the Association has maintained contact with the National University Extension Association and the Eastern Association for Extension Education. Both of these organizations have undertaken programs of importance in the university extension field. The trend toward non-credit courses in university extension has become especially noticeable during the year. Rutgers University and the University of Wisconsin, as instances of this trend, report

that a majority of their extension students are now enrolled in non-credit courses.

In January of 1932 the Director spent ten days in North Carolina engaged in a study of university extension and adult education services conducted in that state by three state institutions: the University of North Carolina, the North Carolina College for Women, and the State College for Agriculture and Engineering. The study of these facilities contemplates the establishment of a consolidated state extension and adult education service. A report has been filed with the committee in charge of the study, of which George A. Works of the University of Chicago is Chairman, and will be submitted later to a legislative commission.

#### WORKERS' EDUCATION

The Association has been concerned with the program of the Workers Education Bureau of America during the year just closed. The defection of donors to the budget of the Bureau, both private individuals and constituent unions of the American Federation of Labor, because of the depression, seriously endangered the continuance of national endeavor in this important section of the field of adult education. In order that the momentum gained by the workers' education movement in the ranks of organized labor in America should not be lost, the Executive Board recommended to the Carnegie Corporation the provision of \$12,000 for the support of the Bureau. The Trustees of the Corporation acted favorably upon the recommendation, and the money has been supplied, thus preserving the Bureau from too great financial embarrassment. A portion of the sum granted is to be diverted to a broadcast program in the field of labor

economics to be sponsored jointly by the Workers Education Bureau and the National Advisory Council on Radio in Education.

The exceptional vitality of the program of the Workers' Educational Association of Ontario, Canada, led the Executive Board to recommend a grant of \$5,000 to that Association for the support of its program. This grant was later approved by the Corporation. The program in Ontario has been worked out in cooperation with the University of Toronto, which itself has made material financial contributions to it.

#### PARENT EDUCATION

Feeling that the work of a parent education organization of national significance—the United Parents' Associations of New York—should be permitted to continue despite lack of adequate public support, the Executive Board exercised its recommendatory privilege to the Carnegie Corporation in its behalf. As a result, \$5,000 was made available. Friendly contact with the National Council of Parent Education has been maintained throughout the year.

#### PSYCHOLOGICAL STUDIES

Partly as a result of recommendations made by the Association, the Carnegie Corporation has agreed to support certain further studies in the "fundamentals of interest and motive" to be conducted by the Institute of Educational Research of Teachers College, Columbia University. Professor E. L. Thorndike and his associates will be engaged upon these studies over a period of three years. Results are not expected to be announced before the close of that period.

The British Institute of Adult Education has made excellent progress in a series of case studies of former adult edu-

cation students in England. The results so far obtained are most encouraging, and seem bound to throw light on the effect of adult education upon British workingmen. The studies are in the charge of a research committee of the Institute, of which A. E. Heath, Professor of Philosophy in University College, Swansea, Wales, is chairman. Other members include H. L. Beals of the London School of Economics, and H. W. Fleming of the Educational Settlements Association of London. The studies so far have been conducted with former students of Ruskin College at Oxford and former tutorial class and other students in North Staffordshire and other English industrial areas. It is contemplated that similar studies will be made of groups of persons who have had no formal adult educational advantages.

#### RELIGIOUS ORGANIZATIONS

A study has been made by the National Council of the Young Men's Christian Associations of educational facilities available in small cities, and of the educational interests manifested by residents of such cities. The place chosen for the study was Meriden, Connecticut, where, at the instigation of the Young Men's Christian Association, a committee consisting of several score of citizens was organized and cross-section examinations of the population made. An adaptation of the Waples interest-finder was constructed and applied to numerous groups until in the opinion of the local committee a fair cross section of the population of Meriden had been obtained. The results have not yet been fully tabulated because of lack of funds, but the preliminary compilations indicate valuable data concerning the actual needs and interests of residents of small industrial cities.

In the course of the year the Carnegie Corporation, on recommendation of the Association, has made a continuation grant of \$5,000 to the National Board of the Young Women's Christian Associations. These funds are being applied to experimentation with educational methods with groups of young business and professional women. The results of the first year's experimentation are so promising that the Young Women's Christian Association feels encouraged to continue them for a second year, when the findings will be announced.

#### COMMUNITY ORGANIZATIONS

The second of a series of three diminishing grants was voted during the year in the sum of \$4,000 to the Dallas Civic Federation and the Dallas Institute for Social Education. Because of the high quality of their programs, these two organizations continue to rank among the most interesting of the community organizations for adult education. The Association has also maintained contact with community organizations in various other cities including Buffalo, Cleveland, Chicago, New York, Brooklyn, Nashville, Denver, Minneapolis, and Washington. In addition, it has welcomed the organization of the Detroit Institute of Adult Education, which has developed an interesting program in the face of what is probably the most acute financial depression that any American city has suffered from. This organization has been brought into existence largely through the efforts of Mrs. H. H. Sanger. It has likewise observed with pleasure the formation of The Association for Adult Education in Indianapolis, under the chairmanship of L. L. Dickerson; and of the Pittsburgh Council on Adult Education, under the presidency of Vincent W. Lanfear.

The Association has lent its support to a community experimental program conducted in Radburn, New Jersey, the model suburban village built by the City Housing Corporation of New York. This exceptional community consists largely of young married people of a median age in the early thirties and of an exceptionally high degree of educational experience and background. The adult members of this community hold membership in the Radburn Association, an organization which they themselves control and which is engaged in offering educational and recreational facilities to residents of the community. There is a high degree of participation in these programs, and an excellent opportunity is afforded to measure adult needs and interests for an entire community. Varied types of instruction have been offered and, as a result of a grant of \$6,000 made by the Carnegie Corporation on recommendation of the Association, it will be possible to conduct a careful check on the results obtained. A report upon the Radburn experiment will be issued in the fall of 1932.

#### OTHER URBAN VENTURES

The People's Institute of New York, from many points of view a unique adult education venture, has been going through a period of severe financial embarrassment. Its program has been materially reduced, but on the other hand its attendance and enrollment have actually increased during the year. The absence of Everett Dean Martin, the Director of the Institute, during a portion of the year has been a serious loss, but with his return to active service there seems excellent reason to believe that the Institute will retain its place as one of the foremost institutions for adult education in New York. Recom-

mendations made by the Executive Board to the Carnegie Corporation have aided in maintaining the organization of the People's Institute, a grant of \$6,500 being supplied for 1931-32 in addition to subsidies previously provided.

Close contact has been maintained with the New School for Social Research in New York, which proved an admirable host to the Association at its Sixth Annual Meeting held in May of 1931. Paid enrollments in the New School, as in other institutions elsewhere, have decreased because of unemployment and wage and salary reductions. However, the institution may be expected to weather the storm and to retain its outstanding position as an adult education enterprise of high merit.

The Labor Temple School of New York has continued to maintain an interesting and worth-while program in a region of the city not adequately provided with educational opportunities for adults. The Carnegie Corporation, on recommendation of the Association, has repeated its general support grant of \$2,000 for the School for the current year. This is a terminating grant.

#### PUBLICATIONS FUND

Through action of the Executive Committee, all income from royalties and from sales of publications other than the Journal, commencing with the fiscal year 1932-33 will be credited to the revolving publications fund of the Association. This fund has made possible the publication of the study, *The Making of Adult Minds in a Metropolitan Area*, conducted under the auspices of the Brooklyn Conference on Adult Education, and was used to make possible also the publication of a brochure on adult education

and unemployment distributed by the Association during the year 1930-31.

The Association has been in receipt during the year from the Macmillan Company of \$329.49 as royalties on books sold from the adult education series of that company for the year ending April 30, 1931.

#### CORRESPONDENCE STUDY

The University of Chicago has turned over to the Association \$1,028.96 remaining unexpended in the fund originally supplied by the Carnegie Corporation for a study of university correspondence instruction. This study has now been completed by W. S. Bittner of Indiana University, the Secretary of the National University Extension Association. The manuscript is undergoing final revision by the author but should be available in book form by the fall of 1932 under the title, *University Teaching By Mail*.

#### RECREATION

A careful study of a suburban area adjacent to a large city is being conducted during the year under the auspices of the Columbia University Council of the Social Science Research Council. A complete inventory of educational and recreational facilities available in Westchester County, New York, has been made, together with a series of case studies representing a cross section of the County. Results so far obtained indicate the advisability of the development of educational opportunities in the fine arts. The final results of the study will become available during the year 1932-33. The Association has participated in this study through its recommendation, subsequently approved by the Carnegie Corporation, of a grant of \$5,000 for this purpose.

#### LITTLE THEATER MOVEMENT

The Association, through the financial cooperation of the Carnegie Corporation, has made possible the holding of two national conferences of representatives of little theaters and university theaters. As a result there has been formed the National Theater Conference, with headquarters in New York in cooperation with the "Theatre Arts Monthly." Mrs. Edith J. R. Isaacs has taken over the active secretaryship of the organization and, upon recommendation of the Association, the Corporation has made available \$4,000 which will be used in preparing a number of leaflets and brochures for distribution to little theaters, community theaters, dramatic groups, colleges, and schools. This service will be financed for an initial period on a trial basis, and an effort made during that period to determine future means of financing.

#### PRISON EDUCATION

The Association has continued its interest in prison education through a contribution of \$500 made to a committee of the American Prison Association for the publication and distribution of a handbook and book list to librarians of penal institutions. This activity follows upon the study made by Austin H. MacCormick for the National Society of Penal Information, resulting in the volume, *The Education of Adult Prisoners*.

#### MISCELLANEOUS PROJECTS

In cooperation with the Welfare Council of New York City, the Association initiated during the year an experiment with an age group hitherto not reached by adult education. This experiment consists of an instructional program in arts and handicrafts conducted by the Welfare Council in homes for the aged in

the New York metropolitan area. The individuals participating are from sixty to eighty years of age. The amount of the grant is \$3,600 and it has been supplied by the Carnegie Corporation for one year only, in the hope that a successful demonstration over this period will evoke such interest in the boards of trustees of the homes for the aged as to insure the continuance of the plan beyond that period.

The Executive Board repeated for a second year its recommendation to the Carnegie Corporation for a continuation grant of \$3,000 to the Art Workshop of New York. This is an effort to provide cultural and artistic outlets for working girls. It was felt advisable to continue financial cooperation because of the increased needs for such services arising out of the unemployment situation.

The Executive Board presented to the Carnegie Corporation a favorable recommendation for a grant of \$1,000 in behalf of the work of the Foreign Affairs Forum of New York, which has been conducting experimental programs in international relations for groups of people not hitherto reached by services in this field elsewhere available.

The Executive Board joined with the Director, following his trip of inspection to Cleveland College of Western Reserve University, in recommending to the Carnegie Corporation a grant of \$50,000 to the College for its general support during the current year. It was felt that the peculiar relationship of Cleveland College to adult education justified the extension of aid to it at a time when its income had been seriously depleted through enrollment decreases.

By permission of the Executive Board, the Director accepted for the latter half of the academic year the position of Visiting Professor of Education at Teach-

ers College, Columbia University, carrying on the courses in adult education that had been left without an instructor through the death of Professor Willard.

#### CARNEGIE ALLOCATIONS

The action of the Trustees of the Carnegie Corporation in voting a grant of \$150,000 for the general maintenance of the American Association for Adult Education for the five-year period commencing October 1, 1931, constitutes, of course, an action of major importance to friends of the adult education movement. The confidence of the President and Trustees of the Corporation in the leadership of the Association in this field is a matter upon which the membership of the Association may congratulate itself. The Executive Board sent to the President of the Carnegie Corporation a statement setting forth their gratitude at the action taken, and expressing the hope that the work of the Association might justify this considerable appropriation of funds.

The Trustees also set aside as an adult education experimental fund for the academic year 1931-32 a total amount of \$100,000, to which was added the amount remaining unexpended in the similar fund for 1930-31, making a total available for the fiscal year of \$104,500. This amount has been allocated during the year by the Corporation upon recommendation of the Association.

#### INTERNATIONAL RELATIONS

More than a hundred invited guests and members of the Council of the World Association for Adult Education met during the week of August 16, 1931, in Vienna, Austria, to consider business of the World Association and to participate in two working conferences—one on adult education in relation to unemploy-

ment, and the second on the radio in relation to adult education. Those present included Spencer Miller, Jr., and the Director, as regularly constituted members of the Council; and J. Walter Dietz of the Western Electric Company and Levering Tyson of the National Advisory Council on Radio in Education, as substitute members of the Council of the World Association. The expenses of Mr. Miller and Mr. Dietz were met from a grant made by the Carnegie Corporation for the purpose. Mr. Dietz and Mr. Miller both presented papers at the unemployment conference, and Mr. Tyson officiated as chairman and organizer of the radio conference.

An accord was reached with reference to the expenditure of the Carnegie Corporation grant for the publications program of the World Association to the effect that the Bulletin of that Association is to be revamped into a quarterly periodical. This periodical will be in charge of an editorial committee of three, consisting of one Englishman, one German, and one American. Dover Wilson of the University of London, W. Pfeleiderer of the University of Stuttgart, and Spencer Miller, Jr., have been named on this board. The English member will serve as the chairman of the group. Further arrangements with regard to the publications program of the World Association were made in order to permit the publication of certain reports of standing committees, the costs of publication to be made chargeable against the Carnegie grant to the World Association.

American representation on the Council of the World Association remains unchanged, and the Director continues to serve as the American member of the Executive Committee.

No working conferences of the World Association will be held during the sum-

mer of 1932 because of the world-wide depression. However, a meeting of the Council will be held, probably in England, in August, 1932.

#### ANNUAL MEETING

The Sixth Annual Meeting of the Association was held in New York City at the New School for Social Research, May 18-21, 1931. There were more than six hundred registered attendants, and an actual attendance of about a thousand. The success of the program was attested by many letters received at Association headquarters. The Annual Meeting was immediately followed by the First Annual Assembly of the National Advisory Council on Radio in Education. A joint session with the Annual Conference of the American Federation of Arts, assembled in Brooklyn, was an enjoyable feature.

The program of the Sixth Annual Meeting centered about two propositions, each of which was approached from many points of view and reinforced by the testimony of many witnesses. The first of these propositions is that the concept of adult education must be broadened to include all the activities that can promote the mental, physical, and spiritual growth of mature men and women; we have tended to define it too narrowly in the past.

The second proposition is that the purpose of adult education should be expressed in terms not of desirability but of necessity. Our intellect is the only instrument that we possess whereby we may hope to direct our own lives or to meet intelligently the situations that confront us. It is therefore imperative for every one of us to be unremitting in his efforts to train his judgment, to add to his knowledge, and to increase his wisdom.

Newton D. Baker's presidential address, in which he presented this second proposition with great force and clarity, was enthusiastically approved by the meeting and widely reported and acclaimed outside.

#### CONCLUSION

It is to be hoped that the opening of the year 1932-33 will see a distinct improvement in economic conditions, not only in the United States but all over the world. Undeniably, the program of the American Association for Adult Education has been retarded during the year 1931-32 by the necessity of devoting funds and energies to situations arising out of the unemployment crisis and the economic breakdown. The Executive Board has rightly judged that its first duty lay in the maintenance of existing adult education programs. The offerings of adult education organizations have perhaps been more needed during the crisis than ever before.

If the country manages to turn the economic corner by the fall of 1932, it should be the function of the Association to develop to the fullest extent possible its program of studies, researches, experiments, and demonstrations. It is to be hoped that eventually the adult education experimental fund can prove in fact to be an experimental fund, and that its resources may not be tapped for purposes of general support of operating organizations. The far-reaching importance of such studies as the Association may find it possible to sponsor and initiate will be manifest in the days of reconstruction that lie ahead.

Respectfully submitted,

Morse A. Cartwright.

April 30, 1932

#### FINANCIAL SUMMARY

- I. Statement of Financial Condition, September 30, 1931; Statement Showing Changes in Funds for the Fiscal Year Ended September 30, 1931; Statement of Income and Expenses for the Fiscal Year Ended September 30, 1931; and Appropriations Received for Account of Other Organizations.

(As audited by Frederick Fisher, Jr., Member, American Institute of Accountants and American Society of Certified Public Accountants.)

- II. Statement of Financial Condition, March 31, 1932; Statement Showing Changes in Funds for the Six Months Ended March 31, 1932; Statement of Income and Expenses for the Six Months Ended March 31, 1932; and Appropriations Received for Account of Other Organizations.

#### 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, 1931 and present herewith the following three Exhibits and one Schedule.

*Exhibit "A"—Statement of Financial Condition, September 30, 1931.*

*Exhibit "A"—Schedule "1"—Statement Showing Changes in Funds for the Fiscal Year Ended September 30, 1931.*

*Exhibit "B"—Statement of Income and Expenses for the Fiscal Year Ended September 30, 1931.*

*Exhibit "C"—Appropriations Received for Account of Other Organizations—Fiscal Year Ended September 30, 1931.*

Very truly yours,

Signed: Frederick Fischer, Jr.

New York, N. Y., October 23, 1931.

## ANNUAL REPORT OF THE DIRECTOR

## EXHIBIT A

## STATEMENT OF FINANCIAL CONDITION, SEPTEMBER 30, 1931

		Assets	
<i>Cash:</i>			
Capital Account.....	\$27,449.50		
Managing Account.....	17,070.15	\$44,519.65	
Accounts receivable—Refunds on travel advances .....		587.00	
Deferred expense:			
Travel expense—Study of Opportunity Schools .....		850.00	
<i>Total Assets</i> .....			\$45,956.65
<i>Liabilities</i>			
Prepaid membership dues.....	\$602.10		
Prepaid subscriptions to Journal of Adult Education .....	306.75		
Balance payable on appropriations received for other organizations, per Exhibit "C".....	9,500.00		
<i>Total Liabilities</i> .....			10,408.85
<i>Net Asset Value</i> .....			\$35,547.80
<i>The net asset value comprises the following funds:</i>			
Maintenance Fund, per Schedule "I".....	\$10,626.81		
Publication Funds, per Schedule "I".....	13,189.45		
Special Study and Conference Funds, per Schedule "I".....	11,731.54		
<i>Total Funds</i> .....			\$35,547.80

## EXHIBIT A—SCHEDULE I

STATEMENT SHOWING CHANGES IN FUNDS FOR THE FISCAL YEAR  
ENDED SEPTEMBER 30, 1931

<i>Maintenance Fund</i>			
Balance, September 30, 1930.....		\$10,503.47	
<i>Deduct:</i>			
Excess of Expenses over Income, September 30, 1931, per Exhibit "B" .....	\$457.55		
Transfer to Study of Little Theater Movement to offset Deficit of September 30, 1931.....	212.56	670.11	
			\$9,833.36
<i>Add</i> —Excess of Income over Expenses—Publication of Journal of Adult Education per Exhibit "B".....		793.45	
Balance, September 30, 1931, per Exhibit "A".....			\$10,626.81
<i>Publication Funds</i>			
<i>International Review of Adult Education</i>			
Excess of Income over Expenses, September 30, 1931, per Exhibit "B".....	\$11,902.20		
Balance, September 30, 1931, per Exhibit "A".....			\$11,902.20
<i>Revolving Fund for Publications</i>			
Excess of Income over Expenses, September 30, 1931, per Exhibit "B".....	\$1,287.25		
Balance, September 30, 1931, per Exhibit "A".....		1,287.25	
<i>Total Publication Funds—Per Exhibit "A"</i> .....			\$13,189.45
<i>Special Study and Conference Funds</i>			
<i>Reading Habits Study</i>			
Balance, September 30, 1930.....	\$1,247.89		
Add—Excess of Income over Expenses, September 30, 1931, per Exhibit "B".....	482.54		
Balance, September 30, 1931.....			\$1,730.43
<i>International Psychological Study of Adult Education</i>			
Excess of Income over Expenses, September 30, 1931, per Exhibit "B".....	\$5,284.38		
Balance, September 30, 1931.....			5,284.38
<i>Industrial Education Study</i>			
Excess of Income over Expenses, per Exhibit "B".....	\$1,975.60		
Balance, September 30, 1931.....			1,975.60

*Special Study and Conference Funds—continued*

<i>International Conference Travel Fund</i>		
Excess of Income over Expenses per Exhibit "B" .....	\$587.00	
Balance, September 30, 1931 .....		\$587.00
<i>Study of Little Theater Movement</i>		
Deficit, September 30, 1930 .....	\$648.85	
Deduct—Excess of Income over Expenses, September 30, 1931, per Exhibit "B" .....	436.29	
Deficit, September 30, 1931 .....	\$212.56	
Transfer from Maintenance Fund to offset Deficit, September 30, 1931 .....	212.56	
Balance, September 30, 1931 .....		..
<i>Radio Adult Education Study</i>		
Balance, September 30, 1931 .....	\$639.23	
Deduct—Excess of Expenses over Income, September 30, 1931, per Exhibit "B" .....	639.23	
Balance, September 30, 1931 .....		..
<i>Rural Adult Education Study</i>		
Balance, September 30, 1930 .....	\$5,995.61	
Deduct—Excess of Expenses over Income, per Exhibit "B" .....	3,841.48	
Balance, September 30, 1931 .....		2,154.13
<i>Total Special Study and Conference Funds, per Exhibit "A" .....</i>		<u>\$11,731.54</u>

## EXHIBIT B

STATEMENT OF INCOME AND EXPENSES FOR THE FISCAL YEAR ENDED  
SEPTEMBER 30, 1931*Income**Maintenance*

Appropriation received from Carnegie Corporation .....	\$25,000.00		
Membership dues:			
Individual .....	\$2,231.00		
Organizational .....	1,034.66	3,265.66	
Contribution .....		10.00	
Journal of Adult Education:			
Subscriptions and sales of single copies .....	\$811.00		
Advertising .....	224.95	1,035.95	
Sales of publications other than Journal of Adult Education .....		101.40	
Royalties from publications .....		1,092.60	
Interest on bank balances .....		649.05	\$31,154.66

*Publications**Journal of Adult Education*Appropriation received from Carnegie Corporation .....

\$15,000.00

*International Review of Adult Education*

Appropriation received from Carnegie Corporation .....

12,000.00

*Revolving Fund for Publications*

Appropriation received from Carnegie Corporation .....	\$2,500.00		
Received from Brooklyn Council on Adult Education .....	156.68		
Sales of publications .....	189.57	2,846.25	29,846.25

*Special Studies and Conferences*

Appropriations received from Carnegie Corporation:

Reading Habits Study .....	\$5,000.00		
International Psychological Study of Adult Education .....	15,000.00		
Industrial Education Study .....	10,000.00		
International Conference Travel Fund .....	2,000.00		
Conference on Community and Little Theater .....	2,500.00		
Conference on Unemployment and Adult Education ..	1,500.00	\$36,000.00	
Contribution for Study of Little Theater Movement .....	436.29	36,436.29	

*Total Income* .....

\$97,437.20

*Expenses*

<i>Maintenance</i>		
Annuity payments.....	\$864.96	
Attorneys' and accountants' fees.....	125.00	
Incidentals.....	470.17	
Insurance.....	49.00	
Office furniture and equipment.....	200.00	
Office library.....	160.02	
Office supplies.....	422.22	
Postage.....	492.25	
Printing, publications and publicity.....	3,442.84	
Rent.....	2,900.04	
Repairs and maintenance.....	143.52	
Salaries.....	18,500.00	
Stationery, mimeographing and addressographing.....	589.48	
Telephone and telegraph.....	647.83	
Travel.....	2,604.88	\$31,612.21
<i>Publications</i>		
Journal of Adult Education.....	\$14,206.55	
International Review of Adult Education.....	97.80	
Revolving Fund for Publications.....	1,559.00	15,863.35
<i>Special Studies and Conferences</i>		
Reading Habits Study.....	\$4,517.46	
International Psychological Study of Adult Education.....	9,715.62	
Industrial Education Study.....	8,024.40	
International Conference Travel Fund.....	1,413.00	
Conference on Community and Little Theater.....	2,500.00	
Conference on Unemployment and Adult Education.....	1,500.00	
Radio Adult Education Study.....	639.23	
Rural Adult Education Study.....	3,841.48	32,151.19
<i>Total Expenses</i> .....		\$79,626.75
<i>Excess of Income over Expenses</i> .....		<u>\$17,810.45</u>

## SUMMARY OF INCOME AND EXPENSES

<i>Maintenance</i>		
Income.....	\$31,154.66	
Expenses.....	31,612.21	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "1"</i> .....		\$457.55*
<i>Publications</i>		
<i>Journal of Adult Education</i>		
Income.....	\$15,000.00	
Expenses.....	14,206.55	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		793.45
<i>International Review of Adult Education</i>		
Income.....	\$12,000.00	
Expenses.....	97.80	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		11,902.20
<i>Revolving Fund for Publications</i>		
Income.....	\$2,846.25	
Expenses.....	1,559.00	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		1,287.25
<i>Special Studies and Conferences</i>		
<i>Reading Habits Study</i>		
Income.....	\$5,000.00	
Expenses.....	4,517.46	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		482.54
<i>International Psychological Study of Adult Education</i>		
Income.....	\$15,000.00	
Expenses.....	9,715.62	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		5,284.38

<i>Industrial Education Study</i>		
Income.....	\$10,000.00	
Expenses.....	8,024.40	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		\$1,975.60
<i>International Conference Travel Fund</i>		
Income.....	\$2,000.00	
Expenses.....	1,413.00	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		587.00
<i>Conference on Community and Little Theater</i>		
Income.....	\$2,500.00	
Expenses.....	2,500.00	..
<i>Conference on Unemployment and Adult Education</i>		
Income.....	\$1,500.00	
Expenses.....	1,500.00	..
<i>Study of Little Theater Movement</i>		
Income.....	\$436.29	
Expenses.....	..	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		436.29
<i>Radio Adult Education Study</i>		
Income.....	..	
Expenses.....	\$639.23	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		639.23*
<i>Rural Adult Education Study</i>		
Income.....	..	
Expenses.....	\$3,841.48	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		3,841.48*
Total Excess of Income Over Expenses.....		<u>\$17,810.45</u>

\* The excess of expenses over income for the Fiscal Year ended September 30, 1931, of Maintenance, Radio Adult Education Study and Rural Adult Education Study, is offset in each case by unexpended prior period balances of the respective funds.

## EXHIBIT C

APPROPRIATIONS RECEIVED FOR ACCOUNT OF OTHER ORGANIZATIONS—  
FISCAL YEAR ENDED SEPTEMBER 30, 1931*Balance, September 30, 1930*

## 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	\$2,250.00

*Receipts*

## Appropriations received from:

## Spelman Fund of New York for:

National Council of Parent Education, Inc.....	\$14,310.99	
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## Carnegie Corporation for:

National Advisory Council on Radio in Education.....	\$22,500.00	
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Chester County Community Study.....	2,500.00	
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Council on Adult Education for Foreign-Born.....	2,000.00	
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United Parents Associations.....	2,500.00	
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29,500.00

## John D. Rockefeller, Jr., for:

National Advisory Council on Radio in Education.....	22,500.00	
------------------------------------------------------	-----------	--

Total Receipts.....		66,310.99
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\$68,560.99*Disbursements:*

## Payments to:

National Council of Parent Education, Inc.....	\$14,810.99	
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National Advisory Council on Radio in Education.....	36,000.00	
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Chester County Community Study.....	2,500.00	
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Council on Adult Education for Foreign-Born.....	2,000.00	
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United Parents Associations.....	2,500.00	
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University of Kansas—Research Problems of The Blind.....	1,250.00	
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Total Disbursements.....		59,060.99
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Balance, September 30, 1931, per Exhibit "A".....		<u>\$9,500.00</u>
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*Balance, September 30, 1931, Payable To:*

National Council on Radio in Education.....	\$9,500.00	
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## II

## EXHIBIT A

## STATEMENT OF FINANCIAL CONDITION, MARCH 31, 1932

<b>Assets</b>		
<b>Cash:</b>		
Capital Account.....	\$55,293.43	
Managing Account.....	41,867.54	
<b>Total Assets.....</b>		<b>\$97,160.97</b>
<b>Liabilities</b>		
Prepaid membership dues.....	\$171.43	
Prepaid subscriptions to Journal of Adult Education.....	120.50	
Balance payable on appropriations received for other organizations, per Exhibit "C".....	29,900.00	
<b>Total Liabilities.....</b>		<b>30,191.93</b>
<b>Net Asset Value.....</b>		<b>\$66,969.04</b>
<b>The Net Asset Value Comprises the Following Funds</b>		
Maintenance Fund, per Schedule "1".....	\$21,829.04	
Publication Funds, per Schedule "1".....	18,787.19	
Special Study and Project Funds, per Schedule "1".....	26,352.81	
<b>Total Funds.....</b>		<b>\$66,969.04</b>

## EXHIBIT A—SCHEDULE 1

STATEMENT SHOWING CHANGES IN FUNDS FOR THE SIX MONTHS ENDED  
MARCH 31, 1932

<b>Maintenance Fund</b>		
Balance September 30, 1931.....	\$10,626.81	
Add—Excess of Income over Expenses, March 31, 1932, per Exhibit "B" ..	11,402.23	
	\$22,029.04	
Deduct—Fund Set Aside by Executive Committee, American Association for Adult Education, for Miscellaneous Minor Projects.....	200.00	
<b>Balance, March 31, 1932, per Exhibit "A".....</b>		<b>\$21,829.04</b>
<b>Publication Funds</b>		
<b>International Review of Adult Education</b>		
Balance, September 30, 1931.....	\$11,902.20	
Deduct—Excess of Expenses over Income, March 31, 1932, per Exhibit "B".....	4,857.50	
<b>Balance, March 31, 1932.....</b>		<b>\$7,044.70</b>
<b>Journal of Adult Education</b>		
Excess of Income over Expenses, March 31, 1932, per Exhibit "B".....	\$7,832.30	
<b>Balance, March 31, 1932.....</b>		<b>7,832.30</b>
<b>Revolving Fund for Publications</b>		
Balance, September 30, 1931.....	\$1,287.25	
Add—Excess of Income over Expenses, March 31, 1932, per Exhibit "B".....	93.98	
<b>Balance, March 31, 1932.....</b>		<b>1,381.23</b>
<b>South Carolina Illiteracy Study</b>		
Excess of Income over Expenses, March 31, 1932, per Exhibit "B".....	\$1,500.00	
<b>Balance, March 31, 1932.....</b>		<b>1,500.00</b>
<b>University Correspondence Teaching Study</b>		
Excess of Income over Expenses, March 31, 1932, per Exhibit "B".....	\$1,028.96	
<b>Balance, March 31, 1932.....</b>		<b>1,028.96</b>
<b>Total Publication Funds, per Exhibit "A".....</b>		<b>\$18,787.19</b>
<b>Special Study and Project Funds</b>		
<b>Industrial Education Study</b>		
Balance, September 30, 1931.....	\$1,975.60	
Deduct—Excess of Expenses over Income, March 31, 1932, per Exhibit "B".....	335.00	
<b>Balance, March 31, 1932.....</b>		<b>\$1,640.60</b>

<i>International Conference Travel Fund</i>		
Balance, September 30, 1931 .....	\$587.00	
Balance, March 31, 1932 .....		\$587.00
<i>International Psychological Study of Adult Education</i>		
Balance, September 30, 1931 .....	\$5,284.38	
Balance, March 31, 1932 .....		5,284.38
<i>Negro Adult Education Experiments</i>		
Excess of Income over Expenses, March 31, 1932, per Exhibit "B" .....	\$7,250.00	
Balance, March 31, 1932 .....		7,250.00
<i>Study of Opportunity Schools</i>		
Excess of Income over Expenses, March 31, 1932, per Exhibit "B" .....	\$1,765.67	
Balance, March 31, 1932 .....		1,765.67
<i>Reading Habits Study</i>		
Balance, September 30, 1931 .....	\$1,730.43	
Add—Excess of Income over Expenses, March 31, 1932, per Exhibit "B" .....	1,800.00	
Balance, March 31, 1932 .....		3,530.43
<i>Rural Adult Education Study</i>		
Balance, September 30, 1931 .....	\$2,154.13	
Add—Excess of Income over Expenses, March 31, 1932, per Exhibit "B" .....	1,790.60	
Balance, March 31, 1932 .....		3,944.73
<i>Miscellaneous Minor Projects</i>		
Excess of Income over Expenses, March 31, 1932, per Exhibit "B" .....	\$150.00	
Balance, March 31, 1932 .....		150.00
<i>Miscellaneous Studies and Projects</i>		
Excess of Income over Expenses, March 31, 1932, per Exhibit "B" .....	\$2,200.00	
Balance, March 31, 1932 .....		2,200.00
<i>Total Special Study and Project Funds, per Exhibit "A" .....</i>		<u>\$26,352.81</u>

## EXHIBIT B

STATEMENT OF INCOME AND EXPENSES FOR THE SIX MONTHS ENDED  
MARCH 31, 1932

<i>Income</i>		
<i>Maintenance</i>		
Appropriation received from Carnegie Corporation .....	\$22,500.00	
Membership dues:		
Individual .....	\$1,792.75	
Organizational .....	853.67	2,646.42
Journal of Adult Education:		
Subscriptions and sales of single copies .....	\$733.75	
Advertising .....	50.82	784.57
Royalties from publications .....		329.49
Interest on bank balances .....		427.64
		<u>\$26,688.12</u>
<i>Publications</i>		
<i>Journal of Adult Education</i>		
Appropriation received from Carnegie Corporation .....	\$15,000.00	
Revolving Fund for Publications		
Received from Brooklyn Conference on Adult Education .....	\$83.32	
Sales of publications .....	31.50	114.82
<i>South Carolina Illiteracy Study</i>		
Appropriation received from Carnegie Corporation .....		1,500.00
<i>University Correspondence Teaching Study</i>		
Balance of Carnegie Corporation appropriation to University of Chicago .....	1,028.96	17,643.78

## ANNUAL REPORT OF THE DIRECTOR

*Special Studies and Projects**Negro Adult Education Experiments*

Appropriations received from		
Carnegie Corporation.....	\$10,000.00	
Julius Rosenwald Fund.....	2,500.00	\$12,500.00

*Study of Opportunity Schools*

Appropriation received from Carnegie Corporation.....	7,500.00	
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*Reading Habits Study*

Appropriation received from Carnegie Corporation.....	3,000.00	
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*Rural Adult Education Study*

Appropriation received from Carnegie Corporation.....	2,500.00	
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*Miscellaneous Minor Projects*

Fund set aside by Executive Committee.....	200.00	
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*Miscellaneous Studies and Projects*

Appropriation received from Carnegie Corporation.....	2,200.00	\$27,900.00
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<i>Total Income</i> .....		<u>\$72,231.90</u>
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*Expenses**Maintenance*

Annuity payments.....	\$492.42	
Attorneys' and accountants' fees.....	125.00	
Incidentals.....	310.02	
Insurance.....	53.06	
Office furniture and equipment.....	29.90	
Office library.....	172.03	
Office supplies.....	191.40	
Postage.....	225.00	
Printing, publications and publicity.....	550.82	
Rent.....	1,450.02	
Repairs and maintenance.....	46.66	
Salaries.....	10,199.96	
Stationery, mimeographing, and addressographing.....	272.09	
Telephone and telegraph.....	338.19	
Travel.....	829.32	\$15,285.89

*Publications*

Journal of Adult Education.....	\$7,167.70	
International Review of Adult Education.....	4,857.50	
Revolving Fund for Publications.....	20.84	12,046.04

*Special Studies and Projects*

Industrial education Study.....	\$335.00	
Negro Adult Education Experiments.....	5,250.00	
Study of Opportunity Schools.....	5,734.33	
Reading Habits Study.....	1,200.00	
Rural Adult Education Study.....	709.40	
Miscellaneous Minor Projects.....	50.00	13,278.73

<i>Total Expenses</i> .....		<u>40,610.66</u>
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<i>Excess of Income over Expenses</i> .....		<u><u>\$31,621.24</u></u>
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## SUMMARY OF INCOME AND EXPENSES

<i>Maintenance</i>		
Income.....	\$26,688.12	
Expenses.....	15,285.89	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		\$11,402.23
<i>Publications</i>		
<i>International Review of Adult Education</i>		
Income.....	..	
Expenses.....	\$4,857.50	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "1"</i> .....		4,857.50*
<i>Journal of Adult Education</i>		
Income.....	\$15,000.00	
Expenses.....	7,167.70	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		7,832.30
<i>Revolving Fund for Publications</i>		
Income.....	\$114.82	
Expenses.....	20.84	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		93.98
<i>South Carolina Illiteracy Study</i>		
Income.....	\$1,500.00	
Expenses.....	..	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		1,500.00
<i>University Correspondence Teaching Study</i>		
Income.....	\$1,028.96	
Expenses.....	..	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		1,028.96
<i>Special Studies and Projects</i>		
<i>Industrial Education Study</i>		
Income.....	..	
Expenses.....	\$335.00	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "1"</i> .....		335.00*
<i>Negro Adult Education Experiments</i>		
Income.....	\$12,500.00	
Expenses.....	5,250.00	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		7,250.00
<i>Study of Opportunity Schools</i>		
Income.....	\$7,500.00	
Expenses.....	5,734.33	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		1,765.67
<i>Reading Habits Study</i>		
Income.....	\$3,000.00	
Expenses.....	1,200.00	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		1,800.00
<i>Rural Adult Education Study</i>		
Income.....	\$2,500.00	
Expenses.....	709.40	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		1,790.60
<i>Miscellaneous Minor Projects</i>		
Income.....	\$200.00	
Expenses.....	50.00	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		150.00
<i>Miscellaneous Studies and Projects</i>		
Income.....	\$2,200.00	
Expenses.....	..	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i> .....		2,200.00
<i>Total Excess of Income over Expenses</i> .....		<u>\$31,621.24</u>

\* The excess of expenses over income for the six months ended March 31, 1932, of International Review of Adult Education and Industrial Education Study is offset in each case by unexpended prior period balances of the respective funds.

## EXHIBIT C

APPROPRIATIONS RECEIVED FOR ACCOUNT OF OTHER ORGANIZATIONS—  
SIX MONTHS ENDED MARCH 31, 1932

Balance, September 30, 1931

Payable to:

National Advisory Council on Radio in Education..... \$9,500.00

Receipts

Appropriations received from:

Carnegie Corporation for:

Art Workshop of New York.....	\$3,000.00	
California Association for Adult Education.....	7,000.00	
Chester County Health and Welfare Council.....	2,500.00	
Civic Federation of Dallas.....	4,000.00	
Foreign Affairs Forum.....	1,000.00	
Labor Temple School.....	2,000.00	
Massachusetts Commission on the Enrichment of Adult Life.....	1,200.00	
University of Minnesota.....	10,000.00	
National Advisory Council on Radio in Education.....	36,250.00	
National Theater Conference.....	5,000.00	
People's Institute of New York.....	6,500.00	
Radburn, New Jersey, Association.....	6,000.00	
Stevens Institute of Technology.....	1,000.00	
United Parents Associations of New York.....	5,000.00	
Welfare Council of New York.....	3,600.00	
National Board of the Y. W. C. A.....	5,000.00	\$99,050.00

John D. Rockefeller, Jr., for:

National Advisory Council on Radio in Education..... 7,500.00

*Total Receipts*..... 106,550.00  
\$116,050.00

Disbursements

Payments to:

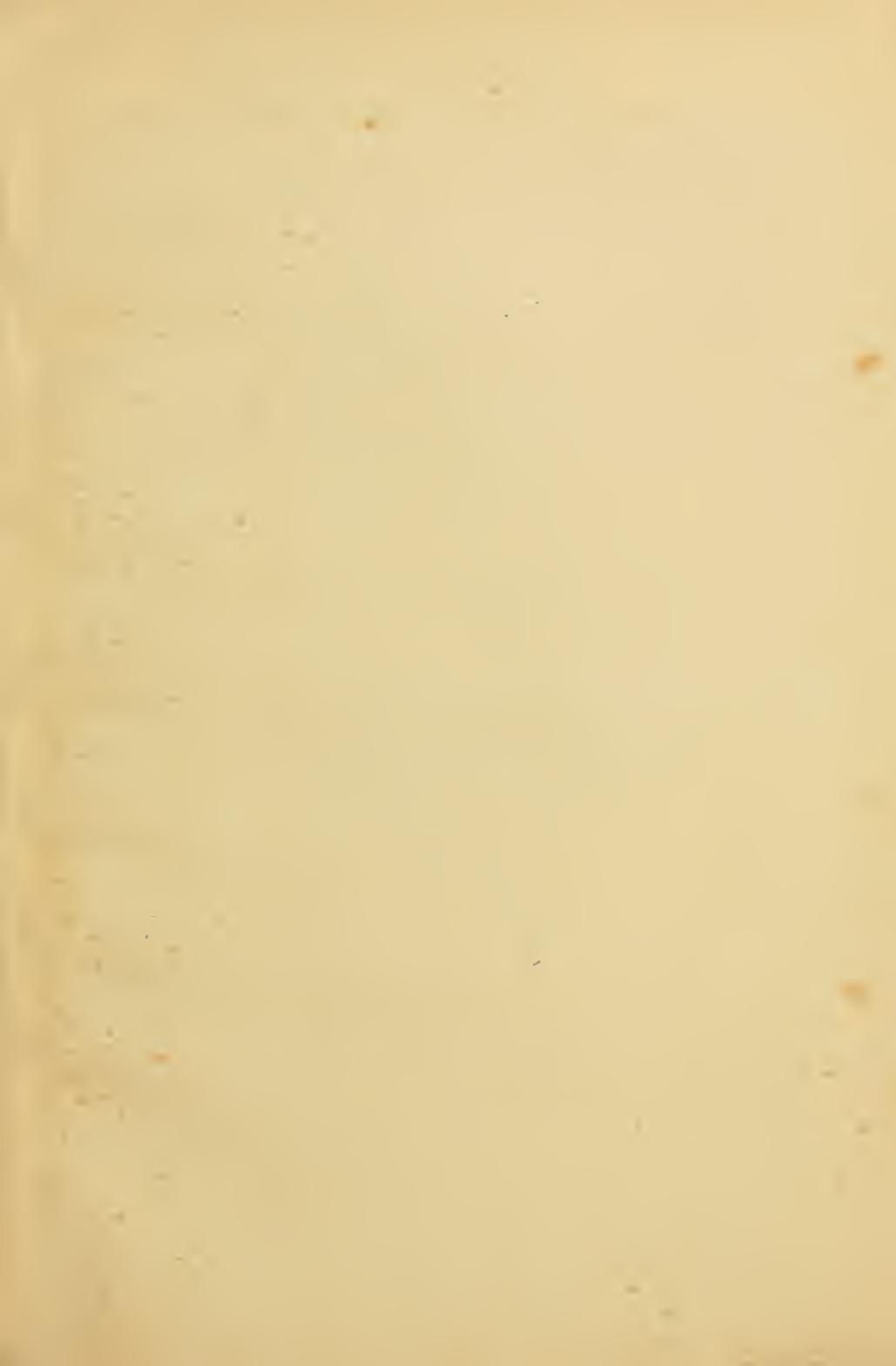
Art Workshop of New York.....	\$3,000.00
California Association for Adult Education.....	7,000.00
Chester County Health and Welfare Council.....	2,500.00
Civic Federation of Dallas.....	4,000.00
Foreign Affairs Forum.....	1,000.00
Labor Temple School.....	2,000.00
National Advisory Council on Radio in Education.....	48,000.00
National Theater Conference.....	2,000.00
People's Institute of New York.....	6,500.00
Radburn, New Jersey, Association.....	3,000.00
Stevens Institute of Technology.....	1,000.00
United Parents Associations of New York.....	3,750.00
Welfare Council of New York.....	2,400.00

*Total Disbursements*..... 86,150.00

Balance, March 31, 1932, per Exhibit "A"..... \$29,900.00

Balance, March 31, 1932, Payable to:

Massachusetts Commission on the Enrichment of Adult Life.....	\$1,200.00
University of Minnesota.....	10,000.00
National Advisory Council on Radio in Education.....	5,250.00
National Theater Conference.....	3,000.00
Radburn, New Jersey, Association.....	3,000.00
United Parents Associations of New York.....	1,250.00
Welfare Council of New York.....	1,200.00
National Board of the Y. W. C. A.....	5,000.00
	<u>\$29,900.00</u>





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