

AMERICAN ASSOCIATION

FOR ADULT EDUCATION

1934-35



374.06
A512a

UNIVERSITY
OF FLORIDA
LIBRARY



AMERICAN ASSOCIATION FOR ADULT EDUCATION



ANNUAL REPORT OF
THE DIRECTOR
in behalf of the Executive Board
for 1934-35

AMERICAN ASSOCIATION FOR ADULT EDUCATION
SIXTY EAST FORTY-SECOND STREET
NEW YORK CITY

374.06
A512a



LIBRARY
UNIVERSITY OF TORONTO



AMERICAN ASSOCIATION FOR ADULT EDUCATION

*Annual Report of the Director in Behalf
of the Executive Board
for 1934-35*

PROGRESS in education customarily has been associated with the birth of new ideas about education. Belief in the beneficent results that flow from innovation has become so widespread in America that it has been incorporated as an essential part—perhaps *the* essential part—of the national educational creed. Steady improvement through the years has justified this faith. Continual examination of the methods, media, and content of education at all levels has become traditional. Those interested in education, professional and lay persons alike, have come to expect and even to like radical departures from the usual. It is recognized that by such means genuine improvement in a complicated and delicate process is achieved. So general is the willingness to experiment that parents as a rule do not object to offering either their children or themselves—now that they have become subjects of adult education—as guinea pigs for the experimental laboratories of the educational innovators.

Eloquent evidence of this disposition toward change lies in the repeated failures to organize enduring cults of so-called “progressivism” among the educators. Almost overnight the precious tenets of the cult are adopted, assimilated, adapted, and spread abroad by the mass of educators who eagerly and, may

it be said, merrily press on toward new experimentation. No cult can endure when its tenets are from day to day acclaimed and practiced by the multitude.

The philosophy of change, of procedure by trial and error, is so deeply ingrained in American education that there is warrant for the criticism, sometimes expressed by European visitors to this country, that this restless belief in the efficacy of change is the only philosophy possessed by American education. The writings of our recognizedly great educational philosophers would seem to negate this charge, but obvious failures to consolidate many of the gains made through experimentation lend all too much color to the allegations of the critics.

It would be a mistake, however, to ascribe all progress in education to ideas that have emanated from the professional educators. Often educational ideas have had their origin in the patient lay public itself, and such ideas have prevailed because they were deeply rooted in human needs or desires.

More often than not the expression of the public mind on educational questions has taken negative form. The public has registered its opinion—has given birth to its ideas on education—through its refusal to adopt or accept the ideas of the experimenters. And such refusals have extended alike to methods and to

content of education. Two instances will serve to illustrate this point: the first, pertaining to subject matter or content, lies in the demonstrated unwillingness to accept universal military training in our schools and colleges as an integral part of education; the second, relating to methods of instruction, lies in the refusal to adopt generally into the educational process the "principles" of manual training, widely heralded thirty years ago.

So it would seem that education progresses not alone by the birth of ideas but by the death of certain of them as well. It is just as essential to progress in education that old ideas should die as that new ones should be born. And it may be, too, that it is equally necessary to progress that certain new ideas should die at birth or in early infancy.

This benign mortality, brought about by the inscrutable operation of public opinion (whether lay public or professional public is immaterial), affords the system of checks and balances by which reasonableness is maintained. It provides the means of preservation of educational sanity. Even when condemned by the opprobrious epithets of the extremist, it is our very "apathy," "lethargy," or "inertia" that forms our surface protection against the manipulations of those who would exploit us and our institutions under the guise of experimentation.

It is said that for youth alone there are in this country more than fifty privately financed and conducted national organizations whose programs are predominantly educational. Each pursues an educational objective but each possesses an additional objective, sometimes hidden and sometimes acknowledged, to indoctrinate the recipients of its education with ideas that it holds to be good. These ideas are of varied assortment and most of them are sincerely believed to be

of inestimable benefit to those who come under their sway. Religious belief, anti-militarism, thrift, health, and racial tolerance all would be good examples of educational programs wherein the objective is something more than actual education in the subjects involved. If the adult group as well is included, the number of such organizations increases many fold, and the hundreds of national efforts at indoctrination or exploitation make a staggering total. Propaganda for political and for commercial purposes is on every hand and even governments have descended to its use in the name of education.

The American is accustomed to such manifestations, however, and he does not fear them. He has a canny habit of considering the source of education and applying necessary personal discounts. And in the main in this country he has had a bulwark upon which he could rely. That bulwark has been the public tax-supported schools. Resistant to exploitation and on the whole fairly successful in that resistance, the public schools have maintained a tradition of unpartisanship that constitutes their most priceless attribute. It would appear then that one thing the school definitely is not, and that is an agency for the diffusion of doctrines superimposed upon any educational base.

It is the purpose of the introduction to this report to note the approaching end of a new educational doctrine born in the years of the depression. Foredoomed to die while it was still young, nevertheless this particular idea, fed by the hysteria of the depression, gained credence in quarters ordinarily given over to careful thinking. It is with gratification that the writer of this report pens a brief obituary in passing, trusting that his observations may be heard amid the last

gasps of the expiring formula by which our lives were to have been made over; amid the wailing, the gnashing of teeth, and the self-flagellations of the diminishing body of watchers and mourners. The justification for devoting space to what after all has proved to be only a passing phase of American educational development is to be found in the somewhat dizzying realization that the successful growth and maturing of this now dying idea would have meant inevitably the death and destruction of whatever quality of open-mindedness adult education has stood for. In the world of education, reincarnations are not unheard-of, and it may be well to examine this idea as it showed itself during its brief life in case it should become necessary to recognize it in a new form in the future.

And what was this idea? Stripped of verbiage and stated baldly in the words of its own progenitors, it was this: "The school is and should be an agency for social action."

It is perhaps beside the point at issue to take cognizance of the fact that those who fathered this idea were educators vastly interested at the time in what they termed governmental and social reform. They were the gentlemen who looked forward confidently to "a reorganization of the social order," a task that, in their estimation, could be performed without delay and according to specifications which they felt themselves competent to draw up, as one of them was heard to say, "in a two or three day conference."

In short, these gentlemen educators were extremists, the proponents of "isms" and "ologies" that they fondly believed would transform our social institutions. Whether their faith was allied with "fascism" or with "communism," their ideas were much alike. Carried away by their enthusiasms, they

so far forgot their professional loyalty and allegiance to educational ideals that they were wholly willing to see the educational system utilized for non-educational purposes. These gentlemen cast aside, in one reckless gesture, the conventional black robes of their academic profession and reached for the bright scarlet togas of a pseudo-statesmanship.

The theory that schoolmasters should dictate governmental and social policies seems seldom to have been in high favor either in our own country or in other countries. Statesmen as a rule have not come from the ranks of the professors. Public confidence does not for long extend to those whose lives in the main have been spent in the make-believe world of the classroom. This lack of confidence on the part of the public is clearly indicated in the popular attitude toward the current "brain trust." President Wilson, during his career as a statesman, succeeded as a leader of the people despite rather than because of his prior career as an educator. His academic background was a constant source of embarrassment to him in dealing with popular and political movements of his day. This was true notwithstanding the undeniable fact that much of his splendid equipment for statesmanship was attributable to his professorial experience and study. Unfortunately, however, the public responds to certain qualities of leadership that have little to do with the educational equipment of the leader. For many years leaders of the people have come from professions and vocations other than that of the schoolteacher, and there is little reason to believe that a departure from such practice will ensue even as a result of the somewhat frantic efforts of the educational lawgivers to induce a change.

But aside from their motives, the basic

question with reference to the educational system raised by these experimenters and innovators deserves to be challenged. It is being challenged. The public is in the act of deciding overwhelmingly that the school is not "an agency for social action."

It is to be suspected that the public's decision rests upon a distrust of the schoolmaster and a firmly held belief that he is not qualified to take leadership in governmental and social action. It is not the intent here to weigh the question of how well founded such a distrust may be. There is much to be said on both sides, and the final answer probably never will be determined. But the fact remains; the decision of the public has been made; and the educator-statesman has opportunity now to retire, with what grace he can muster, to his own realm of education.

Under what conditions shall he be received back into the educational circle? Surely the fundamental question of whether or not the school is an agency for social action must be decided before these knights-errant, so long tilting in alien fields, return to do battle again in a highly important even if somewhat limited area. The practical answer has already been given by the world outside. Is it not important that education—the world inside—ever wont to occupy itself with theory, should once and for all settle this question of what the school really is and should be?

The school is a social agency and an important one. Possibly it is the most important of all our social agencies, particularly when it is viewed as a center of education and training for adults as well as for children—and there is little doubt that the school of the future will be such a center for the entire community.

But is it an agency for social action?

Evidently the schoolman, whether he be administrator or teacher, is rejected by the public as a leader in social action. He is sought after neither as a statesman nor as a reformer. However, the school can be an agency for social action only if and when the leaders of the school—the administrators and teachers—commence to act. Clearly the elementary and secondary school children, the college students and the adults who return to schools to learn (but not to join an "action group") can not be expected to provide the action. Theirs is a follower-ship—a right and proper relationship—during the period of learning.

The school may well be an agency for the preparation of people for social action. The school would be a sorry spectacle indeed if it did not consider its offerings to students in such a light. But intelligent social action is dependent upon a thorough understanding not of one but of many sides of a given public question. The quality of open-mindedness in teaching—an honest effort on the part of the teacher to strive against indoctrination—will, more and more, become the gauge of success in teaching.

It is not necessary that students, of whatever age, should be led by the teacher to *believe*. It is necessary that they should be led to *understand*. Experience of life will mold beliefs. Inheritance, economic status, legal justice or injustice—a thousand happenings of daily life condition belief. It is the concern of the educator only to see that these outside factors over which he has no control are allowed to operate on the individual in the light of that individual's fullest possible understanding of the forces at work in the social structure. It further is the duty of the educator to afford the individual opportunity to interpret the social forces at work around

him in terms of pertinent knowledge to be gained from the fields of the humanities and of the physical and biological sciences.

In the time at his disposal, whether it be eight, twelve, sixteen years, or a lifetime, the educator can never fully perform these duties toward the individuals under his charge. He must be content always with a less than perfect job. But when that job is done, again he must be content to let individuals formulate their own beliefs. He must be content to leave them free to bring about such social action as they deem wise and fitting. His is not the part to lead them in that social action. His is the part—and it is one deserving of the highest respect and admiration—to determine the validity of the preparation accorded to the expanding minds under his care.

In no subdivision of education is it so necessary clearly to understand this principle of freedom from forced belief or action as in that relating to the adult. Schools of the future are to be adult centers as well as centers for the education of children. Schoolmen, whether they welcome the prospect or not, are to be faced with the educational leadership of mature persons like themselves—persons who wish to know and to understand and who wish their children to know and to understand, but who will jealously challenge any claim at all on the part of the leader and teacher to translate the process of acquiring knowledge and understanding into one of social movement. Most vehemently will they deny that the school is or should be an agency for social action.

Neither should it be forgotten that in the long run schools are, and should be, what the public mind conceives them to be. American education is organized on a basis of local community autonomy.

Unwise and of short tenure will be the educator who seeks to make schools something else than the purely educational agencies they originally were designed to be. The educator may expand the educational program without limit and as rapidly as public opinion and public funds will support him. He can not arrogate to himself and to the school system the functions of government or of direct social and political action.

PUBLIC SCHOOL FORUMS

The limits beyond which public education should not and can not go are nowhere more plainly seen than in the conduct of free discussion forums in public schools. The three years of operation of the Des Moines Forums project have demonstrated beyond doubt that a community-wide attempt to educate upon social questions of importance can be successful provided the community members clearly understand that the objectives are understanding and knowledge of current problems and nothing more. Des Moines residents willingly and with interest listen to and cross-question extreme radicals and extreme conservatives alike. They appreciate the attempt to present a balanced program and the effort to bring out more than one side of controversial questions. Even more have they learned in Des Moines to depend upon the fair-mindedness and open-mindedness of the regular forum leaders who, week in and week out throughout the year, stand solidly for a calm analysis of the facts advanced by the proponents of many sides of contemporary questions. The Des Moines Forums have been conducted in a spirit of open-minded fair play. The almost complete absence of local criticism of the attitude of the leaders is the best evidence that success in this respect has been achieved.

Despite the fact that the forums have lost their novelty in Des Moines, the attendance has not receded markedly. The neighborhood gatherings have fallen off somewhat but this decrease may well be attributed to the greater number of central forums affording residents opportunity to see and hear forum leaders sojourning in the city for periods of six weeks or less only. However, the average weekly attendance on all forum activities in Des Moines has been 2,210 during the year 1934-35. This is a remarkable showing in the crucial third year of the project, when a serious attendance slump may usually be expected.

From the point of view of educational results it seems clear that the small, intimate neighborhood group forum, conducted by the seasoned full-time forum leader well known to his group, produces greater satisfaction than the large central forums or the even larger city-wide forums. Forum leaders when engaged on a short-time or casual basis may be valuable as inciters to enthusiasm for the forum idea, but inevitably there is a tendency for them to attract and to entertain at the expense of the true objective, which is to educate. It would be a pity if in Des Moines or anywhere else that the forum plan is tried the activity should be allowed to degenerate into a traveling-chautauqua-like form of entertainment with little resultant educational content. The organization of small discussion groups for the more serious-minded in the community, the laying of emphasis upon the neighborhood forum, and the employment of competent forum leaders on an annual basis would seem to be means of combating the ever-present tendency to entertain rather than to educate. And such changes in emphasis can be put into

effect without destroying the popularity or enjoyability of the forum enterprise.

Mr. John W. Studebaker, the superintendent of the Des Moines schools and *ex-officio* the leader of the forum experiment, in the fall of 1934 became the United States Commissioner of Education, on leave from his Des Moines position. Mr. Studebaker has not relinquished his responsibility for planning the Des Moines Forums, although his assistant, Mr. R. I. Grigsby, has been in active administrative charge throughout the year. Mr. Studebaker is working to secure Federal Government financial support for a plan that he has drawn up devised to extend the Des Moines forum idea to other communities. It is to be hoped that he will be successful in reproducing or even in magnifying the Des Moines experiment in a number of American cities during 1935-36. However, great care will have to be exercised in the selection of qualified forum leaders, whose number at best is exceedingly limited. The cooperation of universities and colleges in the selection and training of leaders will have to be sought, and a great deal of caution must be exercised to see that school administrators understand fully the delicacy with which free discussion of prickly contemporary questions must be handled. It is to be hoped that the application of Federal funds, if indeed they become available for this purpose, will not demoralize and set back rather than further a fine and truly democratic educational ideal. No standard of performance on a level, for instance, with that of the Federally supported emergency relief program in adult education would be tolerable. The type of leadership available on the relief rolls is most certainly not the type desirable for a system of public forums.

In the fall of 1934 the Carnegie Corporation of New York, on recommendation of the Association, made a final grant in support of the Des Moines Forums of \$80,000, designed to complete the five years originally agreed upon as the experimental period. This grant, together with the \$45,000 previously appropriated, will make the total cost of the experiment \$125,000.

On January 21, 1935, there was assembled a special meeting of eastern members of the Executive Board of the Association, together with the officers of the organization and certain invited guests, for the purpose of discussing progress in the Des Moines project and the plans of the United States Commissioner of Education to extend the forum idea to other communities. In the course of the discussion many of the limitations upon the forum idea as set forth above were formulated and passed on to Mr. Studebaker for his consideration. A special grant of \$500 from the Carnegie Corporation made this conference possible.

In January, 1935, the Association caused the publication by the McGraw-Hill Company of Mr. Studebaker's report on the Des Moines project, entitled *The American Way—Democracy at Work in the Des Moines Forums*. Through the use of the balance remaining unexpended in the fund provided by the General Education Board for publication purposes in connection with the Federal emergency educational program, it was possible to purchase and to distribute without charge 1,200 copies of Mr. Studebaker's book. Comments from the recipients of copies and reviewers' observations alike constitute testimony to the importance accorded the forum idea by leaders in education both professional and lay.

The subject-matter content in the Des Moines Forums has been largely determined by the public's interest in contemporary questions of importance. In a sense the morning newspaper has been the text—and all too exclusively the text—for the Des Moines forum participants. Ever since the inception of the Des Moines plan the Association has been interested in seeing the forum idea tried out in another city, comparable in size, the second experiment to serve as a check upon the validity of the Des Moines performance. An opportunity to provide such a check and at the same time to experiment with a somewhat different subject-matter approach was afforded through the interest and cooperation of Dr. Hans Kohn, who in the spring of 1934 had served as a lecturer and forum leader at Des Moines. Dr. Kohn, who now holds a professorship of history in Smith College, had expressed interest to the Association in seeing a forum program initiated in which the approach would be historical rather than based on a more or less superficial interest in current questions. With the hearty cooperation of President Neilson of Smith College, a committee of citizens was formed in Springfield, Massachusetts, and the Kohn plan was laid before them. The committee immediately expressed interest and set about the establishment of an experimental, eight-weeks series of forty sessions given between the dates of February 18 and April 12, 1935. The entire course was designed to present the backgrounds of European history. Five countries, England, France, Italy, Germany, and Russia, were included, with eight lectures (one each week) devoted to each country. Lecturers and discussion leaders were secured from various New England and New York universities and colleges, Professor Kohn himself carry-

ing a heavy share of the lecturing. On recommendation of the Association, the Carnegie Corporation appropriated \$4,500 in support of the series.

As a result of the activities of an intelligent and devoted local committee, combined with the generous cooperation of the *Springfield Republican*, this series of lectures and discussions has achieved the success its excellence merits. The average attendance on sessions has been more than 1,000 and the audiences have ranged in size from 800 to 2,800. Each lecturer in the series has been required to place in the hands of the audience a digest or outline of his lecture, together with a brief annotated bibliography on the subject under discussion. Local clubs and organizations in Springfield have commenced to build their educational programs around the subjects dealt with in the forums; the reading of books on these same subjects has increased to the point where it has been found necessary to supplement the book supply of the Springfield Public Library in the fields under discussion; and evidence abounds on every hand that the educational resultant of the Springfield project has been high.

The most serious difficulty in the Springfield experiment has arisen out of the very popularity of the series itself. It is difficult if not impossible to conduct free discussion in audiences running upward of one thousand persons. If the Springfield project is continued, every effort will be made to devise some means whereby thorough discussion of forum questions, presumably under the leadership of qualified local residents, may be made available to the very considerable portion of the forum audience that is interested in going forward on a true educational basis with the subjects in hand.

FEDERAL EMERGENCY PROGRAM

In the report for 1933-34 considerable space was devoted to the difficulties in the way of successful educational performance in the Federal emergency educational program financed through the Federal Emergency Relief Administration primarily for the benefit of needy persons who either were former teachers or were qualified to teach. The program has gone forward during 1934-35 on a slightly increased basis, governmental expenditures running at about \$2,400,000 a month in support of this program. The quality of the work has improved, as a result largely of the provision of a much-appreciated though still inadequate sum for supervision and for teacher training. Supervisors appointed in the various states had an opportunity to attend various adult education institutes held during the summer of 1934. They returned to their state areas and, in most instances, were successful in setting up in-service teacher training programs which, it appears, have aided greatly in improving the quality of the product offered to the public. Even with these improvements, however, the Federal emergency program is not on the whole distinguished for its high quality. The limitation imposed by the prescribed selection of teachers and leaders from the relief rolls is almost an insuperable difficulty. Again, any governmental effort which is directed primarily toward relief as its objective rather than toward education will be bound to produce a result less than adequate so far as its educational worthwhileness is concerned.

The United States Commissioner of Education, early in April, 1935, assembled a conference to discuss the program for 1935-36, the assumption being that the government relief agency would wish to see activities in the education field

continued during the year commencing July 1, 1935. The conference was participated in by members of the committee that served in an advisory capacity to the United States Commissioner of Education during 1933-34; by state, county, and city school superintendents; and by the staff specialists employed by the Relief Administration in connection with the various subdivisions of the program. The result of its two days of deliberations was to place in the hands of the Commissioner a series of strong recommendations, in brief as follows: (1) That, after the allocation of funds by the Relief Administration to the various states and after the certification of financial need with respect to those who were to participate as teachers and leaders in the program, the entire administration (extending to authority as well as to responsibility) should rest in the hands of the educational authorities. (2) That active direction of the program should rest in the United States Office of Education in cooperation with the state educational authorities. (3) That adequate sums should be provided for (a) supervision, (b) teacher training, and (c) materials of instruction. (4) That, unless the United States Office of Education and the various state school officers involved are to be given the administrative authority that should accompany responsibility, the program should be returned to the Relief Administration or its successor in office and conducted independently by the Relief authorities.

It is quite clear that the unwilling partnership between Relief authorities and school authorities does not work out. School authorities are public officers and as such may be held accountable. If state and local school authorities were freed from dependence upon the Relief Administration and could have the

benefit of the advisory assistance which might be afforded by a strong staff at the United States Office of Education and by state, city, and county adult education councils and committees, there is reason to hope that the quality of the Federal emergency effort could be vastly improved. Unless effective measures can be undertaken to produce such improvement it seems likely that adult education will be done a costly and harmful disservice. There can be no excuse for the Federal Government's mishandling of education and particularly the education of adults, even when done in the holy name of relief.

On recommendation of the Association, the Carnegie Corporation of New York appropriated \$3,000 to be used for cooperation with the United States Commissioner of Education in the development of the Federal emergency program. This sum has been drawn upon from time to time by the Commissioner for conferences and studies relating to the work offered in the forty-eight states.

THE JOURNAL

In line with the change in Journal policy reported last year, by which the proportion of descriptive articles in each issue of the magazine was increased and the proportion of theoretical articles correspondingly diminished, it was decided this year to abolish the Why Stop Learning department of the Journal, in which the descriptive articles had originally been concentrated. This new change has released for inclusion in the main body of the magazine a number of briefer articles, written in a somewhat more informal style than that which usually characterizes the more lengthy contributions. The general effect upon the Journal has been to lighten its tone

and to give greater variety in both content and style to the main articles. At the same time the number of those articles has been considerably increased. Judging by the comments, written and verbal, made by Journal readers, all these changes have met with their hearty approval.

Encouraging evidence that the influence of the Journal is spreading has come to the Association through the increasing number of requests for permission to reprint or otherwise reproduce material that the Journal has published. Five of the articles that appeared in the recent April number have been thus borrowed and copied for circulation among members of special groups. The lead article in that same issue aroused discussion in many quarters and was made the subject of extended comment in the *New York World-Telegram*.

The long-hoped-for letters from readers have at last begun to materialize in satisfying numbers, and a slender stream of correspondence between Journal readers and writers has been trickling over the editorial desk during this last year.

Unsolicited manuscripts have come in so steadily that at times the temptation to resort to the cruelty of printed rejection slips has been almost, though happily not quite, irresistible. Some of the senders of these freewill offerings have proved to be welcome additions to the list of Journal contributors. Other new contributors have come through the kindness of members of the American Library Association headquarters staff and others. Again, this year, a few special writers have been engaged to prepare reports of noteworthy enterprises suitable for publication in the Journal, payment for these services being made from the residue of a fund of \$2,550 pro-

vided by the Carnegie Corporation in October, 1933.

Thus it seems that the Journal is striking its roots deeper and hence growing more useful to the Association as a means not only for gathering and disseminating information and ideas about adult education developments but also for exerting an influence upon the direction that those developments shall take.

For a second year, by special arrangement between the Association and the Department of Adult Education of the National Education Association, the Bulletin of the Department, edited by Caroline A. Whipple, has been published regularly as a section of the Journal. Though the arrangement has inevitably involved some difficult adjustments, the active cooperation between the Association and the N.E.A. Department, which are naturally so closely allied in aims and interests, has been gratifying and helpful to both groups.

In October, 1934, the Journal published a special Workers' Education Supplement, which is noted in connection with other workers' education activities discussed in this report.

THORNDIKE STUDY

In March, 1935, The Macmillan Company published in behalf of the Association a book entitled *Adult Interests*, by Edward L. Thorndike and the staff of the Division of Psychology of The Institute of Educational Research of Teachers College, Columbia University. This book, which is a sequel to *Adult Learning*, published by the Macmillan Company in 1928, states the main results of experiments carried out in the years 1931 to 1934 on changes in the intensity of interests with age, on the possibility of modifying and improving interests in adult years, and on the means and meth-

ods for doing this effectively. It includes also practical discussions of means and methods desirable in the teaching of adults.

Adult Learning has been one of the epoch-making books in adult education, and this new volume by Professor Thorndike and his associates promises to prove of similar service to all those men and women who are concerned with improving and broadening their own interests or those of other mature persons.

POST-COLLEGIATE EDUCATION

Aspects of Post-collegiate Education by Ralph A. Beals, a report reviewing typical opportunities for continuing education open to college graduates, was published by the Association in March. Intended originally as a follow-up of *Alumni and Adult Education* by Wilfred B. Shaw, issued jointly by the Association and the American Alumni Council in 1929, the scope of Mr. Beals' report was broadened somewhat to include a second part in which the professional fields, as represented by medicine and engineering, are briefly reviewed. In part one, nonprofessional facilities as provided by one hundred and sixty-nine colleges of liberal arts are presented in generalized cross section, with notes on a few representative activities offered by noncollegiate bodies. A conference composed of university and college presidents, alumni secretaries, and representative educators identified with the fields of law, medicine, engineering, and teacher training met at the Alumnae House of Vassar College, January 14, 1935, considered the manuscript of the report in detail, and voted unanimously to recommend to the Executive Committee that the manuscript be published. Fifteen hundred copies were printed and widely distributed.

SCIENCE

In the year 1933-34 the Association commenced an inquiry into the place of science in adult education. The paucity of science offerings in adult classes was a challenge to the investigation which was initiated under the direction of Dr. Benjamin C. Gruenberg, who was temporarily appointed to the staff of the Association for the purpose of the inquiry. His investigations showed that between five and six per cent of the total offerings to adults in the United States were on science subjects. He immediately set about a determination of the causes for this relatively small and probably inadequate showing. In the course of the investigation numerous conferences with scientists were held and, as a result of one such general and national conference, there was appointed a Special Committee on Science of the American Association for Adult Education, with Dr. John C. Merriam, President of the Carnegie Institution of Washington, as Chairman and with the following as members: Dr. Isaiah Bowman, Dr. Austin H. Clark, Dr. Karl Compton, Dr. Frank B. Jewett, Dr. Harlow Shapley, and Dr. Milton C. Winternitz. The formation of a policy for the Association with respect to the development of science activity in adult education was made the responsibility of this committee. It is contemplated that a full-time secretary of the committee will be appointed who will operate from the Association headquarters as a base, but whose chief duties will lie in the encouragement and "energization" of science organizations to undertake actual activities and offerings for adults. The Carnegie Corporation on recommendation of the Association has appropriated \$10,000 to carry this program forward.

Dr. Gruenberg's studies have been

completed and have just been published, under the title *Science and the Public Mind*, by the McGraw-Hill Company. Six hundred copies of this book have been purchased by the Association and have been given free distribution among scientists and adult educators.

MUSIC IN ADULT LIFE

Preliminary explorations in a second broad area of adult interests have been initiated by the appointment of Eric Clarke as Field Representative to report on the place of music in adult life, with particular reference to adult education as distinct from recreation. The problem will be approached through careful examination of certain typical activities—such as listening, learning, and opportunities for performance—in selected geographic areas to include a large city, a city of medium size, a suburban community, villages, and rural areas. The music inquiry has been financed by the Carnegie Corporation apart from the Experimental Fund.

CCC CAMPS STUDY

The general opinion that the educational programs which had been initiated in the Civilian Conservation Corps camps were on the whole proving successful led the Association to undertake a study of the educational offerings in the camps, commencing in January, 1935. At the request of the Association the Carnegie Corporation supplied \$2,000 for this study and the services of Mr. Frank E. Hill were secured for the purpose. Mr. Hill was appointed Field Representative of the Association and has visited some hundreds of camps in all of the nine corps areas. As these lines are written Mr. Hill is completing the manuscript of his study, which it is hoped may

be published shortly and given wide distribution.

The gravity of the problems confronting young men and women between the ages of sixteen and twenty-five years, unable to find gainful employment in either large or small communities in the United States, makes the issuance of the Hill study of exceeding importance. It is felt that some of the lessons learned in the CCC camps may be found applicable to the local communities. School officials particularly should be interested in the results of such an inquiry. It is quite possible that there may be set up through the school organization a program for youth which will embody many of the features of the educational program of the CCC camps but necessarily without the residence requirement.

READING MATERIALS

For a number of years the Carnegie Corporation of New York has been appropriating funds, on recommendation of the American Association, for activities approved by the Joint Committee on Adult Reading maintained by the Association and the American Library Association. Most of these activities have taken the form of psychological researches, the bulk of them being carried on in the University of Chicago, either in the College of Education or in the Graduate Library School. In the fall of 1934 decision was reached to suspend for the present studies and researches on the psychological side of the question and to attempt to work out certain experimentation in the actual production of reading materials. It was felt that throughout the country adult education teachers and administrators were confronted with the problem of simplification; that is, the making available of fairly difficult materials, some of them

technical, for adults at various levels of educational experience.

As a step in this direction the Association commenced activities in the fall of 1934 with a committee of which Dr. Charles A. Beard, Vice-President of the Association, was made Chairman. This committee set about the task of developing a pamphlet or booklet on a subject of current interest, which should be at once educationally sound and highly readable. Other members of the committee included Professor Lyman Bryson of Teachers College, Columbia University, and the Director. Typographical experimentation was commenced at once and a form of publication agreed upon which promises interesting results. The research on the topic chosen for initial experimentation was commenced under the direction of Dr. Charles A. Beard, and the materials so produced were then sent for textual revision to Professor Bryson. A preliminary appropriation of \$1,000 was made by the Carnegie Corporation for the purpose of this experimentation which, according to present plans, will be continued during 1935-36, when it is expected that approximately one half of Professor Bryson's time will be available for this service.

Librarians, publishers, and educators all are interested in the development of readable material, and it is anticipated that it will be found profitable to call one or more conferences during the year to come, attended by representatives of these three groups, and that a number of lines of investigation and of demonstration may be initiated.

The results of the studies made by the College of Education of the University of Chicago are just being published, by the University of Chicago Press, in a book by W. S. Gray and Bernice E. Leary, entitled *What Makes a Book Readable?*

The results of Professor Douglas Waples' studies are appearing from time to time in technical journals and in the Journal of Adult Education.

ADMINISTRATION

The following members of the Council have served as officers and members of the Executive Board for the year 1934-35:

President: Edward L. Thorndike*
Vice-Presidents: Charles A. Beard*
 Harvey N. Davis*
 Alain Locke*
 Agnes Meyer*
 William A. Neilson*
 Lewis A. Wilson*
 Malcolm G. Wyer*
 George F. Zook*
Chairman: James E. Russell*
Secretary: Jennie M. Flexner*
Treasurer: Harold L. Stonier*

Executive Board

Arthur E. Bestor†	Frank L. McVey‡
Lyman Bryson†	C. S. Marsh*
Harry W. Chase†	Everett Dean Martin‡
Linda A. Eastman*	Spencer Miller, Jr.*
Grace E. Frysinger‡	Elizabeth C. Morriss*
Franklin F. Hopper*	Harry A. Overstreet‡
Carl F. Huth‡	Robert I. Rees*
Henry W. Kent†	Elmer Scott‡
Austin H. MacCormick‡	Robert E. Simon‡

* Term expires September 30, 1935.

† Term expires September 30, 1936.

‡ Term expires September 30, 1937.

The committees appointed by the Chairman for the year 1934-35 are as follows:

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

Annual Meeting: Arthur E. Bestor, Morse A. Cartwright (Chairman), Carl F. Huth.

Art and Museum Cooperation: Linda A. Eastman, Grace E. Frysinger, Franklin F. Hopper, Henry W. Kent (Chairman), Frank L. McVey.

Community Projects: Lyman Bryson, Carl F. Huth, Elmer Scott (Chairman), Lewis A. Wilson, Malcolm G. Wyer.

Cooperation with Industry and Labor: Charles A. Beard, Harvey N. Davis, Spencer Miller, Jr. (Chairman), Robert I. Rees, Harold Stonier.

International Relations: Arthur E. Bestor, Lyman Bryson, Morse A. Cartwright (Chairman), Everett D. Martin, Spencer Miller, Jr.

Library Cooperation: Linda A. Eastman (Chairman), Jennie M. Flexner, Franklin F. Hopper, Henry W. Kent, Austin H. McCormick.

Negro Education: Harry W. Chase, Jennie M. Flexner, Franklin F. Hopper, Alain Locke (Chairman), Frank L. McVey.

Parent Education: Everett D. Martin, Elizabeth C. Morriss, Robert E. Simon (Chairman).

Public School Relations: Lyman Bryson, C. S. Marsh, Elizabeth C. Morriss, Robert E. Simon, George F. Zook (Chairman).

Reading Habits: Lyman Bryson, E. L. Thorndike. From the A.L.A.: Jennie M. Flexner, Adam Strohm. Chosen by the Committee: W. S. Gray.

Recreation: Grace E. Frysinger, Austin H. McCormick, C. S. Marsh, Agnes E. Meyer (Chairman), Harry A. Overstreet.

Rural Education: Grace E. Frysinger (Chairman), C. S. Marsh, Frank L. McVey, Elizabeth C. Morriss, Lewis A. Wilson.

Science: Harry W. Chase, Harvey N. Davis (Chairman), Robert I. Rees.

Studies and Research: Lyman Bryson (Chairman), Harry W. Chase, Carl F. Huth, Everett D. Martin, Harry A. Overstreet.

Techniques of Discussion: Lyman Bryson, Austin H. McCormick, Everett D. Martin, Harry A. Overstreet (Chairman), Elmer Scott.

University Cooperation: Harry W. Chase, Harvey N. Davis, Frank L. McVey, William A. Neilson (Chairman), George F. Zook.

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

TERMS EXPIRE 1935

Newton D. Baker
Remsen D. Bird
W. S. Bittner
Scott Buchanan
Marguerite H. Burnett
Kenyon L. Butterfield
Olive D. Campbell
S. P. Capen
Harvey N. Davis
Frank M. Debatin
John Dewey
Helen H. Dingman
C. R. Dooley
Linda A. Eastman
A. Caswell Ellis
John Erskine
Milton J. Ferguson
Nat T. Frame
Wil Lou Gray
R. M. Grumman
Mary H. S. Hayes

John Hope
Walter A. Jessup
Henry W. Kent
Vincent W. Lanfear
Robert S. Lynd
Carl H. Milam
Spencer Miller, Jr.
Fred A. Moore
Elizabeth C. Morriss
Thomas H. Nelson
David K. Niles
H. A. Overstreet
James Harvey Robinson
Carl B. Roden
Elmer Scott
Walter Dill Scott
A. D. Sheffield
Chester D. Snell
John W. Studebaker
Henry M. Wriston

TERMS EXPIRE 1936

Jerome H. Bentley
Arthur E. Bestor
Edmund deS. Brunner
Jessie A. Charters
Harry W. Chase
L. L. Dickerson
Grace E. Frysinger
Charles R. Green
Edgar W. Knight
Read Lewis
C. S. Marsh
Frank L. McVey

Lois H. Meek
James A. Moyer
William A. Neilson
Paul M. Pearson
J. H. Puelicher*
Leon J. Richardson
James E. Russell
Florence Snow
Harold L. Stonier
Douglas Waples
Caroline A. Whipple
Philip N. Youtz

* Deceased.

TERMS EXPIRE 1937

Lucy Wilcox Adams
L. R. Alderman
Seymour Barnard
G. F. Beck
W. W. Bishop
Lyman Bryson
L. D. Coffman
Ned H. Dearborn
M. S. Dudgeon
E. C. Elliott
Dorothy Canfield Fisher
Sidonie M. Gruenberg
Franklin F. Hopper
William J. Hutchins
Carl F. Huth
Edith J. R. Isaacs
E. C. Jenkins

F. E. Johnson
George Johnson
F. P. Keppel
Benson Y. Landis
W. M. Lewis
E. C. Lindeman
Austin H. McCormick
Everett Dean Martin
John C. Merriam
Robert I. Rees
Charles E. Rush
Robert E. Simon
Hilda W. Smith
E. L. Thorndike
Levering Tyson
Felix M. Warburg
Frederic A. Whiting
George B. Zehmer

Rent paid for the headquarters office has been reduced, and the physical facilities have been greatly improved by a joint lease entered into by the Association and the National Advisory Council on Radio in Education. The new lease adds enough space adjacent to that already occupied by the Association to provide for offices required by both organizations and, in addition, certain facilities which are shared—reception room, telephone service, mailing and stock room, staff rest room, and a commodious library, which can also be utilized for board and committee meetings.

The following persons have retired from the staff of the Association upon the completion of special assignments: Arthur E. Bestor and Jerome H. Bentley, Field Representatives, as members of the Association's Informal Advisory Com-

mittee on Adult Education to assist the Commissioner of Education in connection with the Federal Emergency Program; Benjamin C. Gruenberg, Associate in Science; Thomas Fansler, Field Representative to study the technique of discussion; Benson Y. Landis, Field Representative, as Educational Director of the Institute of Rural Economics; Jacques Ozanne, Field Representative to make a study of adult education surveys; and Nathaniel Pepper, Field Representative to report on the lecture field. Gustav F. Beck has continued throughout the year as Field Representative for Canadian Relations. Eric T. Clarke has been appointed Field Representative to study music in community life, and Frank E. Hill has been appointed Field Representative for the study of the educational program of the Civilian Conservation Corps. Miss Emily Graves has been appointed jointly by the Association and the National Advisory Council on Radio in Education as telephone clerk and receptionist.

The Association lost a most valued member in the death, on January 28, 1935, in Milwaukee, Wisconsin, of John Huegin Puelicher. Mr. Puelicher had been a member of the Council since the establishment of the Association, a member of the Executive Board from 1926 to 1934, and Treasurer of the Association from 1926 to 1931.

At the opening of the year 1934-35, the Carnegie Corporation of New York agreed to devote \$100,000 to studies and experiments in adult education. During 1933-34 the Carnegie Corporation had already approved the Association's recommendation for a project involving \$3,500 to be completed during 1934-35, and the balance of \$1,500 remaining unexpended in the experimental fund for 1933-34 was carried forward into the

present year. The total sum available as an experimental fund for adult education in 1934-35, therefore, was \$105,000. Additional appropriations from general funds to the extent of \$18,100 were made by the Carnegie Corporation for special studies by the Association, and to supplement grants from the experimental fund.

PUBLICATIONS

In addition to publications mentioned elsewhere in this report, the Association has issued *A Note on Adult Education in British Museums* by Margaret R. Scherer; *Ten Years of Adult Education* by Morse A. Cartwright; and The Annual Report of the Director of the Association for 1933-34, issued in May, 1934, as a separate bulletin, and later incorporated in the June number of the *Journal of Adult Education*. *A Manual for Teachers of Adult Elementary Students*, a revision of *A Manual for Teachers of Adult Illiterates*, by William S. Gray, has been completed by Caroline A. Whipple, Mary L. Guyton, and Elizabeth C. Morriss and published by the Association under arrangement with the United States Office of Education. The Association also has underwritten the costs of publishing *An Annotated Bibliography of Adult Education*, compiled under the direction of William M. Proctor, Professor of Education, Stanford University. Preliminary work has been begun on a second edition of the *Handbook of Adult Education in the United States* to be published next year under a grant of \$4,000 made to the Association for this purpose by the Trustees of the Carnegie Corporation.

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 VI, Numbers 3 and 4, Volume VII, Numbers 1 and 2; *The Adjustment Service*, a Report of an Experiment in Adult Guidance, by Jerome H. Bentley.

To Organization Members.—In addition to the above: *Aspects of Post-collegiate Education*, by Ralph A. Beals; *A Note on Adult Education in British Museums*, by Margaret R. Scherer; Annual Report of the Director for 1933-34, American Association for Adult Education; *Manual for Teachers of Adult Elementary Students*, by Whipple, Guyton, and Morriss; *The American Way*, by J. W. Studebaker; *An Annotated Bibliography on Adult Education*, compiled by William M. Proctor.

To Council Members.—In addition to the above: *A Readers' Advisory Service*, by Jennie M. Flexner and Sigrid A. Edge; *Adult Interests*, by E. L. Thorndike; *Living and Learning* (revised December, 1934), American Association for Adult Education; *Economic Issues and Experiments*, Digest of Lectures and Discussions of the Institute of Rural Economics, 1934, Rutgers University.

To Officers and Executive Board.—In addition to the above: *Ten Years of Adult Education*, by Morse Adams Cartwright; *Selection and Training of Counselors at the Adjustment Service*, by L. S. Hawkins and Gwendolen Schneider; *Registration and Counseling Procedure at the Adjustment Service*, by G. L. Bergen and R. S. Ward; *Use of Tests in the Adjustment Service*, by G. L. Bergen, Gwendolen Schneider, and Leroy Sherman; *Costs of the Adjustment Service*, by Jerome H. Bentley and Helen Kelley.

PUBLICATIONS FUND

The revolving publications fund has been considerably augmented during the year through sales of publications and income from royalties. The balance of \$2,450.50, reported as of March 31, 1934, has been increased to \$5,717.52 as of March 31, 1935. This increase is particularly noteworthy in view of the fact that expenditures have been made from the fund for part of the cost of preparation and printing of *An Annotated Bibliography on Adult Education*, compiled under the direction of William M. Proctor; for part of the costs of printing *A Readers' Advisory Service* and *Living and Learning*; and for reprinting extra editions of the *Handbook of Adult Education* and *Discussion Methods for Adult Groups*.

NATIONAL OCCUPATIONAL CONFERENCE

In February, 1935, the National Occupational Conference completed its second year of operation. In addition to its clearing house, publication, and coordination functions, the organization has, through its commendatory privilege to the Carnegie Corporation, brought about a series of studies designed to make more readily available information both about occupations and about individual aptitudes. The Conference has maintained a field service and has been called upon for advice by many organizations and individuals interested in occupational guidance problems. Its dissemination function has chiefly been performed through the publication, ten times yearly, of the magazine *Occupations*, which also serves as the official publication of the National Vocational Guidance Association. In addition to the periodical, the Conference has arranged for the publication of various books relating to the his-

tory and techniques of guidance and has initiated a series of occupational leaflets to be distributed to counselors and to young men and young women and their parents seeking the aid of counselors.

The coordination function of the organization has resulted in a greater degree of cooperation between some eight or ten organizations concerned with guidance than was in effect before the formation of the Conference and has made possible joint annual meetings of these organizations.

During the year 1934-35 the Conference has had an operations budget of \$50,000 supplied to it by the Carnegie Corporation and in addition has recommended to the Corporation grants to other organizations totaling \$25,000. The amount available for new studies and projects during 1934-35 is small compared with the amount appropriated for similar purposes in 1933-34, when the total was \$80,000. However, many of the projects approved in 1933-34 did not get under way until 1934-35 so that the total study and experimentation program of the Conference during the current year is larger than would be indicated by the mere amount allocated.

On March 4 and 5, 1935, there was held in New York City the second called meeting of the Conference. Some three fourths of the membership of the organization were in attendance and efforts were made to evaluate the program of the Conference as far as it had been developed and to set forth certain principles of action upon which the organization might be guided during the years to come. At the conference there was a clear recognition of the dissemination function as the primary objective of the Conference, although certain minorities of the membership were of the opinion that greater emphasis should be laid on

research and study than had been possible in the past. A half-dozen subcommittees of the Conference filed reports, which were referred for action to the Executive Committee and through it to the President and Trustees of the Carnegie Corporation.

On April 15, 1935, the Executive Committee commenced a series of discussions of future program which are expected to extend into the fall of 1935 and which may result in certain changes of policy for the organization. At this meeting the Executive Committee learned with regret of the decision of the Director of the Conference, Dr. Franklin J. Keller, to return to his duties in the New York City school system, upon the expiration of his leave of absence from that system on February 1, 1936. Dr. Keller's desire to return to active school administration led him to this decision. The Executive Committee is therefore confronted with the difficult task of appointing his successor. An attempt will be made to secure a qualified individual under conditions similar to those obtaining in the case of Dr. Keller, that is, on leave of absence from some institution or school system interested in the general problems of occupational guidance. The Conference and the Association as its sponsor, as well as the Carnegie Corporation, owe a debt of gratitude to Dr. Keller who, with his colleagues on the staff of the Conference, has succeeded in establishing the organization on a highly useful plane.

In the opinion of its advisers, the Carnegie Corporation should proceed with extreme care in the occupational field. It is yet too soon to judge whether or not the National Occupational Conference should be established as a permanent organization, and careful regard should be given to the question of whether or

not the program of research and study in occupations and in individual aptitudes should eventually be assumed by governmental agencies. There seems to be little question but that the Conference has amply justified the expenditure of the very considerable sum of money which has been invested in it during the two years of its operation. Furthermore, it seems wise to continue these expenditures, at least for a limited period, but there seems to be general agreement that the Corporation should keep an open mind as to whether or not, at the end of such a limited period, the necessity for continuance of the Conference in its present form would still exist.

ADJUSTMENT SERVICE

Since the Adjustment Service closed in the spring of 1934 a skeleton staff has been maintained for the purpose of preparing the rather extensive reports of the work performed during the year and a half of operation of the Service. The Director of the Service, Mr. J. H. Bentley, assisted by Mr. L. S. Hawkins, Mr. G. L. Bergen and Miss Helen Kelley, have prepared a series of twelve reports on Adjustment Service activities. The first five of these reports have already made their appearance, the initial issuance being a general description of the Service, which was printed in an edition size of 10,000 and given wide free distribution. A series of subsidiary reports includes the following subjects: selection and training of counselors; registration and counseling procedure; use of tests; development of informational resources; medical and psychiatric services; community agency relationships; costs; general appraisals; a general study of 10,000 clients; a detailed study of 100 clients; a bulletin on clients' opinions of the Service. The bulletins

have been prepared with the assistance of the Editor of Special Publications of the Association, Miss Dorothy Rowden, and the attractive appearance of the reports is attributable to the cooperative skill developed by her department and the staff of the Adjustment Service.

A wealth of materials which ought to prove highly useful in future research in personnel, guidance, and occupational psychology has been one yield of the Adjustment Service activities. These materials have been placed in the custody of the National Occupational Conference and are located at Columbia University, where advanced students and others concerned with research may have access to them upon permission granted by the National Occupational Conference.

The possibility that public employment offices, school systems, and universities and colleges will devote increasing amounts of time and money to educational, vocational, and avocational guidance in the future lends added significance to the reports of the Adjustment Service. It seems not unlikely that numerous projects throughout the country will in time be modeled upon the Adjustment Service experiment, for which the American Association for Adult Education had responsibility and for which it has taken also both credit and criticism.

LIBRARIES

A helpful cooperative relationship has continued with the American Library Association, as in the past. The Association has been benefited particularly by a series of reports prepared by John Chancellor, Assistant in Adult Education, attached to the Public Library Division of the American Library Association. Mr. Chancellor has visited a number of important adult education projects in various parts of the country

as a friendly but critical observer. His observations have attested the usefulness of such visits and suggest the desirability of a similar procedure on the part of other national organizations with programs falling largely within the field of adult education.

In November, 1934, the Association published *A Readers' Advisory Service* by Jennie M. Flexner and Sigrid A. Edge, Readers' Advisers in the New York Public Library. The study was made possible by a grant from the Carnegie Corporation through the Association for the purpose of making a practical test of the reading interests of individual adult readers as observed in the New York Public Library. The booklet includes an analysis of the kinds of readers served, the subjects they were interested in, and the reasons why they wanted to study these subjects. The making of booklists suited to the individual reader is discussed in detail. Librarians, publishers, and others interested in reading problems have found the booklet useful and have commented favorably on it in their journals. The first edition of 500 copies has been exhausted, and a second edition has been printed.

RADIO AND FILMS

Growth of knowledge concerning the educational uses of the various new mechanical aids to learning seems to be proceeding at a much slower pace than originally was hoped for when the devices first sprang into general use. Over a period of years American educators have learned relatively little concerning methods of presentation of educational subject matter by means of the radio, the motion picture film, the gramophone record, etc. Undoubtedly this slowness of pace is attributable to the depression, for funds have not been available to try

out these devices educationally either in the laboratory or among sections of the public wherein actual results could be measured.

The National Advisory Council on Radio in Education, which it will be remembered was brought into existence by this Association, has been able to maintain a staff large enough only to cope with current questions of public policy relating to the educational use of the medium and to sponsor a certain few programs over the national networks. There is every reason to suppose that if adequate personnel at the headquarters of the Council could have been maintained and if funds had been provided for experimentation, progress would have been much swifter and that by the present time some information would have been developed showing the extent to which education may safely rely upon the radio as an important adjunct in the accomplishment of its task.

There is crying need for the immediate establishment, in cooperation with a hospitable university, of a "radio education workshop." This would in effect be a laboratory for the preparation of scripts and for the dissemination of such scripts over the broadcasting waves to audiences whose reactions could be observed and measured so that the results could be applied to future script experimentation. There is need, furthermore, for the establishment of a fairly comprehensive series of local councils or committees on radio education which would arrange not only for local broadcasting of educational subject matter but also for listening groups whose reactions to broadcast programs could be observed and measured. In addition, funds should be supplied to make possible experimentation in the preparation and dissemination of printed materials arising

out of educational broadcasts. A periodical such as *The Listener*, published by the British Broadcasting Corporation, should be tried out in America, and care and attention should also be given to the preparation of study guides, bibliographies, pamphlet materials, and the like. Many of the same problems that are involved in the simplification of reading materials for use by adults at various levels of education are encountered in the preparation of broadcast materials. The way is open to a very great deal of useful experimentation, with not a little true research involved, both on the educational and on the mechanical sides of the problem.

As early as 1926 the Executive Committee and the Committee on Studies and Research of the Association both went on record as to the need of experimentation on the use of motion pictures in adult education. This need was later intensified by the rapid development of motion pictures with sound, and certain enthusiasts even went so far as to predict the supplanting of the teacher and leader by educational materials recorded in sound, light, and shadow, on rolls of film. Calmer reflection led even these enthusiasts to temper their original predictions but the fact remains that motion pictures with sound may easily be developed into teaching aids of the first magnitude of importance. Especially may this prove true in the handling of adult audiences who are interested in compact and rapid methods of learning and who are not compelled, as children in school are, to subject themselves to more laborious learning processes.

In all the discussions of the relation of the motion picture to education that have taken place in the last seven or eight years, no generally accepted national organization concerned with this

subject has emerged to further its interests. By far the most valuable experimentation has taken place under private commercial auspices, the most considerable contribution being attributable to Electrical Research Products, Incorporated, and its associated organization, Erpi Picture Consultants, both subsidiaries of the Western Electric Company and parts of the Associated Bell System. The need for a coalition of educational organizations and institutions interested in the educational use of the motion picture has constantly grown, but until the present year there has seemed little likelihood of making effective such a coalition.

Meanwhile, in England, through the use of a portion of the tax exacted for the showing of motion pictures on Sunday, there has been formed the British Film Institute, which is furthering much useful experimental work within the Empire and in addition is proving a most valuable adjunct to the production of educational film of high merit.

With the British venture in mind, the Director of the American Council on Education, through the aid of a preliminary grant made by the Payne Fund, has gathered a large amount of data pertinent to the formation of an American Film Institute. It is greatly to be hoped that success will attend this preliminary effort on the part of the American Council and that there may be formed in this country a film institute which will clear important information concerning the educational motion picture. The American Association and the Council on Radio Education are cooperating with the American Council in the formation of such an organization. The Executive Board of the Association has officially gone on record in support of such cooperation, although with the un-

derstanding that funds made available to the Association can not be tapped for the financial support of the new organization when formed. The financial obligations involved in the development of the National Advisory Council on Radio in Education are such that the assumption of additional financial outlay for the new organization would not be possible. The film institute, when formed and in operation, inevitably will concern itself with numerous problems common also to the Radio Council. The opportunity for cooperative study of such problems will be great.

COMMUNITY ORGANIZATIONS

The Ninth Annual Meeting of the Association was followed by a conference of representatives from Community Organizations for Adult Education, made possible by a grant from the Carnegie Corporation as reported last year. Delegates from sixty community groups and a number of interested observers assembled to hear reports on typical community enterprises like The New Era School of Dallas, The Brooklyn Neighborhood Groups, and the Cooperative College in Toledo; to review the technical organization and procedures of community and state surveys; to consider questions of leadership, the mobilization of community resources, the interchange of ideas in a community, and the functions of community councils; and to discuss practical problems of organization. At the last session of the conference, a thorough discussion of the relationships between local groups and the Association led to a formal request that the Executive Committee consider ways and means of strengthening the position of the local groups.

From the earliest days of the Association, the Executive Committee has real-

ized the importance of local councils and associations as centers for the clearance of information concerning educational opportunities for adults and as the only possible means of giving reasonable and well-considered direction to rapidly expanding programs of constituent members. However, the Committee felt that too little was known about the present operating scope of existing urban and state groups to embark upon any considerable program of direct assistance, even assuming such an action on the part of a national association to be wise. It was therefore decided that a field representative should attempt a fairly rapid exploration of the field for the dual purpose of conferring with interested members of the local councils and of bringing together a body of information which might be useful to the Executive Committee in the future. Ralph A. Beals, Assistant to the Director of the Association, was assigned to this duty and has completed a preliminary report which will form the basis of discussion at a second conference of community organization workers to be held in connection with the Annual Meeting this year. A grant of \$4,000, in support of this exploratory field service, was made by the Carnegie Corporation on recommendation of the Association.

During the year, grants to community enterprises fully reported upon in previous years have been made by the Trustees of the Carnegie Corporation, on recommendation of the Association, as follows: \$3,000 to the New York Adult Education Council; \$4,000 to the Leonia Community Association; and \$5,000 (supplemented by \$2,500 from other funds of the Corporation) to the California Association for Adult Education for a survey of the metropolitan district of Los Angeles, a special study of oppor-

tunities for education in the arts, and a community program in the Covina district. One new project in this field remains to be recorded, a grant of \$5,000 recommended by the Association and made by the Carnegie Corporation to the Denver Adult Education Council for an experimental community program of adult education, affiliated with and centered in the public library, but including all major educational agencies in Denver.

WORKERS' EDUCATION

The close cooperation with the Workers Education Bureau of America which marked the early years of the existence of the Association has continued during 1934-35. Representatives of the Bureau and of the Association have served side by side on the advisory committees in Washington charged with informal responsibility with reference to the Federal emergency relief program in adult education. The grant of \$15,000 made by the Carnegie Corporation on recommendation of the Association has enabled the Bureau to go ahead with its very interesting series of conferences participated in by university and labor leaders. The Association also looked with high favor upon the very considerable emergency grant made to the Workers Education Bureau by the General Education Board. The recognition by the Bureau of the fact that much of the education for working men and women in the United States would of necessity not be labeled workers' education has made easier the development of the general provisions for adult education throughout the country. The Bureau has taken the enlightened point of view that while undoubtedly there exist a need and a place for workers' education so designated, provisions for such specialized education, whether made by organizations supported by tax funds or

by private organizations, will not come anywhere near meeting the manifold needs of the workers themselves.

The Bureau, along with the Association, has been much concerned that the workers' education activities developed by the Federal Emergency Relief Administration and headed by Miss Hilda W. Smith of the Affiliated Schools for Workers should not result in a drawing apart of workers' education and general adult education. As a result of General Education Board emergency grants made to Miss Smith's organization for use in the development of workers' education within the Government's relief program, there have been appointed in a great many states directors of workers' education. In some cases at least, the activities of these directors have served to differentiate the educational interests of the workers from those of the balance of the population rather than to merge them. It is to be doubted whether such activities are advisable from the point of view of public policy, and it would seem that the present efforts of Miss Smith and her staff at Washington to bring about mergers of interest on the part of the very considerable portion of the public to be served should receive hearty endorsement and support. Plans are already under way in the contemplated teacher training program to pool the efforts of the workers' education group with those of the general adult education group.

With its issue for October, 1934, the Journal of Adult Education made possible the publication, at Workers Education Bureau expense, of a Workers' Education Supplement to the Journal. This joint publication venture served to emphasize the close relationship between the workers' education movement and the general adult education movement.

It is a matter of pride to the Association that the original participation of the workers' organizations in the Association has been maintained unabated to the present day.

NEGRO ADULT EDUCATION

The statement has been made that no subdivision of the field of adult education is so greatly in need of development as that relating to the Negro population of the United States. The experiments sponsored by the Association in the Harlem district of New York City and in Atlanta, Georgia, have served to indicate both the caliber and extent of this need. An adult population which all too generally in its youth has been deprived of educational opportunity cries all the more loudly for educational assistance in maturity. There is room for a very large measure of activity both on the part of private organizations and on the part of those supported by tax funds before the minimum needs of Negro grown people will have been met.

On recommendation of the Association, the Carnegie Corporation supplied \$12,000 for experiments in Negro adult education during 1934-35. Of this sum, \$2,000 has been devoted to the continuance of the Atlanta experiment, and \$4,750 to the continuance of the Harlem experiment. It seems likely that at the expiration of these concluding grants with the present year, the programs will in the main be taken over, in New York City by the New York Public Library, and in Atlanta by the Atlanta Public Library and the University of Atlanta working in cooperation.

The balance of \$5,250 supplied by the Corporation has been placed in the hands of a newly created organization termed Associates in Negro Folk Education. This organization, which has its head-

quarters in Washington, D. C., is headed by Mr. Eugene Kinckle Jones, the President of the National Urban League. The Associates have addressed themselves to the task of developing a series of syllabi on Negro life and history. These syllabi are to be issued under the general editorship of Dr. Alain Locke, Professor of Educational Philosophy in Howard University. They are for use in Negro adult classes the country over and will be distributed through existing Negro organizations and through the extramural divisions of Negro universities and colleges.

RURAL ADULT EDUCATION

The Institute of Rural Economics at Rutgers University has concluded a second successful year supported in part by a grant of \$5,000 made by the Carnegie Corporation on recommendation of the Executive Committee of the Association. Eight all-day round tables were held at the University during January and February for the free discussion of controversial issues under the direction of leading economic authorities. The first series was followed by three additional round tables devoted to problems especially of interest to women and concluded with two sessions for young people between the ages of eighteen and twenty-five.

The underlying purpose of the Institute, a better understanding of economic issues affecting agriculture, has motivated comparable activities in other states, particularly in Wisconsin; and a more widespread application of educational discussion in the search for a solution to important public questions seems assured through experiments conducted toward this end in several states by land grant colleges in cooperation with the United States Department of Agriculture.

TEACHER TRAINING COURSES

Upon application of the Adult Education Committee of Teachers College, Columbia University, presented in the spring of 1933, the Executive Committee of the Association recommended to the Carnegie Corporation that a grant from the adult education experimental fund be made available to Teachers College for the academic year 1933-34 for disbursement in the form of fellowships in adult education. The ultimate object of the project was to discover in what ways and to what extent a graduate school of education, such as Teachers College, can aid in solving one of the paramount problems of adult education; namely, the provision of intelligent, well-informed, and well-equipped leaders and teachers. A grant of \$6,000 for this purpose was approved by the Carnegie Corporation.

The curriculum provided by Teachers College for the adult education fellows, twelve of whom were chosen for 1933-34, included special courses and seminars at the college, supplemented by carefully chosen and supervised field work undertaken by each member of the group and reported upon regularly.

For 1934-35, a second grant, this time for \$15,000, was made, partly for the purpose of financing new or renewed fellowships, partly to make possible the appointment to full professorship on the Teachers College faculty of a specially qualified person who could devote himself to the further development and critical evaluation of the adult education teacher training experiment. For this important assignment, Mr. Lyman Bryson, Director of the California Association for Adult Education and Forum Leader of the Des Moines Public Forum Project, was chosen. Mr. Bryson was made Visiting Professor of Education for the year 1934-35. He has since been

given permanent professorial appointment.

The Association, almost from the date of its formation, has been under pressure, especially heavy during the last two years, to establish and conduct a training course for adult education teachers and leaders. However, in this, as in other branches of the movement, the Director and Executive Board have conceived the function of the Association to be one not of actual operation but of study and experimentation, on the one hand, and aid, advice, and direction, on the other. In pursuance of this policy, which has been amply justified by experience, the Association has chosen to make its contribution to the solution of the all-important problems of leadership through such experiments as that conducted by Teachers College. Plans for a second experiment, likewise under university auspices but approaching the problem from a somewhat different angle, are now under consideration.

CANADIAN ORGANIZATION

Apprised of a growing interest in adult education across the Canadian border and of a desire on the part of the Canadians to organize their adult education interests, the American Association for Adult Education in the spring of 1934, through formal resolution passed at its annual meeting in Washington, extended offers of cooperation to the Canadian group. At the call of Mr. W. J. Dunlop of the Extension Division of the University of Toronto, a preliminary conference of those interested in adult education in the Dominion was held in Toronto on May 22 and 23, 1934. This conference made tentative plans for organizing a Canadian Association for Adult Education, authorized a survey, province by province, of activities in

adult education now under way in the Dominion, and made arrangements for the future meeting or meetings at which the organization plans should be ratified.

At the request of the Canadian group, travel funds for the holding of the 1934 conference and of an additional conference now scheduled for June 12 to 16 in Montreal were supplied. Funds for the conduct of the national survey were raised from Canadian sources. The American Association recommended to the Carnegie Corporation of New York the provision of \$10,000 to be used in aiding adult education development in Canada. In addition to the conference activity, the Association assisted the Canadian movement by appointing to its staff Dr. G. F. Beck, then Director of the recently disbanded Labor Temple School of New York, who, on a part-time basis, has been available for lectures on adult education subjects in various provinces in Canada. Dr. Beck's travels have carried him over the whole of eastern Canada, where he has found interest in adult education opportunity to be keen and where, he reports, the prospects for adult education organization are excellent.

It is probable that at the 1935 conference a definite Canadian Association will be formed, representative not only of university and tax-supported efforts but of those maintained by a considerable number of private organizations as well.

The American Association looks with interest, sympathy, and understanding upon the Canadian attempt to organize. The bringing together of highly diversified and even somewhat disparate interests under the banner of adult education is no novelty in the United States. It has been accomplished and the continued existence of the American Association is the proof thereof. It will be a matter of

congratulation if the Canadian organization can be made effective at the 1935 conference and if the Association may have on the North American Continent a sister organization with which it may cooperate in the determination of the many problems to be solved in the adult education field.

INTERNATIONAL RELATIONS

The World Association for Adult Education has been operating upon a reduced budget and certain of its activities have been suspended during the year 1934-35. The political disturbances of central Europe, together with the scarcity of money for organizational purposes, have been deterrents of no mean proportions upon the work for international understanding and cooperation inherent in the basic idea of the World Association. The question is now very much to the fore as to whether or not in 1936 effort may be made again to bring the various national delegates together in an international gathering which should be at once a meeting of the Council of the World Association and a conference on common problems. The affairs of the World Association technically are in the hands of a commission of three, consisting of a Norwegian representative, a Polish representative, and a German representative. It is expected that this commission will meet during the summer of 1935 and that certain of the other international representatives concerned with the future of the World Association (notably the British and the Americans) will be in attendance. In this connection, it will be remembered that the American Association holds a considerable sum of money provided by the Carnegie Corporation for use in developing the publications program of the World Association. This publications program has

been in suspension and, since the decision to resume operations and to rehabilitate the World Association rests to a considerable extent upon the availability of funds for publication purposes, the responsibility of the American members of the Council and of the American Association for Adult Education in particular looms large.

One other international development of possible significance has occurred during 1934-35. An International Committee on Workers' Spare Time has been formed with headquarters in Geneva. The program of this International Committee is not yet fully revealed but probably will be announced in connection with a conference to be held in Belgium, June 15, 16, and 17. The American Association for Adult Education has been invited to become a member of the International Committee but has taken no action on the invitation pending further information with respect to future plans.

ANNUAL MEETING

The Ninth Annual Meeting of the Association was held in Washington, D. C., May 21, 22, and 23, 1934, followed on May 24 by a Special Conference of Community Organizations for Adult Education, mentioned elsewhere in this report. The scheduled program provided for two business sessions; a banquet; a series of addresses on three themes, "The Federal Emergency Educational Program," "The New Deal in Education," and "Leading the Way"; panel discussions of "The Library, Recreation, and Adult Education," and "Public Regulation of Radio Broadcasting"; a forum dialogue on "The Objectives of Adult Education"; luncheon sessions with addresses on the educational program of the Civilian Conservation Corps, the work-camp movement, the Des

Moines Forums, and the Radburn survey; and eighteen section meetings in which small groups of interested persons considered in detail the implications of as many controversial issues in adult education. Upward of five hundred persons were in attendance.

OTHER ACTIVITIES

On recommendation of the Executive Committee of the Association the Trustees of the Carnegie Corporation have made continuing grants on a diminishing basis for experiments more fully reported in recent years as follows: \$2,000 to the Civic Federation of Dallas in support of the New Era School for recent high school graduates; \$3,500 to the People's Institute-United Neighborhood Guild of Brooklyn for continuing work with self-constituted groups of persons not otherwise interested in educational activity; and \$5,000 to the National Theatre Conference to complete its preliminary program of organization.

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 gone forward under the direction of Herbert Sorenson, Assistant Professor of Education at the University of Minnesota. Professor Sorenson has now visited each of the institutions cooperating in the study and is preparing a manuscript for publication.

The first comprehensive bibliography of adult education, compiled under the direction of William M. Proctor, Professor of Education at Stanford University, was published in January, 1935. The Executive Committee advanced \$400 as a charge against the Revolving Fund for Publications to cover the costs of publication.

For several years the Executive Com-

mittee and the Committee on Research and Studies have attempted to agree upon a suitable statement of needed research in adult education. Successive chairmen of the Committee on Research and Studies, and especially Dr. A. Caswell Ellis, Chairman from 1932 to 1934, have accumulated an impressive array of facts and opinions, and progress has been made in reducing these materials to order. Issuance of the final report, unfortunately delayed from year to year, is hoped for early in the ensuing year.

CONCLUSION

As the country emerges from the depression it is possible to make a few generalizations which perhaps may prove of importance in shaping the future course of the Association. Adult education, along with the country, is emerging from the depression and quite unexpectedly, through the entry into the field of the Federal Government, emerges with a vastly increased following. The depression itself has proved an asset to adult education. This is not to be wondered at, since peoples in the midst of trouble materially ever have turned toward concerns of the mind. Material prosperity of the unsound and somewhat hysterical type evident in the late 'Twenties is not conducive to the development of a national culture. If adult education has its part to play in the formation and in the maintenance of a national culture, then those interested in the movement should devoutly hope that we may never again see material prosperity of the 1929 variety.

With a heightened interest, with hundreds of thousands and even millions vitally concerned in adult education, the danger immediately arises that we shall

over-regiment and over-organize the movement. The possibility of doing many bad things in the name of adult education has increased many thousand-fold since 1929. It behooves an organization like the American Association for Adult Education actively to forestall this danger on every possible front and to concern itself, in its discussions of philosophy as well as of techniques of presentation, to see that high quality of performance is the chief test ever applied to the validity of all programs. Our responsibility as an Association is greater than it ever was before. Our opportunity for service is greater. May those who are most concerned in our country's welfare aid us in the development of standards that will make for true progress!

Respectfully submitted,

Morse A. Cartwright.

New York City
April 22, 1935

FINANCIAL SUMMARY

I. Statement of Financial Condition, September 30, 1934; Statement Showing Changes in Funds for the Fiscal Year Ended September 30, 1934; Statement of Income and Expenses for the Fiscal Year Ended September 30, 1934; Summary of Total Income and Total Expenses for the Fiscal Year Ended September 30, 1934; and Appropriations Received for Account of Other Organizations for the Fiscal Year Ended September 30, 1934.

(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, 1935; Statement Showing Changes in Funds for the Six Months Ended March 31, 1935; Statement of Income and Expenses for the Six Months Ended March 31, 1935; Summary of Total Income and Total Expenses for the Six Months Ended March 31, 1935; and Appropriations Received for Account of Other Organizations for the Six Months Ended March 31, 1935.

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, 1934, and present herewith the following four Exhibits and one Schedule:

Exhibit "A"—Statement of Financial Condition, September 30, 1934.

Exhibit "A"—Schedule "I"—Statement Showing Changes in Funds for the Fiscal Year Ended September 30, 1934.

Exhibit "B"—Statement of Income and Expense for the Fiscal Year Ended September 30, 1934.

Exhibit "C"—Summary of Total Income and Total Expenses for the Fiscal Year Ended September 30, 1934.

Exhibit "D"—Appropriations Received for Account of Other Organizations for the Fiscal Year Ended September 30, 1934.

Very truly yours,

Frederick Fischer, Jr.,
Certified Public Accountant

New York, N. Y.
October 11, 1934

EXHIBIT A

STATEMENT OF FINANCIAL CONDITION, SEPTEMBER 30, 1934

Assets

Cash		
Capital Account.....	\$106,728.46	
Managing Account.....	504.29	
Advance for travel expense.....	60.95	
Total Assets.....		\$107,293.70

Liabilities

Prepaid membership dues.....	984.26	
Prepaid subscriptions to Journal of Adult Education.....	302.79	
Balance payable on appropriations received for account of other organizations, per Exhibit "D".....	12,962.25	
Total Liabilities.....		14,249.30

Net Asset Value..... \$93,044.40

The net asset value comprises the following funds:

<i>Maintenance Funds, per Schedule "I".....</i>	\$9,352.78
<i>Publication Funds, per Schedule "I".....</i>	15,591.11
<i>Special Project, Study, and Conference Funds, per Schedule "I".....</i>	68,100.51
Total Funds.....	<u><u>\$93,044.40</u></u>

EXHIBIT A—SCHEDULE 1

STATEMENT SHOWING CHANGES IN FUNDS FOR THE FISCAL YEAR ENDED
SEPTEMBER 30, 1934*Maintenance Funds**General*

Balance, September 30, 1933.....	\$9,446.63	
Deduct—Excess of Maintenance Expenses over Income, September 30, 1934, per Exhibit "C".....	5,358.05	\$4,088.58
Add—Transferred from Publication Fund accounts		
Journal of Adult Education.....	121.00	
Special Fund for Miscellaneous Publications.....	143.20	264.20
Balance, September 30, 1934.....		\$4,352.78

Administrative Reserve

Balance, September 30, 1933.....	5,000.00	
No changes.....	..	
Balance, September 30, 1934.....		5,000.00

Total Maintenance Funds, September 30, 1934, per Exhibit "A"..... \$9,352.78

*Publication Funds**Journal of Adult Education*

Excess of Income over Expenses, September 30, 1934, per Exhibit "C".....	\$454.33	
Deduct—Amount transferred to Maintenance Fund.....	121.00	
Balance, September 30, 1934.....		\$333.33

Handbook of Adult Education

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

Publications Fund for Federal Adult Education Program

Excess of Income over Expenses, September 30, 1934, per Exhibit "C".....	2,282.43	
Balance, September 30, 1934.....		2,282.43

International Review of Adult Education

Balance, September 30, 1933.....	7,044.70	
Deduct—Excess of Expenses over Income, September 30, 1934, per Exhibit "C".....	102.30	
Balance, September 30, 1934.....		6,942.40

Research Report

Balance, September 30, 1933.....	1,892.23	
Deduct—Excess of Expenses over Income, September 30, 1934, per Exhibit "C".....	846.95	
Balance, September 30, 1934.....		1,045.28

Revolving Fund for Publications

Balance, September 30, 1933.....	3,914.34	
Excess of Income over Expenses, September 30, 1934, per Exhibit "C".....	1,073.33	
Balance, September 30, 1934.....		4,987.67

Special Fund for Miscellaneous Publications

Excess of Income over Expenses, September 30, 1934, per Exhibit "C".....	143.20	
Deduct—Amount transferred to Maintenance Fund.....	143.20	
Balance, September 30, 1934.....		..

Total Publication Funds, September 30, 1934, per Exhibit "A"..... \$15,591.11

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

Balance, September 30, 1933	\$1,094.59	
Deduct—Excess of Expenses over Income, September 30, 1934, per Exhibit "C"	363.33	
Balance, September 30, 1934		\$731.26

Library Experiments

Balance, September 30, 1933	100.00	
No changes	
Balance, September 30, 1934		100.00

Studies

Balance, September 30, 1933	100.00	
Deduct—Excess of Expenses over Income, September 30, 1934, per Exhibit "C"	100.00	
Balance, September 30, 1934

Advisory Service, Federal Adult Education Program

Excess of Income over Expenses, September 30, 1934, per Exhibit "C"	667.62	
Balance, September 30, 1934		667.62

Alumni Education Study

Excess of Income over Expenses, September 30, 1934, per Exhibit "C"	1,981.96	
Balance, September 30, 1934		1,981.96

Canadian Adult Education Organization

Excess of Income over Expenses, September 30, 1934, per Exhibit "C"	8,305.05	
Balance, September 30, 1934		8,305.05

Canadian Scholarship Fund

Balance, September 30, 1933	215.05	
Deduct—Excess of Expenses over Income, September 30, 1934, per Exhibit "C"	215.05	
Balance, September 30, 1934

Conference of Community Organization Workers

Excess of Income over Expenses, September 30, 1934, per Exhibit "C"	1,505.08	
Balance, September 30, 1934		1,505.08

International Psychological Study of Adult Education

Balance, September 30, 1933	569.38	
No changes	
Balance, September 30, 1934		569.38

Lecture-Field Study

Balance, September 30, 1933	3,000.00	
Deduct—Excess of Expenses over Income, September 30, 1934, per Exhibit "C"	2,596.22	
Balance, September 30, 1934		403.78

National Occupational Conference

Balance, September 30, 1933	11,838.03	
Add—Excess of Income over Expenses, September 30, 1934, per Exhibit "C"	39,328.66	
Balance, September 30, 1934		51,166.69

Negro Adult Education Experiments

Balance, September 30, 1933	2,980.74	
Deduct—Excess of Expenses over Income, September 30, 1934, per Exhibit "C"	2,671.49	
Balance, September 30, 1934		309.25

*Special Project, Study, and Conference Funds—continued**Reports on Current Investigations and Experiments*

Excess of Income over Expenses, September 30, 1934, per Exhibit "C"	\$1,284.04	
Balance, September 30, 1934		\$1,284.04

Science Study

Excess of Income over Expenses, September 30, 1934, per Exhibit "C"	1,076.40	
Balance, September 30, 1934		1,076.40

<i>Total Special Project, Study, and Conference Funds, September 30, 1934, per Exhibit "A"</i>		<u>\$68,100.51</u>
--	--	--------------------

EXHIBIT B

STATEMENT OF INCOME AND EXPENSES FOR THE FISCAL YEAR ENDED
SEPTEMBER 30, 1934*Income**Maintenance*

Appropriation received from Carnegie Corporation	\$30,000.00		
Membership dues			
Individual	\$1,846.16		
Organizational	870.34	2,716.50	
Journal of Adult Education			
Subscriptions and sales of single copies	737.54		
Advertising sales	10.00	747.54	\$33,464.04

Publications

Journal of Adult Education			
Appropriation from Carnegie Corporation	14,000.00		
Allocation from Department of Adult Education of the National Education Association	1,333.33	15,333.33	
Publications Fund for Federal Adult Education Program			
Appropriation from General Education Board		7,500.00	
Revolving Fund for Publications			
Sales of Handbook of Adult Education	3,550.75		
Sales of Miscellaneous Publications	209.94		
Royalties on Publications	572.55	4,333.24	
Special Fund for Miscellaneous Publications			
Appropriation from Carnegie Corporation	2,500.00		
Sales of publications	208.83	2,708.83	29,875.40

Special Projects, Studies, and Conferences

Advisory Service, Federal Adult Education Program			
Appropriation from Carnegie Corporation		\$10,000.00	
Alumni Education Study			
Appropriation from Carnegie Corporation		5,000.00	
Canadian Adult Education Organization			
Appropriation from Carnegie Corporation		10,000.00	
Conference of Community Organization Workers			
Appropriation from Carnegie Corporation		5,000.00	
Des Moines Adult Education Project			
Appropriation from Carnegie Corporation		25,000.00	
Study of Discussion Methods			
Appropriation from Carnegie Corporation		2,500.00	
National Occupational Conference			
Appropriation from Carnegie Corporation	110,530.00		
Subscriptions and sales of reprints	5,611.19	116,141.19	
Negro Adult Education Experiments			
Appropriation from Carnegie Corporation	10,000.00		
Appropriation from Rosenwald Fund	5,000.00	15,000.00	
Reports on Current Investigations and Experiments			
Appropriation from Carnegie Corporation		2,550.00	
Science Study			
Appropriation from Carnegie Corporation		8,500.00	199,691.19

Total Income

\$263,030.63

*Special Projects, Studies and Conferences—continued**Expenses**Maintenance*

Annuity payments.....	\$1,486.09	
Accountants' fees.....	150.00	
Incidentals.....	746.88	
Insurance.....	26.75	
Office library.....	140.59	
Office furniture and equipment.....	271.26	
Office supplies, stationery and mimeographing.....	1,163.07	
Postage.....	712.39	
Printing, publications, publicity.....	1,801.72	
Rent.....	4,150.00	
Repairs and maintenance.....	90.16	
Salaries.....	25,625.08	
Telephone and telegraph.....	968.19	
Travel.....	1,322.57	
Miscellaneous minor projects.....	167.34	\$38,822.09

Publications

Journal of Adult Education.....	14,879.00	
Handbook of Adult Education.....	1,205.21	
Publications Fund for Federal Adult Education Program.....	5,217.57	
Research Report.....	846.95	
Revolving Fund for Publications.....	3,259.91	
Special Fund for Miscellaneous Publications.....	2,565.63	
International Review of Adult Education.....	102.30	28,076.57

Special Projects, Studies and Conferences

Adult Reading Study—Conferences.....	363.33	
Adult Reading Study—Studies.....	100.00	
Advisory Service, Federal Adult Education Program.....	9,332.38	
Alumni Education Study.....	3,018.04	
Canadian Adult Education Organization.....	1,694.95	
Canadian Scholarship Fund.....	215.05	
Conference of Community Organization Workers.....	3,494.92	
Des Moines Adult Education Project.....	25,000.00	
Study of Discussion Methods.....	2,500.00	
Lecture-Field Study.....	2,596.22	
National Occupational Conference.....	76,812.53	
Negro Adult Education Experiments.....	17,671.49	
Reports on Current Investigations and Experiments.....	1,265.96	
Science Study.....	7,423.60	151,488.47

Total Expenses..... 218,387.13

Excess of Income over Expenses..... \$44,643.50

EXHIBIT C

SUMMARY OF TOTAL INCOME AND TOTAL EXPENSES FOR THE FISCAL YEAR ENDED SEPTEMBER 30, 1934

Maintenance

Income.....	\$33,464.04	
Expenses.....	38,822.09	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		\$5,358.05*

Publications

<i>Publications Fund for Federal Adult Education Program</i>		
Income.....	7,500.00	
Expenses.....	5,217.57	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		2,282.43

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

*Publications—continued**Handbook of Adult Education—1934*

Income.....	..	
Expenses.....	\$1,205.21	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		\$1,205.21*

International Review of Adult Education

Income.....	..	
Expenses.....	102.30	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		102.30*

Journal of Adult Education

Income.....	15,333.33	
Expenses.....	14,879.00	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		454.33

Research Report

Income.....	..	
Expenses.....	846.95	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		846.95*

Revolving Fund for Publications

Income.....	4,333.24	
Expenses.....	3,259.91	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		1,073.33

Special Fund for Miscellaneous Publications

Income.....	2,708.83	
Expenses.....	2,565.63	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		143.20

*Special Projects, Studies, and Conferences**Adult Reading Study**Conferences*

Income.....	..	
Expenses.....	363.33	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		363.33*

Studies

Income.....	..	
Expenses.....	100.00	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		100.00*

Advisory Service, Federal Adult Education Program

Income.....	10,000.00	
Expenses.....	9,332.38	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		667.62

Alumni Education Study

Income.....	5,000.00	
Expenses.....	3,018.04	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		1,981.96

Canadian Adult Education Organization

Income.....	10,000.00	
Expenses.....	1,694.95	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		8,305.05

Canadian Scholarship Fund

Income.....	..	
Expenses.....	215.05	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		215.05*

Conference of Community Organization Workers

Income.....	5,000.00	
Expenses.....	3,494.92	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		1,505.08

* 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.....	25,000.00	
Excess of Income over Expenses.....		..

Study of Discussion Methods

Income.....	2,500.00	
Expenses.....	2,500.00	
Excess of Income over Expenses.....		..

Lecture-Field Study

Income.....	..	
Expenses.....	2,596.22	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		\$2,596.22*

National Occupational Conference

Income.....	116,141.19	
Expenses.....	76,812.53	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		39,328.66

Negro Adult Education Experiments

Income.....	15,000.00	
Expenses.....	17,671.49	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		2,671.49*

Reports on Current Investigations and Experiments

Income.....	2,550.00	
Expenses.....	1,265.96	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		1,284.04

Science Study

Income.....	8,500.00	
Expenses.....	7,423.60	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		1,076.40

Total Excess of Income over Expenses..... \$44,643.50

EXHIBIT D

APPROPRIATIONS RECEIVED FOR ACCOUNT OF OTHER ORGANIZATIONS FOR THE
FISCAL YEAR ENDED SEPTEMBER 30, 1934

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

Receipts

Appropriations received from Carnegie Corporation for account of:

Adjustment Service.....	15,000.00	
Civic Federation of Dallas.....	3,000.00	
Farmers Institute, Rutgers University.....	12,500.00	
National Education Association, Department of Adult Education.....	1,000.00	
National Theatre Conference.....	6,000.00	
New York Adult Education Council.....	4,000.00	
People's Institute, United Neighborhood Guild.....	3,500.00	
Workers Education Bureau.....	10,000.00	

Total Receipts..... 55,000.00
\$92,525.00

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

Disbursements

<i>Payments to:</i>	
Adjustment Service.....	\$29,662.75
Berea College.....	750.00
Civic Federation of Dallas.....	3,000.00
Farmers Institute, Rutgers University.....	12,500.00
Leonia Community Council.....	2,025.00
National Education Association, Department of Adult Education.....	1,000.00
National Theatre Conference.....	6,000.00
New York Adult Education Council.....	4,000.00
People's Institute, United Neighborhood Guild.....	4,625.00
Teachers College.....	6,000.00
Workers Education Bureau.....	10,000.00
<i>Total Disbursements.....</i>	<u>\$79,562.75</u>
<i>Balance, September 30, 1934, Payable to:</i>	
Adjustment Service.....	10,337.25
People's Institute, United Neighborhood Guild.....	2,625.00
<i>Total Balance, September 30, 1934, per Exhibit "A".....</i>	<u>\$12,962.25</u>

II

EXHIBIT A

STATEMENT OF FINANCIAL CONDITION, MARCH 31, 1935

Assets

<i>Cash</i>	
Capital Account.....	\$150,792.44
Managing Account.....	6,967.14
<i>Total Assets.....</i>	<u>\$157,759.58</u>

Liabilities

Prepaid membership dues.....	220.11
Prepaid subscriptions to Journal of Adult Education.....	127.86
Balance payable on appropriations received for account of other organizations, per Exhibit "D".....	13,375.00
<i>Total Liabilities.....</i>	<u>13,722.97</u>
<i>Net Asset Value.....</i>	<u>\$144,036.61</u>

The net asset value comprises the following funds:

Maintenance Funds, per Schedule "1".....	\$14,496.06
Publication Funds, per Schedule "1".....	27,117.08
Special Project, Study, and Conference Funds, per Schedule "1".....	102,423.47
	<u>\$144,036.61</u>

EXHIBIT A—SCHEDULE 1

STATEMENT SHOWING CHANGES IN FUNDS FOR THE SIX MONTHS ENDED
MARCH 31, 1935*Maintenance Funds*

<i>General</i>	
Balance, September 30, 1934.....	\$4,352.78
Add: Excess of Maintenance Income over Expenses, March 31, 1935, per Exhibit "C".....	5,143.28
Balance, March 31, 1935.....	\$9,496.06
<i>Administrative Reserve</i>	
Balance, September 30, 1934.....	5,000.00
No changes.....	..
Balance, March 31, 1935.....	5,000.00
<i>Total Maintenance Funds, March 31, 1935, per Exhibit "A".....</i>	<u>\$14,496.06</u>

*Publication Funds**Cooperative Publications Program with National Education Association and Other Organizations*

Excess of Income over Expenses, March 31, 1935, per Exhibit "C" ..	\$400.00	
--	----------	--

Balance, March 31, 1935		\$400.00
-------------------------------	--	----------

Publications Fund for Federal Adult Education Program

Balance, September 30, 1934	2,282.43	
-----------------------------------	----------	--

Deduct: Excess of Expenses over Income, March 31, 1935, per Exhibit "C"	1,822.74	
---	----------	--

Balance, March 31, 1935		459.69
-------------------------------	--	--------

Handbook of Adult Education—1936

Excess of Income over Expenses, March 31, 1935, per Exhibit "C" ..	3,345.02	
--	----------	--

Balance, March 31, 1935		3,345.02
-------------------------------	--	----------

International Review of Adult Education

Balance, September 30, 1934	6,942.40	
-----------------------------------	----------	--

No changes	
------------------	----	--

Balance, March 31, 1935		6,942.40
-------------------------------	--	----------

Journal of Adult Education

Balance, September 30, 1934	333.33	
-----------------------------------	--------	--

Add: Excess of Income over Expenses, March 31, 1935, per Exhibit "C"	8,376.99	
--	----------	--

Balance, March 31, 1935		8,710.32
-------------------------------	--	----------

Research Report

Balance, September 30, 1934	1,045.28	
-----------------------------------	----------	--

No changes	
------------------	----	--

Balance, March 31, 1935		1,045.28
-------------------------------	--	----------

Revolving Fund for Publications

Balance, September 30, 1934	4,987.67	
-----------------------------------	----------	--

Add: Excess of Income over Expenses, March 31, 1935, per Exhibit "C"	729.85	
--	--------	--

Balance, March 31, 1935		5,717.52
-------------------------------	--	----------

Simplification of Materials Project

Excess of Income over Expenses, March 31, 1935, per Exhibit "C" ..	496.85	
--	--------	--

Balance, March 31, 1935		496.85
-------------------------------	--	--------

<i>Total Publication Funds, March 31, 1935, per Exhibit "A"</i>		<u>\$27,117.08</u>
---	--	--------------------

*Special Project, Study, and Conference Funds**Adjustment Service*

Balance, September 30, 1934	\$10,337.25	
-----------------------------------	-------------	--

Add: Refund of part of Advance made to Adjustment Service prior to September 30, 1934	1,797.74	
---	----------	--

	12,134.99	
--	-----------	--

Deduct: Excess of Expenses over Income, March 31, 1935, per Exhibit "C"	3,292.94	
---	----------	--

Balance, March 31, 1935		\$8,842.05
-------------------------------	--	------------

*Adult Reading Study**Conferences*

Balance, September 30, 1934	731.26	
-----------------------------------	--------	--

No changes	
------------------	----	--

Balance, March 31, 1935		731.26
-------------------------------	--	--------

Special Project, Study, and Conference Funds—continued

<i>Library Experiments</i>		
Balance, September 30, 1934.....	\$100.00	
Deduct: Excess of Expenses over Income, March 31, 1935, per Exhibit "C".....	100.00	
Balance, March 31, 1935.....		..
<i>Alumni Education Study</i>		
Balance, September 30, 1934.....	1,981.96	
Deduct: Excess of Expenses over Income, March 31, 1935, per Exhibit "C".....	1,552.40	
Balance, March 31, 1935.....		\$429.56
<i>Canadian Adult Education Organization</i>		
Balance, September 30, 1934.....	8,305.05	
Deduct: Excess of Expenses over Income, March 31, 1935, per Exhibit "C".....	1,918.00	
Balance, March 31, 1935.....		6,387.05
<i>Conference on Civic Forums</i>		
Excess of Income over Expenses, March 31, 1935, per Exhibit "C" ..	60.18	
Balance, March 31, 1935.....		60.18
<i>Study of Civilian Conservation Corps Camps</i>		
Excess of Income over Expenses, March 31, 1935, per Exhibit "C" ..	200.00	
Balance, March 31, 1935.....		200.00
<i>Study of Community Music</i>		
Excess of Income over Expenses, March 31, 1935, per Exhibit "C" ..	2,325.02	
Balance March 31, 1935.....		2,325.02
<i>Community Organization Service</i>		
Balance, September 30, 1934.....	1,505.08	
Add: Excess of Income over Expenses, March 31, 1935, per Exhibit "C".....	1,921.83	
Balance, March 31, 1935.....		3,426.91
<i>Advisory Service, Federal Adult Education Program</i>		
Balance, September 30, 1934.....	667.62	
Deduct: Excess of Expenses over Income, March 31, 1935, per Exhibit "C".....	238.35	
Balance, March 31, 1935.....		429.27
<i>Cooperation, Federal Office of Education</i>		
Excess of Income over Expenses, March 31, 1935, per Exhibit "C" ..	2,645.10	
Balance, March 31, 1935.....		2,645.10
<i>International Psychological Study of Adult Education</i>		
Balance, September 30, 1934.....	569.38	
No changes.....	..	
Balance, March 31, 1935.....		569.38
<i>Lecture-Field Study</i>		
Balance, September 30, 1934.....	403.78	
No changes.....	..	
Balance, March 31, 1935.....		403.78
<i>National Occupational Conference</i>		
Balance, September 30, 1934.....	51,166.69	
Add: Excess of Income over Expenses, March 31, 1935, per Exhibit "C".....	5,152.27	
Balance, March 31, 1935.....		56,318.96

*Special Project, Study, and Conference Funds—continued**Negro Adult Education Experiments*

Balance, September 30, 1934.....	\$309.25	
Add: Excess of Income over Expenses, March 31, 1935, per Exhibit "C".....		<u>7,625.87</u>
Balance, March 31, 1935.....		\$7,935.12

Reports on Current Investigations and Experiments

Balance, September 30, 1934.....	1,284.04	
Deduct: Excess of Expenses over Income, March 31, 1935, per Exhibit "C".....		<u>312.40</u>
Balance, March 31, 1935.....		971.64

Science Study

Balance, September 30, 1934.....	1,076.40	
Add: Excess of Income over Expenses, March 31, 1935, per Exhibit "C".....		<u>9,671.79</u>
Balance, March 31, 1935.....		10,748.19

Total Special Project, Study, and Conference Funds, March

31, 1935, per Exhibit "A".....		<u><u>\$102,423.47</u></u>
--------------------------------	--	----------------------------

EXHIBIT B

STATEMENT OF INCOME AND EXPENSES FOR THE SIX MONTHS ENDED
MARCH 31, 1935*Income**Maintenance*

Appropriation received from Carnegie Corporation.....	\$20,000.00	
Membership dues		
Individual.....	\$2,138.79	
Organizational.....	<u>898.16</u>	3,036.95
Journal of Adult Education		
Subscriptions and sales of single copies.....	<u>960.86</u>	\$23,997.81

*Publications**Cooperative Publications Program with National Education Association and Other Organizations*

Appropriation from Carnegie Corporation.....	1,000.00	
--	----------	--

Handbook of Adult Education—1936

Appropriation from Carnegie Corporation.....	4,000.00	
--	----------	--

Journal of Adult Education

Appropriation from Carnegie Corporation.....	\$15,000.00	
Allocation from Department of Adult Education of the National Education Association.....	<u>1,200.00</u>	16,200.00

Revolving Fund for Publications

Sales of Handbook of Adult Education—1934.....	719.52	
Sales of Miscellaneous Publications.....	646.38	
Royalties on Publications.....	<u>703.11</u>	2,069.01

Simplification of Materials Project

Appropriation from Carnegie Corporation.....	<u>1,000.00</u>	24,269.01
--	-----------------	-----------

*Special Projects, Studies, and Conferences**Adjustment Service*

Sale of publications.....	62.50	
---------------------------	-------	--

Conference on Civic Forums

Appropriation from Carnegie Corporation.....	500.00	
--	--------	--

Study of Civilian Conservation Corps Camps

Appropriation from Carnegie Corporation.....	2,000.00	
--	----------	--

Special Projects, Studies, and Conferences—continued

<i>Study of Community Music</i>	
Appropriation from Carnegie Corporation.....	\$3,800.00
<i>Community Organization Service</i>	
Appropriation from Carnegie Corporation.....	4,000.00
<i>Des Moines Adult Education Program</i>	
Appropriation from Carnegie Corporation.....	30,000.00
<i>Cooperation, Federal Office of Education</i>	
Appropriation from Carnegie Corporation.....	3,000.00
<i>National Occupational Conference</i>	
Appropriations from Carnegie Corporation.....	\$46,000.00
Subscriptions and sales of reprints.....	4,378.12
	<u>50,378.12</u>
<i>Negro Adult Education Experiments</i>	
Appropriation from Carnegie Corporation.....	12,000.00
<i>Science Study</i>	
Appropriation from Carnegie Corporation.....	10,000.00
	<u>115,740.62</u>
<i>Total Income</i>	<u>\$164,007.44</u>

*Expenses**Maintenance*

Annuity payments.....	\$658.70
Accountants' fees.....	150.00
Incidentals.....	429.47
Insurance.....	35.98
Office library.....	90.87
Office furniture.....	60.25
Office supplies, stationery, mimeographing, etc.....	522.28
Postage and shipping.....	388.62
Printing, publications, publicity.....	170.76
Rent.....	1,775.04
Repairs and maintenance.....	57.76
Salaries.....	13,196.83
Telephone and telegraph.....	447.76
Travel.....	870.21
	<u>\$18,854.53</u>

Publications

<i>Cooperative Publications Program with National Education Association and Other Organizations</i>	
.....	600.00
<i>Publications Fund for Federal Adult Education Program</i> ...	1,822.74
<i>Handbook of Adult Education—1936</i>	654.98
<i>Journal of Adult Education</i>	7,823.01
<i>Revolving Fund for Publications</i>	1,339.16
<i>Simplification of Materials Project</i>	503.15
	<u>12,743.04</u>

Special Projects, Studies, and Conferences

<i>Adjustment Service</i>	3,355.44
<i>Adult Reading Study—Library Experiments</i>	100.00
<i>Alumni Education Study</i>	1,552.40
<i>Canadian Adult Education Organization</i>	1,918.00
<i>Conference on Civic Forums</i>	439.82
<i>Study of Civilian Conservation Corps Camps</i>	1,800.00
<i>Study of Community Music</i>	1,474.98
<i>Community Organization Service</i>	2,078.17
<i>Des Moines Adult Education Program</i>	30,000.00
<i>Advisory Service, Federal Adult Education Program</i>	238.35
<i>Cooperation, Federal Office of Education</i>	354.90
<i>National Occupational Conference</i>	45,225.85
<i>Negro Adult Education Experiments</i>	4,374.13
<i>Reports on Current Investigations and Experiments</i>	312.40
<i>Science Study</i>	328.21
	<u>93,552.65</u>
<i>Total Expenses</i>	<u>\$125,150.22</u>

Excess of Income over Expenses..... \$38,857.22

EXHIBIT C

SUMMARY OF TOTAL INCOME AND TOTAL EXPENSES FOR THE SIX MONTHS
ENDED MARCH 31, 1935

<i>Maintenance</i>		
Income.....	\$23,997.81	
Expenses.....	18,854.53	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		\$5,143.28
<i>Publications</i>		
<i>Cooperative Publications Program with National Education Association and Other Organizations</i>		
Income.....	1,000.00	
Expenses.....	600.00	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		400.00
<i>Publications Fund for Federal Adult Education Program</i>		
Income.....	..	
Expenses.....	1,822.74	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		1,822.74*
<i>Handbook of Adult Education—1936</i>		
Income.....	4,000.00	
Expenses.....	654.98	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		3,345.02
<i>Journal of Adult Education</i>		
Income.....	16,200.00	
Expenses.....	7,823.01	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		8,376.99
<i>Revolving Fund for Publications</i>		
Income.....	2,069.01	
Expenses.....	1,339.16	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		729.85
<i>Simplification of Materials Project</i>		
Income.....	1,000.00	
Expenses.....	503.15	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		496.85
<i>Special Projects, Studies, and Conferences</i>		
<i>Adjustment Service</i>		
Income.....	62.50	
Expenses.....	3,355.44	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		3,292.94*
<i>Adult Reading Study—Library Experiments</i>		
Income.....	..	
Expenses.....	100.00	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		100.00*
<i>Alumni Education Study</i>		
Income.....	..	
Expenses.....	1,552.40	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		1,552.40*
<i>Canadian Adult Education Organization</i>		
Income.....	..	
Expenses.....	1,918.00	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		1,918.00*

* 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**Conference on Civic Forums*

Income.....	\$500.00	
Expenses.....	439.82	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		\$60.18

Study of Civilian Conservation Corps Camps

Income.....	2,000.00	
Expenses.....	1,800.00	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		200.00

Study of Community Music

Income.....	3,800.00	
Expenses.....	1,474.98	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		2,325.02

Community Organization Service

Income.....	4,000.00	
Expenses.....	2,078.17	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		1,921.83

Des Moines Adult Education Program

Income.....	30,000.00	
Expenses.....	30,000.00	
Excess of Income over Expenses.....		..

Advisory Service, Federal Adult Education Program

Income.....	..	
Expenses.....	238.35	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		238.35*

Cooperation, Federal Office of Education

Income.....	3,000.00	
Expenses.....	354.90	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		2,645.10

National Occupational Conference

Income.....	50,378.12	
Expenses.....	45,225.85	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		5,152.27

Negro Adult Education Experiments

Income.....	12,000.00	
Expenses.....	4,374.13	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		7,625.87

Reports on Current Investigations and Experiments

Income.....	..	
Expenses.....	312.40	
Excess of Expenses over Income, per Exhibit "A," Schedule "1".....		312.40*

Science Study

Income.....	10,000.00	
Expenses.....	328.21	
Excess of Income over Expenses, per Exhibit "A," Schedule "1".....		9,671.79

Total Excess of Income over Expenses..... \$38,857.22

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

ANNUAL REPORT OF THE DIRECTOR

EXHIBIT D

APPROPRIATIONS RECEIVED FOR ACCOUNT OF OTHER ORGANIZATIONS FOR
THE SIX MONTHS ENDED MARCH 31, 1935

Balance, September 30, 1934, Payable to:

People's Institute, United Neighborhood Guild..... \$2,625.00

Receipts

Appropriations received from Carnegie Corporation for account of:

California Association for Adult Education.....	\$7,500.00
Civic Federation of Dallas.....	2,000.00
Adult Education Council of Denver.....	5,000.00
Leonia Community Council.....	4,000.00
National Theatre Conference.....	5,000.00
New York Adult Education Council.....	3,000.00
Institute of Rural Economics, Rutgers University.....	5,000.00
Springfield, Massachusetts, Civic Forums.....	4,500.00
Teachers College, Columbia University.....	15,000.00

Total Receipts..... 51,000.00

\$53,625.00

Disbursements

Payments to:

California Association for Adult Education.....	3,750.00
Civic Federation of Dallas.....	2,000.00
Adult Education Council of Denver.....	1,250.00
Leonia Community Council.....	3,000.00
National Theatre Conference.....	2,500.00
New York Adult Education Council.....	1,500.00
People's Institute, United Neighborhood Guild.....	1,750.00
Institute of Rural Economics, Rutgers University.....	5,000.00
Springfield, Massachusetts, Civic Forums.....	4,500.00
Teachers College, Columbia University.....	15,000.00

Total Disbursements..... 40,250.00

Balance, March 31, 1935, Payable to:

California Association for Adult Education.....	3,750.00
Adult Education Council of Denver.....	3,750.00
Leonia Community Council.....	1,000.00
National Theatre Conference.....	2,500.00
New York Adult Education Council.....	1,500.00
People's Institute, United Neighborhood Guild.....	875.00

Total Balance, March 31, 1935, per Exhibit "A"..... \$13,375.00

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

UNIVERSITY OF FLORIDA



3 1262 05239 0464

