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ANNUAL REPORT OF
THE DIRECTOR
in behalf of the Executive Board
for 1933-34

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AMERICAN ASSOCIATION FOR ADULT EDUCATION

*Annual Report of the Director in Behalf
of the Executive Board
for 1933-34*

MEN and events make adult education. Throughout the ages mature minds have sought to understand the ever-shifting trends of human interests. Each thinker, high or low according to his economic station and his intellectual inheritance, each participant in the oftentimes magnificent adult education of the past, has dealt predominantly in his little time with the vibrant folk movements of his era.

The adult education of the time of Confucius would be translated, in present-day interest, into terms of behavioristic psychology. The asseverations of Socrates, handed down to us by Plato, the thought systems of Aristotle we still revere under the name of philosophy. And philosophy at the height of Greek civilization was not a subject to be studied in the sense in which we examine it today, but absorbing and provocative discussions of ways of life which men actually sought to live. The sculpture, the painting, the literature of the period that we term the Renaissance were all the reflections of the adult education of the Middle Ages.

Men in those times discussed those matters about which they cared most, and they cared most about those things which, in our American parlance, were "in the air"—responses to under-the-surface folk movements. Thought is a wildfire that spreads round the world in

curious and indefinable ways. All were affected, directly or indirectly, by these thought movements. Freeman and slave, noble and peasant, merchant and artisan, each in the manner peculiar to his kind, reacted to the call of his age. Each in a sense participated in the adult education of his day.

From Abelard and Spinoza to Darwin and Huxley, all the saints in the calendar of adult education received canonization because they educated men and women currently in those matters about which they cared most. They became great men and great educators in large part because of the timeliness of their teachings. We are prone to believe these teachers led the way; it is probable that they were pushed into leadership by the eager minds that followed them, all—leader and led alike—impelled by the strange urge of their times.

The shift of the present in our modern civilization has been to the social sciences. Economics, government, sociology—these are the matters about which men care today the world over. Philosophy, religion, art, literature may have their day again tomorrow, but for the moment we care little for the humanities. We are consumed with curiosity about the social order. We crave to take it apart, to analyze it, and to put it together again in what we conceive to be a better arrangement. This compelling urge con-

stitutes the central theme of the adult education of today.

It is therefore needful that current movements of thought, and of what passes for thought, among the educators should be discussed in a consideration of the growth and objectives of modern adult education. It is now perceived, by both radicals and conservatives, that twentieth century change dislikes to wait for the judgment of a new and better-trained generation. The speed motif of our mechanical age has extended in most minds to all social phenomena. Recently many educators have turned to the belief that social reorganization resolves itself merely into an educational problem, and one chiefly to be aimed at the adult. And it is greatly to be feared that the terms "education" and "propaganda" have become synonymous in their lexicon. The recurrent testimony of history to the gradualness of permanent social change throughout the centuries dismays them not. Like the Spanish knight of beloved memory, they tilt full speed at the windmills of educational thought, little recking the consequences. In their enthusiasm of the moment, they have quite lost interest in the ponderous machinery of civilization which, supplanting the windmills, must creak laboriously on to turn the imperfect but improving motors of education.

Any attempt to view the American educational scene in perspective today is fraught with perplexities and filled with uncertainties. Caught in the midst of a period of adjustment induced by economic dislocation, educational leaders groping for the light, like their brethren in the industrial field, betray their almost hysterical fear of the future. It is no longer the fashion among them to look askance with coldly critical eye upon educational ideas advanced as new by zealots who

hail the dawn of a new day in education. Conservatism now gives way before the onslaughts of those who, apparently oblivious of the centuries that have gone before, in their own self-laudatory phrases are blazing new trails of progress and of glory in an education which shall reorganize the social order.

It is to be doubted whether education of itself alone blazes new paths of social progress; rather is it probable that education reflects both our progress and our backwardness as social orders develop out of our economic and, to some extent at least, our spiritual being. This is disillusioning, perhaps, and a blow to the *amour propre* of the educator. However, if he will but reflect upon his own experience with the learning process, in himself and others, he will recall that education is a steady, painstaking, and time-consuming battle against the odds of human apathy and human stupidity, which at times seem almost overwhelming. Education does not and can not take place over night. There is no secret formula of immediate effectiveness. It is a slow growth and a steady one that counts in the final analysis.

The position of the educational liberal today is both delicate and unpopular. Always has he been distrusted by the conservative for that very quality of open-mindedness which is the true liberal's pride and joy. The die-hard conservative expends his energies in fighting for the outmoded obsolescences of the existing system rather than for the reasonable skepticism of the conservative position. Under the excitement of present-day stresses, he falls into the common error of classifying those who express doubt as non-constructive extremists. Indignantly he denounces "those radicals who would tear down our tried and tested ideals," little realizing that in the

ranks of his opposition there are those who would fight with him to save much that he feels is desirable in the present educational scene.

This misconception of liberalism is not improved but made more pronounced because the ranks of the liberals in a time of hysteria always are split asunder. Those former liberals who, sniffing the wind of economic change, have deserted the philosophy of open-mindedness in education for the more popular cause of immediate and profound social change lend considerable color to the conservative's suspicion of any and all dissenters. It becomes with him a case of "who is not with me is against me." Little does the conservative realize that these one-time liberals now have become radical extremists and that they deliberately have abandoned the tenets of their liberal faith. Mostly have they become communist or fascist in their leanings—both persuasions exist among those who profess to educational leadership in this country—but the two curiously coincide in their menace to educational progress in a democracy.

What the conservative utterly fails to understand is that such renegades make common cause against the liberal. The latter's open-minded acceptance of certain of the radical tenets, and his equally open-minded rejection of much of the philosophy of direct action preached by them, inflames the ire of the extremists. To such protagonists of destructiveness, to those advocates of the left-wing position in education, the liberal is a much more dangerous enemy than the conservative. This situation, of course, has its direct counterpart in the activities of our political parties—witness the accounts in any newspaper of communist attacks upon socialists, and the precisely similar tactics of fascism, whether in

Germany, Italy, or America, toward its opposition.

Is it not timely that American liberals should enter a robust plea for the middle ground in education? Is the undeniable tendency of a democracy to shift politically from extreme right to extreme left and back again to affect our educational processes to the point of sabotage of fifty years' gains? Is perhaps our American system of education, bound in as it is with our democracy, worth fighting for? And should not we as leaders in the most liberal branch of education—that for adults—assert our beliefs with vehemence?

Let us not forget that the adult education movement, in the minds of the extremists, is the spearhead of their quixotic attack upon the old order. With much that they have in mind we can agree, but with their methods of accomplishment it would seem that all liberals should quarrel. Many of these fascist and communist leaders in education are sincere and well intentioned. But in their understanding of history and of philosophy—and perhaps even of economics—they leave themselves open to the charge of unintelligence. It would be costly if leadership in the adult education movement were to be surrendered to the unintelligent, but so it will happen surely unless the spirit of true liberalism prevails among the members of the educational craft.

There has been too much talk among us of "revolution" and far too little of the processes of "evolution." Present-day changes in the United States indeed may be termed revolutionary, but only when viewed as the logical evolutionary outgrowth of the Revolution of 1776 and its resultant constitutional embodiment in 1789. In one sense, the American experiment in democracy has been

part of a continuous revolution waged for almost one hundred and sixty years against those forms of government which do not rely upon the will of a people. But to speak of the flurry of 1933-34 as "revolution" is to exaggerate. Principles now actuating our governmental administration derive from our constitution, liberally interpreted it is true, and the actual forms of many of the changes newly become effective were in evidence as the serious proposals of the political party which ran second in the presidential election of 1912. One who had observed revolution at first hand, with the repressive and oppressive measures deemed necessary by revolutionists, would have difficulty in applying such a term to our peaceful, if noisy, efforts to adjust ourselves to new economic conditions.

A plague upon this talk of revolution among those of us whose serious business it is to concern ourselves with education! Our task of improving the means of diffusion of knowledge and understanding remains before us. It will not be accomplished hurriedly by resorting to the questionable medium of the propagandist. The liberal in education must have no commerce with those who allegedly would "educate" through "emotionalizing" the content of education. There is legitimate use in plenty for the magnificent media opening themselves to educational uses in the twentieth century. The drama, the radio, the motion picture, the press, all in good time will lend themselves heartily to constructive cooperation with education. The trend already is in that direction and nothing can stop it save betrayal by misguided or by disillusioned educational leaders.

The liberal must decry efforts to seize control of our educational system, public and private, of our educational organiza-

tions, of our curricula for children and adults, by those who seek to overthrow or to uphold, whether in the name of capitalism, communism, or fascism. It is our concern to educate for the open mind, and in adult education particularly we must fight for the right to make all movements understood. But it is not the function of education to go beyond this and to translate such understanding into action, political or economic or social. Whatever may be said as to the education of children, with adults, educators would not be successful if they attempted leadership in action. Adults would judge, and rightly, that in such matters pedagogues were less likely to procure meritorious results than politicians, sad as political leadership has proved to be in the past. Whether or not the educator so wills it, the public will expect him to stick to his last, quite regardless of the eventual success or lack of success of so-called "brain trusts." And it is a task, both in magnitude and in importance, wholly worthy of his best efforts.

The liberal in adult education, then, despite his present difficulties, may look forward to continued usefulness and perhaps, after the smoke and tumult of the present argument have cleared away, to a full measure of public popularity and confidence. The direct actionists forgotten, he then may return to do battle with his age-old, time-honored adversary, the conservative. The liberal's is no program that requires secret societies, "boring from within," dramatization and declamation, to succeed. He need not be lured by ambitious attempts to "reorganize the social order" in the next fortnight; his is the infinitely more difficult and more important effort to combat the stubborn opposition of ignorance met at every hand. His reward lies, not in

the ephemeral acceptance of an alleged panacea for social ills, but in the growing number of those who, like himself, seek to learn more of social and natural phenomena.

The present craze for planning boards—a new guessing game with the answer sealed by time—should interest our liberal as an observer of social institutions. He should participate to the end that opportunities for education are not neglected. He should make clear that only upon the availability of such opportunities can there be predicated social change for the better—three, five, ten, or fifty years in the future. He must have the courage to state at every opportunity the truism that the American experiment in democracy—the success of the American revolution of 1776—is wholly dependent upon adult education. It is the common ground upon which can meet “the American system,” glowingly referred to in 1928, and “the new deal,” even more enthusiastically hailed in the elections of 1932.

The entrance of the Federal Government into the adult education field, through large-scale subsidies to the states from relief funds, has been a significant happening of the last year. Regardless of the success or unsuccess of this venture, discussed elsewhere in this report, it has served to emphasize the partnership of the public school, the public library, and private organizations in the staggering problem of serving the educational needs of adults. School men and women the country over are conscious as they never have been before of a new field of public service open to them. It has been gratifying to note in many parts of the country the emergence of school officials of vision willing and even eager to grasp the opportunity that has come to them.

On the other hand there is danger that

many school men will see adult education only as a problem of carrying over to a more mature audience the teaching techniques and teacher-pupil attitudes prevalent in the classroom maintained for adolescents. Unless these school officials can be brought to realize the differences between audiences of children compelled by law and by parental pressure to undergo educational discipline, and assemblages of adults under no compulsions whatsoever, nothing but disaster will result. The wise school man will take the experienced private adult educator into his counsels in planning his first ventures in the adult field.

Again, this new assumption of responsibility on the part of the schools raises the question of indoctrination. Deans and professors of education are fond of maintaining that indoctrination is present in all teaching, that it can not be eliminated, and that it is folly to attempt to combat it. To whatever degree this may be true in the education of children or even of college students, the question remains as to whether it is true with groups of adults. It is to be doubted, of course, whether it is possible or desirable that the opinion of the group leader or lecturer on a given subject should be concealed. On the other hand, in most adult groups, certain of the participants may be expected to possess quite as good backgrounds in experience and education as the leader himself. Particularly is this clear in groups dealing with current social questions. The leader's attempts to indoctrinate, whether conscious or unconscious, will be subjected to constant challenge and criticism with more than an even chance that in a given argument he will come off second best. The wise leader of adult groups, therefore, will make a conscious effort—a determined effort—to state all sides of controversial

questions. His own belief may become apparent, but if so he will be quick to label it as opinion on all fours with and not superior to that of the group. An open avowal to educate for the open mind will be found more successful with adult groups than attempts to teach in the commonly accepted sense of that term.

It would appear, then, that a real task lies before the liberal thinker. He must assert himself with force and vigor. He is neither the protector of the *status quo* nor the advocate of ill-considered and hasty change. He believes in orderly and sane progress, but orderliness and sanity must not be so deliberate as to impede progress. He brings to current events his quality of open-mindedness to the extent that change does not frighten him because it is change. But he makes certain that any proposed change is sound and constructive before it enlists his sympathies. His is no rôle of wavering compliance with shifting winds of opinion, but one of courageous and, if necessary, passionate advocacy of the rights of all men. And when the liberal thinker assumes the responsibility of leading adults in their education, then must he attempt the most difficult task of all—to recognize the full and inalienable privilege of those who sit at his feet to differ with himself and to oppose his own liberal views.

This introduction should not be closed without an explanation that it does not necessarily represent the opinion of the members of the Executive Board of the Association, but sets forth that of the Director, the writer of this report. He is confident, however, that the views herein expressed coincide in the main with those held by a considerable majority of the Board and the officers. An attempt was made to shape the policies of the Board,

at a meeting of Eastern members held in October, 1933, with reference to current problems having educational implications. Differences of opinion developed as to whether the Association should address itself, in its program of activities for the year, to problems connected with immediate "recovery" or long-term "reconstruction," a distinction that had been nicely drawn shortly before by Mr. Walter Lippman. Advocates of the reconstruction policy were clearly in the majority, although inevitably and justly a compromise was reached, whereby certain experiments of a recovery nature were provided for when found to be in consonance with sound reconstruction policy. It should be added that, as shown hereafter in this report, these experiments were highly successful.

FEDERAL EMERGENCY PROGRAM

Entry of the Federal government into the field of adult education comprises, from the point of view of the Association, probably the most important happening in the year just drawing to a close. As part of the Administration's general recovery program, the Federal Emergency Relief Administration, under the leadership of Harry L. Hopkins, determined in August and September to devote relief funds to the payment of unemployed teachers and others qualified to teach in the following general fields: (1) Rural schools; (2) Education for literacy; (3) Vocational rehabilitation for the physically handicapped; (4) Vocational training and adjustment; (5) General adult education, including workers' education and parent education; and (6) Nursery schools. The widespread nature of the program is indicated by the facts that some 40,000 teachers have been employed in the various states and that the Federal subsidies to the states have

reached the important maximum of \$2,000,000 a month in the course of the year. Administration of the program has been placed in the hands of State Boards of Education which act in co-operation with the State Emergency Relief Administrations. Allocations of funds have been made by the Federal Emergency Relief Administration with the aid and advice of the United States Office of Education. In a large majority of the states the major portion of the funds so allocated have supported teachers and group leaders in the general adult education field.

So much for the quantitative side of the program—an imposing enterprise of large proportions representing a total of educational activity for adults far beyond the size of any previous single effort and constituting a major recognition on the part both of the Government and the public of the serious importance of adult education as an integral part of the democratic experiment upon which this country has long been engaged. However, in consonance with its policy since its founding, the American Association for Adult Education is chiefly concerned with the quality of educational offerings for adults, and there would seem to be justification, therefore, in such a report as this, for a frank examination into the quality of the general adult education offerings of the Federal Emergency Program.

From the point of view of work relief, the emergency program has been a huge success. Proud, needy, and deserving persons have been given congenial, important employment in a time of stress. Although the conditions for qualification upon the relief rolls have varied among the several states, on the whole the restrictions imposed have been fair, impartially administered, and designed only

to protect the expenditure of public funds. But from the point of view of education—and from that of the adult participants in the programs (both employed and unemployed)—the results the country over are far from convincing. Even the friendliest critics of the enterprise agree that the program as it now stands leaves much to be desired.

Last October, while the program was yet in its formative state, a committee of the American Association submitted a series of representations to the Relief Administration and the Office of Education designed to clarify the issues involved and, if possible, to secure rulings that might allay the growing fear that the enterprise might render a disservice to the cause of adult education and undo the work of the ten years during which its most signal progress had been made. These representations consisted, briefly and in the main, of pleas (1) that allocations to states be made on the basis of community projects to be submitted rather than purely on the basis of state quotas, (2) that amounts be set aside for adequate supervision, state and Federal, (3) that provision be made for materials of instruction, (4) that relief qualifications be relaxed sufficiently to permit the employment of persons qualified to teach who were undeniably in need but who had not qualified for relief or who might find difficulty in doing so, and (5) that recognition be made of private organization leadership in adult education to the end that representatives of such organizations should participate in community projects as advisers to school officials.

In the meantime the United States Commissioner of Education, George F. Zook, had requested that the Association assist him in administering the academic responsibility that had become his upon the announcement of the program by the

Relief Administration. He had immediately loaned to the latter organization the services of two members of the Office of Education staff—L. R. Alderman, Specialist in Adult Education, and C. L. Klinefelter of the Vocational Education division. To the able efforts of these two gentlemen is attributable the exceptionally smooth-working administration of the emergency educational program—a most complicated and exacting task that has been performed so well as to surmount most, if not all, of the many administrative difficulties which have arisen. The Relief Administration further strengthened its staff on the educational side by the employment for workers' education activity of Hilda W. Smith of the Affiliated Summer Schools for Women Workers and by the additional loan from the Office of Education of the services of Mary Dabney Davis, whose particular care was the nursery school program. These workers were later reinforced, with special reference to the parent education and nursery aspects of the program, by the presence in Washington of Ralph P. Bridgman of the National Council of Parent Education and of George D. Stoddard of the State University of Iowa, with supporting field staffs, made possible through certain emergency grants of the General Education Board.

The degree of participation in the emergency program which it was thought advisable for the Association to undertake was made dependent somewhat upon the disclosure of the objectives of the Government as indicated in the reply of the Relief Administration to the representations submitted in October. This reply clearly indicated that the primary objective of the Government was relief and that education was considered a worth-while but purely secondary con-

sideration. It also became clear that quotas were to be assigned to states without reference to planned community projects, that there was to be no Federal supervision though a certain measure of academic responsibility rested with the United States Commissioner, that no amounts were to be made available for supervision within the states, that the questions surrounding relief qualification were to be left to the various states, and that responsible school officials alone were to determine all questions relating to the content and the conduct of the program. The sole representation securing favorable action during the year was that relating to materials of instruction when, in December, expenditures for this purpose up to five per cent of the total received were permitted.

However, American adult education seemed to be confronted with a condition and not a theory. The program was to go on and the Commissioner of Education was concerned that it be made as worth while as possible under the circumstances. Again, the decided success, despite these obstacles, of the New York State program under the skilled leadership of Lewis A. Wilson, Assistant State Commissioner of Education, gave encouragement to the thought that other states might emulate this example. (The New York program had commenced some nine months earlier under state initiation, auspices, control, and financial support.) Hence it was agreed that while neither the Association nor its staff or board members should assume any official responsibility for the program, the Association should nevertheless provide a committee of three to assist the United States Commissioner. This group, known as the Informal Advisory Committee on Adult Education, was to serve in Washington and in the field as the

Commissioner should direct, acting in his name and in personal responsibility to him, but without official recognition or authority. The part-time services of the Director of the Association were loaned for the purpose, and through a special grant of \$10,000 made to the Association by the Carnegie Corporation of New York, it became possible to secure the services, also on part time, of two additional committee members, Arthur E. Bestor, President of the Chautauqua Institution and member of the Executive Board of the Association, and Jerome H. Bentley, Director of the Adjustment Service of New York City and an executive of the staff of the New York City Y.M.C.A. Both Mr. Bestor and Mr. Bentley were appointed as Field Representatives of the Association for this service. Travel and other expenses incident to the service of the Committee have been met from the Carnegie Corporation grant, while clerical assistance and other strictly office expenses have been assumed by the Office of Education. This group has served throughout the year, augmented at the close by the voluntary services of Spencer Miller, Jr., of the Workers Education Bureau and member of the Executive Board of the Association, and with the assistance in connection with the proposed training program of Mollie R. Carroll of the University of Chicago, whose full-time services over a period of three months were secured through an emergency grant made to the Workers Education Bureau by the General Education Board.

Members of the Informal Advisory Committee have visited twenty-four states in the interests of the program and have concerned themselves with numerous community situations within those states. A series of twelve memoranda on adult education, containing suggestions

on the administration and content of programs, have been drawn up and distributed by the Commissioner to a central list of eleven thousand persons. Through cooperation between the staffs of the New York Public Library, the American Library Association, and the American Association for Adult Education, an annotated list of readable books for use in the emergency programs has been compiled. Through a grant of \$7,500 for publication purposes in connection with the emergency programs, appropriated to the Association by the General Education Board, it has been possible to publish this list and to make an initial free distribution of eighteen thousand copies. The list has appeared under the title, "Books of General Interest For Today's Readers," with Doris Hoit of the New York Public Library named as compiler. A second edition, for sale at cost, has been underwritten by the American Library Association and will be handled by that organization as publisher after the initial distribution. Through use of the same grant it has been possible to arrange publication of a greatly needed revision of the "Manual for Teachers of Illiterates" by W. S. Gray, which was out of print. The revision was undertaken by a committee consisting of Elizabeth C. Morriss of Teachers College, Columbia University (a member of the Executive Board of the Association), Caroline A. Whipple of the New York State Department of Education staff, and Mary L. Guyton of the Massachusetts Department of Education staff. An edition of four thousand is to be printed, with fifteen hundred copies for immediate free distribution, the balance to be held for purchase by the states for distribution to teachers, all proceeds to be devoted to the publication of future editions.

The relations of the Committee with the Commissioner and members of the staff of the Office of Education have been most cordial, as they have as well with members of the Relief Administration staff concerned with the educational program. School and relief officials in the several states have welcomed visits by members of the Committee and are now cooperating generously in attempts to evaluate the work which has been done.

There seems to be considerable likelihood that the educational program under state leadership will go forward for the year 1934-35. Decisions made at the time of writing this report were not wholly clear, but the trend unmistakably is in the direction of continuance, with probability that a training program will be initiated in most of the states, and with the high possibility of securing adequate supervision through the setting aside of a suitable percentage of the financial total for the salaries of supervisors and for their training. If rulings eventually are forthcoming to support these trends, it is to be expected that the quality of the emergency programs will be improved immeasurably. The misgivings of school officials, local, state and Federal, and of private organizations concerned with adult education will largely be removed by adequate provisions for supervision and for leader training. Such provisions will at once bring about increased interest on the part of conscientious school officials and will afford as well a basis upon which private adult education leadership in the communities may find proper outlet. The real test of the validity and worthwhile character of the Federal Emergency Educational Program will come in 1934-35 if the conditions described above may obtain.

One other important emergency edu-

catational activity of the Government deserves special mention—the extensive project undertaken by the United States Office of Education in connection with the fifteen hundred camps of the Civilian Conservation Corps. This adult education enterprise, just now in the process of organization, involves 250,000 young men. The program is administered by the War Department; full educational responsibility, however, rests upon the Office of Education. The work is in the charge of C. S. Marsh, Dean of the School of Business and of Extension at the University of Buffalo, and a member of the Executive Board of the Association. An assistant in each of the nine corps areas has been appointed, to each of whom report the camp educational officers. It has been necessary to recruit nearly fifteen hundred adult education and personal adjustment leaders, who are being trained as rapidly as possible for their new responsibilities.

Liaison with the Informal Advisory Committee on Adult Education and with the Association staff has been close. All camp officers have been furnished with copies of the *Handbook of Adult Education*, a special second edition of that publication having been published and furnished to the government at cost. It is hardly necessary to point out the opportunities for adult education experimentation and demonstration that exist under the CCC organization. Plans are under way, particularly in the First and Second Corps areas, for educational innovation and for personal adjustment and guidance that may eventually yield information of importance to the entire adult education movement.

THE DES MOINES PROJECT

The Emergency Educational Program has demonstrated as never before the

real community of interest in adult education as between the private organizations and the school officials. A partnership in fact is springing up between the two groups which seems destined to be of great importance to the future of the movement in this country. The acceleration of this process—one of the chief objectives of the Association for the last two years—constitutes certainly not the least valuable by-product of the government's effort. It is but natural, therefore, that the most important project of the Association dealing with the public schools—that known as the Des Moines Public Forums—should be the focus of attention at this time, as the experiment comes to the close of the second year of its five-year existence.

Neighborhood forums were held over a period of thirty-six weeks in twenty-three public school buildings, widely distributed throughout the city to insure maximum of convenience in attending discussions. These forums were conducted by the resident forum leaders, Lyman Bryson, Director of the California Association for Adult Education; Carroll H. Woody, of the University of Chicago; W. J. Hinton, Director of Studies for the Institute of Bankers, London (first half-year); and William Adams, Assistant Professor of History, University of California at Los Angeles (second half-year).

The schedule of the neighborhood forums provided for six meetings on each of the following topics: Plans for National Recovery; Proposed Solutions for Our Tax Muddle; World View—Looking East, Looking West; The Political Aspects of National Recovery; The Economic Aspects of National Recovery; The International Aspects of National Recovery; Safeguarding the Consumer; America Faces the Future; and Some

Makers of the Modern World. At each meeting the leader distributed an outline of the main points of the lecture, together with a list of questions for discussion and references for reading.

Five locations were selected for "central forums" held weekly from October 24 to April 21. This series was opened by S. Stansfeld Sargent of Pennsylvania, who spoke on Propaganda. Hans Kohn of Vienna was selected to speak on Russia, and Luigi Villari conducted five meetings on The Political and Economic Evolution of Italy. The series was concluded by Eduard Brenner of Nürnberg, with six meetings devoted to Germany since the War.

A new feature of the forums for the year was a series of city-wide forums scheduled for each Monday evening from October 2 to March 12 and held alternately in the four senior high schools. Usually a speaker chosen specially for the occasion presented the lecture. The staff of forum leaders was present at each meeting as a panel to engage the speaker and one another in discussion for the benefit of the audience. The city-wide forums were followed by study groups open to a limited number of adults interested in following a systematic program of reading and discussion under the direction of one of the three resident neighborhood forum leaders, an experiment in which the Public Library cooperated by assisting with suitable reference material.

A rather complete survey of adult education in Des Moines was made possible early in 1934 as a special project under the Civil Works Administration. With the assistance of fifty investigators thus provided, a house-to-house canvass was organized which obtained information on such topics as education, interest in adult classes, attendance on the public

forums, newspapers read, and use of the public library. A complete analysis of the returns and a description of the resulting program will appear in an early number of the *Journal of Adult Education*.

The Carnegie Corporation continued support of the Des Moines project by appropriation to the Association of \$25,000 from general funds.

COMMUNITY ORGANIZATIONS

In 1930-31 the Executive Board considered a proposal that the Association undertake a study of urban community projects, but the Board then felt that such a study would be premature and voted that it be postponed. In the meantime, interest in community organizations has steadily grown. Several new community associations or councils have been formed and others are in prospect. The need for interchange of plans and opinions has become increasingly apparent, for the benefit of both the older and the newer groups. To meet this need the Executive Committee recommended that the Carnegie Corporation allocate to the Association \$5,000 for the purpose of holding a conference of community organization workers on adult education as a part of the Ninth Annual Meeting of the Association. The necessary preliminary investigation has been done by Jacques Ozanne, Field Representative of the Association, who has prepared a report, published by the Association, reviewing twenty-seven regional surveys made in the interests of adult education within the last seven years. After the May conference, a second report will be prepared, showing forms of organization, scope of operation, and other details of administration as they have developed in various community organizations.

The excellent record of the New York Adult Education Council has amply justified the support accorded to this metropolitan movement by foundations and other organizations, national and local, including the Association. The difficult task of securing information concerning specific activities nears completion, with more than ten thousand educational opportunities already listed; attention has been given to helping the inquirer in various ways, from giving answers to simple questions to counseling in regard to leisure-time programs. On recommendation of the Association, the Carnegie Corporation made a second-year grant to the Council of \$4,000, representing a decrease of \$1,000 from the sum appropriated during the first year of this experimental enterprise. The Council has been successful in raising a budget of more than \$21,000 for the current year, which fairly can be considered a measure of public interest in the New York problem. Considerable as this sum is, it is inadequate to meet the growing service demands made upon the Council in a huge city just awakening to its adult education needs and responsibilities.

On recommendation of the Association, the Carnegie Corporation allocated \$5,000 to the Association for support of a program planned by the People's Institute-United Neighborhood Guild of Brooklyn with reference to the native capacity, interests, and convenience of adults from the so-called "middle class" who do not utilize existing opportunities for study because of unawakened interests or because of a natural dislike to expose handicaps resulting from inferior training in youth. For the most part, classes are self-constituted, thus insuring the intellectual and social homogeneity necessary for spontaneous and general

participation. Subjects chosen include history, economics, psychology, philosophy, and current literature; but no two groups pass over the same subject matter with the same speed and in the same way. In consultation with staff members, each group chooses some easily read book—by no means an easy task; reading and discussion proceed as the group desires, with the leader participating as a member of the group rather than as a teacher. From the rapidity with which requests for leadership have been received, it is apparent that adult education on the level reached by this phase of the Institute's program may become a convention more rapidly than had been anticipated.

On recommendation of the Association, the Carnegie Corporation allocated \$2,700 to the Association to finance an experimental program of adult education in a representative suburban community based on a survey of the special interests and skills of individual residents, potential leadership, and physical resources, such as meeting places, equipment, and funds. Leonia, New Jersey, was chosen as the point of experiment, and the preliminary survey was undertaken by the Leonia Community Association, an organization open to any adult resident of the community interested in the undertaking. C. B. Loomis, Executive Secretary of the Leonia Community Council, has been assisted in developing suitable plans and procedures by the Committee on Adult Education at Teachers College, Columbia University.

The results of a comparable approach to a planned program of adult education in a suburban community have been made available with publication by the Association of *Radburn: A Plan of Living* by R. B. Hudson. The Radburn experiment has been of value in many

ways, chiefly, perhaps, in showing that the persons who take advantage of a particular educational or recreational opportunity may or may not be the same persons who expressed a desire for it beforehand. A project established to meet expressed desires may or may not find adequate support, while another project that had aroused little enthusiasm in the planning stage may prove to be extremely popular when it is set up. In short, the present techniques for surveying a community with a view to discovering interests and building up a program to meet those interests are of questionable value.

California had been active in the field of adult education for a generation or more through the Extension Division of the State University, the public schools, and private agencies, when in 1927 the California Association for Adult Education was organized to give "form and impetus" to the movement. Specifically, this service included not only advice and assistance to many organizations and individuals engaged in different forms of adult education throughout the state, but the inauguration of a wide variety of activities under the auspices of the Association itself. During its first two years the work of the Association was financed by private contributions supplemented by fees for lectures given by the director. The sum of \$5,000 granted by the Carnegie Corporation, upon recommendation of the American Association for Adult Education, in 1929 and two subsequent grants of \$7,000 each in 1930 and 1931 made possible a considerable expansion of the program, but with the cessation of the grants and the curtailment of private donations in 1932 the Association entered into its present phase of reduced activity. It has never ceased, however, to be a strong

factor in keeping alive the interest of the people of California in adult education.

The story of the California Association and its work, written by Lyman Bryson, Director of the Association (on leave of absence since 1932), has been published by the American Association for Adult Education and distributed to its members.

HIGH SCHOOL GRADUATES

Events of the last few years have called attention to a group of the population for whom scant opportunities for the wise use of leisure have been provided, the large number of recent high school graduates who have broken the ties of adolescent association but have not assumed the full responsibilities of adult life. A partial solution formerly lay in the clearly defined choice between college and immediate employment, but the depression years have obliterated even this alternative for many and have emphasized the isolation of individuals who have outgrown the scouting organizations, 4 H Clubs, etc., and have not yet been ready to identify themselves with any of the many organizations preoccupied by their elders.

The importance of this problem has been widely recognized. One promising line of approach has been opened by the Civic Federation of Dallas through intensive study of fifteen hundred boys and girls who had graduated from the Dallas High School during the previous two years. Analysis of the data is not yet complete, but one great need was immediately manifest: the need for "an informal meeting place for young men and women, where their interests may be cultivated under able leadership." The result was The New Era School, built around the initial interests of its stu-

dents, boys and girls who graduated from high school between January, 1931, and January, 1934. There will be no formal procedures of any kind, but there will be constant supervision by an able director, and critical appraisal of program and methods. Groups already are actively engaged with such projects as Adventures in Reading, Ensemble Playing, etc. Financial support has been provided by a grant of \$3,000 made to the Association by the Carnegie Corporation on recommendation of the Executive Committee of the Association.

ADJUSTMENT SERVICE

More than twelve thousand unemployed men and women of New York City, largely of the so-called white-collar class, have received personal assistance in solving their life problems through the agency of the Adjustment Service of New York City. This organization, sponsored by the Association, and described in detail in last year's report, reached its minimum goal of 10,000 clients in December, 1933, two months before the expiration of its first year of existence. Skillful administration under the direction of Jerome H. Bentley, combined with supplemental support from Civil Works Administration funds, has made it possible to carry the work until the close of the academic year under a somewhat limited schedule. Funds initially supplied by the Emergency Unemployment Relief Committee and the Carnegie Corporation in a total amount of \$188,000 have thus been made adequate to extend the life of the Service a full third of a year beyond the period originally contemplated. The importance of this guidance effort, both vocationally and avocationally, has been such as to justify abundantly the very considerable expenditures involved. Testimony

abounds from users of the service and from experts who have appraised its work that the Service has proved to be a most potent morale-building force in the metropolitan community in time of stress.

The "diagnosis" function of the Adjustment Service, i. e., counseling and testing, has mainly been in the hands of individuals recruited from the ranks of the unemployed. Trained by psychological and guidance experts, this fine body of men and women counselors has proved adequate to the extremely varied and exacting calls for assistance voiced by a large cross-section group of the city's unemployed. At its peak load, the staff consisted of 116 persons recruited from unemployment lists and six otherwise selected.

Extraordinary care was taken from the outset to preserve detailed records on all clients, for the experimental nature of the effort was ever uppermost in the minds of the directional staff and the responsible Executive Committee. A most painstaking evaluation and analysis is now being carried out, with the professional assistance of the Psychological Corporation. In addition, three independent evaluations have been made by outsiders: from the psychological point of view, by Professor Donald G. Paterson of the University of Minnesota; from the point of view of the social worker, by John A. Fitch of the New York School of Social Work; from the point of view of industry and business, by C. S. Coler of the Westinghouse Electric and Manufacturing Company. The last two evaluators served in this capacity at the request of the National Occupational Conference, this body having evinced a keen professional interest in the enterprise as the outstanding experiment in adult guidance in the

country. These evaluations, together with the analyses undertaken by the Service itself, will be published in a report for wide distribution.

As the work of the Service progressed through the year, its close relationship with the state emergency educational program became evident to all concerned. In an effort to bring about a necessarily closer coordination and to provide certain supervision lacking in the emergency program, the Association recommended to the Carnegie Corporation the appropriation of a coordination fund of \$15,000. The Corporation acceded to the request and the fund is now being used for the purpose for which it was provided. In case both projects go forward during the year 1934-35, this fund will prove to be invaluable in working out a unified control of emergency education and guidance in New York City.

It is greatly to be hoped that relief funds, state and Federal, will be forthcoming in sufficient quantities to insure the continuance of the Adjustment Service for another year. With the cessation of the emergency programs, serious consideration should be given to the incorporation of such a service in a city-wide scheme of adult education, social welfare, and re-employment. The New York experiment has now become a demonstration center and seems destined to be copied in numerous other large cities.

HANDBOOK OF ADULT EDUCATION

After nearly a year and a half spent in its preparation, the *Handbook of Adult Education* was published early in March. Six weeks after the publication date, 500 copies of the book had been sold to libraries, schools, educators, and other individuals and organizations interested in adult education. In addition, a special edition of 1,700 was purchased by the

War Department for distribution to educational advisers in the Civilian Conservation Corps.

The book is made up of 36 sections covering the various fields of adult education, each consisting of a general article followed by a series of notes on specific activities in the particular field. The subjects discussed include 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.

Whenever it was possible, an expert in each of these fields was asked to prepare the article and either to prepare or suggest programs that should be included in the notes following the articles. The method of collecting the material for the book was as follows: tentative lists of organizations that should be included were made from books, pamphlets, and newspaper clippings in the Association's library. To supplement and bring this information up to date, questionnaires were sent to some 1,500 organizations asking for further information about their programs. The material thus collected was digested and sent to the organization for approval before being published. In view of the reception accorded the book, it is probable that a

revised edition will be published within the next two years.

The issuance of the *Handbook* is a significant event in the adult education movement. Its compilation was a task of intricacy and difficulty, efficiently performed by the editor, Miss Dorothy Rowden, and her assistants. For the first time it is possible to make definite answer to ever-recurring inquiries as to what constitutes adult education in the United States.

LIBRARIES

The Association has continued to work closely with libraries and with the American Library Association during the last year. A brief survey of the adult education programs of libraries was made by the American Library Association for the *Handbook of Adult Education*. Perhaps the most interesting fact disclosed by the survey was the growth in the number of readers' advisers during the last decade. Since 1923, when the first experiments in readers' advisory service were made, the number of libraries offering this service has grown to 48. In the face of the general decrease in library budgets and the resultant curtailment of many activities, this is an extraordinary record.

For the last few years, for financial reasons the position of assistant in adult education at the headquarters office of the American Library Association has not been filled. It is with gratification that we are able to report that the Executive Board of the American Library Association has recently approved the appointment of John M. Chancellor, formerly readers' adviser at the New Haven Public Library and lately of the United States Bureau of Prisons, to the position of assistant in adult education attached to the Public Library Division. Mr. Chancellor's duties, as outlined by

the Board, will be to maintain close cooperation with other national organizations interested in adult education, to collect and make available information on what libraries are doing in the field of adult education, to forward cooperation between libraries and the American Library Association and the emergency adult education activities of the Federal government, and to study experiments in adult education.

For the last six years our Association has maintained jointly with the American Library Association a Committee on Adult Reading. No meeting of the Committee has been held during the last year, although a meeting is scheduled for the early fall. It is expected that the results of two studies, one on reading habits by Douglas Waples, the other on reading achievements of adults of limited education by William S. Gray, for which funds were allocated by the Carnegie Corporation on recommendation of this Committee, will be published within a few months.

For some time there has been a demand from leaders of classes being conducted with CWA funds, from CCC camps, and from other sources for a list of simply written, informative, and readable books suitable for use by adult students. At the annual conference of the American Library Association, held in Chicago, October, 1933, the Subcommittee on Readable Books of the Board on Library and Adult Education prepared a tentative list of subjects that might serve as a basis for such a list. Miss Doris Hoyt of the New York Public Library, assisted by a staff of CWA workers, undertook the preparation of the list. Nine hundred books were selected for inclusion; brief notes were written for those titles that needed an explanation; and each book was given a

symbol indicating whether the wording was "simplest, fairly simple, or more difficult." The list was published under the auspices of the American Library Association Board on the Library and Adult Education and our Association, with the endorsement of the Commissioner of Education of the United States, under the title "Books of General Interest for Today's Readers."

Publication of the results of a study of the reading programs of a group of patrons of the New York Public Library, being made by Jennie M. Flexner, readers' adviser, is expected in the fall of 1934. Certain subsidies for this work have been made by the Association in the last two years.

RADIO EDUCATION

It is not the function of this report to deal in detail with problems of radio education, but since the leading organization in this country concerned with the problem traces its ancestry to the original studies made by the Association in 1930-31, it is fitting that some consideration be given to the subject here. The National Advisory Council on Radio in Education, notwithstanding the handicap of insufficient funds with which to carry on its program of experimentation and of administrative organization, has made substantial progress during the year. With augmented support it would be possible for the Council to proceed with experimentation with broadcast programs, with techniques of presentation, with listener groups, with its long-delayed plan for the formation of local groups and councils, and with its important schedule of publications concerning educational broadcasting. A special grant of \$25,000 made by the Carnegie Corporation at the close of last year has made it possible to surmount some of the administrative

difficulties, and a special grant of \$6,000 from the Carnegie Corporation broke the dam of unpublished manuscript.

On April 14, 1934, the President of the Carnegie Corporation reassembled the group that had met almost exactly three years earlier and as a result of whose meeting the Council was formed. At this time a thorough evaluation of accomplishments was attempted and a course charted for future action. The cordial willingness of the broadcasters to provide air-time for educational programs sponsored by the Council augurs well for the development of large-scale educational broadcasting of high merit in this country. The importance of the Council in such developments can not be overestimated.

NATIONAL OCCUPATIONAL CONFERENCE

Development of the National Occupational Conference has continued along the general lines laid down in the report for last year. The assembling and organizing of available information have been begun with preparation and publication of a complete bibliography of the literature on occupations; a history of vocational guidance; and studies of occupational trends, occupational distribution, and aptitude tests. New ground has been broken by studies supported by the Carnegie Corporation on recommendation of the Conference, as follows: women's occupations (American Woman's Association); certain women's professions (Institute of Women's Professional Relations); and store occupations (Occupational Research Section of the National Vocational Guidance Association); interests of individuals (Stanford University); and occupational ability patterns (National Research Council). Three studies seeking to evaluate guidance processes

also have been recommended for support: guidance procedures on the secondary level (Stanford University); guidance procedures on the college level (National Occupational Conference); and an evaluation of adult guidance in the Adjustment Service of New York (National Occupational Conference). Plans have also been completed for an experimental program concerned with community planning and guidance in several typical communities of various sizes.

Dissemination of occupational information has centered in *Occupations, the Vocational Guidance Magazine*, a periodical issued nine times a year, which seeks to provide a running record of events and developments in the whole field of guidance, including reports of conferences, notes on current researches, and reviews of new books. Three regional conferences have been held in the northeastern, western, and southern states, and a fourth is planned for the central states. These regional conferences have been held to stimulate formation of independent, homogeneous groupings of persons interested in occupational adjustment, and to bring to the "working counselor" the latest, most authentic knowledge in the field of guidance.

The Conference continues administratively as a legal subdivision of the Association. It is to be expected that as its program develops and its permanent or semi-permanent usefulness is demonstrated, it may become desirable separately to incorporate the Conference. The Executive Committee of that body, in which the Chairman and the Director of the Association hold membership, possesses complete autonomy so far as policies and program are concerned. Full reports concerning administrative action taken are submitted to the Executive Committee of the Association. Disbursement

of funds is handled by the Association at its office, a not inconsiderable administrative task when it is noted that the overhead grant of the Carnegie Corporation for the running expenses of the Conference during the current year totals \$50,000. In addition, grants made for special projects, studies, and experiments will approximate \$80,000 for the year.

RURAL ADULT EDUCATION

The exploratory surveys culminating last year in the publication of *Rural Adult Education* by Benson Y. Landis and John D. Willard have been followed in 1934 by a concrete demonstration of adult education in a rural area: the Institute of Rural Economics, held at Rutgers University and in eight central regions of New Jersey, jointly sponsored by Rutgers University and the Association, and financed by a grant of \$10,000 from the Carnegie Corporation made on the recommendation of the Association. The Chairman of the Association actively participated in organizing the Institute and took part in the program. Benson Y. Landis was chosen to serve as Educational Director, and was appointed as a special Field Representative of the Association in this enterprise.

The purpose of the Institute was to develop better understanding of some of the economic issues affecting agriculture, both nationally and locally. Each of the topics considered was controversial: price control and price fixing; control of farm production; money and its relation to prices; debts and credit; taxation; part-time farming movements; local government; and international relations and agriculture. Speakers were drawn from various governmental agencies and from the faculties of Harvard, Rutgers, Princeton, Cornell, Wisconsin, and Connecticut

State College. Freedom in the expression of personal opinion was encouraged, but care was taken to advance both sides of every question; the Institute neither sponsored a particular economic doctrine nor sought to achieve unanimity of opinion among those participating.

Eight all-day sessions were held at Rutgers University on successive Mondays from January 8 through March 5. Enrollment in the Monday sessions was to be limited to fifty, but one hundred persons finally were admitted from all parts of the state—principally farmers and farm advisers, with a sprinkling of country clergymen, bankers, and members of the state legislature. Forums held in eight rural centers on alternate Tuesday, Wednesday, Thursday and Friday evenings attracted an attendance of from 50 to 125 persons each night. The Institute was also extended to include three round tables for women.

In the course of the Institute it became apparent that a central organization would be needed to carry forward the program already begun and to correlate the various agencies for rural adult education in New Jersey. The Carnegie Corporation has appropriated \$2,500 to the Association to assist in perfecting such a central organization.

WORKERS' EDUCATION

The year 1933-34 has witnessed a revival of interest in workers' education throughout the country. From all sections have come clear indications of desire on the part of workers for adult education opportunities, particularly for assistance toward an understanding of rapidly changing social and economic conditions. Because the week-end conferences and labor institutes developed by the Workers Education Bureau of America have proved effective in providing

short courses on current social and economic problems for wage earners, the Executive Committee recommended, and the Trustees of the Carnegie Corporation approved, a grant of \$10,000 to the Bureau for the establishment of a series of labor institutes in 1933-34. In these institutes, special emphasis was placed on opportunity for frank, free, and impartial discussion of the promises and the menaces for labor implied in the National Recovery Act. The program of the Bureau was further supported by a generous emergency grant from the General Education Board.

NEGRO ADULT EDUCATION

The three-year experiments in adult education for Negroes in Atlanta and in the Harlem district of New York, financed by annual grants of \$10,000 from the Carnegie Corporation and of \$5,000 from the Julius Rosenwald Fund, terminate this year. In 1933, \$1,000 from the adult education experimental fund was allocated by the Carnegie Corporation to the Association to secure a Negro educator of distinction who might observe the program of the experiments impartially and objectively, report his findings, and suggest suitable plans for future development. Dr. Alain Locke, Professor of Philosophy in Howard University, was chosen for this purpose; during the year 1933-34 he has been closely in touch with the committees in charge and with the actual programs which the committees have devised. Differences in administrative organization, social life, and economic conditions naturally have produced dissimilar results in the two cities, but Dr. Locke's reports point to certain conclusions of importance for the three-year experimental period.

In both centers emphasis has been placed on the cultural history and eco-

nomic status of the race—subjects naturally of great interest to Negroes and seldom presented free from emotional stress or the bias of propaganda. Offerings of this nature have met with sustained response and have been found the most effective motivation for the program as a whole. Other subjects have, of course, been included in programs, formal and informal, adapted to the special needs of those participating. The experiments may be said to have demonstrated the need for and desirability of special programs in adult education for Negro groups both in northern and southern communities. Procedures in the planning and administration of programs for Negro groups have been developed which will be useful as precedents for similar undertakings elsewhere. An important by-product in both centers has been increased interracial cooperation resulting in intelligent discussion of racial problems and relations.

THE JOURNAL

This last year has been an eventful one for the *Journal of Adult Education*. In October the final number of the fifth volume appeared, thus rounding out the first quinquennium of publication. But more important than this event, which looks to the past, have been certain changes in content and policy, which look to the future.

When the *Journal* was launched five years ago, no course was charted for it other than that indicated by the general purpose of the Association: to facilitate free and fruitful exchange of ideas, opinions, and facts concerning adult education and to steer clear of propaganda. As between ideas and opinions, on the one hand, and facts, on the other, no undue weight has ever been given to the former as an editorial policy.

Nevertheless, it has so happened that most of the main articles contributed to the *Journal* up to the beginning of the present calendar year have tended to be of a theoretical rather than of a factual nature—a tendency easily enough understood in a comparatively recent and rapidly expanding movement. Now, however, the situation is changing; the objectives of adult education are more sharply defined, the direction of the movement is more clearly set, and a multitude of individual enterprises are well under way. If the *Journal* is to continue to present a true picture of adult education in this country, it becomes increasingly necessary that an accurate delineation of what actually has happened and is happening should occupy the foreground. With this object in view the *Journal* has embarked upon a well-defined policy of giving a more prominent position and increased space to articles that describe and appraise various adult education projects. In order more fully to insure objectivity in these articles, the writing of them is being assigned to men and women who, though they are informed in regard to adult education and sympathetic with the purposes of the movement, are not themselves engaged in adult education work, or at least not closely associated with the projects that they are reviewing.

This new policy was inaugurated in January, 1934, and in spite of difficulties, both foreseen and unforeseen, which have arisen in putting it into practice, it will be followed as far as possible in future issues of the *Journal*. A special fund of \$2,550 provided by the Carnegie Corporation has been utilized in preparing reports of adult education enterprises worthy of notice in the *Journal*. Approximately one half of this fund has been used during the current year. The

balance will be available for the same purpose during the year to follow.

The January *Journal* marked another innovation of importance—the incorporation into the *Journal*, as one of its departments, of the *Bulletin of the Department of Adult Education* of the National Education Association, the publication of which was threatened with suspension because of shortage of funds. This union of the two periodicals, which is effective for the present year, has the double advantage of carrying the *Journal* regularly to every member of the N.E.A. Department of Adult Education and of giving our own members complete and authoritative news of the extensive and important work in adult education that is now part of the program of our public school system.

The publication of the *Journal* during the current year has been financed by an allocation of \$14,000 made for that purpose from the adult education experimental fund of the Carnegie Corporation. The cooperative publications program with the N.E.A. has been made possible by a subsidy of \$1,000 granted by the Corporation.

PUBLICATIONS

A special grant of \$2,500 from the Carnegie Corporation enabled the Association to publish, in addition to the studies described elsewhere in this report, *Deliver Us From Dogma*, by Alvin Johnson, a collection of brief essays that originally appeared in the *Bulletins of the New School for Social Research*.* The Annual Report of the Director of

* This fund also permitted the Association to aid in the publication by the *Womans Press* of *Leisure-Time Interests and Activities of Business Girls*, by Janet Fowler Nelson, a report of the two-year study and experiment conducted by the Laboratory Division, National Board, Y. W. C. A., and described in the 1932-33 annual report.

the Association for 1932-33 was issued in May, 1933, as a separate bulletin, and was later incorporated in the June number of the Journal of Adult Education. An article on adult education was prepared by the Association for *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 V, Numbers 3 and 4, Volume VI, Numbers 1 and 2; *Books of General Interest for Today's Readers*, compiled by Doris Hoyt; *Deliver Us From Dogma*, by Alvin Johnson; *Radburn, A Plan of Living*, by R. B. Hudson; *Discussion Methods for Adult Groups: Case Studies of the Forum, the Discussion Group, and the Panel*, by Thomas Fansler; *A State Plan For Adult Education*, by Lyman Bryson; and miscellaneous leaflets and announcements.

To Council Members—In addition to the above: *Social Planning and Adult Education*, by John W. Herring; *Annual Report of the Director for 1932-33*, American Association for Adult Education; *A Handbook for the Educational Advisers in the Civilian Conservation Corps Camps*, prepared by the United States Department of the Interior, Office of Education; *The National Crisis Series—Senior High School Series*, published by Teachers College, Columbia University; *Leisure-Time Interests and Activities of Business Girls*, by the Laboratory Division, National Board, Y.W.C.A., Janet Fowler Nelson, Director.

To Organization Members—In addition to the above: *A Review of Regional Surveys of Adult Education*, by Jacques Ozanne.

PUBLICATIONS FUND

Although the revolving publications fund was augmented during the year

through sales of publications and income from royalties, the balance in the fund as of March 31, 1934, was \$2,450.50 against \$4,258.48 for March 31, 1933. The publication costs of the *Handbook of Adult Education* were met from this fund, as was a part of the cost of *University Teaching by Mail*. It is expected that the income from sales of the Handbook during the coming months will return to the revolving publications fund the major part of the amount expended.

ADMINISTRATION

The following members of the Council have served as officers and members of the Executive Board for the year 1933-34:

President: Dorothy Canfield Fisher*
Vice-Presidents: Charles A. Beard*
 W. W. Bishop*
 Harvey N. Davis*
 John Hope*
 James A. Moyer*
 William A. Neilson*
 George E. Vincent*
Chairman: James E. Russell*
Secretary: Jennie M. Flexner*
Treasurer: Chauncey J. Hamlin*

Executive Board

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

The committees appointed by the Chairman for the year 1933-34 are as follows:

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

* Term expires September 30, 1934.

† Term expires September 30, 1935.

‡ Term expires September 30, 1936.

Annual Meeting: Arthur E. Bestor; Morse A. Cartwright (Chairman); C. S. Marsh.

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

Community Projects: Lyman Bryson; Linda A. Eastman; Chauncey J. Hamlin; James A. Moyer; Elmer Scott (Chairman).

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

International Relations: Arthur E. Bestor (Chairman); W. W. Bishop; Spencer Miller, Jr.

Library Cooperation: W. W. Bishop; Harry W. Chase; Linda A. Eastman (Chairman); Jennie M. Flexner; Franklin F. Hopper.

Negro Education: John Hope; Franklin F. Hopper (Chairman); Mrs. Elizabeth C. Morriss.

Parent Education: Linda A. Eastman; Everett D. Martin; Robert E. Simon (Chairman).

Public School Relations: Mrs. Elizabeth C. Morriss; James A. Moyer (Chairman); Robert E. Simon.

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

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

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

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

University Cooperation: Harry W. Chase; Harvey N. Davis; William J. Hutchins; William A. Neilson (Chairman); George E. Vincent.

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

TERMS EXPIRE 1934

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

TERMS EXPIRE 1935

Newton D. Baker	John Hope
Remsen D. Bird	Walter A. Jessup
W. S. Bittner	Henry W. Kent
Scott Buchanan	Vincent W. Lanfair
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 M. Wriston
Mary H. S. Hayes	

TERMS EXPIRE 1936

Jerome H. Bentley	Lois H. Meek
Arthur E. Bestor	James A. Moyer
Edmund de S. Brunner	William A. Neilson
Jessie A. Charters	Paul M. Pearson
Harry W. Chase	J. H. Puelicher
L. L. Dickerson	Leon J. Richardson
Grace E. Frysinger	James E. Russell
Charles R. Green	Florence Snow
Edgar W. Knight	Harold L. Stonier
Read Lewis	Douglas Waples
C. S. Marsh	Caroline A. Whipple
Frank L. McVey	Philip N. Youtz

The following appointments to the staff of the Association have been made during the year: Arthur E. Bestor and Jerome H. Bentley, Field Representatives as members of the Association's Informal Advisory Committee on Adult

Education to assist the Commissioner of Education in connection with the Federal Emergency Program; Benjamin C. Gruenberg, Associate in Science; Gustav F. Beck, Field Representative for Canadian relations; Thomas Fansler, Field Representative to study the technique of discussion; Benson Y. Landis, Field Representative, as Educational Director of the Institute of Rural Economics jointly sponsored by Rutgers University and the Association; Jacques Ozanne, Field Representative, to make a preliminary study of urban community projects, and make arrangements for a conference of community organization workers; and Nathaniel Pepper, Field Representative to make an investigation of the lecture field.

The Association lost one of its best friends and most valued members in the death, on September 25, 1933, in Seattle, Washington, of Henry Suzzallo, President of the Carnegie Foundation for the Advancement of Teaching. Dr. Suzzallo had been a member of the Council of the Association since its founding, had served as a Vice-President, as chairman of the standing committee on research, and as a member of the Editorial Board of the *Journal of Adult Education*. His friendly concern for the Association was exceeded only by his profound interest in the social significance of adult education. All who came in contact with him were enriched by the experience. His influence upon the work of the Association will not soon be forgotten.

FOUNDATION ALLOCATIONS

At the opening of the year 1933-34 the Carnegie Corporation of New York set aside \$80,000 to be devoted to studies and experiments in adult education. During 1932-33 the Carnegie Corporation had already approved the Association's recommendation for projects in-

volving \$15,450 to be completed during 1933-34, and the balance of \$6,550 remaining unexpended in the experimental fund for 1932-33 was carried forward into the present year. The total sum made available by the Carnegie Corporation as an experimental fund for adult education in 1933-34, therefore, was \$102,000. Additional appropriations from general funds to the extent of \$104,000 also have been made to various projects in adult education by the Carnegie Corporation during the course of the year, including support of the Des Moines Forum Project, the National Council on Radio in Education, the People's Institute of New York, Canadian adult education activity, the coordination fund for the Adjustment Service and the Emergency Program in New York, the Washington cooperation fund, and other minor grants. In addition, the Corporation has appropriated to date this year approximately \$85,000 for the support of the National Occupational Conference and projects recommended by it.

The President and members of the Board of Trustees of the Corporation have shown a ready sympathy with the problems confronting the Association and have been most generous in expressing their understanding of those problems through approval of the recommendations submitted to them by the Executive Committee of the Association.

The Julius Rosenwald Fund has continued through the year its support of the Negro adult education experiments in Harlem and Atlanta, the current payment of \$5,000 completing a three-year appropriation for this purpose totaling \$15,000.

The General Education Board made an emergency grant of \$7,500 to the Association for publication purposes in

connection with the Federal emergency educational program.

SCIENCE STUDY

An inquiry into the status of science in adult education was undertaken during the year by Benjamin C. Gruenberg, who accepted an invitation to join the staff of the Association on appointment for six months as Associate in Science.

By interview and correspondence, Dr. Gruenberg sought to ascertain the views held by a number of scientists and educators on this important aspect of adult education. As was to be expected, a great variety of opinions was found, even among well-informed persons, both as to the character of educational work in process and as to future needs. Problems of outstanding importance were chosen for further consideration by a special conference of scientists held on April 9, 1934; and a formulation of the problems discussed together with a synthesis of solutions proposed will be published shortly. The science inquiry was supported by a grant of \$6,000 made by the Trustees of the Carnegie Corporation on recommendation of the Association, supplemented by \$1,500 placed at the disposal of the Association by the President of the Carnegie Corporation from administrative funds.

ALUMNI EDUCATION

In 1929 the Association published *Alumni and Adult Education*, an introductory survey prepared by Wilfred B. Shaw in cooperation with the American Alumni Council. Mr. Shaw's survey crystallized growing interest in the idea of continuing education for the graduates of American colleges and universities, and led to adaptation of old and development of new procedures in many institutions. Reports received for the

Handbook of Adult Education indicated that many such plans had been devised and that a report to follow up the Shaw study would be of value. On recommendation of the Association the Carnegie Corporation allocated \$4,000 from the experimental fund to cover the cost involved, and Ralph A. Beals was released from a portion of his duties as Assistant to the Director of the Association in order that he might undertake the necessary investigation. It is expected that Mr. Beals's report will appear in the autumn of 1934.

UNIVERSITY EXTENSION

The study of ability and achievement of students in divisions of university extension, financed by a grant of \$10,000 from the Carnegie Corporation, has progressed under the general auspices of a special research committee of the University of Minnesota. Herbert Sorenson, director of the study, has secured leave of absence for the first semester of the academic year 1934-35 and will visit each of the cooperating institutions to ascertain salient facts which can be gathered only on the ground. It is hoped that another year will see the completion of this important study. As in former years, the Association has maintained friendly relations with the National University Extension Association and the Eastern Association for Extension Education.

TECHNIQUE OF DISCUSSION

A study of the technique of discussion was undertaken during the year by Thomas Fansler, who was added to the staff of the Association for this purpose. Although there are several published treatises on discussion procedures, the Executive Committee felt that there was a distinct need for a "case book" which

would include interesting variations on standard methods for utilizing discussion as exemplified in the forum, the informal study-circle, and the panel. The resulting volume includes verbatim transcripts of actual discussions, with brief marginal comments, and a final section on criteria. Preparation and publication of the manuscript have been made possible by an allocation to the Association of \$2,500 from the Carnegie Corporation.

LECTURE-FIELD STUDY

The investigation of the lecture field, tentatively outlined in the report for last year, has been carried forward by Nathaniel Peffer, Field Representative of the Association. Mr. Peffer has been concerned primarily with the relation between the commercial lecture bureaus and forums, town halls, clubs, institutes, church leagues, and similar organizations, on the one hand, and audiences of thinking men and women who desire intellectual stimulus and guidance rather than amusement, on the other. The number of such persons is increasing and facilities for meeting their needs are both meager and beset with difficulties, particularly outside the larger centers of population. The general problem of the lecture field as the principal medium of education for adults who have left formal institutions has been stated by Mr. Peffer in the *Journal of Adult Education* for April, 1934; the factors in this problem and alternative solutions are to be discussed in a subsequent article.

PARENT EDUCATION

The emphasis laid upon parent education in the Federal emergency program of adult education is consistent with the growing interest in this section of the adult education field throughout the country. Contacts of the Association

during the year with the principal operating organizations in parent education have been many and most cordial. Officers of the National Council on Parent Education, the Child Study Association of America, and the National Congress of Parents and Teachers have conferred with representatives of the Association, such conferences always leading to the inescapable conclusion that, since most adults are parents and all parents are adults, the two movements have much in common and should remain in close association.

NATIONAL THEATRE CONFERENCE

The major effort of the National Theatre Conference has been directed against the complete extinction of little theaters which were threatened with proposals to include them under the Legitimate Theater Code Authority. By representing the little theaters before the code authorities, by keeping the theaters informed, and by arousing an aggressive public opinion, the major disaster has been avoided, at least temporarily.

At the same time, the Conference has encouraged playwriting and the production of American plays, especially outside New York. The Conference constantly receives calls for assistance in community efforts, and has sought wherever possible to give expert advice with particular reference to community conditions. The library survey, begun last year, has gone forward, and problems that need solution will be presented at the meeting of the American Library Association in June. Other studies which the Conference has under way deal with the architecture of the theater, theater museums and collections, campaigns for community theaters and related problems.

The work of the National Theatre Conference during the year has been

assisted by a grant of \$6,000 from the Carnegie Corporation made through this Association.

RESEARCH COMMITTEE

The standing committee on research and studies has continued its effort to formulate an inclusive program of desirable investigation and research in adult education. The chairman of the committee, A. Caswell Ellis, Director of Cleveland College, Western Reserve University, has been unsparing of time and energy in his effort to bring order into the mass of material accumulated by himself and by previous chairmen. A preliminary draft for the report has now been completed by Dr. Ellis; some of the problems arising therefrom will be presented for debate at the Annual Meeting of the Association in May; and the entire report, or the first of a series of short detailed reports, will follow in the autumn.

ANNUAL MEETING

The Eighth Annual Meeting of the Association was held in The Jones Library, Amherst, Massachusetts, May 22-24, 1933. Most of the sessions were devoted to a review of projects directly initiated or sponsored by the Association. These included a study of adult education in rural America; an experiment in Negro education carried on concurrently in Atlanta, Georgia, and the Harlem district of New York City; an adjustment service for the unemployed of New York City; the establishment of a National Occupational Conference to serve as a clearing house for information on occupations and occupational trends; and a program of forum meetings administered as part of the public school system of Des Moines, Iowa. The annual meeting program concluded with a panel discussion of accomplishments

to date and of desirable policies for the future. At an evening session, open to the interested public, addresses of a more general nature were made by Harry M. Lydenberg, President of the American Library Association; George E. Vincent, former President of the Rockefeller Foundation; and Dorothy Canfield Fisher, President of the Association. There were two business meetings of the Association, one of the Council and one of the Executive Board. About two hundred persons were in attendance.

A conference arranged by the Committee on Rural Adult Education of the Association was held in Amherst on the two days immediately preceding the annual meeting. More than fifty persons registered for this conference and joined in the round-table discussions of problems pertaining to the improvement of life and work in rural communities through the provision of broader and richer educational opportunities.

RECREATION

The important implications of recreation for adult education continue to receive recognition in programs of all kinds and at all levels. A spirit of friendly cooperation has been maintained between the staff of the Association and that of the National Recreation Association, and representatives from various national agencies have met informally from time to time as a National Education-Recreation Council for the discussion of problems common to the two fields. The Director and other members of the Executive Board further served as members of the Fosdick Committee appointed to report on leisure-time problems growing out of the provisions of the N. R. A.

Throughout the academic year Frank H. Smith, formerly of Berea, Kentucky,

has conducted an itinerant recreation-extension service in various mountain centers and schools in the mining regions of Virginia, Kentucky, and Tennessee. Intensive activities have been offered for the training of local recreation leaders in a region where "play" is almost an unknown word. Mr. Smith's work has been supported in part by an appropriation of \$750 made to Berea College by the Carnegie Corporation on recommendation of the Association.

Reference also should be made to the publication of an investigation mentioned in the previous reports. *Leisure: A Suburban Study*, by George A. Lundberg, Mirra Komarovsky, and Mary Alice McInerney (Columbia University Press, 1934), is the result of a survey undertaken for the Westchester County Recreation Commission, supported in part by a grant from the Carnegie Corporation made on the recommendation of the Association. The adult education implications of this study are many and important. The volume promises to be of high value to those who contemplate participation in community and regional adult education surveys.

ADULT EDUCATION IN CANADA

Under the Carnegie Corporation grant of \$6,000 made to the Association in 1932 for the purpose of sending Canadian students of rural life to Scandinavian Folk High Schools, eight young men visited Denmark, Sweden, and Norway in the summers of 1932 and 1933. They returned to Canada imbued with a desire to launch an adult education movement in the Dominion. As a first step they initiated surveys of present adult education efforts in each of the Provinces, and organized themselves into an informal committee to further an all-Canadian organization.

Quite independently of this group, the Extension division of the University of Toronto issued a call for a Canadian Adult Education Symposium to be held in Toronto May 22 and 23, 1934. This agency has long conducted adult education in various forms in the province of Ontario and has maintained close relationships with the Workers' Educational Association of Ontario. Through the American Association, the two groups were brought together and both will participate in the Toronto Symposium.

Funds have been provided by the Carnegie Corporation to the American Association for cooperation with the Canadian movement and to aid in the development of a Canadian organization if the formation of one should prove to be the decision of the Toronto delegates. A special fund of \$10,000 has been made available to be expended at the discretion of the Association for these purposes.

The American Association will be represented at the Toronto meeting by Gustav F. Beck, Director of the Labor Temple School of New York and special Field Representative of the Association. Dr. Beck served for many years with the Workers' Educational Association and the Adult School movement in England.

INTERNATIONAL RELATIONS

The Chairman and Director of the Association represented the American group at the meeting of the Council of the World Association for Adult Education held in Copenhagen, Denmark, August 28 and 29, 1933. Unsettled political conditions in many countries resulting in loss of leadership and financial support to adult education, serious decreases in financial support to the World Association attributable to the world-wide depression, admitted deficiencies in the quality of the publications

program of the World Association—these and other considerations led the Executive Committee to recommend serious curtailment in the activities of the international organization. These recommendations were approved by the Council, the resignations of members of the Executive Committee were accepted, officers were re-elected, and the affairs of the Association placed in their hands and those of a special commission of three members. This commission is to meet in the summer of 1934 to determine the advisability of reassembling the Council and proceeding with a reorganization of the World Association. If the decision in 1934 is adverse to calling a meeting of the Council at that time, the same committee is empowered to give consideration to the matter in 1935. The members of the commission are Roman Dyboski of Poland, Arne Kildal of Norway and W. Pfeleiderer of Germany.

CONCLUSION

In appraising the accomplishments of the year just closed, it should be borne in mind that the Association has not swerved from the purposes for which it was formed. Despite the superficially attractive invitations which have come to the organization repeatedly to take leadership in promulgating a wide variety of alleged panaceas for the country's social ills, the officers, executive board, and staff have steadfastly refused to abandon the policies originally agreed upon in 1926 and confirmed in the two following years.

We remain a clearing house for information about adult education, a medium for publication, an agency for the sponsorship and, in rare cases only, the conduct of studies, researches, experiments, and demonstrations in the meth-

ods and techniques of aiding adults to educate themselves. With subject matter offerings to adults, we have no direct concern. As a national association, we do not believe in superimposition or in undue interference in community, state, or regional educational affairs.

It is our function to be of service to American adult education to the utmost limit of available personnel and financial resources. In the light of the recent unprecedented growth in volume of adult education in the United States, it is evident that performance of the task before the Association will tax the ingenuity of its leaders. Never-ending emphasis upon quality and stern disapprobation both of shoddiness and of those who would use the movement for ulterior purposes should continue to be our guide stones.

Respectfully submitted,

Morse A. Cartwright.

April 30, 1934
New York City

FINANCIAL SUMMARY

I. Statement of Financial Condition, September 30, 1933; Statement Showing Changes in Funds for the Fiscal Year Ended September 30, 1933; Statement of Income and Expenses for the Fiscal Year Ended September 30, 1933; Summary of Total Income and Total Expenses for the Fiscal Year Ended September 30, 1933; and Appropriations Received for Account of Other Organizations for the Fiscal Year Ended September 30, 1933.

(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, 1934; Statement Showing Changes in Funds for the Six Months Ended March 31, 1934; Statement of Income and Expenses for the Six Months Ended March 31, 1934; Summary of Total Income and Total Expenses for the Six Months Ended March 31, 1934; and Appropriations Received for Account of Other Organizations for the Six Months Ended March 31, 1934.

I

Mr. Morse A. Cartwright, Director
American Association for Adult Educa-
tion
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, 1933, and present herewith the following four Exhibits and one Schedule:

Exhibit "A"—Statement of Financial Condition, September 30, 1933.

Exhibit "A"—Schedule "1"—Statement Showing Changes in Funds

for the Fiscal Year Ended September 30, 1933.

Exhibit "B"—Statement of Income and Expenses for the Fiscal Year Ended September 30, 1933.

Exhibit "C"—Summary of Total Income and Total Expenses for the Fiscal Year Ended September 30, 1933.

Exhibit "D"—Appropriations Received for Account of Other Organizations for the Fiscal Year Ended September 30, 1933.

Very truly yours,
Frederick Fischer, Jr.,
Certified Public Accountant

New York, N. Y.
October 26, 1933

EXHIBIT A

STATEMENT OF FINANCIAL CONDITION, SEPTEMBER 30, 1933

		<i>Assets</i>	
<i>Cash:</i>			
Capital Account.....		\$58,120.42	
Managing Account.....		28,515.00	
<i>Total Assets</i>			\$86,635.42
		<i>Liabilities</i>	
Prepaid membership dues.....		\$472.06	
Prepaid subscriptions to Journal of Adult Education.....		237.46	
Balance payable on appropriations received for account of other organizations, per Exhibit "D".....		37,525.00	
<i>Total Liabilities</i>			38,234.52
<i>Net Asset Value</i>			<u>\$48,400.90</u>
<i>The net asset value comprises the following funds:</i>			
Maintenance Funds, per Schedule "1".....		\$14,446.63	
Publication Funds, per Schedule "1".....		14,056.48	
Special Project, Study, and Conference Funds, per Schedule "1".....		19,897.79	
<i>Total Funds</i>			<u>\$48,400.90</u>

EXHIBIT A—SCHEDULE 1

STATEMENT SHOWING CHANGES IN FUNDS FOR THE FISCAL YEAR ENDED
SEPTEMBER 30, 1933*Maintenance Funds**General*

Balance, September 30, 1932.....	\$8,238.46		
Deduct—Excess of Maintenance Expenses over Income, September 30, 1933, per Exhibit "C".....	4,220.26	\$4,018.20	
Add: Excess of Journal of Adult Education Income over Expenses, September 30, 1933, per Exhibit "C".....	\$757.39		
Transferred from Special Projects			
Study and Conference Fund Accounts:			
Industrial Education Study.....	\$321.18		
Miscellaneous Conference.....	365.00		
Miscellaneous Studies and Projects.....	3,200.00		
Rural Adult Education Study.....	81.81		
Study of Opportunity Schools.....	703.05	4,671.04	5,428.43
Balance, September 30, 1933.....			\$9,446.63

Administrative Reserve

Balance, September 30, 1932.....	\$5,000.00		
No change.....	..		
Balance, September 30, 1933.....		5,000.00	

Total Maintenance Funds, September 30, 1933, per Exhibit "A"..... \$14,446.63

*Publication Funds**Handbook of Adult Education*

Excess of Income over Expenses, September 30, 1933, per Exhibit "C".....	\$1,205.21		
Balance, September 30, 1933.....		\$1,205.21	

International Review of Adult Education

Balance, September 30, 1932.....	\$7,044.70		
No change.....	..		
Balance, September 30, 1933.....		7,044.70	

Research Report

Excess of Income over Expenses, September 30, 1933, per Exhibit "C".....	\$1,892.23		
Balance, September 30, 1933.....		1,892.23	

Revolving Fund for Publications

Balance, September 30, 1932.....	\$1,849.67		
Add—Excess of Income over Expenses, September 30, 1933, per Exhibit "C".....	2,064.67		
Balance, September 30, 1933.....		3,914.34	

University Correspondence Teaching Study

Balance, September 30, 1932.....	\$828.96		
Deduct—Excess of Expenses over Income, September 30, 1933, per Exhibit "C".....	828.96		
Balance, September 30, 1933.....		..	

Total Publication Funds, September 30, 1933, per Exhibit "A"..... \$14,056.48

*Special Project, Study, and Conference Funds**Adult Reading Study**Conferences*

Balance, September 30, 1932.....	\$1,730.43		
Deduct—Excess of Expenses over Income, September 30, 1933, per Exhibit "C".....	635.84		
Balance, September 30, 1933.....		\$1,094.59	

Special Project, Study, and Conference Funds—continued

<i>Library Experiments</i>		
Balance, September 30, 1932	\$700.00	
Deduct—Excess of Expenses over Income, September 30, 1933, per Exhibit "C"	600.00	
Balance, September 30, 1933		\$100.00
<i>Studies</i>		
Excess of Income over Expenses, September 30, 1933, per Exhibit "C" ..	100.00	
Balance, September 30, 1933		100.00
<i>Canadian Scholarship Fund</i>		
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, September 30, 1933, per Exhibit "C"	4,194.75	
Balance, September 30, 1933		215.05
<i>Industrial Education Study</i>		
Balance, September 30, 1932	321.18	
Deduct—Amount transferred to Maintenance Fund	321.18	
Balance, September 30, 1933
<i>International Conference Travel Fund</i>		
Balance, September 30, 1932	437.00	
Deduct—Excess of Expenses over Income, September 30, 1933, per Exhibit "C"	437.00	
Balance, September 30, 1933
<i>International Psychological Study of Adult Education</i>		
Balance, September 30, 1932	5,284.38	
Deduct—Excess of Expenses over Income, September 30, 1933, per Exhibit "C"	4,715.00	
Balance, September 30, 1933		569.38
<i>Lecture Field Study</i>		
Excess of Income over Expenses, September 30, 1933, per Exhibit "C"	3,000.00	
Balance, September 30, 1933		3,000.00
<i>Miscellaneous Conferences</i>		
Excess of Income over Expenses, September 30, 1933, per Exhibit "C"	365.00	
Deduct—Amount transferred to Maintenance Fund	365.00	
Balance, September 30, 1933
<i>Miscellaneous Studies and Projects</i>		
Balance, September 30, 1932	8,200.00	
Deduct—Excess of Expenses over Income, September 30, 1933, per Exhibit "C"	5,000.00	
	3,200.00	
Deduct—Amount transferred to Maintenance Fund	3,200.00	
Balance, September 30, 1933
<i>National Occupational Conference</i>		
Excess of Income over Expenses, September 30, 1933, per Exhibit "C" ...	11,838.03	
Balance, September 30, 1933		11,838.03
<i>Negro Adult Education Experiments</i>		
Deficit, September 30, 1932	250.00	
Add—Excess of Income over Expenses, September 30, 1933, per Exhibit "C"	3,230.74	
Balance, September 30, 1933		2,980.74

Special Projects, Studies, and Conferences—continued

<i>Rural Adult Education Study</i>	
Balance, September 30, 1932.....	\$1,887.75
Deduct—Excess of Expenses over Income, September 30, 1933, per Exhibit "C".....	1,805.94
	81.81
Deduct—Amount transferred to Maintenance Fund.....	81.81
Balance, September 30, 1933.....	..
<i>Study of Opportunity Schools</i>	
Balance, September 30, 1932.....	813.87
Deduct—Excess of Expenses over Income, September 30, 1933, per Exhibit "C".....	110.82
	703.05
Deduct—Amount transferred to Maintenance Fund.....	703.05
Balance, September 30, 1933.....	..
<i>Total Special Project, Study, and Conference Funds, September 30, 1933, per Exhibit "A".....</i>	<u><u>\$19,897.79</u></u>

EXHIBIT B

STATEMENT OF INCOME AND EXPENSES FOR THE FISCAL YEAR ENDED
SEPTEMBER 30, 1933*Income*

<i>Maintenance</i>			
Appropriation received from Carnegie Corporation.....	\$30,000.00		
Membership dues			
Individual.....	\$1,669.69		
Organizational.....	841.82	2,511.51	
Journal of Adult Education			
Subscriptions and sales of single copies.....	744.95		
Advertising sales.....	43.00	787.95	
Interest on bank balances.....	461.20		\$33,760.66
<i>Publications</i>			
<i>Journal of Adult Education</i>			
Appropriation from Carnegie Corporation.....		15,000.00	
<i>Handbook of Adult Education</i>			
Appropriation from Carnegie Corporation.....		4,000.00	
<i>Research Report</i>			
Appropriation from Carnegie Corporation.....		2,000.00	
<i>Revolving Fund for Publications</i>			
Sales of publications.....	27.05		
Royalties on publications.....	2,393.76	2,420.81	23,420.81
<i>Special Projects, Studies, and Conferences</i>			
<i>Adult Reading Study—Studies</i>			
Appropriation from Carnegie Corporation.....		\$6,000.00	
<i>Des Moines Adult Education Project</i>			
Appropriation from Carnegie Corporation.....		20,000.00	
<i>Lecture Field Study</i>			
Appropriation from Carnegie Corporation.....		3,000.00	

Special Projects, Studies, and Conferences—continued

<i>Miscellaneous Conferences</i>			
Appropriation from Carnegie Corporation.....		\$2,000.00	
<i>National Occupational Conference</i>			
Appropriation from Carnegie Corporation.....	\$45,100.00		
Subscriptions to "Occupations".....	756.85	45,856.85	
<i>Negro Adult Education Experiments</i>			
Appropriation from Carnegie Corporation.....	\$11,000.00		
Appropriation from Rosenwald Fund.....	7,500.00	18,500.00	95,356.85
<i>Total Income</i>			<u>\$152,538.32</u>

*Expenses**Maintenance*

Annuity payments.....	\$1,178.12		
Attorneys' and accountants' fees.....	375.00		
Incidentals.....	477.64		
Insurance.....	36.55		
Office library.....	152.03		
Office furniture and equipment.....	1,141.62		
Office supplies.....	468.89		
Postage.....	591.95		
Printing, publications and publicity.....	1,718.76		
Rent.....	3,774.92		
Repairs and maintenance.....	397.00		
Salaries.....	25,208.34		
Stationery, mimeographing, etc.....	470.84		
Telephone and telegraph.....	765.63		
Travel.....	1,073.63		
Miscellaneous minor projects.....	150.00	\$37,980.92	

Publications

Journal of Adult Education.....	\$14,242.61		
Handbook of Adult Education.....	2,794.79		
Research Report.....	107.77		
Revolving Fund for Publications.....	356.14		
University Correspondence Teaching Study.....	828.96	18,330.27	

Special Projects, Studies, and Conferences

<i>Adult Reading Study</i>			
Conferences.....	\$635.84		
Library Experiments.....	600.00		
Studies.....	5,900.00		
Canadian Scholarship Fund.....	4,194.75		
Des Moines Adult Education Project.....	20,000.00		
International Conference Travel Fund.....	437.00		
International Psychological Study of Adult Education.....	4,715.00		
Miscellaneous Conferences.....	1,635.00		
Miscellaneous Studies and Projects.....	5,000.00		
National Occupational Conference.....	34,018.82		
Negro Adult Education Experiments.....	15,269.26		
Rural Adult Education Study.....	1,805.94		
Study of Opportunity Schools.....	110.82	94,322.43	

Total Expenses..... 150,633.62

Excess of Income over Expenses..... \$1,904.70

EXHIBIT C

SUMMARY OF TOTAL INCOME AND TOTAL EXPENSES FOR THE FISCAL
YEAR ENDED SEPTEMBER 30, 1933

<i>Maintenance</i>		
Income.....	\$33,760.66	
Expenses.....	37,980.92	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "1"</i>		\$4,220.26**
<i>Publications</i>		
<i>Journal of Adult Education</i>		
Income.....	15,000.00	
Expenses.....	14,242.61	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>		757.39
<i>Handbook of Adult Education</i>		
Income.....	4,000.00	
Expenses.....	2,794.79	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>		1,205.21
<i>Research Report</i>		
Income.....	2,000.00	
Expenses.....	107.77	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>		1,892.23
<i>Revolving Fund for Publications</i>		
Income.....	2,420.81	
Expenses.....	356.14	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>		2,064.67
<i>University Correspondence Teaching Study</i>		
Income.....	..	
Expenses.....	828.96	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "1"</i>		828.96*
<i>Special Projects, Studies, and Conferences</i>		
<i>Adult Reading Study</i>		
<i>Conferences</i>		
Income.....	..	
Expenses.....	635.84	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "1"</i>		635.84*
<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.....	5,900.00	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>		100.00
<i>Canadian Scholarship Fund</i>		
Income.....	..	
Expenses.....	4,194.75	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "1"</i>		4,194.75*
<i>Des Moines Adult Education Project</i>		
Income.....	20,000.00	
Expenses.....	20,000.00	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "1"</i>

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

** The excess of expenses over income of the Maintenance Fund is offset by transfers of unexpended balances from Special Project Funds as shown on Exhibit "A," Schedule "1."

*Special Projects, Studies, and Conferences—continued**International Conference Travel Fund*

Income.....	..
Expenses.....	\$437.00

Excess of Expenses over Income, per Exhibit "A," Schedule "I"..... \$437.00*

International Psychological Study of Adult Education

Income.....	..
Expenses.....	4,715.00

Excess of Expenses over Income, per Exhibit "A," Schedule "I"..... 4,715.00*

Lecture Field Study

Income.....	3,000.00
Expenses.....	..

Excess of Income over Expenses, per Exhibit "A," Schedule "I"..... 3,000.00

Miscellaneous Conferences

Income.....	2,000.00
Expenses.....	1,635.00

Excess of Income over Expenses, per Exhibit "A," Schedule "I"..... 365.00

Miscellaneous Studies and Projects

Income.....	..
Expenses.....	5,000.00

Excess of Expenses over Income, per Exhibit "A," Schedule "I"..... 5,000.00*

National Occupational Conference

Income.....	45,856.85
Expenses.....	34,018.82

Excess of Income over Expenses, per Exhibit "A," Schedule "I"..... 11,838.03

Negro Adult Education Experiments

Income.....	18,500.00
Expenses.....	15,269.26

Excess of Income over Expenses, per Exhibit "A," Schedule "I"..... 3,230.74

Rural Adult Education Study

Income.....	..
Expenses.....	1,805.94

Excess of Expenses over Income, per Exhibit "A," Schedule "I"..... 1,805.94*

Study of Opportunity Schools

Income.....	..
Expenses.....	110.82

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

Total Excess of Expenses over Income..... \$1,904.70

* The excess of expenses over income of these funds is offset 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, 1933

Balance, September 30, 1932 Payable to:

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

Receipts

Appropriations received from Carnegie Corporation for account of:

Berea College.....	\$750.00
Brotherhood of Locomotive Firemen and Enginemen.....	5,000.00
Civic Federation of Dallas.....	3,000.00
National Theatre Conference.....	5,000.00
People's Institute-United Neighborhood Guild.....	5,000.00
Radburn, New Jersey, Association.....	3,000.00
Teachers College.....	6,000.00
Leonia Community Council.....	2,700.00
United Parents Associations of New York.....	5,000.00

Total..... \$35,450.00

Appropriation received from Carnegie Corporation through Emergency

Unemployment Relief Committee of New York for account of:

Adjustment Service..... \$100,000.00

Total Receipts..... 135,450.00

\$145,450.00

Disbursements Payments to:

Adjustment Service.....	\$75,000.00
Brotherhood of Locomotive Firemen and Enginemen.....	5,000.00
Civic Federation of Dallas.....	3,000.00
National Theatre Conference.....	5,000.00
People's Institute-United Neighborhood Guild.....	1,250.00
Radburn, New Jersey, Association.....	3,000.00
Leonia Community Council.....	675.00
United Parents Associations of New York.....	5,000.00
University of Minnesota.....	10,000.00

Total Disbursements..... 107,925.00

Balance, September 30, 1933, per Exhibit "A".....

\$37,525.00

Balance, September 30, 1933, Payable to:

Adjustment Service.....	\$25,000.00
Berea College.....	750.00
People's Institute-United Neighborhood Guild.....	3,750.00
Teachers College.....	6,000.00
Leonia Community Council.....	2,025.00

\$37,525.00

II

EXHIBIT A

STATEMENT OF FINANCIAL CONDITION, MARCH 31, 1934

Assets

Cash:

Capital Account.....	\$149,098.04
Managing Account.....	18,739.21

Total Assets..... \$167,837.25

Liabilities

Prepaid membership dues.....	\$190.92
Prepaid subscriptions to Journal of Adult Education.....	121.00
Balance payable on appropriations received for account of other organizations, per Exhibit "D".....	37,425.00

Total Liabilities..... 37,736.92

Net Asset Value..... \$130,100.33

The net asset value comprises the following funds:

Maintenance Funds, per Schedule "I".....	\$15,280.10
Publication Funds, per Schedule "I".....	24,831.87
Special Project, Study, and Conference Funds, per Schedule "I".....	89,988.36
Total Funds.....	<u>\$130,100.33</u>

EXHIBIT A—SCHEDULE 1

STATEMENT SHOWING CHANGES IN FUNDS FOR THE SIX MONTHS ENDED
MARCH 31, 1934*Maintenance Funds**General*

Balance, September 30, 1933.....	\$9,446.63	
<i>Add:</i>		
Excess of Maintenance Income over Expenses, March 31, 1934, per Exhibit "C".....	833.47	
Balance, March 31, 1934.....		\$10,280.10
<i>Administrative Reserve</i>		
Balance, September 30, 1933.....	5,000.00	
No change.....	..	
Balance, March 31, 1934.....		5,000.00
<i>Total Maintenance Funds, March 31, 1934, per Exhibit "A".....</i>		<i>\$15,280.10</i>

*Publication Funds**Publications Fund for Federal Adult Education Program*

Excess of Income over Expenses, March 31, 1934, per Exhibit "C".....	3,446.39	
Balance, March 31, 1934.....		\$3,446.39

Handbook of Adult Education

Balance, September 30, 1933.....	1,205.21	
Deduct: Excess of Expenses over Income, March 31, 1934, per Exhibit "C".....	1,205.21	
Balance, March 31, 1934.....		..

International Review of Adult Education

Balance, September 30, 1933.....	7,044.70	
No change.....	..	
Balance, March 31, 1934.....		7,044.70

Journal of Adult Education

Excess of Income over Expenses, March 31, 1934, per Exhibit "C".....	7,932.05	
Balance, March 31, 1934.....		7,932.05

Special Fund for Miscellaneous Publications

Excess of Income over Expenses, March 31, 1934, per Exhibit "C".....	2,266.00	
Balance, March 31, 1934.....		2,266.00

Research Report

Balance, September 30, 1933.....	1,892.23	
Deduct: Excess of Expenses over Income, March 31, 1934, per Exhibit "C".....	200.00	
Balance, March 31, 1934.....		1,692.23

Revolving Fund for Publications

Balance, September 30, 1933.....	3,914.34	
Deduct: Excess of Expenses over Income, March 31, 1934, per Exhibit "C".....	1,463.84	
Balance, March 31, 1934.....		2,450.50

Total Publication Funds, March 31, 1934, per Exhibit "A"..... \$24,831.87

*Special Project, Study, and Conference Funds**Adult Reading Study**Conferences*

Balance, September 30, 1933	\$1,094.59	
Deduct: Excess of Expenses over Income, March 31, 1934, per Exhibit "C"	200.00	
	<hr/>	
Balance, March 31, 1934		\$894.59

Library Experiments

Balance, September 30, 1933	100.00	
No change	
	<hr/>	
Balance, March 31, 1934		100.00

Studies

Balance, September 30, 1933	100.00	
No change	
	<hr/>	
Balance, March 31, 1934		100.00

Advisory Service, Federal Adult Education Program

Excess of Income over Expenses, March 31, 1934, per Exhibit "C"	2,561.05	
	<hr/>	
Balance, March 31, 1934		2,561.05

Alumni Education Study

Excess of Income over Expenses, March 31, 1934, per Exhibit "C"	2,750.15	
	<hr/>	
Balance, March 31, 1934		2,750.15

Canadian Adult Education Organization

Excess of Income over Expenses, March 31, 1934, per Exhibit "C"	10,000.00	
	<hr/>	
Balance, March 31, 1934		10,000.00

Canadian Scholarship Fund

Balance, September 30, 1933	215.05	
No change	
	<hr/>	
Balance, March 31, 1934		215.05

Conference of Community Organization Workers

Excess of Income over Expenses, March 31, 1934, per Exhibit "C"	4,700.00	
	<hr/>	
Balance, March 31, 1934		4,700.00

Des Moines Adult Education Project

Excess of Income over Expenses, March 31, 1934, per Exhibit "C"	5,000.00	
	<hr/>	
Balance, March 31, 1934		5,000.00

Study of Discussion Techniques

Excess of Income over Expenses, March 31, 1934, per Exhibit "C"	1,084.20	
	<hr/>	
Balance, March 31, 1934		1,084.20

International Psychological Study of Adult Education

Balance, September 30, 1933	569.38	
No change	
	<hr/>	
Balance, March 31, 1934		569.38

Lecture-Field Study

Balance, September 30, 1933	3,000.00	
Deduct: Excess of Expenses over Income, March 31, 1934, per Exhibit "C"	1,914.98	
	<hr/>	
Balance, March 31, 1934		1,085.02

Special Project, Study, and Conference Funds—continued

<i>National Occupational Conference</i>			
Balance, September 30, 1933		\$11,838.03	
Add: Excess of Income over Expenses, March 31, 1934, per Exhibit "C"		<u>33,208.96</u>	
Balance, March 31, 1934			\$45,046.99
<i>Negro Adult Education Experiments</i>			
Balance, September 30, 1933		2,980.74	
Add: Excess of Income over Expenses, March 31, 1934, per Exhibit "C"		<u>7,256.71</u>	
Balance, March 31, 1934			10,237.45
<i>Reports on Current Investigations and Experiments</i>			
Excess of Income over Expenses, March 31, 1934, per Exhibit "C"		<u>1,569.04</u>	
Balance, March 31, 1934			1,569.04
<i>Science Study</i>			
Excess of Income over Expenses, March 31, 1934, per Exhibit "C"		<u>4,075.44</u>	
Balance, March 31, 1934			4,075.44
<i>Total Special Project, Study, and Conference Funds, March 31, 1934, per Exhibit "A"</i>			
			<u><u>\$89,988.36</u></u>

EXHIBIT B

STATEMENT OF INCOME AND EXPENSES FOR THE SIX MONTHS ENDED
MARCH 31, 1934*Income**Maintenance*

Appropriation received from Carnegie Corporation		\$15,000.00	
Membership dues:			
Individual	\$1,339.66		
Organizational	<u>723.73</u>	2,063.39	
Journal of Adult Education			
Subscriptions and sales of single copies		<u>649.68</u>	\$17,713.07

*Publications**Publications Fund for Federal Adult Education Program*

Appropriation from General Education Board		3,750.00	
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Journal of Adult Education

Appropriation from Carnegie Corporation	14,000.00		
Allocation from Department of Adult Education of the National Education Association	<u>1,333.33</u>	15,333.33	

Special Fund for Miscellaneous Publications

Appropriation from Carnegie Corporation		2,500.00	
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Revolving Fund for Publications

Sales of Handbook of Adult Education	215.00		
Sales of Miscellaneous Publications	7.25		
Royalties on Publications	<u>572.55</u>	794.80	22,378.13

*Special Projects, Studies, and Conferences**Advisory Service, Federal Adult Education Program*

Appropriation from Carnegie Corporation		10,000.00	
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Alumni Education Study

Appropriation from Carnegie Corporation		5,000.00	
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Special Projects, Studies, and Conferences—continued

<i>Canadian Adult Education Organization</i>		
Appropriation from Carnegie Corporation	\$10,000.00	
<i>Conference of Community Organization Workers</i>		
Appropriation from Carnegie Corporation	5,000.00	
<i>Des Moines Adult Education Project</i>		
Appropriation from Carnegie Corporation	25,000.00	
<i>Study of Discussion Techniques</i>		
Appropriation from Carnegie Corporation	2,500.00	
<i>National Occupational Conference</i>		
Appropriation from Carnegie Corporation	\$64,000.00	
Subscriptions and Sale of Reprints, "Occupations"	3,232.50	67,232.50
<i>Negro Adult Education Experiments</i>		
Appropriation from Carnegie Corporation	10,000.00	
Appropriation from Rosenwald Fund	5,000.00	15,000.00
<i>Reports on Current Investigations and Experiments</i>		
Appropriation from Carnegie Corporation	2,550.00	
<i>Science Study</i>		
Appropriation from Carnegie Corporation	7,500.00	149,782.50
Total Income		\$189,873.70

*Expenses**Maintenance*

Annuity payments	\$738.67	
Attorneys' and accountants' fees	150.00	
Incidentals	480.91	
Insurance	16.75	
Office library	103.12	
Office furniture and equipment	104.53	
Office supplies, stationery, mimeographing	550.24	
Postage	297.07	
Printing, publications, publicity	305.73	
Rent	2,175.00	
Repairs and maintenance	45.15	
Salaries	11,074.98	
Telephone and telegraph	506.46	
Travel	164.86	
Miscellaneous minor projects	166.13	\$16,879.60

Publications

Publications Fund for Federal Adult Education Program	303.61	
Handbook of Adult Education	1,205.21	
Journal of Adult Education	7,401.28	
Special Fund for Miscellaneous Publications	234.00	
Research Report	200.00	
Revolving Fund for Publications	2,258.64	11,602.74

Special Projects, Studies, and Conferences

Adult Reading Study—Conferences	200.00	
Advisory Service, Federal Adult Education Program	7,438.95	
Alumni Education Study	2,249.85	
Conference of Community Organization Workers	300.00	
Des Moines Adult Education Project	20,000.00	
Study of Discussion Techniques	1,415.80	
Lecture Field Study	1,914.98	
National Occupational Conference	34,023.54	
Negro Adult Education Experiments	7,743.29	
Reports on Current Investigations and Experiments	980.96	
Science Study	3,424.56	79,691.93

Total Expenses 108,174.27

Excess of Income over Expenses \$81,699.43

EXHIBIT C

SUMMARY OF TOTAL INCOME AND TOTAL EXPENSES FOR THE SIX MONTHS
ENDED MARCH 31, 1934

<i>Maintenance</i>		
Income.....	\$17,713.07	
Expenses.....	16,879.60	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I".....</i>		\$833.47
<i>Publications</i>		
<i>Publications Fund for Federal Adult Education Program</i>		
Income.....	3,750.00	
Expenses.....	303.61	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I".....</i>		3,446.39
<i>Handbook of Adult Education</i>		
Income.....	..	
Expenses.....	1,205.21	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "I".....</i>		1,205.21*
<i>Journal of Adult Education</i>		
Income.....	15,333.33	
Expenses.....	7,401.28	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I".....</i>		7,932.05
<i>Special Fund for Miscellaneous Publications</i>		
Income.....	2,500.00	
Expenses.....	234.00	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I".....</i>		2,266.00
<i>Research Report</i>		
Income.....	..	
Expenses.....	200.00	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "I".....</i>		200.00*
<i>Revolving Fund for Publications</i>		
Income.....	794.80	
Expenses.....	2,258.64	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "I".....</i>		1,463.84*
<i>Special Projects, Studies, and Conferences</i>		
<i>Adult Reading Study—Conferences</i>		
Income.....	..	
Expenses.....	200.00	
<i>Excess of Expenses over Income, per Exhibit "A," Schedule "I".....</i>		200.00*
<i>Advisory Service, Federal Adult Education Program</i>		
Income.....	10,000.00	
Expenses.....	7,438.95	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I".....</i>		2,561.05
<i>Alumni Education Study</i>		
Income.....	5,000.00	
Expenses.....	2,249.85	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I".....</i>		2,750.15
<i>Canadian Adult Education Organization</i>		
Income.....	10,000.00	
Expenses.....	..	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I".....</i>		10,000.00
<i>Conference of Community Organization Workers</i>		
Income.....	5,000.00	
Expenses.....	300.00	
<i>Excess of Income over Expenses, per Exhibit "A," Schedule "I".....</i>		4,700.00

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

*Special Projects, Studies, and Conferences—continued**Des Moines Adult Education Project*

Income.....	\$25,000.00
Expenses.....	20,000.00

Excess of Income over Expenses, per Exhibit "A," Schedule "1"..... \$5,000.00

Study of Discussion Techniques

Income.....	2,500.00
Expenses.....	1,415.80

Excess of Income over Expenses, per Exhibit "A," Schedule "1"..... 1,084.20

Lecture-Field Study

Income.....	..
Expenses.....	1,914.98

Excess of Expenses over Income, per Exhibit "A," Schedule "1"..... 1,914.98*

National Occupational Conference

Income.....	67,232.50
Expenses.....	34,023.54

Excess of Income over Expenses, per Exhibit "A," Schedule "1"..... 33,208.96

Negro Adult Education Experiments

Income.....	15,000.00
Expenses.....	7,743.29

Excess of Income over Expenses, per Exhibit "A," Schedule "1"..... 7,256.71

Reports on Current Investigations and Experiments

Income.....	2,550.00
Expenses.....	980.96

Excess of Income over Expenses, per Exhibit "A," Schedule "1"..... 1,569.04

Science Study

Income.....	7,500.00
Expenses.....	3,424.56

Excess of Income over Expenses, per Exhibit "A," Schedule "1"..... 4,075.44

Total Excess of Income over Expenses..... \$81,699.43

* The excess of expenses over income of these funds is offset 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, 1934

Balance, September 30, 1933, Payable to:

Adjustment Service.....	\$25,000.00
Berea College.....	750.00
Leonia Community Council.....	2,025.00
People's Institute-United Neighborhood Guild.....	3,750.00
Teachers College, Columbia University.....	6,000.00
	<u>\$37,525.00</u>

Receipts

Appropriations received from Carnegie Corporation for account of:

Adjustment Service.....	15,000.00
Civic Federation of Dallas.....	3,000.00
Department of Adult Education, National Education Association.....	1,000.00
Farmers' Institutes.....	12,500.00
Labor Institutes.....	10,000.00
National Theatre Conference.....	6,000.00
New York Adult Education Council.....	4,000.00
	<u>51,500.00</u>

Total Receipts..... 51,500.00

\$89,025.00

ANNUAL REPORT OF THE DIRECTOR

Disbursements

<i>Payments to:</i>	
Adjustment Service.....	\$17,000.00
Berea College.....	750.00
Civic Federation of Dallas.....	3,000.00
Department of Adult Education, National Education Association.....	1,000.00
Leonia Community Council.....	1,350.00
National Theatre Conference.....	3,000.00
New York Adult Education Council.....	1,000.00
People's Institute-United Neighborhood Guild.....	2,500.00
Rutgers University (Farmers' Institutes).....	10,000.00
Teachers College, Columbia University.....	6,000.00
Workers Education Bureau (Labor Institutes).....	6,000.00
<i>Total Disbursements</i>	<u>51,600.00</u>
<i>Balance, March 31, 1934, per Exhibit "A"</i>	<u>\$37,425.00</u>
<i>Balance, March 31, 1934, Payable to:</i>	
Adjustment Service.....	23,000.00
Farmers' Institutes.....	2,500.00
Labor Institutes.....	4,000.00
Leonia Community Council.....	675.00
National Theatre Conference.....	3,000.00
New York Adult Education Council.....	3,000.00
People's Institute-United Neighborhood Guild.....	1,250.00
	<u>\$37,425.00</u>

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