

AMERICAN ASSOCIATION FOR ADULT
EDUCATION
ANNUAL REPORT FOR 1932-33

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AMERICAN ASSOCIATION FOR ADULT EDUCATION

*Annual Report of the Director in Behalf
of the Executive Board
for 1932-33*

OBSERVERS of American social and political institutions have noted in the last few months an unparalleled transfer of democratic rights and privileges to the executive arm of the government. The powers given to the President of the United States through action by Congress, supported by an overwhelming public opinion, are without precedent in our peace-time history. The American people have quite clearly reached the conclusion that in an emergency a concentration of authority is both necessary and wise. In European countries, where public opinion is more inured to swift governmental change and consequently less outraged by it, our recent action unhesitatingly would have been dubbed social revolution, our President would have been termed a Dictator, and the manufacturers of colored shirts would have turned a tidy profit in an outburst of patriotic fervor.

But the United States of America have long been accustomed to the peculiar processes of democratic government. For the first time in the national history we find our usual relationship to the states of Europe reversed. It is we in America, with a century and a half of experience of republicanism, who can look with tolerant eye upon the younger

and more violent republics of central Europe as they wrestle with novel forms of political control. Out of our longer and larger experience we perhaps can listen somewhat skeptically to the frenzied promises of political opportunists and, with such sorry amusement as the spectacle affords, gaze with at least a degree of perspective upon the current parade of extremists and their leaders. It is no longer necessary for us to sit attentively at the feet of so-called statesmen in Europe, for we have learned to our cost that they are often wrong and that their political ideals many times are associated with false gods.

The amazing cheerfulness with which our people are submitting to executive dictatorship, and the corresponding abdication of legislative control, should not be subjected to misinterpretation. It is our national nature to react quickly in emergencies. It would be a false appraisal of the people's motives that would attribute to fear alone our willingness to suspend certain democratic practices. This submissiveness goes far deeper into our experience than mere surface fright. Past emergencies, domestic and international, have produced similar lapses from a deeply ingrained theory of a government of, by, and for the people. We have learned that there

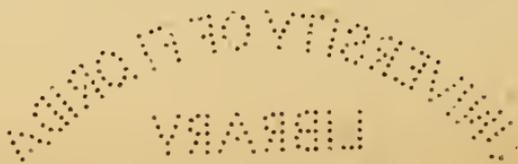
is such a thing as a return from dictatorial concentration to the normal, even if faulty, functioning of democratic government. We feel secure in the knowledge that the slightest abuse of concentrated authority will provoke swift reprisal on the part of the people. We know that the dictatorship can truly stand only so long as it is the will of the voter that it should stand. This security is made doubly sure by the complete negation of military power as a factor in our political situations. A military dictatorship, even in time of war, would outrage every right-minded American. These are some of the factors inherent in American life and institutions which differentiate us, definitely and distinctly, from most of the European nations and from most of the nations of the world.

It is inevitable that changes in our political practices, even though temporary in nature, should have an immediate effect upon our educational procedures. The introduction into the educational structure of principles definitely Fascist in nature is already taking place. A state university president recently remarked a present tendency among his colleagues to discard many of the democratic precepts hitherto motivating educators. A none too gradual abandonment of the attempt to provide educational opportunity for all at various academic levels is now in progress and is being accelerated by the immediate necessity for economy in all school expenditures, whether in the primary grades or in the colleges. Already we are hearing the cry among supposedly enlightened people that "too many are being educated" and that "our economic structure can not stand the expense of free education for all." This reversion is disappointing in a republic dedicated

to a large measure of individual determinism. It is the kind of talk customarily confined to the hot-stove philosophers of the country store: one can not hear it among educational and civic leaders without abhorrence. It is to be hoped we shall not see the day when concentrated authority, whether in government or in education, shall determine for us the kind and degree of educational opportunity that shall be open to us, young or old, each according to his economic or cultural station or inheritance. And yet educated men are discussing these very measures.

If we are to abandon our ideal of a basic education for the whole American people and of unlimited educational opportunity above that minimum, then it becomes wholly reasonable to question the continuance of the entire American experiment of democratic government. An uneducated population is supinely at the mercy of the political demagogue. One glance at the proletariat of Russia yields ample evidence of such futility. If we are to deaden our consciences and forsake the educational principles of a century and a half, then our only salvation as a nation lies in a dictatorship, most certainly backed by force of arms—call it Fascism, a monarchy, a soviet, what you will.

There are few among us who, knowingly, would make this choice. In self-protection, we should insist that all steps taken away from democratic principles in education, like the corresponding steps taken in civil government, be merely temporary. They are to be retraced in the opposite direction at the earliest opportunity. The outmost boundaries of education should be set only by the ambition and the capacity of the individual boy or girl, man or woman, who applies for educational service.



Our *procedure* undeniably is in process of change and, we shall hope, for the better. But the *goal* of American education as developed in the last fifty years remains unchanged.

It would seem that the task of adult education in such a crisis is plain. Such of our philosophy as we have been able to formulate clearly and to phrase succinctly should continue to aid us. The responsibility remains upon us unceasingly to strive for increased clarity in our own thinking. We must hope that there may in truth develop a philosophy of action, readily understood by the adult population and calling for the universal acceptance of the belief that education is in verity a life-long expanding process of enrichment in moral and spiritual, as well as in vocational, values.

But that is not all. We must increase our own sensitivity to new ideas in procedure. Dislocated people in a dislocated world may not be approached with outdated and obsolete pleas in the name of education for mere social acceptability. The actual and intimate relation between education and the complex problems of living in the modern age must form the basis of our offerings. No longer will people be inclined to accept traditional social and educational forms at their face value. Preservation of the *status quo* has ceased to interest them. We must address ourselves to new means of approach, interpreted in terms of living needs. Let us remember, too, that living needs may be cultural as well as vocational, of the mind and spirit quite as much as of the body. If the abundant life is the perfect blend of the spiritual and the material, then education for the abundant life depends for its validity upon a similar blending process. There is no reason why, in adult education, the cultural lamb should not lie down with

the vocational lion. All that is required is that each school of thought clarify its ultimate objectives. They will be found to coincide.

If, then, our task is to continue to be that of broadening the base of understanding and of culture among the American people, it becomes pertinent in a report of this character to inquire into those activities of the American Association for Adult Education which, presumably, make for this end. No one will question the desirability of experimentation on the part of the Association, both with institutions and procedures offering reasonable expectations of success in achieving, in part, the goal outlined.

It is obvious that the two most far-reaching institutional agencies in America for the diffusion of knowledge are the public school and the public library. Both maintain extensive plants dotted over the country, and the school particularly has established itself in every community which makes even a pretense of civilization. Has the public school a part to play in the education of adults? Clearly the answer is in the affirmative, for an increasing use of school facilities for adults has been evident for some years past in rural as well as in urban areas. Conscious of this increased use, the officers and committees of the Association have year by year considered the advisability of attempting a community-wide experiment in adult education based upon an entire school system and conducted by school authorities. The prerequisites were a medium-sized city in the Middle West, a well-established and highly progressive school system for children, and—of utmost importance—an intelligent school superintendent keenly interested in adult education and fully aware of its possibilities. The combination was not discovered until 1932,

when Des Moines, Iowa, was selected for a community experiment with Superintendent John W. Studebaker in charge.

The value of this experiment will be determined, of course, by the usual qualitative and quantitative measures applied to community-wide projects whether in education or in social reform. The willingness and ability of the school authority to incorporate the program as a permanent part of its educational service to the community at the close of the contemplated five-year period of outside subsidy will be perhaps the chief test of the effort. But over and above these criteria it will be interesting from the point of view of the Association to determine the extent to which a program under school control can meet the cultural needs of an entire community. School efforts to teach the adult in years gone by, aside from vocational training, have fallen woefully short of adult aims and aspirations. All too often have the attitudes of public school teachers and administrators remained those of the classroom organized for children. Both in subject matter and in techniques (or lack of them) the offerings have savored of the less pleasant attributes of "the little red school house," familiar to adult memories as among the chief tribulations of youth. Discipline in schools for children rests solidly upon compulsory attendance maintained both by law and by parental authority. The adult school, whether it be called class or forum, must operate under new rules peculiarly its own.

A most important question that the Des Moines project can be expected to answer is the extent to which a school board and its duly appointed administrative officials can be trusted to preside over widespread educational activities

of grown people. Fortunately there is a rich field of experience to be drawn upon in the activities of private organizations and institutions maintained for the education of adults. It is here that real strides forward have been made and will continue to be made. The transfer of this private experience to wide public use through the agency of the public schools presents a fascinating field for observation and study. The more extensive use of knowledge gained from private experiment and demonstration should spur the less formal private agencies to greater and even more careful effort. There is ample room in American life for both types to function for the enlightenment of the adult mind.

THE DES MOINES PROJECT

In January, 1933, the Board of Education of the Des Moines Public Schools formally announced the institution of the Des Moines public forums. The public was informed that during the period of experimentation the financial cost would be met through a grant made by the Carnegie Corporation of New York upon recommendation of the American Association for Adult Education. The subsidy for the first year, which has been voted by the Trustees of the Carnegie Corporation, amounts to \$20,000. Expenditures in the four years to follow will approximate \$25,000 a year.

The plan contemplates a five-year period during which this experiment in adult education will be conducted on a city-wide basis. The control of the experiment rests solely with the Board of Education of Des Moines; administration of the plan is centered in the Superintendent of Schools as the responsible officer of the Board. The following excerpt from the initial announcement, issued by the Des Moines School Board,

is evidence of the spirit of the undertaking.

The plan is to provide adult forums in all sections of the city for the discussion of current social, political, and economic problems under the leadership of men specially qualified. These forums will not be formal classes. There will be no textbooks, no fees, no enrollment, no assignments, no tests. Any problem of current and general interest to the citizens of Des Moines will be considered appropriate for discussion at any forum. All forums will be open meetings which any citizen may attend at any time.

Obviously, the value of these forums will depend in large part upon the character of the leadership provided. The Board of Education will employ for this purpose men of recognized scholarship with a record of active participation in public affairs, men who have the combination of theoretical and practical acquaintance with current problems which will enable them to speak with authority and will also insure appreciation of the difficulties involved in solving social problems. They will, therefore, be men who may be expected to bring to each forum meeting a stimulating presentation of issues and the ability to help citizens to clarify their own thinking by discussion.

The Board of Education recognizes that all vital social questions are controversial in their nature; that they are questions upon which men honestly differ; that citizens equally worthy of a hearing may have in regard to such questions diverse opinions and programs of action.

In dealing with controversial issues, all reasonable latitude will be permitted forum leaders. No leader will in any sense, however, assume the rôle of an advocate or propagandist. The Board of Education and school officials regard it as contrary to sound public policy to use the schools as agencies for the imposition of ideas. It is basic to the proper conduct of public education to secure beliefs only through genuine freedom of investigation and discussion, not through the suppressive methods of the demagogue.

It will be required that the leader shall present available information on all sides of any question discussed, define the issues involved as clearly as possible, and guide the discussion so that opposing points of view may be accorded the freest expression. Leaders may frequently feel that in fairness to the entire discussion they should state their own personal conclusions in any matter of

public interest, duly recognizing the fact that their private judgments will have an influence on public opinion only in the same degree as the judgments of other intelligent and fair-minded persons.

A staff of five leaders was appointed to give lectures and conduct the forum discussions on various controversial issues in twenty-eight neighborhood centers. Lyman Bryson, formerly Director of the California Association for Adult Education, has spoken on Democracy—What Is It? Is Prosperity a Myth? Can We Plan for America? The Economics of Fascism, The Economics of Socialism, and The Economics of Communism. Felix Morley of the staff of The Brookings Institution in Washington, D. C., has discussed Capitalism and Frontiers, Politics versus Economics, Community or Chaos, The Theory of International Organization, Implications of the Sino-Japanese Dispute, and The Meaning of the War Debts. Discussions led by Carroll H. Woody of the University of Chicago included the topics: Has Democracy Collapsed? Can the Government Give Us a New Deal? Do We Need a New Political Party? Proposals for Reducing Federal Expenditures, Can We Have a Fair System of State Taxation? Should State and Local Governments be Reorganized? In the field of agricultural economics—a subject of high interest in Des Moines—the forum leader originally chosen was Henry A. Wallace, who, after the initiation of the program, resigned to accept appointment as Secretary of Agriculture in President Roosevelt's Cabinet. His place has been taken by Carl C. Taylor, a teacher and writer in the field of rural sociology. Mr. Taylor's subjects include The Agricultural Debt Problem, Tariffs in Relation to Farm Prosperity, and Balancing Urban and Rural Prosperity. Study

outlines and short lists of books for reading have been prepared for each of the subjects announced.

More than 1,800 persons appeared for the first six forums. When the capacity of some of the halls—all of them in school buildings—was reached, it was found necessary to turn people away. In the third month of the experiment the average attendance was about 4,500 persons per week. The director of the experiment and his staff are giving consideration to the establishment of small groups for more thorough discussion of the subject matter presented in the larger forums. The library system of the city has placed its resources at the disposal of forum members. The State Federation of Labor and local labor organizations have given their endorsement. The forums have not been related to the parent-teacher movement. It is interesting to note that the attendance of men compares favorably with that of women.

PUBLIC SCHOOL ACTIVITIES

Continued activity on the part of the National Commission on the Enrichment of Adult Life, appointed by the National Education Association under the chairmanship of James A. Moyer, has been evident during the year just closed. The National Commission and the Department of Adult Education of the N. E. A. have together succeeded in drawing the attention of school men throughout the country to adult education problems. The national gatherings of the N. E. A. in the summer of 1932 and of the Department of Superintendence in February, 1933, have both devoted considerable time in their programs to problems relating to the education of the adult population. State Commissions on the Enrichment of Adult Life have

been appointed, and some of them embarked at once upon more or less active campaigns of publicity.

The subsidy of \$1,200 which the Carnegie Corporation supplied on recommendation of the Association at the close of the year 1931-32 made possible the publication of a preliminary survey of adult education facilities in the State of Massachusetts. This survey was carried out by the Massachusetts State Commission on the Enrichment of Adult Life and the Prospect Union Educational Exchange of Cambridge. The preliminary report was most attractively printed and has been given wide distribution. It is to be hoped that eventually it will bring about similar surveys in other states.

NATIONAL OCCUPATIONAL CONFERENCE

Discussions initiated by the American Association for Adult Education in the fall of 1930 led to the conclusion that many central problems of adult education revolved about some solution of occupational difficulties. Accordingly, in December of that year, there was held a national conference on "Unemployment and Adult Education," over which Newton D. Baker (then President of the Association) presided. A record of the deliberations of this Conference, including a symposium on economic phases of technological unemployment, was published in brochure form and given wide distribution. The next step of the Association was to authorize a study of the Denver Opportunity School, made in the summer of 1931, and published in brochure at the end of the year under the title, "What Is This Opportunity School?" by Fletcher Harper Swift of the University of California and John W. Studebaker, Superintendent of Schools,

of Des Moines, Iowa. On May 2, 1932, the Association arranged a conference on occupational education. It was the sense of the conference that action should be taken toward coordination of studies of occupational guidance and adjustment as well as of occupational education, and that the Association, in cooperation with the Carnegie Corporation, should attempt to provide the necessary machinery.

On October 24, 1932, a second conference on occupational adjustment was held, at which a definite plan for the organization of a National Occupational Conference was given preliminary discussion. Following the conference and by its authorization, a steering committee was appointed to devise ways and means of bringing the National Occupational Conference into existence. A definite plan for the formation of the Conference was evolved and forwarded to the Carnegie Corporation. The Corporation gave its approval to the plan and followed this approval by the appropriation, on December 6 and December 13, 1932, of the \$33,000 requested in the tentative budget. These appropriations were made to the American Association for Adult Education.

The Conference is concerned with all aspects of occupational adjustment and with cooperative efforts to study this problem. It will address itself primarily to the task of assembling information about occupations, and making such information available to the public through effective publication. For educational institutions, libraries, and other interested organizations it will provide a consulting service regarding methods of using materials published, the theory and practice of vocational guidance, and the results of research in occupational adjustment and vocational education.

For several years attempts have been made by various institutions, associations, and governmental agencies to meet the demand for accurate information about opportunities in various occupations. Much excellent material has been published, but there has been unintentional duplication of effort. Distribution of the material often has been limited to local areas or to specialized professional groups. There has been no organization with sufficient scope and resources to attack the problem from a national point of view. The National Occupational Conference has been organized without implication of permanence but as a present attempt to meet urgent needs in this field not now met by any other organization.

The National Occupational Conference is intended to serve as a clearing house for occupational information. The primary service of the Conference will be maintained for administrators, teachers, students, and public employment counselors; and, accordingly, its central program will be threefold: gathering information, distributing information, and stimulating research.

Existing material, consisting of occupational studies at all educational levels, will be collected from other agencies, from books and pamphlets, and from periodical literature. Distribution of such studies and related materials will be made directly and through the media of leaflets, monographs, special articles, press releases, a periodical, and, possibly, by radio broadcasting. Furthermore, a field service is contemplated, by means of which specific problems may be solved or special groups may be reached by a member of the Conference staff.

In the field of research, the Conference will seek to stimulate, to sponsor, and, in

exceptional cases only, to conduct further investigation and inquiry in those fields of occupational guidance where research seems necessary, in occupational education, and in personal adjustment. As a matter of policy, the Conference will sponsor only projects designed specifically to discover, assemble, and disseminate new and needed knowledge in the field of occupations in its various economic, social, and philosophical aspects.

It will be one function of the Conference to keep abreast of new developments in the occupational field. Hence studies of occupational trends and other economic phenomena affecting employment will come within the purview of the Conference, as well as current discoveries in vocational guidance and vocational education.

As the central feature of its program, the Conference plans to strengthen existing periodical publication in order to bring about a wide distribution among vocational counselors, school authorities and officials, teachers, personnel workers in industry, and others directly concerned with vocational and educational problems.

It is proposed that a new periodical, to be entitled "Occupations," should be merged at the outset with the Vocational Guidance Magazine, the official organ of the National Vocational Guidance Association. The possibility of additional mergers with other publications appearing in the general field is under consideration by the committee in charge.

The membership of the Conference consists of sixty-three men and women, engaged in activities in the following central fields: colleges and universities, school administration, rural education, vocational education, parent education, general education, engineering, industry and business, employers, government

personnel, labor, child labor, Negroes, economics, and vocational guidance. The membership will itself serve as a General Advisory Committee on policies of the Conference. The active work in formulating policies of the Conference is carried on by an Executive Committee of nine members. In addition, a Technical Committee of nine members, consisting of psychologists and personnel experts, has been appointed. Members of the Conference serve in their individual capacities and not as representatives of organizations with which they may be affiliated.

It is the intention that the Conference should remain a loosely organized, informal body, wholly autonomous so far as policy making is concerned. Ultimate administrative responsibility rests in the American Association for Adult Education as a corporate body, but it is contemplated that the Conference in pursuing its program should have all the freedom of action consistent with proper accounting and prudent administration. The Director of the Association serves as a member of the Executive Committee of the Conference.

Franklin J. Keller, Principal of the East Side Continuation School and Director of the Vocational Survey Commission of New York City, has been appointed Director of the Conference. Robert Hoppock, formerly Field Secretary of the National Vocational Guidance Association, and Raymond G. Fuller have been chosen as Assistants to the Director. Additional assistants will be appointed as needed. Headquarters offices have been opened at 522 Fifth Avenue, New York, in space provided by the Carnegie Corporation.

The present editor of the Vocational Guidance Magazine, Fred C. Smith, Lecturer in Vocational Education and

Guidance at Harvard University, has been retained on the staff of the Conference in an editorial capacity on a part-time basis.

ADJUSTMENT SERVICE

Experience gained in the operation of the Division of Diagnosis of the Employment Stabilization Institute of the University of Minnesota encouraged the formation of an informal committee in New York City with a view to establishing a similar service. This committee sought the support of the Emergency Unemployment Relief Committee of 1931-32 for the provision of a vocational diagnosis service in New York, but, because of the shortage of funds for relief purposes, the Relief Committee found it impossible to accede to the request. In the fall of 1932 members of the informal committee met with a subcommittee of the Emergency Unemployment Relief Committee, with the result that an allocation of \$100,000 was made to the American Association for Adult Education from the grant made to the Relief Committee by the Carnegie Corporation of New York. This allocation was supplemented by the promise on the part of the Relief Committee to supply in addition a minimum of \$88,000 in services to be made available through the Committee's Emergency Work Bureau. This action was consummated early in January, 1933.

The Association, which by this agreement became charged with administrative responsibility and the public sponsorship of the Adjustment Service, proceeded immediately to appoint a General Advisory Committee of thirty-one members, an Executive Committee thereof of seven members, a Technical Advisory Committee of nine members, and a staff.

The primary purpose of the Service is to assist the individual in discovering his peculiar abilities and limitations; to point out reasons for failure to the maladjusted; and to assist in the formulation of sound programs for reeducation and recreation.

The secondary purpose of the project is to demonstrate, in the complex metropolitan area of New York, the social values of an individual counseling service. It is hoped that public realization of its importance may result in provision for individual diagnosis, retraining, education, and recreation in any system of government-controlled public placement agencies to be established through congressional action. It is contemplated that such agencies will be supported by federal, state, and local funds. If the Adjustment Service succeeds in its primary objectives, a proposal for legal inclusion of such projects would have the support not only of the benefited individuals but of industry and business.

The work of the Adjustment Service was projected under three headings: a Division of Diagnosis, a Division of Education, and a Division of Recreation. Provision was made for the treatment of individuals by the three divisions as one continuous process, thus obviating the danger of multiple advice.

The experience of John Erskine in the organization of the A.E.F. University of Beaune, France, at the close of the War—a problem similar to that confronting the Adjustment Service—made him the obvious person to be selected as the presiding officer of the Service. He holds the position of Chairman. Active direction of the program has been placed in the hands of Jerome H. Bentley, Activities Secretary of the New York Y.M.C.A., as Director. M. R. Trabue, who has been granted leave of absence by

the University of Minnesota and by the University of North Carolina, was placed in charge of the Division of Diagnosis; Lewis A. Wilson of the State Board of Education at Albany, already in charge of the educational project of the State's Temporary Emergency Relief Administration in New York City, assumed responsibility for the Education Division. E. L. Thorndike of Teachers College, Columbia University, accepted the chairmanship of the Technical Advisory Committee. In addition, staff assistants, divisional assistants, and a chief of the Division of Recreation were employed.

Announcement in the newspapers of the establishment of the Adjustment Service brought an immediate registration of more than six hundred unemployed persons. The Service did not encourage registration until its interviewers and counselors had undergone a period of training. The duration of the Service is contemplated as fifty weeks, the exact date of termination to be dependent upon budgetary limitations. While it is impossible to give exact figures, it is estimated that in this period from ten to fifteen thousand individuals will have received the benefit of the Service.

Each individual receives in interviewing and testing time an average of one hour and a half. Psychological tests are given to determine speed and accuracy, clerical aptitude, manual dexterity, mechanical aptitude, and personality. Tests for occupational interest and for vocational proficiency are also applied in some cases. The more complex and puzzling cases are subjected to the "clinic" treatment, which has proved successful in Minnesota. This involves discussion of the individual's problems by a committee of experts. The original interviewer assigned to a case is respon-

sible for following it up, in the attempt to aid the individual to adapt himself to the new program indicated as desirable. When additional education or retraining is necessary, the individual is placed in existing educational institutions or agencies. Where facilities are not available (but only in such cases), the Service will organize classes and courses and more informal groups. In this connection, coordination with the State emergency educational program has proved most important. The procedure with reference to recreational facilities closely approximates that followed by the Education Division.

Actual placement of individuals is not undertaken as a part of the Service. Results of tests and interviews are made fully available to the individual registrant and, with his permission, furnished to the State employment bureaus and to other placement agencies operated not for profit.

EDUCATION FOR UNEMPLOYED

Efforts to meet the educational needs of unemployed adults have resulted in programs varying widely in merit and unequal in geographical distribution. National, state, and local agencies have all concerned themselves in some way with the problem involved: the United States Office of Education issued an appeal of the Federal Government to extend educational opportunities as widely as possible to the unemployed; educational programs have been developed in accordance with local needs in 35 states; many communities have extended school facilities to persons wholly or partially unemployed; some 500 colleges and universities have provided special courses and lectures to meet emergency needs; the Y.M.C.A., the Y.W.C.A., and certain church organiza-

tions have broadened the scope of existing educational and recreational programs; the Workers Education Bureau has increased its activity in the past two years; libraries throughout the country have provided books in various subject-matter fields, and in certain instances, at least, have made available a Readers' Adviser for study guidance. In addition to existing agencies, special schools for the unemployed, conducted by teachers who themselves are unemployed, have been established in several parts of the country. Instruction ranges from agricultural, industrial, and commercial subjects to practical and fine arts. Some programs are restricted to instruction that will prepare for specific occupations in trade or industry; some provide for up-grading, or readjustment; others are intended to serve as "refreshers," to keep the specially skilled in touch with new developments in their field; still others look toward a deeper and broader education as a means of offsetting a narrow specialization. A more detailed account of the diverse and uncoordinated activity on behalf of education for the unemployed will appear in the *Handbook of Adult Education in the United States*.

LIBRARIES

It is quite clear that the librarian occupies a place of growing importance in adult education. Perhaps no other resident or office holder in a normal American community is more strategically located than is the librarian to initiate educational activity and organization for the adult population. Despite the growth of children's library work, the adult and his reading are still the chief concern of the public library, and since reading of non-fiction bears a close relationship to the educational activities of

the average adult, it would seem that the legitimacy of the librarian's concern for adult education is established. Long years of ceaseless battering by propagandists—good and bad—have made the public exceedingly wary of new movements labeled educational. The library profession has succeeded notably in keeping itself free from propaganda entanglements. This aloofness has engendered a respect and trust in the public library on the part of the general public which is one of the chief assets of librarianship today. The public has confidence that activities sponsored by libraries will be non-political, non-sectarian, and non-propagandistic in nature. This confidence places the intellectual rehabilitation or advancement of the community within the grasp of the library profession. Some of the more progressive librarians have seen this opportunity clearly and are moving to assert their rightful local leadership. It is to be hoped that increasing numbers will realize the gravity of this responsibility.

Much of the incentive to adult education activity among the libraries has been energized initially from the headquarters of the American Library Association. Scarcity of funds available for such headquarters guidance and leadership this year has caused a distinct diminution quantitatively in the effort in this direction. It is to be hoped that, notwithstanding administrative consolidations and other economy measures at the headquarters of the American Library Association, full recognition will be given to adult education needs in the year to come. In preparation for next year's program, the secretary of the American Library Association has called a conference on the library and adult education in Chicago early in June for the purpose of surveying the present

status of adult education in the libraries and considering means for further development.

For the last five years our Association has maintained jointly with the American Library Association a Committee on Adult Reading (formerly the Committee on the Study of Reading Interests and Habits). This committee held an important meeting at Princeton in September, 1932, at which research and study projects in adult reading were completely reviewed. As a result of recommendations emanating from the Princeton meeting, subsequently approved by the Executive Committee of the Association, the Carnegie Corporation allocated \$6,000 for further studies and research assigned in varying amounts: for continuance of studies of what people want to read about by Douglas Waples of the Graduate Library School of the University of Chicago; for continuance of studies of the reading achievements and difficulties of adults of limited education by William S. Gray of the School of Education of the University of Chicago; and for certain comparative studies of reading interests in the United Kingdom of Great Britain and in the United States of America. These comparative studies are being conducted in England by R. S. Lambert of the British Broadcasting Corporation, and will form a part of a series with other national studies made by Dr. Waples in continental European countries. It is expected that the studies conducted by Professors Waples and Gray will be published in 1933-34.

On recommendation of the Committee on Adult Reading, the Association has continued certain subsidies to the readers' adviser's office of the New York Public Library, which have made possible an examination of the reading programs of a considerable group of patrons

of the New York Public Library. This work has been carried on under the direction of Jennie M. Flexner, who, with the cooperation of Dr. Waples, expects to publish the results of her study in the fall of 1933.

RURAL ADULT EDUCATION

The completion on January 1, 1933, of the manuscript of the Landis-Willard *Rural Adult Education* marks the end of the first stage of studies of adult education in rural life initiated by the Association in 1928. These studies, it will be remembered, were commenced by the late John D. Willard, Research Associate on the staff of the Association until December, 1931. Benson Y. Landis, Executive Secretary of the American Country Life Association and Associate Secretary of the Federal Council of Churches of Christ in America, picked up the task dropped by Professor Willard at his death. He was able to utilize certain of Professor Willard's notes which he supplemented by investigations of his own. *Rural Adult Education* (Macmillan, 1933) constitutes an achievement on the part of the Association in the face of considerable odds. This book is the first attempt to analyze and to set down in cross section those educational activities peculiar to rural residents of this country.

Dr. Landis has kept in touch with the various state programs, particularly in Vermont, West Virginia, and California, all of which have been progressing under local initiative and despite the handicap of lack of funds. The depression has undeniably retarded state-wide projects in Delaware, Utah, Iowa, Minnesota, Wisconsin, Indiana, Ohio, Oregon, and Virginia, but there is reason to believe that the movements in these areas are not dead and that, given a return to

approximately normal conditions, they will eventuate in significant state programs.

The Macmillan Company has also announced the imminent publication of *Adult Education and Social Planning*, a report written by John W. Herring on the four-year project in county-wide adult education conducted by the Chester County Health and Welfare Council.

The Standing Committee on Rural Education of the Association has been augmented during the year by the addition of several non-members of the Executive Board. The reconstituted committee now consists of the following: Benson Y. Landis (Chairman), Arthur E. Bestor, Edmund de S. Brunner, Kenyon L. Butterfield, Allen Eaton, Grace Frysinger, Elizabeth B. Herring, William J. Hutchins, Elizabeth C. Morriss.

COMMUNITY ORGANIZATIONS

It has been a matter of gratification to the Executive Board to note the increasing tendency on the part of urban communities to organize for adult education purposes. During the year some eight organizations have come into existence, each with a program wholly unique and directed at local problems. Organizations for adult education are now active in the following communities: Albany, Atlanta, Brooklyn, Buffalo, Canandaigua (New York), Chicago, Cleveland, Dallas, Denver, Des Moines, Detroit, Flint (Michigan), Indianapolis, Minneapolis, Nashville, New York City, Pittsburgh, Radburn (New Jersey), and Spokane. Adult education associations covering sections of states or entire states have been formed in California, Louisiana, Minnesota, and Ohio.

The third and last of a series of three

diminishing grants was voted by the Carnegie Corporation during the year, on recommendation of the Association, to the Dallas Civic Federation and Dallas Institute for Social Education. This grant marks the last of the support subsidies which the Association plans to recommend to the Corporation. The excellent record made by the Dallas organizations has wholly justified the exception to the general rule made in this case.

The continuance of the study of a community experimental program conducted in Radburn, New Jersey, for a second and final year was assured through the action of the Carnegie Corporation in approving a recommendation for a grant of \$3,000 made in the fall of 1932. The Radburn study promises to be of significance in revealing the attitudes, needs, and desires for adult education of persons resident in small communities adjacent to large cities. A notable increase in the number of such communities in the last ten years—a phenomenon dealt with in the report of the President's Committee on Recent Social Trends—has focused public interest upon social and educational problems related to such communities. The final report on the Radburn study will be available in the fall of 1933.

For some five years the Association has maintained a policy of refraining from initiating community organizations for adult education or from supplying financial aid for their support. The wisdom of this policy has become increasingly evident. Organizations which are brought into existence by outside pressure and initiative and with funds supplied from without the local community seem to have short lives. On the other hand, where local initiative brings about organization in response to

a need felt within the community, the chances of continued existence seem to be far greater.

An apparent exception to the well-defined policy of the Association was made this year. Because of the extent, variety, and peculiar complexity of adult education in New York City, the Executive Board recommended that the Carnegie Corporation appropriate \$5,000 to supplement other sums contributed by the Macy Fund, the New York Foundation, the Russell Sage Foundation, and August Heckscher toward the establishment of a New York Council for Adult Education as a central coordinating agency. Permanent organization of the Council has now been completed. A survey of educational opportunities open to adults in the metropolitan area is under way and a bulletin of educational events is about to make its appearance.

NEGRO EDUCATION

The Association's two adult education programs for Negroes, initiated on an experimental basis in 1931-32 in Atlanta and in the Harlem district of New York, have flourished through the year and have presented proof of the sympathetic attitude toward education on the part of adult Negroes, both in a northern and in a southern city. The committees in charge of the two projects are most enthusiastic and each has formulated extensive plans for the further conduct of the experiment.

So far the only measures of success that have been applied to the two programs have been quantitative. During the year, however, the Association has taken a step which will look toward a qualitative appraisal of the two efforts. An allocation of \$1,000 from the adult education experimental fund, made by

the Carnegie Corporation upon recommendation of the Association, has made it possible to secure the services of Alain Locke, Professor of Philosophy in Howard University, as observer and appraiser of the two enterprises. Dr. Locke will make frequent visits to New York and Atlanta from his home in Washington, D. C., will advise with the committees in charge in the two cities, and at the close of the third year of the experiments, that is, at the end of 1933-34, will file with the Association a report on the accomplishments of the two experiments. It is obviously of great advantage to the Association to secure an outside point of view from a Negro educator of high standing. Dr. Locke is in full sympathy with the objectives of the experiments and is interested also in the Association's desire to check the results in a northern city against the results in a southern city.

The continuance of the Negro education experiments for the present year has been made possible through grants of \$10,000 and \$5,000 made by the Carnegie Corporation of New York and the Julius Rosenwald Fund respectively. It is contemplated that similar grants will be available for the year 1933-34.

ADMINISTRATION

The following members of the Council have served as officers and members of the Executive Board for the year 1932-33:

President: Dorothy Canfield Fisher*
Vice-Presidents: Ethel Richardson Allen*
 William A. Neilson*
 Adam Strohm*
 Charles A. Beard*
 Alvin S. Johnson*
Chairman: James E. Russell*
Secretary: Jennie M. Flexner*
Treasurer: Chauncey J. Hamlin*

* Term expires September 30, 1933.

Executive Board

Arthur E. Bestor*	Elizabeth C. Morriss†
Harry W. Chase*	William A. Neilson†
Linda A. Eastman‡	Harry A. Overstreet†
A. Caswell Ellis†	John H. Puelicher†
Franklin F. Hopper†	Robert I. Rees†
William J. Hutchins†	Leon J. Richardson*
C. S. Marsh‡	James E. Russell*
Everett Dean Martin*	Elmer Scott*
Spencer Miller, Jr.‡	Robert E. Simon‡

The committees appointed by the Chairman for the year 1932-33 are as follows:

Executive Committee: Arthur E. Bestor; Franklin F. Hopper; Everett D. Martin; Harry A. Overstreet; Robert I. Rees; James E. Russell (Chairman); Robert E. Simon; Morse A. Cartwright.

Annual Meeting: Arthur E. Bestor; Morse A. Cartwright (Chairman); Franklin F. Hopper.

Art and Museum Cooperation: Linda A. Eastman; Chauncey J. Hamlin (Chairman); Franklin F. Hopper; William J. Hutchins; Adam Strohm.

Community Projects: Linda A. Eastman; A. Caswell Ellis; Chauncey J. Hamlin; Everett D. Martin; Elmer Scott (Chairman).

Cooperation with Industry and Labor: Charles A. Beard; Alvin S. Johnson; Spencer Miller, Jr.; John H. Puelicher; Robert I. Rees (Chairman).

International Relations: Arthur E. Bestor (Chairman); Spencer Miller, Jr.; Leon J. Richardson.

Library Cooperation: Linda A. Eastman (Chairman); Franklin F. Hopper; Adam Strohm.

Negro Education: Harry W. Chase; Franklin F. Hopper (Chairman); Elizabeth C. Morriss.

Parent Education: Linda A. Eastman; Spencer Miller, Jr.; Robert E. Simon (Chairman).

Public School Relations: C. S. Marsh; Elizabeth C. Morriss (Chairman); Robert E. Simon.

Reading Habits: W. S. Gray; Henry Suzzallo; E. L. Thorndike. From the A. L. A.: Jennie Flexner; Adam Strohm.

Rural Education: Arthur E. Bestor; Edmund de S. Brunner; Kenyon L. Butterfield; Allen Eaton; Grace Frysinger; Elizabeth B. Herring; William J. Hutchins; Benson Y. Landis (Chairman); Elizabeth C. Morriss.

Studies and Research: A. Caswell Ellis (Chairman); C. S. Marsh; Harry A. Overstreet.

* Term expires September 30, 1933.

† Term expires September 30, 1934.

‡ Term expires September 30, 1935.

Techniques of Discussion: A. Caswell Ellis; Mary L. Ely; Everett D. Martin; Harry A. Overstreet (Chairman); Elmer Scott.

University Cooperation: Harry W. Chase; William J. Hutchins; William A. Neilson (Chairman).

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

TERMS EXPIRE 1933

J. H. Bentley	Read Lewis
Arthur E. Bestor	Charles R. Mann
Jessie A. Charters	C. S. Marsh
Alfred E. Cohn	Jesse H. Newlon
George W. Coleman	Paul M. Pearson
R. L. Cooley	J. H. Puelicher
L. L. Dickerson	Leon J. Richardson
Judson T. Jennings	James E. Russell
Parke R. Kolbe	Belle Sherwin
John A. Lapp	Harold L. Stonier

Clark Wissler

TERMS EXPIRE 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	Robert E. Simon
John W. Herring	Hilda W. Smith
Franklin F. Hopper	Lorado Taft
Rossiter Howard	E. L. Thorndike
Wm. J. Hutchins	Levering Tyson
E. C. Jenkins	Felix M. Warburg
George Johnson	Frederic A. Whiting
C. H. Judd	John W. Withers
F. P. Keppel	George B. Zehmer

TERMS EXPIRE 1935

Newton D. Baker	Mary H. S. Hayes
Remsen D. Bird	John Hope
W. S. Bittner	Walter A. Jessup
Scott Buchanan	Henry W. Kent
Marguerite H. Burnett	Robert S. Lynd
Kenyon L. Butterfield	Carl H. Milam
Olive D. Campbell	Spencer Miller, Jr.
S. P. Capen	Fred A. Moore
Harvey N. Davis	Elizabeth C. Morriss
Frank M. Debatin	Thomas H. Nelson
John Dewey	David K. Niles
Helen H. Dingman	H. A. Overstreet
C. R. Dooley	James Harvey Robinson
Linda A. Eastman	Carl B. Roden
A. Caswell Ellis	Elmer Scott
John Erskine	Walter Dill Scott
Milton J. Ferguson	A. D. Sheffield
Nat T. Frame	Chester D. Snell
Wil Lou Gray	John W. Studebaker
R. M. Grumman	Henry Suzzallo
J. K. Hart	Henry M. Wriston

Staff changes during the year have included the termination of the appointment of Benson Y. Landis, upon the completion of his study of rural adult education. Because of a marked increase in the administrative load at the headquarters office of the Association, it has proved necessary to augment the staff. Ralph A. Beals was appointed Assistant to the Director, effective February 1, 1933. Mr. Beals' services were secured through the courteous action of New York University in releasing him until September 30, 1933, from his duties as Instructor in English in the Washington Square College. Mr. Beals formerly occupied teaching and administrative positions in the University of California and Harvard University. Changes in the clerical staff have included the addition of one stenographer.

CARNEGIE ALLOCATIONS

At the opening of the year 1932-33, the Carnegie Corporation placed in effect a twenty per cent reduction upon its program allocations in consequence of increased calls made upon the Corporation for relief and for other purposes occasioned by the depression. Accordingly, the allocation to the adult education experimental fund for 1932-33 was \$80,000 as compared with \$100,000 in 1931-32. The difference was offset, however, by the action of the Corporation in supporting the Des Moines adult education project directly from its own funds. Through this generous action the Association has been able to carry on its program of studies, researches, experiments, and demonstrations without material diminution in a year when a need for this type of activity has been more clearly indicated than ever before. The disposition of the Corporation to turn to the Association for advice in the

field of adult education and in the many marginal activities which border upon it constitutes a gauge of its appreciation of the assistance given by the Executive Board of the Association. The Association has profited throughout the year by contact with the President of the Corporation, Frederick P. Keppel, who has submitted numerous constructive suggestions.

THE JOURNAL

Through the loyal cooperation of a very considerable body of contributors, the Journal of Adult Education has held its place during the last year at the forefront of educational periodicals. The Journal is in reality becoming an open forum for advancing ideals and principles, opinions and facts, practices and procedures relating to the entire field of adult education. Its articles are appreciatively read by an increasing clientele, and the Journal still marks the high point of the Association's attack upon the many knotty problems confronting leaders and teachers in the entire area of professional activity.

During the year just closed, the editors have been forced to reject a larger quantity than ever before of printable and in many cases highly readable material submitted by competent persons genuinely interested in the progress of adult education. There is no question but that a periodical which is in a position to reject material, even when that material is of acceptable standard, is in healthy condition. The editors, with the help of the Editorial Board, have attempted to select those articles which presented new points of view. In doing so it has been necessary to refuse print to excellent statements which on a basis of a review of the entire history of the Journal were repetitive in their nature.

The continuance of the Journal during the current year was made possible through an allocation of \$15,000 made from the adult education experimental fund of the Carnegie Corporation.

HANDBOOK OF ADULT EDUCATION IN THE UNITED STATES

For some time the need for a handbook of adult education in the United States has been apparent. There is now no one volume to which the educator or the layman can refer for information about adult education programs of national, state, or community organizations, or for brief expository articles on the various types of adult education. To make this information available, the Association is having prepared a *Handbook of Adult Education in the United States*, under the editorship of Dorothy Rowden, Assistant Editor of Publications.

The annotated lists of organizations appearing in the *Handbook* will by no means be complete. An effort is being made to list all national organizations whose adult education programs seem to merit it, and to include a representative list of state and community organizations. To assure the publication of the latest data, questionnaires were sent to hundreds of organizations in the various fields of adult education and certain national organizations have cooperated to the extent of preparing and mailing questionnaires to their constituencies. The response to the questionnaires has been most gratifying. Many national organizations, including the American Federation of Arts, the National Recreation Association, and the American Library Association have undertaken the preparation of articles for the book. Among the subjects to be covered are

unemployment and adult education, alumni education, agricultural extension work and rural adult education, art education, music, private correspondence schools, chautauquas, forums, education for the handicapped, adult education among Negroes, vocational guidance, education for recreation, parent education, adult education through the churches and religious organizations, visual education, education for the foreign born, university extension, workers' education, tax supported adult education, adult education through museums and libraries, political education, education by radio, adult education through the little theater and through puppetry, and education for adult prisoners.

It is expected that the *Handbook* will be issued in the late summer or early fall of 1933.

PUBLICATIONS

The Association published in June, 1932, a bulletin entitled *The Opportunity Schools of South Carolina*, a report of an experiment, described in the Annual Report for 1931-32, to determine the ability of adult illiterates to learn. Four thousand copies of this bulletin were printed and given wide distribution by the Association. The Annual Report of the Director of the Association for 1931-32 was issued in May, 1932, as a separate bulletin, and was later incorporated in the June number of the Journal of Adult Education. Articles on adult education have been prepared by the Association for *India and the World*, *The American Year Book*, and *The New International 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 IV, Numbers 3 and 4, Volume V, Numbers 1 and 2; *The Opportunity Schools of South Carolina*, by W. S. Gray, Wil Lou Gray, and J. W. Tilton; and miscellaneous leaflets and announcements.

To Organization Members—In addition to the above: *Educational Experiments in Industry*, by Nathaniel Peffer; *Annual Report of the Director for 1931-32*, American Association for Adult Education; *National Theatre Conference*, reprint from the April, 1932, issue of *Theatre Arts Monthly*.

To Council Members—In addition to the above: *Adult Education and Unemployment*, World Association for Adult Education; *Adult Education in Massachusetts*, The Massachusetts Commission on the Enrichment of Adult Life; Des Moines Public Forums Announcement, Board of Education of the Des Moines Public Schools.

To Members of the Executive Board and Officers—In addition to the above: *Rural Adult Education*, by B. Y. Landis and J. D. Willard; *University Teaching by Mail*, by W. S. Bittner and H. F. Mallory; *The American Theatre in Social and Educational Life*, by Edith J. R. Isaacs; *Summary of Grants in the Interest of Adult Education During the Period January 1, 1924, to December 31, 1931*, by Morse A. Cartwright.

PUBLICATIONS FUND

As announced in the 1931-32 annual report, all income from royalties and from sale of publications beginning with October, 1932, has been credited to the revolving publications fund of the Association. The balance in this fund has grown from \$1,849.17 as of October 1, 1932, to \$4,258.48 on March 31, 1933, the increase being largely due to the generous action of the Carnegie Corporation in releasing to the Association accumulated royalties held by the Mac-

millan Company on the five initial volumes in the adult education series.

RADIO EDUCATION

Contact of the Association with the National Advisory Council on Radio in Education has continued close throughout the last year. A reduction in the amount of money available for program experimentation and demonstration on the part of the Council has necessarily cut down its time on the air. However, there has been a steady improvement in the quality of the programs offered, and the committees of the Council are busily engaged on studies not only of future presentations in various subject-matter fields but of the techniques involved in radio presentations.

As yet no successful means has been devised for determining the effectiveness of educational broadcasts. It is the intention of the Council to address itself to the task of enlisting listeners' groups in some form of loose coalition which will permit of observation and report. Not only is information concerning the reception of all broadcast programs desirable as a guide to the types of lectures that should be nationally broadcast, but it is felt that such information would be of extraordinary value in stimulating listeners, both individually and as groups, to sustained study and reading based upon the subjects dealt with in such broadcasts.

It seems probable that the Council will find it necessary to establish at the earliest possible moment radio education committees or councils located in various key cities of the broadcasting districts of the United States. Such local councils would serve as regional focal points for the amassing of criticism or comment on broadcasts, and they would serve the purpose of making vocal that portion of

the radio audience interested in education—a contingent known to be singularly reticent in sending the “fan mail” through which broadcasters ordinarily learn the temper of their audiences. It seems likely that the future of radio education in the United States may depend upon the building of a radio education constituency of this nature. Obviously, the National Council is the body to bring about such organization, since it has no axe to grind and because of the high quality of its active membership and committees.

The original plan of the Council provided for a clearing house for information rather than for a body to be concerned primarily with subject-matter broadcasts. The justification for broadcasts that have been made in the past and that will be made in the future lies in considering them as experiments. The function of the National Council as a clearing house would assume high importance, once the local councils or committees were established. It is highly probable that such local councils and committees in many cases would be branches or sections of community or state organizations for adult education.

ALUMNI EDUCATION

Since the original study of alumni education made by the Association in 1929 the increase in the number of educational ventures conducted by colleges and universities for their alumni has been notable. A partial check of such activities made by Wilfred B. Shaw, the Director of Alumni Relations at the University of Michigan in 1932, indicated that there were ninety-six alumni education ventures under way or in immediate contemplation at that time. Some of the alumni education projects have grown into continuous services, par-

ticularly in the realm of reading courses. Other projects have been confined to “alumni institutes” or “alumni colleges” held for various spaces of time, ranging from a few days to two weeks, usually following commencement exercises. That most of these ventures have proved advantageous, from the point of view both of the attendants and of the colleges, seems evident. On the other hand, certain of them have proved to be passing enthusiasms and have died natural deaths.

It is planned that during 1933-34 some effort will be made on the part of the Association, perhaps in cooperation with the American Alumni Council, to conduct a careful inventory and appraisal of alumni ventures throughout the country. Such a general report would be of considerable value to university administrative officers and to alumni secretaries in determining future policies of their respective institutions.

Accounts of certain of the more interesting alumni education ventures have been carried from time to time in the columns of the *Journal of Adult Education*. The economic conferences for engineers held by the Stevens Institute of Technology at its summer camp near Blirstown, New York, have demonstrated the practicability of arranging alumni education conferences on a vocational basis. Reading experiments at Lawrence College, the University of Michigan, Lafayette College, the University of North Carolina, and Ohio State University have been especially successful during the years under examination. The women's colleges, particularly Smith, Vassar, and Wellesley, have arranged institutes and conferences of highly interesting and important content for their alumnae and other qualified

persons. Certain of the educational groups meeting regularly at the Columbia University Club in New York have continued to thrive despite the depression. There is a growing disposition on the part of the colleges to admit that their responsibility for their students does not end at graduation, and that it is the proper function of such an institution to continue to provide intellectual stimulus throughout the lives of its graduates.

UNIVERSITY EXTENSION

Although there are few concrete studies to substantiate it, there is a theory current among the more acute of the directors of university extension throughout the country that non-credit university extension courses are in the ascendancy. An investigation made at the University of Wisconsin by Chester D. Snell, Dean of the Extension Division, indicates that more students in the extension division at that university are undertaking extension work not for credit than are enrolled for academic recognition. It probably would be profitless to make too careful a study of this situation, for it seems quite impossible actually to determine the motives of students who may be enrolled for courses given for credit. However, it is interesting and significant that universities through their extension divisions are increasingly regarded by the public as sources of education for education's sake rather than for credit advancement. Of course, the suspension of various "refresher" courses, ordinarily insisted upon by state boards of education but eliminated because of the depression, may have something to do with the change in the university extension student bodies. However, there is considerable evidence to show that the trend was

under way before the suspensions became effective.

The University of Minnesota during the year has commenced its inquiry into the mental ability and achievements of university extension class students as compared with regularly enrolled college students. This study is being conducted under the auspices of a special research committee of the University of Minnesota to which \$10,000 has been granted by the Carnegie Corporation on recommendation of the Association. The study involves a considerable amount of psychological testing, most of which is now under way. It is expected that the results of this study will give more information than hitherto has been available as to the actual character of the adult education student body at the university level.

During the year Herbert Sorenson of the University of Minnesota has published the results of a related psychological study under the title, *Adult Abilities in Extension Classes*, University of Minnesota Press, 1933. This study is based on eleven thousand tests applied to members of extension classes at the University of Minnesota. The larger study referred to above is being carried out by the University of Minnesota in cooperation with a half dozen universities maintaining extension divisions, and with the cooperation of the psychology departments in those universities.

The study of university correspondence instruction made by W. S. Bittner, Associate Director of the Indiana University Extension Division, and H. F. Mallory, Secretary, Home Study Department, University of Chicago, has been published by the Macmillan Company in its adult education series under the title, *University Teaching by Mail*. This

study represents a careful review and analysis of correspondence instruction as conducted by the universities. It presents evidence as to the efficacy of college instruction by the method of mailed assignments. The book seems destined to have importance in convincing educators, and particularly the members of university faculties, of the soundness of the correspondence method in certain subject matter fields.

The attention of the Association has been drawn to certain experiments in supervised correspondence study carried on by the University of Nebraska under the direction of Knute O. Broady. The feasibility of combining classroom supervision at stated intervals with individual study conducted in the interim seems to be demonstrated in these experiments. If the Nebraska studies finally show the results that now appear to be indicated, it would seem that an effective economical teaching device has been discovered.

The Association has kept in touch with the activities of the National University Extension Association and with the Eastern Association for Extension Education.

WORKERS' EDUCATION

Important services have been performed during the last year by the Workers Education Bureau of America, particularly in the labor institutes arranged by the Bureau in various parts of the United States. The institutes are jointly assembled by the State Federations of Labor and by universities and colleges within the state areas. Valuable discussions of employer-employee relationships, and of economic changes affecting labor and employment on the one hand and industry and business on the other engaged the attention of the conferees for several days. The Association has kept

closely in touch with the program of the Workers Education Bureau, and Spencer Miller, Jr., Executive Secretary of that Bureau, has continued to serve as a member of the Executive Board of the Association. The Workers Education Bureau is still facing a serious financial situation attributable not only to decreases in private donations made for the support of its work but to the fact that the labor unions, which ordinarily supply approximately fifty per cent of the funds required for expenses of the Bureau, have perforce cut down their contributions because of the heavy relief programs which they carry. Financial embarrassment of the Bureau has been avoided through a grant of \$17,000 for the support of its activities made by the Carnegie Corporation and warmly endorsed by the Executive Committee of the Association.

PARENT EDUCATION

As a final appropriation in order to carry the United Parents Associations of New York through the worst of the depression, the Executive Board recommended to the Carnegie Corporation that the former grant of \$5,000 be continued for the year 1932-33. This allocation was made for support purposes and charged against the experimental fund for 1932-33 on the understanding that renewal would not be requested. It is hoped that adequate public support will be forthcoming in order that the largest and in many ways the most excellent of the urban parent-teacher organizations may be enabled to carry on its program.

Officers of the Association have conferred from time to time with officers and leaders of two national parent-teacher organizations, the National Council of Parent Education and the National Con-

gress of Parents and Teachers. There is every disposition on the part of the Executive Board to consider parent education an important section of the adult education field.

NATIONAL THEATRE CONFERENCE

The National Theatre Conference, inaugurated last year as the result of two national gatherings made possible by a grant from the Carnegie Corporation, has been assisted this year by a further grant of \$5,000 from the Corporation made through the Association. The Conference has maintained a library service, employment register, play production and royalty service, information bureau, etc., and has, in addition, promoted regional conferences, initiated a survey of material in reference and loan libraries, and arranged for exhibitions of costume design, stage design, and stage architecture. Edith J. R. Isaacs has continued as Secretary of the Conference.

RESEARCH COMMITTEE

The standing committee on research and studies, headed during the current year by A. Caswell Ellis, Director of Cleveland College, Western Reserve University, has applied itself to the task of publishing the results of the deliberations of the committee extending over the last six years. This committee was under the leadership, first, of the late Robert J. Leonard, Teachers College, Columbia University. It then passed to Henry Suzzallo, President of the Carnegie Foundation for the Advancement of Teaching, and later was in the hands of John D. Willard, whose death in 1932 occurred at a time when the committee had commenced seriously to consider the publication of its findings. Dr. Ellis in his chairmanship has not

confined himself to the findings of his predecessors, however, but has thrown out a dragnet in the United States and in foreign countries with the object of securing suggestions as to proper content for an inclusive program of research and study in the entire field of adult education. More than one hundred and fifty people already have contributed ideas to the research program. Dr. Ellis will attempt to synthesize this material for publication in the fall of 1933. On recommendation of the Association, the Carnegie Corporation has made available a subsidy of \$2,000 to cover the cost of preparation and of publication.

LECTURE-FIELD STUDY

In the belief that the field of public lectures constitutes an important activity in adult education, the Executive Board has decided to initiate a study of that field in the near future. On recommendation of the Association, the Carnegie Corporation has supplied \$3,000 to cover the costs of the investigation and such publication as may be deemed necessary and wise. The request for a study of the lecture field originated with a group of representatives of local lecture organizations which procure their lecturers through the national lecture bureaus. It is the desire of the local managers to take some concerted action that will assure lower costs to the public, a higher rate of remuneration to the lecturers, and elimination, in part at least, of the high percentages exacted by the managers of the national bureaus for their services as middlemen. The Association is not committed to any organization plans whatsoever so far as the local managers are concerned, nor is it committed to the publication of the findings of the study. It does intend, however, to make such facts as are com-

piled available to the local managers to use as they may see fit.

THE ANNUAL MEETING

For its Seventh Annual Meeting the Association convened in Buffalo, New York, May 16, 17, and 18, 1932. The program provided one general session, five panel-discussion periods, one luncheon forum, two business meetings, and a dinner meeting which closed the convention of the Association and opened the Second Annual Assembly of the National Advisory Council on Radio in Education. These scheduled events were supplemented by a number of impromptu conferences, called and conducted by special-interest groups.

The total number of persons who were assigned places on the program was 68, and more than 30 others were identified in the reports of the panel discussions. If the sum of these figures—leaving out of account the many unrecorded contributors to the program—is compared with the total number registered, approximately 175, it is at once apparent that a remarkably large proportion of the assemblage participated actively in the development of the program.

The meeting furnished a clear illustration of the process known in the field of anthropology as "convergence"—the development of a surprising degree of similarity in cultural elements dissimilar in their origin and evolution. Although the enterprises and interests in adult education that were represented at the convention were numerous and varied, there was readily discernible in the addresses and in many of the discussions a trend toward a single conclusion; namely, that the only way by which either individuals or groups can avert the disasters that arise out of their own lack of foresight and control is to cultivate the

power to foresee and to plan, through a program of education. This education should be made available as fully as possible to everyone capable of profiting from it.

Such a program of education, the members of the Association agreed, though nation-wide in its application, should spring from local needs and responses and be subject to individual freedom of choice. The principle of self-determination in adult education thus set forth at the Buffalo meeting is one which the Association has upheld from the beginning and which it has had occasion, during recent months, to reaffirm with emphasis. Not unnaturally, the pressing demands for concerted thought and action in regard to current national problems, together with the feeling that quick results are imperative, have suggested to many minds the desirability of a country-wide dictatorship of ideas and a regimentation of thought to meet the present crisis. In the opinion of the Association such a campaign, now being promoted by numerous individuals and educational groups, would stultify rather than develop the capacity for considered thought and action, which is the ultimate aim. However admirable may be the intent of its advocates, the proposed program is in essence not one of education but of propaganda. And like all propaganda it has no chance of producing results that will be permanent or even temporarily desirable.

The panel type of discussion, which was tried by the Association for the first time at the Buffalo meeting, was found to be, in general, satisfactory, not because any final conclusions were reached but because thinking was clarified in the clash of mind against mind. The merit of the results varied considerably, of course, with the nature of the

questions discussed and the character of the leadership. The best of the discussions took place when the question under consideration was more largely one of opinion than of fact, when it was of general interest to everyone and of special interest to the persons selected as members of the panel, and when the leader spurred the group to think for themselves instead of trying to indoctrinate or instruct them.

ADULT EDUCATION FOR PROFIT

The steady growth of the adult education movement in the United States, and an increased newspaper press dealing with the subject in the last two years, have combined to tempt the purveyors of adult education for profit. Accordingly, there have grown up, particularly since 1929, as many as twelve or fifteen so-called educational agencies, all of them concerned with financial profit, catering to the needs of the adult. These have taken certain familiar forms, such as the subscription book publishing business, the correspondence course, and a hybrid form in which the sale of subscription books is enhanced through the offer of study courses based on the books. They have also taken certain new forms, such as the adult education sorority and fraternity, of which there are no less than a half dozen at the present time. The organization of these Greek-letter societies is furthered by publishing houses or correspondence schools, in every case established for the primary purpose of making a profit out of the fees derived from subscribers and students. Particularly have these schemes thrived in the Middle West and Southwest, although similar activities have been attempted in the Southeast and in the Middle Atlantic States. They have been

formed for the sole purpose of providing molasses with which to catch flies.

It is greatly to be regretted that there are no effective federal or state laws for the protection of the ingenuous persons who thirst after knowledge and seem to feel that gold seals, jewelry, and embossed certificates are the veritable badge of education.

In the course of the year there has been one direct infringement on the name of the American Association for Adult Education. Nearly all of the profit-making organizations use the term Adult Education in their literature, and often without doubt they are successful in selling their wares because the public misunderstands the source from which the material emanates. Obviously it should be the duty of those concerned with legitimate adult education to see that these money changers in the temple should be discouraged in every way possible and eliminated if legal means can be found. While it may be argued that certain of the published books of such organizations contain contributions by reputable authorities and that they do in fact constitute educational material of value, it still remains true that in most of the cases so far investigated by this Association and others interested in the problem, the price charged the consumer is so unreasonable as to constitute "racketeering."

NATIONAL PARKS PROGRAM

During the last year the Director of the Association has served on the Executive Committee and the Board of Trustees of the National Parks Association. This organization, through its Committee on the Educational and Inspirational Use of National Parks, and through its intimate contact with the National Park Service, gives large consideration to the

use of the National Park areas for educational as well as for recreational purposes. The use of the outdoors for education of a new type, particularly in science and in art, presents a section of the field of adult education as yet only slightly developed but one which seems to be destined to become increasingly important.

RECREATION

Since 1931 a careful sociological study of Westchester County, New York, has been conducted under the auspices of Columbia University Council for Research in the Social Sciences, in cooperation with the Westchester County Recreation Commission. The Director of the Association has served on an informal advisory committee and, upon recommendation of the Association through its Executive Board, the Carnegie Corporation has granted financial support which has been of material assistance. The study includes an analysis of a cross section of the population of the county, a careful organizational inventory and appraisal, and a survey of the manner in which the residents of the county spend their time, particularly for recreation and education. The results of this study, which will be available in published form in the fall of 1933, are expected to be comparable in interest with the results of the study of Middletown made by Robert S. Lynd and his associates. Professor Lynd is a member of the committee in charge of the Westchester study.

SPECIAL URBAN SCHOOLS

Contacts of the Association with the People's Institute of New York and the New School for Social Research have continued to be close. Both organizations have suffered certain curtailments

in their programs as a result of the financial stringency. The recent action of the Trustees of Cooper Union in lending support to the People's Institute is an evidence of the high esteem in which the Institute and its Director, Everett Dean Martin, are held. The New School continues to be the nearest approach to a community adult education center in New York City.

MISCELLANEOUS PROJECTS

The Executive Board presented to the Carnegie Corporation a favorable recommendation for a grant of \$5,000 in behalf of People's Institute, United Neighborhood Guild (Inc.) of Brooklyn, to be used in developing a program for adults who, by reason of inadequate training or unawakened interest, fail to take advantage of established educational opportunities in Brooklyn. The plan provides for twenty-four neighborhood groups for whom study outlines and bibliographies will be prepared, and instruction afforded by a staff of lecturers under the direction of a full-time staff member.

A grant of \$5,000 was received by the Executive Board from the Carnegie Corporation to be expended by the Brotherhood of Locomotive Firemen and Engineers in conducting an educational program, with particular reference to relation of war debts to labor and the problem of unemployment.

A supplemental grant of \$100 was made to a committee of the American Prison Association to assist in publishing and distributing a list of books suitable for prison libraries.

Experimentation with educational methods among groups of young business and professional women has been continued by the Young Women's Christian Association under the grant of

\$5,000 made last year by the Carnegie Corporation upon the recommendation of the Association. A report on the two-year study and experiment is expected to be available by the end of the summer of 1933.

INTERNATIONAL RELATIONS

Because of the world-wide economic depression, the Executive Committee of the World Association for Adult Education decided in the spring of 1932 to abandon its plans for a Working Conference at Prague in the summer of 1932. Business meetings of the Council of the World Association and of the Executive Committee were held at Durbuy-sur-Ourthe, August 23 and 24, 1932. No American member of the Council was able to attend, although three substitute members from this country participated. The three substitutes were Mary L. Ely of the staff of the Association, C. S. Marsh of the University of Buffalo (a member of the Executive Board), and Fred A. Moore of the Chicago Adult Education Council (a member of the Council of the Association).

Plans have been made for a working conference to be held in the summer of 1933 at Prague, Czechoslovakia. Two subjects of discussion have been announced: Rural Adult Education, and Mechanical Aids to Learning. A considerable American delegation will probably be present, particularly since an international conference on Rural Life is to be held in Berlin immediately preceding the World Association conference.

The American Association has continued to participate in the affairs of the World Association through representation of its officers and members of its Executive Board on the committees and Council of the World Association. Spencer Miller, Jr., has been designated as

the American member of the Editorial Board of the newly enlarged International Quarterly of Adult Education, the official publication of the World Association, which has supplanted the Bulletin formerly published. The expansion of this publication has been made possible through previously reported grants to the World Association for its publications program.

The American Association has received reports of progress from the British Institute of Adult Education, which is engaged upon a study of former adult education students in England and Wales. It is expected that publication of this study will occur in 1933-34.

CANADIAN SCHOLARSHIPS

By action of the Trustees of the Carnegie Corporation a grant of \$6,000 was made to the Association for the purpose of aiding Canadians interested in rural life to study Scandinavian Folk High Schools. In the summer of 1932 awards were made to two Canadian students, A. T. Sinclair of the University of Alberta and H. H. Hannam of the United Farmers of Ontario. For the summer of 1933 six scholars have been appointed to study at the International People's College at Elsinore, Denmark, and to visit a number of the outstanding Folk High Schools in Denmark, Sweden, and Norway. Those appointed for 1933 are: Donald Cameron, University of Alberta, Edmonton; H. Trevor Lloyd, Ravenscourt School for Boys, Winnipeg; Andrew Moore, Inspector of Schools, Winnipeg; John E. Robbins, Educational Statistician, Ottawa; Fred Scott, Stanstead College, Stanstead; and Lloyd W. Shaw, Prince of Wales College, Charlottetown.

In selecting the 1933 scholars from some thirty applicants, the Association

had the advice of a Committee on Awards comprising Robert C. Wallace, President, University of Alberta; G. S. H. Barton, Dominion Deputy Minister of Agriculture, Ottawa; and H. F. Munro, Superintendent of Education for Nova Scotia.

CONCLUSION

The foregoing report indicates the wide extent to which the Association's interest and concern have spread in the seven years of its existence. No one as yet has successfully maintained against the Association a charge of a narrow and limited program. In fact, friendly critics have averred that our definition of adult education is too broad and too inclusive to permit of clear recognition. These assertions, if true, indicate a point of view on the part of the Association that constitutes an asset rather than a liability. If adult education is to be synchronous with adult life, it is necessary that the interests of its representative Association should be as broad as adult life itself. Since the organization is neither propagandistic in its nature nor functionally an operating body in any subject matter field, it would seem that the danger of too great diffusion in its efforts is not real. It is not the ambition of the Association to make over the world—it could not if it tried—but its members and its executive groups alike feel that the Association may play a constructive part in the efforts of the world to make over itself, in so far as the American social scene is concerned. At least the Association can be ready to serve intelligently as it is called upon.

Respectfully submitted,

Morse A. Cartwright.

April 28, 1933
New York, N. Y.

FINANCIAL SUMMARY

I. Statement of Financial Condition, September 30, 1932; Statement Showing Changes in Funds for the Fiscal Year Ended September 30, 1932; Statement of Income and Expenses for the Fiscal Year Ended September 30, 1932; Summary of Total Income and Total Expenses for the Fiscal Year Ended September 30, 1932; and Appropriations Received for Account of Other Organizations for the Fiscal Year Ended September 30, 1932.

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

II. Statement of Financial Condition, March 31, 1933; Statement Showing Changes in Funds for the Six Months Ended March 31, 1933; Statement of Income and Expenses for the Six Months Ended March 31, 1933; Summary of Total Income and Total Expenses for the Six Months Ended March 31, 1933; and Appropriations Received for Account of Other Organizations for the Six Months Ended March 31, 1933.

I

Mr. Morse A. Cartwright, Director,
American Association for Adult Education
60 East 42nd 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, 1932, and present herewith the following four Exhibits and one Schedule:

Exhibit "A"—Statement of Financial Condition, September 30, 1932.

Exhibit "A"—Schedule "1"—Statement Showing Changes in Funds for the Fiscal Year Ended September 30, 1932.

Exhibit "B"—Statement of Income and Expenses for the Fiscal Year Ended September 30, 1932.

Exhibit "C"—Summary of Total Income and Total Expenses for the Fiscal Year Ended September 30, 1932.

Exhibit "D"—Appropriations Received for Account of Other Organizations for the Fiscal Year Ended September 30, 1932.

Very truly yours,

Frederick Fischer, Jr.,
Certified Public Accountant.

New York, N. Y.
October 18, 1932

ANNUAL REPORT OF THE DIRECTOR

EXHIBIT A

STATEMENT OF FINANCIAL CONDITION, SEPTEMBER 30, 1932

<i>Assets</i>	
<i>Cash:</i>	
Capital Account.....	\$35,246.62
Managing Account.....	21,878.67
<i>Total Assets</i>	<u>\$57,125.29</u>
<i>Liabilities</i>	
Prepaid membership dues.....	\$492.34
Prepaid subscriptions to Journal of Adult Education.....	256.75
Balance payable on appropriations received for account of other organizations, per Exhibit "D".....	10,000.00
<i>Total Liabilities</i>	<u>10,749.09</u>
<i>Net Asset Value</i>	<u>\$46,376.20</u>
<i>The net asset value comprises the following funds:</i>	
Maintenance Funds, per Schedule "1".....	\$13,238.46
Publication Funds, per Schedule "1".....	9,723.33
Special Study and Conference Funds, per Schedule "1".....	23,414.41
<i>Total Funds</i>	<u>\$46,376.20</u>

EXHIBIT A—SCHEDULE 1

STATEMENT SHOWING CHANGES IN FUNDS FOR THE FISCAL YEAR ENDED
SEPTEMBER 30, 1932

<i>Maintenance Funds</i>			
<i>General</i>			
Balance, September 30, 1931.....		\$10,626.81	
Add:			
Excess of Maintenance Income over Expenses, September 30, 1932, per Exhibit "C".....	\$2,563.94		
Excess of Journal of Adult Education Income over Expenses, September 30, 1932, per Exhibit "C".....	47.71	2,611.65	
		<u>\$13,238.46</u>	
Deduct—Transferred to Administrative Reserve.....		5,000.00	
Balance, September 30, 1932.....			<u>\$8,238.46</u>
<i>Administrative Reserve</i>			
Add—Transferred from General.....		\$5,000.00	
Balance, September 30, 1932.....			<u>5,000.00</u>
<i>Total Maintenance Funds, September 30, 1932, per Exhibit "A"</i>			<u>\$13,238.46</u>
<i>Publication Funds</i>			
<i>International Review of Adult Education</i>			
Balance, September 30, 1931.....		\$11,902.20	
Deduct—Excess of Expenses over Income, September 30, 1932, per Exhibit "C".....		4,857.50	
Balance, September 30, 1932.....			<u>\$7,044.70</u>
<i>University Correspondence Teaching Study</i>			
Excess of Income over Expenses, September 30, 1932, per Exhibit "C"....		\$828.96	
Balance, September 30, 1932.....			<u>828.96</u>

*Publication Funds—continued**Revolving Fund For Publications*

Balance, September 30, 1931.....	\$1,287.25	
Add—Excess of Income over Expenses, September 30, 1932, per Exhibit "C".....	562.42	
Balance, September 30, 1932.....		\$1,849.67
<i>Total Publication Funds, September 30, 1932, per Exhibit "A".....</i>		<u>\$9,723.33</u>

*Special Project, Study, and Conference Funds**Canadian Scholarship Fund*

Excess of Income over Expenses, September 30, 1932, per Exhibit "C"....	\$4,289.80	
Balance, September 30, 1932.....		\$4,289.80

International Conference Travel Fund

Balance, September 30, 1931.....	\$587.00	
Deduct—Excess of Expenses over Income, September 30, 1932, per Exhibit "C".....	150.00	
Balance, September 30, 1932.....		437.00

Industrial Education Study

Balance, September 30, 1931.....	1,975.60	
Deduct—Excess of Expenses over Income, September 30, 1932, per Exhibit "C".....	1,654.42	
Balance, September 30, 1932.....		321.18

International Psychological Study of Adult Education

Balance, September 30, 1931.....	5,284.38	
No change.....	..	
Balance, September 30, 1932.....		5,284.38

Miscellaneous Studies and Projects

Excess of Income over Expenses, September 30, 1932, per Exhibit "C".....	8,200.00	
Balance, September 30, 1932.....		8,200.00

Negro Adult Education Experiments

Excess of Expenses over Income, September 30, 1932, per Exhibit "C".....	250.00	
Deficit, September 30, 1932.....		250.00*

Adult Reading Study

Balance, September 30, 1931.....	1,730.43	
No change.....	..	
Balance, September 30, 1932.....		1,730.43

Adult Reading Study, Library Experiments

Excess of Income over Expenses, September 30, 1932, per Exhibit "C".....	700.00	
Balance, September 30, 1932.....		700.00

Rural Adult Education Study

Balance, September 30, 1931.....	2,154.13	
Deduct—Excess of Expenses over Income, September 30, 1932, per Exhibit "C".....	266.38	
Balance, September 30, 1932.....		1,887.75

Study of Opportunity Schools

Excess of Income over Expenses, September 30, 1932, per Exhibit "C"....	813.87	
Balance, September 30, 1932.....		813.87

Total Special Study and Conference Funds, September 30, 1932, per Exhibit "A"..... \$23,414.41

Note:

* This deficit due to disbursement from Maintenance Funds for the account of Negro Adult Education Experiments Fund anticipating payment of unpaid balance of \$2,500.00 on appropriation of \$5,000.00 pledged by the Julius Rosenwald Fund for the fiscal year 1931-32.

ANNUAL REPORT OF THE DIRECTOR

EXHIBIT B

STATEMENT OF INCOME AND EXPENSES FOR THE FISCAL YEAR ENDED
SEPTEMBER 30, 1932*Income**Maintenance*

Appropriation received from Carnegie Corporation		\$30,000.00	
Membership dues:			
Individual	\$2,053.00		
Organizational	951.26	3,004.26	
Journal of Adult Education:			
Subscriptions and sales of single copies	\$783.98		
Advertising sales	114.39	898.37	
Royalties from publications		470.66	
Interest on bank balances		653.73	\$35,027.02

Publications

Journal of Adult Education:			
Appropriation from Carnegie Corporation		15,000.00	
University Correspondence Teaching Study:			
Balance on Carnegie Corporation Appropriation received from University of Chicago		1,028.96	
South Carolina Opportunity Schools Report:			
Appropriation from Carnegie Corporation		1,500.00	
Revolving Fund for Publications:			
Sales of publications	\$43.10		
Royalties on publications	456.84		
Received from Brooklyn Council of Adult Education	83.32	583.26	18,112.22

Special Studies and Conferences

Canadian Scholarship Fund			
Appropriation from Carnegie Corporation		\$6,000.00	
Community and Little Theatre Drama Conference			
Appropriation received from Carnegie Corporation		1,000.00	
Miscellaneous Studies and Projects			
Appropriation from Carnegie Corporation		8,200.00	
Negro Adult Education Experiments			
Appropriation from Carnegie Corporation	\$10,000.00		
On account of appropriation from Julius Rosenwald Fund	2,500.00	12,500.00	
Reading Habits Study Library Experiments			
Appropriation from Carnegie Corporation		3,000.00	
Rural Adult Education Studies			
Appropriation from Carnegie Corporation		2,500.00	
Study of Opportunity Schools			
Appropriation from Carnegie Corporation		7,500.00	40,700.00

Total Income

\$93,839.24

*Expenses**Maintenance*

Annuity payments	\$984.84	
Attorneys' and accountants' fees	125.00	
Incidentals	467.51	
Insurance	53.06	
Office library	209.93	
Office furniture and equipment	232.30	
Office supplies	429.32	
Postage	439.32	
Printing, publications and publicity	2,667.32	
Rent	2,899.98	
Repairs and maintenance	164.06	
Salaries	21,100.00	
Stationery, mimeographing, etc.	413.46	
Telephone and telegraph	647.01	
Travel	1,447.35	
Miscellaneous minor projects	182.62	\$32,463.08

Expenses—continued

<i>Publications</i>	
Journal of Adult Education.....	\$14,952.29
International Review of Adult Education.....	4,857.50
University Correspondence Teaching Study.....	200.00
South Carolina Opportunity Schools Report.....	1,500.00
Revolving Fund for Publications.....	20.84
	<u>\$21,530.63</u>
<i>Special Studies and Conferences</i>	
Canadian Scholarship Fund.....	\$1,710.20
Community and Little Theatre Drama Conference.....	1,000.00
Industrial Education Study.....	1,654.42
International Conference Travel Fund.....	150.00
Negro Adult Education Experiments.....	12,750.00
Reading Habits Study, Library Experiments.....	2,300.00
Rural Adult Education Studies.....	2,766.38
Study of Opportunity Schools.....	6,686.13
	<u>29,017.13</u>
<i>Total Expenses</i>	<u>\$83,010.84</u>
<i>Excess of Income over Expenses</i>	<u>\$10,828.40</u>

EXHIBIT C

SUMMARY OF TOTAL INCOME AND TOTAL EXPENSES FOR THE FISCAL
YEAR ENDED SEPTEMBER 30, 1932

<i>Maintenance</i>	
Income.....	\$35,027.02
Expenses.....	32,463.08
Excess of Income Over Expenses, per Exhibit "A," Schedule "1".....	\$2,563.94
<i>Publications</i>	
<i>Journal of Adult Education</i>	
Income.....	15,000.00
Expenses.....	14,952.29
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....	47.71
<i>International Review of Adult Education</i>	
Income.....	..
Expenses.....	4,857.50
Excess of Expenses Over Income, per Exhibit "A," Schedule "1".....	4,857.50**
<i>University Correspondence Teaching Study</i>	
Income.....	1,028.96
Expenses.....	200.00
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....	828.96
<i>South Carolina Opportunity Schools Report</i>	
Income.....	1,500.00
Expenses.....	1,500.00
	..
<i>Revolving Fund for Publications</i>	
Income.....	583.26
Expenses.....	20.84
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....	562.42

Note:

** The excess of expenses over income of these funds is offset in each case by unexpended prior period balances of the respective funds.

*Special Studies and Conferences**Canadian Scholarship Fund*

Income	\$6,000.00	
Expenses	1,710.20	
Excess of Income over Expenses, per Exhibit "A," Schedule "1"		\$4,289.80

Community Little Theatre Drama Conference

Income	1,000.00	
Expenses	1,000.00	..

Industrial Education Study

Income .....	..
Expenses	1,654.42	
Excess of Expenses over Income, per Exhibit "A," Schedule "1"		1,654.42**

International Conference Travel Fund

Income .....	..
Expenses	150.00	
Excess of Expenses over Income, per Exhibit "A," Schedule "1"		150.00**

Miscellaneous Studies and Projects

Income	8,200.00	
Expenses .....	..
Excess of Income over Expenses, per Exhibit "A," Schedule "1"		8,200.00

Negro Adult Education Experiments

Income	12,500.00	
Expenses	12,750.00	
Excess of Expenses over Income, per Exhibit "A," Schedule "1"		250.00*

Reading Habits Study, Library Experiments

Income	3,000.00	
Expenses	2,300.00	
Excess of Income over Expenses, per Exhibit "A," Schedule "1"		700.00

Rural Adult Education Studies

Income	2,500.00	
Expenses	2,766.38	
Excess of Expenses over Income, per Exhibit "A," Schedule "1"		266.38**

Study of Opportunity Schools

Income	7,500.00	
Expenses	6,686.13	
Excess of Income over Expenses, per Exhibit "A," Schedule "1"		813.87

Total Excess of Income over Expenses

\$10,828.40

Note:

* The excess of expenses over income, due to disbursement from Maintenance Funds for the account of Negro Adult Education Experiments Fund anticipating payment of unpaid balance of \$2,500.00 on appropriation of \$5,000.00 pledged by the Julius Rosenwald Fund for the fiscal year 1931-32.

** The excess of expenses over income of these funds is offset in each case by unexpended prior period balances of the respective funds.

EXHIBIT D

APPROPRIATIONS RECEIVED FOR ACCOUNT OF OTHER ORGANIZATIONS FOR THE
FISCAL YEAR ENDED SEPTEMBER 30, 1932*Balance, September 30, 1931*

Payable to:

National Advisory Council on Radio In Education	\$9,500.00
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Receipts

Appropriations received from Carnegie

Corporation for account of:

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	
National Advisory Council on Radio in Education	36,250.00	
National Board of the Y. W. C. A.	5,000.00	
National Theatre Conference	4,000.00	
Peoples Institute of New York	6,500.00	
Radburn, New Jersey, Association	6,000.00	
Stevens Institute of Technology	1,000.00	
University of Minnesota	10,000.00	
United Parents Associations of New York	5,000.00	
Welfare Council of New York	3,600.00	\$98,050.00

Appropriation received from John D. Rockefeller, Jr.

for Account of:

National Advisory Council on Radio in Education	11,250.00
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Contribution from Mrs. C. C. Rumsey for

Account of:

National Advisory Council on Radio in Education	5,000.00
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Total Receipts\$123,800.00*Disbursements*

Payments to:

Art Work Shop 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
National Advisory Council on Radio in Education	62,000.00
National Board of the Y. W. C. A.	5,000.00
National Theatre Conference	4,000.00
Peoples 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

Total Disbursements113,800.00*Balance, September 30, 1932*\$10,000.00*Balance, September 30, 1932, Payable to:*

University of Minnesota	\$10,000.00
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\$10,000.00

ANNUAL REPORT OF THE DIRECTOR

II

EXHIBIT A

STATEMENT OF FINANCIAL CONDITION, MARCH 31, 1933

Assets

<i>Cash:</i>		
Capital Account.....	\$142,767.36	
Managing Account.....	32,539.45	
Total Assets.....		\$175,306.81

Liabilities

Prepaid membership dues.....	\$151.84	
Prepaid subscriptions to Journal of Adult Education.....	100.50	
Balance payable on appropriations received for account of other organizations, per Exhibit "D".....	86,500.00	
Total Liabilities.....		86,752.34
Net Asset Value.....		\$88,554.47

The net asset value comprises the following funds:

Maintenance Funds, per Schedule "I".....	\$24,910.06
Publication Funds, per Schedule "I".....	24,348.00
Special Project, Study, and Conference Funds, per Schedule "I".....	39,296.41
Total Funds.....	\$88,554.47

EXHIBIT A—SCHEDULE 1

STATEMENT SHOWING CHANGES IN FUNDS FOR THE SIX MONTHS ENDED
MARCH 31, 1933*Maintenance Funds**General*

Balance, September 30, 1932.....	\$8,238.46	
<i>Add:</i>		
Excess of Maintenance Income over Expenses, March 31, 1933, per Exhibit "C".....	\$7,768.55	
Miscellaneous Studies and Projects Fund, Transferred to General Maintenance Fund.....	3,200.00	
Balance Opportunity School Study Fund, Transferred to General Maintenance Fund.....	703.05	11,671.60
Balance, March 31, 1933.....		\$19,910.06
<i>Administrative Reserve</i>		
Balance, September 30, 1932.....	5,000.00	
No change.....	..	
Balance, March 31, 1933.....		5,000.00
Total Maintenance Funds, March 31, 1933, per Exhibit "A".....		\$24,910.06

*Publication Funds**Handbook of Adult Education*

Excess of Income over Expenses, March 31, 1933, per Exhibit "C".....	2,446.08	
Balance, March 31, 1933.....		2,446.08

International Review of Adult Education

Balance, September 30, 1932.....	7,044.70	
No change.....	..	
Balance, March 31, 1933.....		7,044.70

*Publication Funds—continued**Journal of Adult Education*

Excess of Income over Expenses, March 31, 1933, per Exhibit "C"...	\$7,769.78	
Balance, March 31, 1933.....		\$7,769.78

Research Report

Excess of Income over Expenses, March 31, 1933, per Exhibit "C"...	2,000.00	
Balance, March 31, 1933.....		2,000.00

Revolving Fund for Publications

Balance, September 30, 1932.....	1,849.67	
Add—Excess of Income over Expenses, March 31, 1933, per Exhibit "C".....	2,408.81	
Balance, March 31, 1933.....		4,258.48

University Correspondence Teaching Study

Balance, September 30, 1932.....	828.96	
No change.....	..	
Balance, March 31, 1933.....		828.96

<i>Total Publication Funds, March 31, 1933.....</i>		<u>\$24,348.00</u>
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*Special Project, Study, and Conference Funds**Adult Reading Study**Conferences*

Balance, September 30, 1932.....	\$1,730.43	
Deduct—Excess of Expenses over Income, March 31, 1933, per Exhibit "C".....	618.84	
Balance, March 31, 1933.....		\$1,111.59

Library Experiments

Balance, September 30, 1932.....	700.00	
Deduct—Excess of Expenses over Income, March 31, 1933, per Exhibit "C".....	600.00	
Balance, March 31, 1933.....		100.00

Studies

Excess of Income over Expenses, March 31, 1933, per Exhibit "C"...	200.00	
Balance, March 31, 1933.....		200.00

Canadian Scholarship Fund

Balance, September 30, 1932.....	4,289.80	
Add—Refund of Part of Scholarship Granted prior to September 30, 1932.....	120.00	
	4,409.80	
Deduct—Excess of Expenses over Income, March 31, 1933, per Exhibit "C".....	87.57	
Balance, March 31, 1933.....		4,322.23

Des Moines Adult Education Project

Excess of Income over Expenses, March 31, 1933, per Exhibit "C"....	10,000.00	
Balance, March 31, 1933.....		10,000.00

Industrial Education Study

Balance, September 30, 1932.....	321.18	
No change.....	..	
Balance, March 31, 1933.....		321.18

International Conference Travel Fund

Balance, September 30, 1932.....	437.00	
No change.....	..	
Balance, March 31, 1933.....		437.00

International Psychological Study of Adult Education

Balance, September 30, 1932.....	5,284.38	
No change.....	..	
Balance, March 31, 1933.....		5,284.38

Special Project, Study, and Conference Funds—continued

<i>Miscellaneous Conferences</i>		
Excess of Income over Expenses, March 31, 1933, per Exhibit "C"	\$2,000.00	
Balance, March 31, 1933		\$2,000.00
<i>Miscellaneous Studies and Projects</i>		
Balance, September 30, 1932	8,200.00	
Deduct—Excess of Expenses over Income, March 31, 1933, per Exhibit "C"	2,500.00	
	5,700.00	
Transfer to General Maintenance Fund, March 31, 1933	3,200.00	
Balance, March 31, 1933		2,500.00
<i>National Occupational Conference</i>		
Excess of Income over Expenses, March 31, 1933, per Exhibit "C"	4,640.83	
Balance, March 31, 1933		4,640.83
<i>Negro Adult Education Experiments</i>		
Deficit September 30, 1932	250.00	
Add—Excess of Income over Expenses, March 31, 1933, per Exhibit "C"	7,500.00	
Balance, March 31, 1933		7,250.00
<i>Study of Opportunity Schools</i>		
Balance, September 30, 1932	813.87	
Deduct—Excess of Expenses over Income, March 31, 1933, per Exhibit "C"	110.82	
	703.05	
Transfer to General Maintenance Fund, March 31, 1933	703.05	
Balance, March 31, 1933 . . . . .		..
<i>Rural Adult Education Study</i>		
Balance, September 30, 1932	1,887.75	
Deduct—Excess of Expenses over Income, March 31, 1933, per Exhibit "C"	758.55	
Balance, March 31, 1933		1,129.20
<i>Total Special Project, Study, and Conference Funds, March 31, 1933, per Exhibit "A"</i>		<u>\$39,296.41</u>

EXHIBIT B

STATEMENT OF INCOME AND EXPENSES FOR THE SIX MONTHS ENDED
MARCH 31, 1933*Income*

<i>Maintenance</i>			
Appropriation received from Carnegie Corporation	\$22,500.00		
Membership dues:			
Individual	\$1,461.19		
Organizational	749.63	2,210.82	
Journal of Adult Education subscriptions	667.68		
Interest on bank balances	266.15	\$25,644.65	
<i>Publications</i>			
<i>Handbook of Adult Education</i>			
Appropriation from Carnegie Corporation		\$4,000.00	
<i>Journal of Adult Education</i>			
Appropriation from Carnegie Corporation		15,000.00	
<i>Research Report</i>			
Appropriation from Carnegie Corporation		2,000.00	
<i>Revolving Fund for Publications</i>			
Sales of publications	\$15.05		
Royalties on publications	2,393.76	2,408.81	23,408.81

*Income—continued**Special Projects, Studies, and Conferences**Adult Reading Study—Studies*

Appropriation from Carnegie Corporation.....	\$6,000.00	
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Des Moines Adult Education Project

Appropriation from Carnegie Corporation.....	20,000.00	
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Miscellaneous Conferences

Appropriation from Carnegie Corporation.....	2,000.00	
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National Occupational Conference

Appropriation from Carnegie Corporation.....	10,000.00	
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Negro Adult Education Experiments

Appropriation from Carnegie Corporation.....	\$10,000.00	
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Appropriation from Rosenwald Fund.....	5,000.00	15,000.00	\$53,000.00
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<i>Total Income</i>			\$102,053.46
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*Expenses**Maintenance*

Annuity payments.....	\$555.74	
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Attorneys' and accountants' fees.....	375.00	
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Incidentals.....	287.99	
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Insurance.....	36.55	
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Office library.....	79.54	
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Office furniture and equipment.....	896.02	
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Office supplies.....	216.20	
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Postage.....	311.90	
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Printing, publications, publicity.....	700.65	
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Rent.....	1,574.96	
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Repairs and maintenance.....	283.00	
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Salaries.....	11,816.62	
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Stationery, mimeographing, etc.....	241.59	
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Telephone and telegraph.....	355.12	
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Travel.....	95.22	
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Miscellaneous Minor Projects.....	50.00	\$17,876.10
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Publications

Handbook of Adult Education.....	\$1,553.92	
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Journal of Adult Education.....	7,230.22	8,784.14
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*Special Projects, Studies, and Conferences**Adult Reading Study*

Conferences.....	\$618.84	
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Library Experiments.....	600.00	
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Studies.....	5,800.00	
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Canadian Scholarship Fund.....	87.57	
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Des Moines Adult Education Project.....	10,000.00	
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Miscellaneous Studies and Projects.....	2,500.00	
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National Occupational Conference.....	5,359.17	
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Negro Adult Education Experiments.....	7,500.00	
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Study of Opportunity Schools.....	110.82	
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Rural Adult Education Study.....	758.55	33,334.95
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<i>Total Expenses</i>			59,995.19
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<i>Excess of Income over Expenses</i>			\$42,058.27
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EXHIBIT C

SUMMARY OF TOTAL INCOME AND TOTAL EXPENSES FOR THE SIX MONTHS ENDED
MARCH 31, 1933

<i>Maintenance</i>		
Income	\$25,644.65	
Expenses	17,876.10	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>		\$7,768.55
<i>Publications</i>		
<i>Handbook of Adult Education</i>		
Income	4,000.00	
Expenses	1,553.92	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>		2,446.08
<i>Journal of Adult Education</i>		
Income	15,000.00	
Expenses	7,230.22	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>		7,769.78
<i>Research Report</i>		
Income	2,000.00	
Expenses .....	..
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>		2,000.00
<i>Revolving Fund for Publications</i>		
Income	2,408.81	
Expenses .....	..
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>		2,408.81
<i>Special Projects, Studies, and Conferences</i>		
<i>Adult Reading Study</i>		
<i>Conferences</i>		
Income .....	..
Expenses	618.84	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "1"</i>		618.84*
<i>Library Experiments</i>		
Income .....	..
Expenses	600.00	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "1"</i>		600.00*
<i>Studies</i>		
Income	6,000.00	
Expenses	5,800.00	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>		200.00
<i>Canadian Scholarship Fund</i>		
Income .....	..
Expenses	87.57	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "1"</i>		87.57*
<i>Des Moines Adult Education Project</i>		
Income	20,000.00	
Expenses	10,000.00	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>		10,000.00
<i>Miscellaneous Conferences</i>		
Income	2,000.00	
Expenses .....	..
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>		2,000.00

* The excess of expenses over income of these funds is offset in each case by unexpended prior period balances of the respective funds.

*Special Projects, Studies and Conferences—continued**Miscellaneous Studies and Projects*

Income .....	..
Expenses	\$2,500.00	
Excess of Expenses over Income, per Exhibit "A," Schedule "1"		\$2,500.00*

National Occupational Conference

Income	10,000.00	
Expenses	5,359.17	
Excess of Income over Expenses, per Exhibit "A," Schedule "1"		4,640.83

Negro Adult Education Experiments

Income	15,000.00	
Expenses	7,500.00	
Excess of Income over Expenses, per Exhibit "A," Schedule "1"		7,500.00

Study of Opportunity Schools

Income .....	..
Expenses	110.82	
Excess of Expenses over Income, per Exhibit "A," Schedule "1"		110.82*

Rural Adult Education Study

Income .....	..
Expenses	758.55	
Excess of Expenses over Income, per Exhibit "A," Schedule "1"		758.55*

Total Excess of Income over Expenses..... \$42,058.27

* The excess of expenses over income of these funds is offset in each case by unexpended prior period balances of the respective funds.

EXHIBIT D

APPROPRIATIONS RECEIVED FOR ACCOUNT OF OTHER ORGANIZATIONS FOR THE SIX MONTHS ENDED MARCH 31, 1933

Balance, September 30, 1932

Payable to:		
University of Minnesota		\$10,000.00

Receipts

Appropriations received from Carnegie Corporation for account of:

Brotherhood of Locomotive Firemen and Enginemen	\$5,000.00	
Civic Federation of Dallas	3,000.00	
National Theatre Conference	5,000.00	
Radburn, New Jersey, Association	3,000.00	
United Parents Associations of New York	5,000.00	\$21,000.00

Appropriation received from Emergency Unemployment Relief Committee of New York, for account of:

Adjustment Service for the Unemployed	100,000.00	
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Total Receipts

		121,000.00
		<u>\$131,000.00</u>

Disbursements

Payments to:

Adjustment Service for the Unemployed	\$25,000.00	
Brotherhood of Locomotive Firemen and Enginemen	5,000.00	
Civic Federation of Dallas	3,000.00	
University of Minnesota	5,000.00	
National Theatre Conference	2,500.00	
Radburn, New Jersey, Association	1,500.00	
United Parents Associations of New York	2,500.00	

Total Disbursements

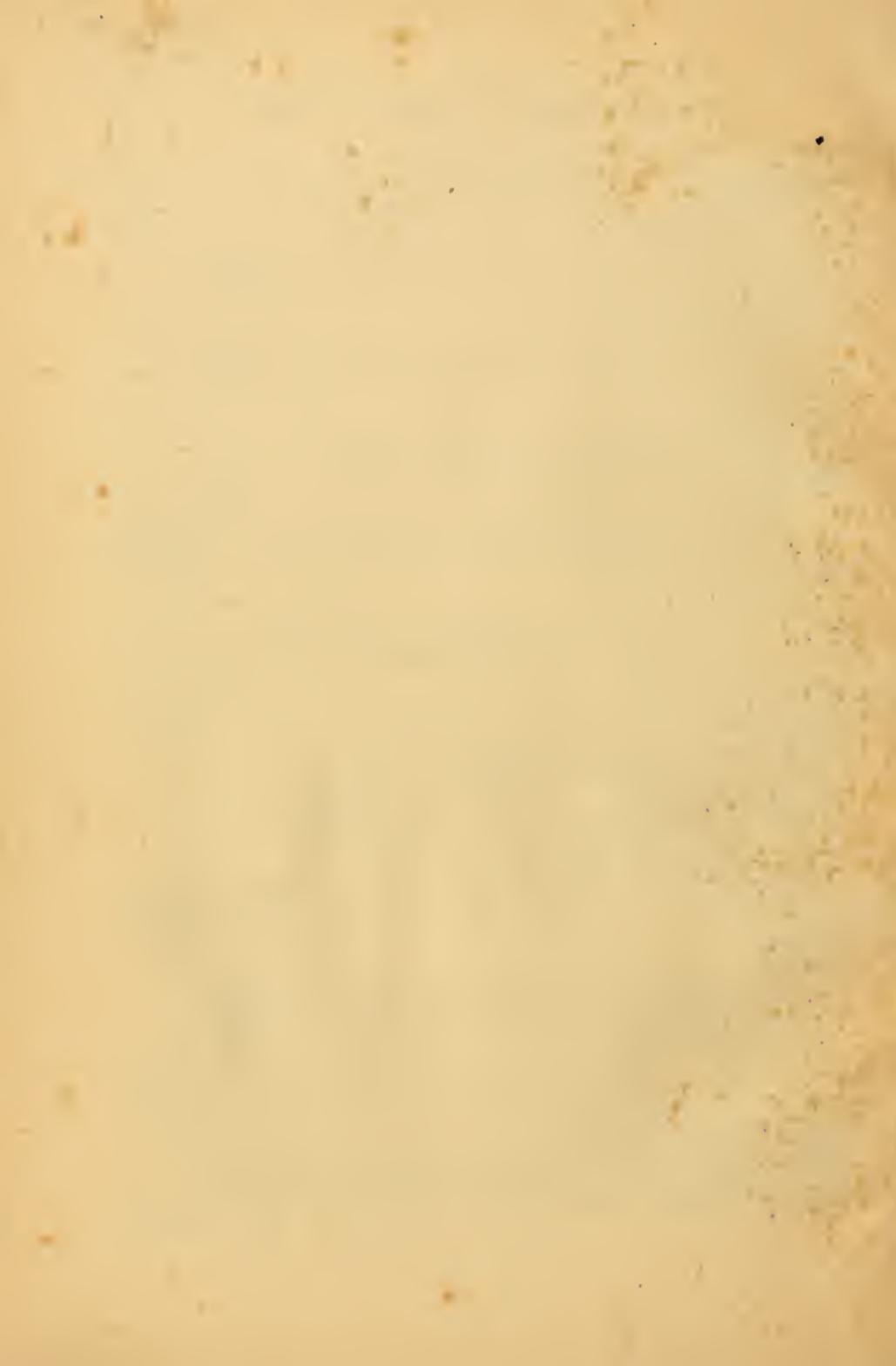
		44,500.00
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Balance, March 31, 1933, per Exhibit "A"

		<u>\$86,500.00</u>
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Balance, March 31, 1933, Payable to:

Adjustment Service for the Unemployed	\$75,000.00	
University of Minnesota	5,000.00	
National Theatre Conference	2,500.00	
Radburn Association	1,500.00	
United Parents Associations of New York	2,500.00	\$86,500.00



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