

A HISTORY OF THE ADULT EDUCATION
ASSOCIATION OF VIRGINIA

by

William C. Ruble

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APPROVED:

H. W. Stubblefield, Chairman

W. Flowers

T. Hunt

L. Miles

W. Snizek

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(ABSTRACT)

This study was concerned with the founding and development of the Adult Education Association of Virginia (AEAV). The principal objectives of the study were to describe the organizational structure of AEA; examine AEA's financial status at selected intervals; appraise the leadership and membership of AEA; relate AEA programs and activities to social, economic, and political trends; and explain the relationship of AEA to other adult education organizations.

Sources of information were documents located in the official files of AEA and the Adult Education Association of the United States of America (AEA/USA), to include minutes, correspondence, financial reports, membership lists, promotional brochures, and newsletters. Information was also collected from newspapers and personal interviews with individuals. Persons interviewed were questioned about events or activities in which they had participated or about which they had specialized knowledge, an approach that did not lend itself to the use of a standard data collection instrument.

Following a series of postwar meetings sponsored by the University of Virginia, adult educators gathered in October, 1951, in Richmond, Virginia, and organized AEA/V. From the beginning, AEA/V's principal instrument of program activities was its annual conferences. Regional conferences were used to publicize AEA/V programs and to promote adult education. Contact with the membership between conferences was maintained by periodic issues of a newsletter. Operating funds were derived from membership fees, annual conferences, rebates from AEA/USA, and subsidies from state institutions.

Membership was never large but, except for women and minorities, it was representative of Virginia adult education activities. Recently, membership composition has changed and it now consists mostly of adult educators representing colleges and universities. AEA/V members have chosen to ignore social, economic, and political forces and to concentrate their efforts on the technical aspects of adult education. In spite of a parochial approach to national issues, AEA/V has good relations with other adult education organizations. As AEA/V entered its fourth decade, members were considering a reorganization to broaden the membership base and to align the organizational structure more closely to that of the national association.

Recommendations for further study concerned investigations of other adult education organizations.

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I am deeply indebted to _____, who typed and retyped the manuscript; helped with the appendices; called to my attention inconsistencies, redundancies, and nonsense wording; provided review copies of the manuscript; and generally made herself invaluable to me while this study was being prepared in its present format. My thanks also go to _____ for her fine blue pencil and proofreading skills.

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Chapter 1

THE PROBLEM

Before 1900, university education in the United States was restricted to the teaching of academic and cultural subjects on campus. After 1900, there was a move by universities to expand their influence into the surrounding community by sponsoring programs concerned with identifying and solving problems in areas such as agriculture, industry, and society. The universities soon organized extension divisions to direct and monitor off-campus activities. As the activities multiplied, those involved began to form "associations according to type of institution, occupational interest, or type of subject matter, for the purpose of advancing their particular interests."¹ Typical of the associations were those formed by public health workers, librarians, and home economists.

The members of these societies were not exclusively concerned with adult education activities but they did do certain things that eventually were recognized as adult education practices and concerns. Knowles wrote that adult education developed as "an adjunct of some other kind of activity, rather than as a distinct activity with independent character" and that those concerned with educating adults developed "inter-communication and loyalties around specialized interests before there was any consciousness of general national aims."²

ADULT EDUCATION ACTIVITIES IN VIRGINIA BEFORE 1951

Long before the term adult education was used in Virginia, hundreds of adults throughout the Old Dominion were participating in learning activities that could be included under one or more of the many definitions of adult education. Existing records indicate that the University of Virginia Bureau of Extension was the focal point for early adult education efforts in the state. However, in less than a generation, adult education activities were widespread, with programs in all major cities and in many towns and rural areas. Representatives of higher education were quite active in all these programs, teaching, organizing, prodding, and generally acting as facilitators. Individually, they advanced into areas that had hitherto been considered forbidden turf for educators. Perhaps of even greater importance were the number of successes recorded in such unlikely areas as soil conservation, health clinics, recreation, and music.

Until the mid-1950s, separation of the races in public places was the law in Virginia. However, adult educators appear to have been remarkably nimble in side-stepping legal restrictions. Members of both races met to discuss problems and to exchange information about adult education activities and there is no record of either police or bureaucratic interference.

The impetus of World War II and the postwar period intensified the need for additional adult education programs. Veterans used the G. I. Bill to attend college and to enroll in many different types of training programs. Adult education activities were booming.

University of Virginia Bureau of Extension

Extension activities in Virginia formally began in 1912, when a series of extension lectures was presented across the state by several University of Virginia professors. The lectures were so well received that the University of Virginia Director of Extension was authorized to create a Bureau of Extension. After the Bureau was established, it began to sponsor numerous programs, some of which provided to clients free bulletins and handbooks; copies of The Virginia High School Quarterly, a professional magazine; special bulletins covering selected subjects of interest to Virginians; and advice and support in establishing school hygiene programs. Under the direction of the Bureau of Extension, the programs prospered to the point where the University of Virginia found it necessary to supplement the project with regional offices or representatives located throughout the state. Thus, regional offices were established in Richmond (1920), Lynchburg and Danville (1924), Roanoke (1926), and Petersburg (1929).³

Other Extension Activities

By 1926-27, five other institutions of higher education were providing classes in extension. The schools were the State Teachers College at East Radford; the State Teachers College at Harrisonburg; Roanoke College, in cooperation with the University of Virginia; the College of William and Mary; and Hampton Institute. The greatest number of registrants were in English and education courses, followed by those registered in history, French, accounting, and Biblical literature. Although William and Mary offered the greatest number of

courses and had the highest number of registrants, the University of Virginia conducted classes in the greatest number of places.⁴

Miscellaneous Adult Education Activities

Elsewhere in the state, adult education programs continued to accumulate. Most Virginia high schools date from 1905 and, until after World War II, the majority of them emphasized college preparatory work. One consequence of this policy was that, by 1950, Virginia had the lowest percent of high school attendance in the country and next to the highest percent of high school dropouts.⁵ Providing adults with education and training opportunities--giving them a second chance--was seen by many as a way to correct this undesirable situation.

An institution designed to provide adults a chance to acquire non-academic skills was the Virginia Mechanics Institute, organized in 1854 in Richmond to promote the mechanical arts. It was destroyed in the Civil War and did not reopen until 1884, at which time a night school was added. In 1921, it was reorganized and the City of Richmond began to subsidize it. Courses in the trades, commercial art, applied science, engineering, and business were offered to those who "have left school and have discovered their deficiencies too late to renew formal education." Most of those who attended were over 21 years of age. The school closed in 1942, a victim of World War II.⁶

In 1931, Kurt Schneider lived in Danville, teaching auto mechanics, electricity, and sheet metal work in the public schools. In 1933-34, he also taught crafts at the local YMCA. Later, he moved to Roanoke, where he served as director of vocational education in the

public schools and also taught night classes for adults. When World War II began, he joined the Army Air Force.⁷

In 1945, while Schneider was assigned as chief of the Education Branch of the Army Air Force regional convalescent hospital in Miami, he was released from the Army to become vocational director of the Richmond public schools.⁸ He promptly reopened the Virginia Mechanics Institute and supervised a group of teachers who taught veterans so they could qualify for high school equivalency diplomas and also trained others in one of the trades so they could get jobs. During this period, Schneider frequently visited Hampton Institute, at that time, an all-black school, as a guest speaker on vocational education subjects and opportunities.⁹

Another important attempt to promote adult education occurred during the 1930's and 1940's when Jess and Jean Ogden, a husband and wife team with considerable experience in adult education activities, were brought to the University of Virginia to work in the extension program. Given a free hand to try whatever struck their fancies, they were, to say the least, very unorthodox in whatever they undertook. One of their clients described them as "Democracy's spark plugs."¹⁰ They helped set up a library in Greene County; promoted a forest fire control program, a soil conservation program, and a health center in Louisa County; helped to establish a workshop to teach crafts and home economics in Nansemond County; and promoted a stream pollution control program, a new telephone system, and an X-ray clinic in Augusta County.¹¹ At one time, they also taught a choral group of mountaineers to harmonize both hillbilly ballads and Bach chorales. Jess Ogden once said

he didn't know where "the line is drawn between education and just plain fun."¹²

Although Kurt Schneider and the Ogdens received the most publicity, there were many other less well publicized adult education activities occurring in Virginia. Among them were an extensive training program operated by the Newport News Shipbuilding Company, which peaked in its training activities during World War II;¹³ a program consisting of training in the vocational trades and commercial subjects operated by the Alexandria public school system in the 1940's;¹⁴ and miscellaneous programs in diverse subjects such as poultry (Rockingham County Poultry Cooperative); recreation (Radford Recreational Program); and singing (Lane High School, Lynchburg).¹⁵ These and many others too numerous to list document the fact that Virginians were very much involved in adult education activities during the period before 1951, the year in which the Adult Education Association of Virginia was founded.

ADULT EDUCATION ORGANIZATIONS

In the 1920's, a movement to organize adult educators began to emerge. The focus of the movement was a national organization, which quickly assumed paternalistic characteristics in its attempt to develop and encourage regional and state affiliates. Over the next half century, the national organization would undergo several transformations but the basic objective to promote adult education remained unchanged. Although the objective remained unchanged, each year added new considerations, such as growth and change, for the field of adult

education was broad and varied and extended into many areas. Consequently, it was largely uncontrolled and uncoordinated.¹⁶

Growth and changes in the field of adult education resulted from various socio-economic trends, among them the general spread of public education; the growth of economic competition leading to a demand for certain skills, many of which could not be supplied by existing adult training facilities; the complexities of politics, leading to a demand for an enlightened citizenry; the growth of urbanization; the opportunities afforded people by increased leisure time; and a general belief that education was the key that could unlock the door to the house that contained solutions to many of the problems related to the various trends.¹⁷

Adult educators at the state level were encouraged to form associations by the philosophy of the national organizations, all of which supported subordinate organizations, both in words and deeds; by the proliferation of adult education activities and opportunities (growth and change), typified by those in Virginia prior to 1951; by the increase in the number of adult educators; and by the somewhat naive American belief that organizations could solve problems and achieve goals more efficiently and more quickly than individuals could. Although the main interests of state organizations were in coordinating programs and enhancing local services, generally they supported and reinforced the national organizations in promoting the field of adult education.

That the times and circumstances were propitious for the organization of state adult education organizations was verified by the

record. The 1935 edition of the Handbook of Adult Education contained a list of seven state organizations.¹⁸ By 1948, the number had grown to 11 and by the end of the 1950's, the total of state councils, conferences, and associations had increased to 27.¹⁹ A list of 1983 affiliates compiled by the national organization contained the names of 63 organizations.²⁰

STATEMENT OF THE PROBLEM

One of the state associations developed during the post-World War II period was the Adult Education Association of Virginia, founded in 1951. The impetus to organize came from the Extension Division of the University of Virginia. However, those who created the Association were a heterogeneous lot and fairly representative of adult education activities in Virginia at that time.

For some reason or other, researchers have tended to shy away from writing about professional organizations for adult educators. Those who have addressed the subject have looked longest and deepest at the national associations, with occasional glances at subordinate organizations at the regional, state, and local levels. The Adult Education Association of Virginia is representative of the seldom noticed and never written about organizations. It was not the first organization at the state level, or the largest of the state organizations, or the most active of the state organizations, or the most anything that could be expected to attract the attention of researchers. In fact, it was not very well known outside adult education circles,

which may explain why no one ever bothered to study it or write about it.

The problem investigated in the study is this: What were the origins of the Adult Education Association of Virginia (AEAV) and how did the organization serve its membership during the years 1951 to 1982, and how did AEAV represent the interests of adult education in the state?

To answer this broad question, the following subordinate questions were developed as a guide to the collection and treatment of data:

- (1) What were the origins of AEAV?
- (2) What were AEAV's objectives and how did the objectives change from 1951 to 1982?
- (3) What has been the organizational structure of AEAV and how did it change from 1951 to 1982?
- (4) What special projects/activities were useful in helping AEAV meet its goals?
- (5) How has AEAV been financed and how did the financial methods change from 1951 to 1982?
- (6) Who were the people who comprised the leadership and membership of AEAV.
- (7) How has AEAV reacted to social, economic, and political forces/movements from 1951 to 1982?
- (8) What has been the relationship between AEAV and other adult education organizations, particularly the national associations?

OBJECTIVES OF THE STUDY

The major objective of this study was to describe the origins of AEAV and to report the ways it served its membership during the period 1951 - 1982. Secondary objectives were to identify the organizational structure of AEAV; describe AEAV's financial status at selected times; appraise the leadership and membership of AEAV; relate social, economic, and political trends to AEAV programs and activities; and describe the relationships of other adult education organizations to AEAV.

SIGNIFICANCE OF THE STUDY

An enormous amount of literature concerned with adult education has been written during the past half century. As yet, however, very little historical research and writing have been done about professional organizations for adult educators. Although this study was not the first one ever made of a state organization for adult educators, it was one of the first to concentrate on actions and events, programs, financial conditions, membership and leadership, and publications. The successes, failures, and contributions of AEAV to the field of adult education should prove to be interesting and useful to anyone studying the development and growth of organizations for adult educators.

DEFINITIONS

Important terms used in this study are defined as follows:

Adult education - Voluntary, organized learning activities engaged in by adults after their formal schooling is ended.

Professional organization - A group of professional people united to achieve a common goal. In this study, the terms organization and association are used interchangeably, frequently in combination with the term professional.

LIMITATIONS OF THE STUDY

The major limitation of the study was the absence of complete records of AEA V activities. Undoubtedly records were kept; it is the American way. However, if those records existed, they were stored in some out-of-the way place that it must fall to the lot of some future researcher to discover. Save in a few instances, even the newspapers failed to cover some of the conferences and other activities of AEA V. The people who participated in AEA V functions and were available for interviews were frequently plagued by that all too human frailty, bad memory. The absence of information deemed necessary was treated by identifying the gaps and noting in the text that a lack of documentation made it impossible to treat a subject to the extent desired.

The absence of monographs on other professional organizations for adult educators was also a limitation. For example, nothing was located on the Southeastern Adult Education Association, which was instrumental in the founding of AEA V. Only very general overviews of the national organizations existed, and the absence of more detailed studies made it difficult to establish exact relationships. Again, gaps were identified and noted in the text.

RESEARCH METHOD AND PROCEDURES

This section describes the research method, the sources of data, the collection of data, and the analysis of data.

Historical Research

For the purpose of this study, the historical method of research was selected because it was the most appropriate method for tracing the development of an organization. The historical method of research permitted the writer to identify and sequence the events that transpired, thereby satisfying the historian's first obligation, which is to establish what happened and the order in which it happened. Why events happened is beyond the grasp of most historians, although this does not mean the historian should not speculate about causation-- that is, analyze, synthesize, and weigh the facts and attempt to draw reasonable conclusions about why an event happened in a particular way, at a particular place, during a particular time. The methodology employed was used to collect information that served as a basis for developing answers to the problem investigated in this study.²¹

Sources of Data

Information for this study was collected from published materials, unpublished materials, and interviews with leaders of AEAU, AEA/USA (Adult Education Association of the United States of America), and AAACE (American Association for Adult and Continuing Education).

Published materials. The major sources of published materials were newspapers printed in the localities in which AEA/V held its annual conferences; professional journals; AEA/V newsletters; promotional brochures published by AEA/V and AEA/USA; and a book by Malcolm S. Knowles, A History of the Adult Education Movement in the United States. Some issues of the newspapers from cities such as Richmond, Roanoke, and Charlottesville contained reports of the annual conferences and rosters of officers elected at the annual conferences. The journals, especially Adult Leadership and Adult Education, contained articles on the events that led to the founding and organization of AEA/USA and news items about AEA/V's annual conferences and the election of officers. Some of the AEA/V newsletters were reproduced on office machines and were, therefore, classified as unpublished materials. However, some of the newsletters were printed by presses on heavy stock newsprint and can be classified as printed materials. Regardless of how they were reproduced, newsletters contained information about officers, membership, the annual conferences, and miscellaneous association activities. The best collection of AEA/V newsletters was located in the State Library, Richmond; the next best collection, in the AEA/V files, now located in Arlington. There were also some copies of newsletters in the University of Virginia Library, Charlottesville. Promotional brochures contained information about membership, annual dues, publications, annual conferences, and organizational objectives. The book by Knowles contained a concise survey of adult education organizations, with emphasis on the national organizations.

Unpublished materials. One of the problems in reconstructing the past is lack of adequate documentation. Minutes of meetings, financial records, correspondence, and miscellaneous other written and printed materials have a habit of disappearing. The probable reasons that much of AEAV documentation cannot be found is carelessness by the officers, lack of a sense of the historical importance of documentation, and, most important, no central repository for records. However, there is an additional reason, buried in the minutes of a 1968 Executive Committee meeting: "The Secretary recommended that files pertaining to AEAV business be retained no more than three years. She requested that copies of all correspondence of official AEAV matters (both outside and within the organization) be sent to the Secretary to become part of the permanent three year file."²² Where, presumably, in due time, they too would be destroyed with the business records. Nevertheless, the recommendation was approved by the Executive Committee.

Unpublished materials used in this study included AEAV official records, miscellaneous records of the Southeastern Adult Education Association (SAEA), and AEA/USA official records.

(1) AEAV. AEAV's official records included copies of minutes, memoranda for the record, correspondence, membership lists, rosters of officers and the board of directors, financial statements, publicity brochures, and miscellaneous other documentation concerning organizational activities. Except for copies of several letters, the earliest of which was dated 1964, and some publicity brochures, there were no written records for the years 1950-1967. However, beginning in 1968,

the official records were as complete as could reasonably be expected for a voluntary professional organization with no paid staff and no permanent office facilities. All of the AEA/V records, which are in the possession of the AEA/V Historian, Arlington, were made available for this study.

(2) SAEA. SAEA materials in the form of a handbook, a newsletter for July, 1959, and copies of reports on conference proceedings for 1954 and 1957 were among the many valuable reference documents in the possession of Franklin Bacon, retired Dean, Medical College of Virginia, Richmond. Several copies of reports on annual conferences were located at the University of South Carolina, Columbia, South Carolina. The reports on conference proceedings contained information on adult education activities in Virginia during the 1950's.

(3) AEA/USA. Another source of unpublished materials was the archives of AEA/USA, located in Washington, DC. Types of materials contained in the records were copies of minutes, memoranda for the record, correspondence, lists of officers, publicity brochures, financial statements, and miscellaneous other documentation concerning organizational activities. The records, filed chronologically from 1951, the year the organization was founded, to the present, contained information about the relationship of the national organization to subordinate organizations, including AEA/V. All AEA/USA records were made available for this study.

People. Where there were no written records, interviews were conducted with officers of AEA/V and with officers of AEA/USA. A list of candidates

for interviews was developed by reviewing AEA/V records and by asking those interviewed to recommend others who should be interviewed. A list of people interviewed is contained in the bibliography.

Data Collection

Several methods were used to collect data for the study. In the first method, both published and unpublished materials were read and analyzed. In the second method, 17 people who were at one time or another officers of AEA/V were interviewed in person or by telephone. Two members of AEA/USA were also interviewed in person, and one member of AAACE was interviewed by telephone. As different types of information were sought from different individuals, no standard data collection instrument was used. Extensive notes were taken during the interviews and these notes were subsequently summarized, with emphasis on whatever information had been sought from the individual interviewed.

Analysis of the Data

After the information was collected, the findings were analyzed to determine what they revealed about the origins, the foundings, and the growth of AEA/V, about how AEA/V served its membership, about its activities, and about its relationship with other adult education organizations. Subsequently, it was decided to organize the history of AEA/V into four divisions: (1) events leading to the founding of AEA/V in 1951 and what transpired at the organizational meeting; (2) the 1950's, a period during which AEA/V established its position as the most important adult education organization in Virginia; (3) the 1960's,

a period in which AEA V faltered but managed to survive; and (4) the period 1970-1982, a dozen years in which AEA V finally came of age and seriously considered a major reorganization. These time periods were studied to determine what had occurred and how AEA V had served its membership.

ORGANIZATION OF THE STUDY

This study was organized into an introductory chapter, a chapter describing the development and evolution of professional organizations for adult educators, four chapters detailing the history of AEA V, and a concluding chapter. The introductory chapter contains a statement of the problem, the objectives of the study, and a series of research questions; the significance of the study; the limitations of the study; the method of research used in the study; and the organization of the study.

Chapter 2 contains a concise review of how adult education organizations evolved during the past half century at the national, regional, state, and local levels.

Chapter 3 contains descriptions of the events preceding the formation of AEA V (the setting) and of the founding of the association.

Chapter 4 contains a description of AEA V activities during the 1950's, to include annual conferences, financial status, newsletter publication, and leadership and membership data.

Chapter 5 contains a description of AEA V activities during the 1960's, in the same terms as those used to describe the 1950's.

Chapter 6 contains a description of AEA V activities during the 1970's and the first years of the 1980's. It includes descriptions of annual conferences, publications, financial status, membership, and efforts to reorganize AEA V.

The final chapter contains a summary of the study, conclusions, and recommendations.

ENDNOTES

¹Malcolm S. Knowles and Eugene I. Johnson, "Adult Education," The Encyclopedia Americana (1976), I, 186.

²Ibid., 187.

³Andre C. de Porry, Extension and Continuing Education By The University of Virginia, 1912-1973 (Charlottesville: School of Continuing Education, University of Virginia, 1974), pp. 2-7.

⁴Esther E. Strong, Adult Education in Virginia, University of Virginia Record Extension Series, Vol. XIII (Charlottesville: University of Virginia Extension Department, 1928), pp. 67-68.

⁵Virginus Dabney, Virginia: The New Dominion (New York: Doubleday and Company, Inc., 1971), p. 524.

⁶Esther E. Strong, Adult Education in Virginia, University of Virginia Record Extension Series, Vol. XIII (Charlottesville: University of Virginia Extension Department, 1928), pp. 78-80; and statement by Kurt Schneider, personal interview, Richmond, Virginia, April 2, 1980.

⁷Statement by Kurt Schneider, personal interview, Richmond, Virginia, April 2, 1980.

⁸"Army Man Seen as Vocational Director Here," Richmond News-Leader, May 25, 1945, p. 32.

⁹Statement by Kurt Schneider, personal interview, Richmond, Virginia, April 2, 1980.

¹⁰Andre C. de Porry, Ed., Extension and Continuing Education By The University of Virginia, 1912-1973 (Charlottesville: School of Continuing Education, University of Virginia, 1974), p. 36.

¹¹Jess and Jean Ogden, These Things We Tried (Charlottesville: University of Virginia Extension, 1947), passim.

¹²Andre C. de Porry, Ed., Extension and Continuing Education By the University of Virginia 1912-1973 (Charlottesville: School of Continuing Education, University of Virginia, 1974), p. 36.

¹³Nancy King, "New Horizons," Virginia Journal of Education, XLIII (November, 1949), pp. 10-11.

¹⁴Alan L. Beamer, "Alexandria's Adult Educational Program," Virginia Journal of Education, XLI (October, 1948), pp. 13-14.

¹⁵ Esther E. Strong, Adult Education in Virginia, University of Virginia Record Extension Series, Vol XIII (Charlottesville: University of Virginia Extension Department, 1928), passim.

¹⁶ Richard E. Peterson and Associates, Lifelong Learning in America (San Francisco: Jossey-Bass Publishers, 1979), passim, especially chapter one and pp. 423, 431, and 433.

¹⁷ Cyril O. Houle, "What Lies Ahead in Adult Education?" Virginia Journal of Education, XL (October, 1946), pp. 69-70; and Malcolm S. Knowles, A History of the Adult Education Movement in the United States (Huntington: Robert E. Krieger Publishing Company, 1977 (Rev. Ed.)), pp. 76-79.

¹⁸ Dorothy Rowden, ed., Handbook of Adult Education in the United States (New York: American Association for Adult Education, 1936), pp. 198-205.

¹⁹ Malcolm S. Knowles, A History of the Adult Education Movement in the United States (Huntington: Robert E. Krieger Publishing Company, 1977 (Rev. Ed.)), p. 185.

²⁰ American Association for Adult and Continuing Education, "Untitled List of Affiliates," March, 1983. (In possession of the writer.)

²¹ Jacques Barzum and Henry F. Graff, The Modern Researcher (New York: Harcourt, Brace, Jovanovich, Inc., 1977 (Rev. Ed.)), pp. 146-153.

²² AEAU Executive Committee Meeting Minutes (Unpublished report, July 12, 1968), unpaginated.

Chapter 2

HISTORICAL DEVELOPMENT OF ADULT EDUCATION ASSOCIATIONS

The first adult education association at the national level was founded in the 1920's. During the next half century, it experienced several major reorganizations. Since the 1920's, numerous regional, state, and local associations have been founded, passed through the various states that voluntary professional organizations experience, and either dropped into oblivion or managed to weather the passage of time by adjusting to changing social and economic conditions. A review of the literature about some of these associations served as a guide for developing the history of AEAU.

NATIONAL LEVEL

Grattan reported that before the 1920's, no effort had been made to create a national organization that could gather "all varieties of adult education into a single fold to co-ordinate efforts, promote the idea, or influence standards."¹ However, during the 1920's, two adult education associations were founded: the American Association for Adult Education (AAAE) and the National Education Association Department of Adult Education (NEA Department). In 1951, AAAE and NEA Department merged to form the Adult Education Association of the United States of America (AEA USA). Although there have been other associations, these three have generated the most attention. The literature contained no book-length study of any of them. However,

there have been several studies that included material about one or more of these organizations,

American Association for Adult Education (AAAE)

If one person were to be singled out as the one most responsible for the first national organization for adult educators, it would be Frederick P. Keppel, president of the Carnegie Corporation. Keppel's first contact with the field of adult education came in 1924 when he appointed a committee of distinguished citizens to guide him on where and when to dispense grants that would benefit adult education. The committee made a number of recommendations, among them one to establish an independent organization that would be responsible for grants for adult education activities and projects. Subsequently, a series of conferences was called to consider the recommendation that a national organization for adult education be formed. In Chicago, on March 26, 1926, delegates from all over the country met and voted to establish the American Association for Adult Education (AAAE).²

Nature of the Delegates. Although Malcolm Knowles was not present during the founding and the early years of AAAE, he has written what is perhaps the best account about the organization in A History of the Adult Education Movement in the United States. In the book, he made some general observations about the meeting at which AAAE was established. For example, he noted that all the delegates were selected by the Carnegie Corporation, which presumably paid for their time and their travel expenses. Thus, the delegates had "no commitment from any constituency and felt no obligation to report back to any

constituency." Most of the delegates were not adult educators. Consequently, there was a lack of knowledge about the field of adult education. One result of this lack of knowledge was that profit-making agencies with adult education interests were "expressly excluded from membership in the association."³ In another area, the delegates, sensitive to public reaction to people who loaned money and then tried to dictate how it should be spent, very carefully explained that AAAE would make grants but would not attempt to control the agency receiving the grant. It was also at that meeting that a precedent was set for delegating responsibilities to committees.⁴

Objectives and Policies. The objective of AAAE was to promote the development and improvement of adult education in this country. The initial goal was to determine if the idea of adult education was one on which it was worth expending resources. Not very surprisingly, the executive board of AAAE decided that it was.⁵

Knowles identified five basic policies that more or less controlled AAAE operations. The first of these was for AAAE facilities and resources to be available equally to all and for AAAE to avoid becoming allied to any one agency or special cause. The second-- and a strange one it was--was to resist a set definition of adult education, which presumably would prevent any agency or individual from being excluded from enjoying the services of AAAE. The third policy was to "interpret, explain, and clarify" adult education activities without resorting to propaganda. The fourth policy concerned relationships with local, state, and regional organizations:

AAAE refused to dictate to other organizations what they should do. The fifth policy was concerned with the area of educational opportunities on which AAAE should place most emphasis. Here, the conflict was between those who favored emphasizing vocational instruction and those who favored emphasizing cultural instruction. AAAE's official position was to occupy the middle ground. Therefore, it recommended a balanced program in which both vocational instruction and cultural instruction were equally emphasized and in which recreational needs were also considered.⁶

Finances. Grattan divided the history of AAAE into two sections. The first section lasted from 1926 to 1941 and was characterized by Carnegie Corporation financial support; the second section lasted from 1941 to 1951 and was characterized by worsening financial conditions, as most of the income was from membership fees.⁷ Knowles described the membership during the first section as essentially passive. "Its function was primarily to receive the publications of the association and keep informed." After 1941, the membership became more actively involved in the operations of AAAE, undoubtedly because it was paying the bills.⁸

Leadership. AAAE's constitution provided for a president, as many vice-presidents as were needed, a secretary, and a treasurer. There was also a board of directors, called the executive board, which was the real governing body of AAAE. The constitution also provided for certain committees, and other committees were formed as special needs

for them were identified. However, the executive director was the individual who ran AAAE. Morse A. Cartwright served as director from 1926 to 1941 and then served from 1941 to 1949 as an unpaid director; and Herbert C. Hunsaker served as acting director from 1949 to 1951.⁹

Programs. AAAE did not provide adult education courses or instruction to the public. Rather, Grattan saw AAAE as a central clearing house, an organization that interpreted, explained, and clarified adult education. It was designed to aid other agencies, whether they were "community, state, regional or national in scope." AAAE sought to avoid setting organizational standards for others and specifying the contents and methods of adult education instruction. Above all, it "eschewed propaganda for adult education."¹⁰

During its existence, AAAE published the quarterly Journal of Adult Education and numerous books and pamphlets reporting research. As the agent of the Carnegie Corporation, AAAE received almost five million dollars, some of which was used as grants to support adult education projects.¹¹ Additionally, Grattan identified the following contributions that AAAE made to the field of education:

. . . it had . . . contributed a very great deal to giving the field self-consciousness; to bringing the several parts into friendly communications . . . to building up and circulating validated knowledge of the field and relevant to its special tasks; to stimulating research into the problems of adult teaching and learning; to keeping the field from succumbing to its perennial menaces, special interests, crackpots, and hobby horse riders; and to the creation and propaganda of standards of performance, but it had failed to find a way ¹²
deeply to root itself either in the field or in American life.
(The emphasis is Grattan's.)

The End of AAAE. By the end of the 1940's, it was obvious to Grattan that new leadership was needed. In the early 1950's, a series of national conferences led to the formation of a new national organization, the Adult Education Association of the United States of America (AEA/USA). AAAE was dissolved and the membership was absorbed by AEA/USA.¹³ Probably no one reason can be realistically said to have caused the demise of AAAE. However, Knowles assigns the chief cause of death to leaders who

did not in fact--until its closing years--view the association as being more than a temporary instrument of the Carnegie Corporation for developing and strengthening other agencies of adult education.¹⁴

National Education Association Department of Adult Education
(NEA Department)

The life span of the NEA Department parallels that of AAAE. Although many have written about it, again it is Knowles who has produced the best account of the organization in A History of the Adult Education Movement in the United States. In 1921, the National Education Association (NEA) established a "segmental professional association" for workers who taught adults in public schools. In 1927, NEA expanded its membership by broadening the definition of adult educators, and it proposed to coordinate all adult education activities by holding conferences, conducting surveys, and serving as a clearing house.¹⁵

Competition. Knowles wrote that in spite of NEA's growing confusion about its role and competition between it and AAAE for members, "there

is little evidence . . . of conflict and tension between the two organizations . . . "¹⁶ However, by 1940, differences were beginning to surface. For example, AAAE emphasized the theory, philosophy, and national prestige of the adult education movement, whereas, "the NEA Department stressed practice, social action, relationship building."¹⁷ During the 1940's the competition for members reached the point where the two organizations appointed a joint committee to resolve the problem. The committee recommended that the two organizations meet jointly at national conferences, publish a single journal, and conduct a joint campaign for members. The NEA Department accepted the recommendations. The AAAE Executive Board agreed to a joint national conference but rejected the other two recommendations.¹⁸

Confrontation. In 1946, a joint conference was held in Detroit.

The conference appointed a committee to study the field of adult education. The committee identified "the needs of the field" but made no progress in resolving the conflict between the two organizations. Then, in October, 1948, the NEA Department precipitated a confrontation when it proposed to change its name to the Adult Education Association of the National Education Association of the United States. The intent was obvious. AAAE deplored the action and the NEA Department agreed to withhold adopting the name until after the next meeting of the joint committee. After several meetings and considerable discussion, both organizations agreed to create a new committee to investigate establishing a single adult education organization to represent the entire field.¹⁹

Joint Committee. The chairman of the Joint Committee of AAAE and the NEA Department was Howard Y. McClusky of the University of Michigan. He and the delegates representing the two major adult education associations were joined by representatives of other national organizations, among them the Association of University Evening Colleges, the American Library Association, the National University Extension Association, and the Film Council of America.²⁰ McClusky and the members of the committee used a series of questions to guide their deliberations. A sample of the questions follows:

What are the needs of persons and organizations engaged in adult education work?

What nationally organized activities would be useful in helping to meet these needs?

How can such activities be initiated and progressively developed?

What common interests will bring together in a single association persons from so many different fields of work?

What specifically will the organizations do?

How will the association get the money to pay the salaries of staff specialists to carry out such a program?

Will organizations and agencies engaged in adult education be members of the association?

By what means will the membership control the organization and keep it responsive to their changing needs?²¹

A New Organization. A series of Joint Committee meetings resulted finally in 200 elected delegates meeting at Columbus, Ohio, on May 13-15, 1951. On May 14, the delegates voted to dissolve AAAE and NEA Department and to replace them with the Adult Education

Association of the United States of America.²²

Adult Education Association of the United States of America
(AEA/USA)

AEA/USA was "launched in an era of pronounced good will and cooperation,"²³ in response to "a ground-swell of requests for there to be a unifying force introduced into the field without destroying the rich diversity and the voluntary spirit . . ." that already existed.²⁴ Durrie, who would later serve as president of AEA/USA, identified the objectives of the new organization as those of helping individuals on the local, state, and national levels who worked as adult educators to improve their services, to exchange experiences, to plan together, and to work out common goals. The new organization would do this by stimulation and facilitation rather than by domination and control.²⁵ McClusky expanded on the role of AEA/USA by stating that the role of the association ought to include caring and "feeding of the troops;" serving as a "gate for information;" providing subject matter for the field; evaluating activist approaches to social change; developing leadership; serving as convener and reinforcer of collaborative efforts for adult education at the national level; encouraging innovation by offering awards; and anticipating the future of the field and reacting accordingly.²⁶

McClusky became the first president of AEA/USA. A quarter century later, he asked, in an article prepared for Adult Leadership, "To what kind of a future was the membership committed when the design for the AEA/USA was ratified by the Columbus Assembly?" He answered

his question this way:

In brief it was a future that would be shaped by a widespread and informed involvement of the membership in decision making. Any hint of centralized administrative elitism was thoroughly rejected. In its place was substituted elaborate provisions for seeing that as much of the membership as possible should achieve a responsible identification with the operation of the association.²⁷

Membership. One means by which participation by the membership was built in was by balanced geographic representation. Another means was to grant substantial operational autonomy to the various committees of AEA/USA. And a third means was the formation of the Council of National Organizations (which McClusky incorrectly referred to as the National Council of Organizations).²⁸

In 1957, Knowles and Houle retrospectively reviewed the make-up of the adult education field that existed at the time AEA/USA was founded. At the national level, they identified 150-200 voluntary organizations, such as the P.T.A. and Chamber of Commerce; several dozen professional organizations that contained adult educators, among them the National Association of County Agents and the University Extension Association; miscellaneous associations in related professions, such as industrial trainers and labor union educators; some specialized interest groups with educational interests, such as public health service personnel and those who worked with the aged; and Federal workers, such as those working in the U.S. Office of Education and the Civil Defense Administration.²⁹

Programs. The AEA/USA Executive Committee announced the following

program objectives;

1. To develop a greater unity of purpose in the adult education movement,
2. To help individual adult educators increase their competence.
3. To bring agencies of adult education into closer working relationship,
4. To detect needs and gaps in the field and to mobilize resources for filling them.
5. To make the general public more aware of the need and opportunities for adult education.
6. To assemble and make available knowledge about adult education.
7. To serve as a voice for the adult education movement.³⁰

Over the years, AEA/USA promoted its programs through annual and regional conferences, supported programs to train adult educators, stimulated research (sometimes with grants), and published books, pamphlets, and periodicals. The periodicals were Dateline, a newsletter to members that, beginning in September, 1977, was published as an insert in Lifelong Learning; Adult Education, a quarterly journal; Adult Leadership, a monthly magazine; and Lifelong Learning: The Adult Years, a magazine published ten times yearly, that replaced Adult Leadership in 1977. AEA/USA also sponsored a National Association of Public School Adult Educators and a Council of National Organizations.³¹

The End of AEA/USA. At least as early as the Portland Conference in 1978, there was talk of reorganizing AEA/USA.³² Interest in reorganizing or in merging with some other adult education association was

precipitated by the economic conditions that worsened as the 1980's began.³³ In 1981, Jones reported to the AEA/V membership attending the Annual Conference that preliminary merger deliberations between AEA/USA and the National Association for Public Continuing and Adult Education (NAPCAE) had begun.³⁴

At the October 27-November 1, 1981, Annual Conference, in Anaheim, California, the governing bodies of AEA/USA and NAPCAE voted overwhelmingly to consolidate the two existing organizations and form the American Association for Adult and Continuing Education (AAACE).³⁵ On November 11, 1982, AEA/USA ceased to exist and its membership was transferred to the new organization.³⁶

McClusky reviewed the accomplishments of AEA/USA and listed the most important ones as the commitment of the association to the "democratization" of participation by its members; the use of volunteers to implement association programs; a program that redefined the role of knowledge-based agencies so that they were accepted as agencies of adult education; the extensive publication program; miscellaneous contributions to the adult education knowledge base; and the influence that the association used to integrate and unify the "practical and substantive dimensions" of the field.³⁷

Summary

Two major organizations for adult educators were established within two years of each other during the 1920's. For a quarter of a century, the two organizations constituted the professional home at the national level for adult educators. Conflict was inevitable.

Following World War II, the two organizations attempted to resolve their differences. They were successful, for they merged in 1951 to form AEA/USA. Through AEA/USA's annual conferences, publications, and other activities, it provided visibility to adult education. It was the organization committed to the development of skills and competencies that would improve adult education processes. Moreover, it insured that regional, state, and local associations and councils for adult educators would flourish by disseminating information and materials and by supplying speakers and funds to them.

REGIONAL LEVEL

In descending order, regional voluntary professional organizations for adult educators rank next to national organizations--if not in importance, at least in the amount of territory covered. Regional voluntary professional organizations for adult educators do the same things, have the same problems, and, frequently have part of the same membership that the national organization has.

Kotinsky wrote the only book-length treatment of adult education organizations. In the book, which was published in 1940, she wrote that all the difficulties that beset state associations are "aggravated for the regional association." Distances involved caused most regional councils to be poorly attended. (Kotinsky wrote before air travel was widely available.) To counteract this, regional associations concentrated on attracting members from outlying areas by inviting guest speakers of national stature to "discuss problems in the large, since attendance at these meetings is conceived

for the most part as an expedient substitute for attendance at the annual meeting of the American Association for Adult Education."³⁸

This philosophy was contrary to the general feeling that regional organizations ought to complement and support the national organization.

The first regional adult education associations were organized just before the outbreak of World War II, and several others have been organized since then. Most were apparently organized to satisfy a need in areas that had no organizations for adult educators to join. Over the years, the national organization came to treat them as adjuncts--outposts whose agents served to promote the national organization by disseminating information, recruiting new members, and otherwise acting as go-betweens.³⁹

Missouri Valley Adult Education Association (MVAEA)

Lightbody identified the Missouri Valley Adult Education Association as the first regional adult education association established in the United States and also as the only one that has survived continuously since it was founded in 1938.⁴⁰ MVAEA drew its members from the states of North Dakota, South Dakota, Nebraska, Kansas, Missouri, Iowa, and Minnesota. The purpose of the association was to serve as "an instrument of cooperation among individuals and organizations engaged in, or interested in, any phase of adult education within the Missouri Valley."⁴¹

Lightbody attributed MVAEA's longevity and vitality to outstanding leadership, resources sharing among members, the rotation

of conferences among member states, a staunch membership, relevant programs, a philosophy that called for the association to exist as a professional organization, and the ability of the organization to provide its members a "blend of professional growth, relationships, pride, camaraderie and fellowship."⁴²

Southeastern Adult Education Association (SAEA)

The Southeastern Adult Education Association traces its roots back to 1919, "when the First Illiteracy Conference of the Southern States" was held in Columbia, South Carolina. However, the regional association did not take "positive form" until an October, 1937, meeting held in Chapel Hill, North Carolina.⁴³ But it was not until a 1939 meeting in Columbia, South Carolina, that SAEA legally became an association and elected officers.⁴⁴ SAEA drew its members from the states of Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. The purpose of the Association was to provide a setting in which people concerned about adult education could come together and gain new insights into the field of adult education. As an organization, SAEA identified problem areas in adult education that called for research or action and provided a philosophy about adult education. SAEA also encouraged the development of state associations, held annual meetings, and issued a newsletter.⁴⁵

Mountain-Plains Adult Education Association (MPAEA)

During the years prior to 1953, seven Mountain-Plains Adult

Education Conferences were held. At the eighth one, held on March 26-28, 1953, in Denver, Colorado, those in attendance voted to organize a regional association of adult educators from the states of Colorado, New Mexico, Utah, Wyoming. The objectives of the new organization were to determine adult education needs in member states; to inventory local resources and announce the results; to encourage local cooperation with other adult education organizations; to organize state adult education associations in Utah and Wyoming and to strengthen state councils in Colorado and New Mexico; and to prepare a handbook for adult educators.⁴⁶

Thirty years later, support for the Mountains-Plains AEA was still uneven. Wyoming, New Mexico, and Arizona, which was not one of the original members, were the most active states. However, adult educators in the area seemed to prefer local state affiliations to membership in either the regional or national organizations.⁴⁷

Pacific Northwest Association for Adult Education (NWAEA)

In the 1930's, Beals described the Pacific Northwest Association for Adult Education as consisting of individuals and agencies active or interested in adult education in the states of Idaho, Montana, Oregon, and Washington and in the territory of Alaska. The purpose of the organization was to increase public interest in adult education in the Pacific Northwest through conferences and discussions.⁴⁸ For reasons lost in the mists of history, the association ceased to function. Then, in February, 1966, following a three year organizational period, a new association covering the same geographical area was

organized. Its new title was the Northwest Adult Education Association (NWAEA) and its objectives were the same as those of the earlier organization. In the fall of 1982, when the national association was reorganized, NWAEA also reorganized and added three Canadian provinces to its membership area. This made NWAEA an international regional association for adult educators.⁴⁹

Summary

Regional adult education associations have never been very numerous. Most were developed in response to needs not being satisfied by other organizations. Regardless of what caused them to be organized, they eventually became local agents for the national organization. Their objectives and methods of operation generally have paralleled those of the national organization.

STATE LEVEL

The literature of the history of adult education in the United States reveals that the first organizations for adult educators were at the national and big city levels. These localities were where sufficient members of adult educators had congregated to make organizations practicable. As the early organizations flourished, they became examples to be emulated by areas with lesser numbers of unorganized adult educators. Moreover, the literature reviewed thus far indicated quite clearly that the national and regional associations encouraged adult educators to organize at the state level,

frequently by offering support. Add to this the fact that the number of adult educators was increasing and the stage was set for state organizations of adult educators to proliferate. Knowles identified 27 state councils, conferences, and associations by the end of the 1950's.⁵⁰

State Organization Profile

Few studies have been done about adult education associations at the state level. Although a study by Hendrickson is 30 years old, it is the only one of its kind that exists. Hendrickson collected information from 22 states with adult education associations or councils. Using the information, he constructed the following profile of a typical state organization: It was established in 1936 and was still operating in 1953; it had a board of directors, usually consisting of a president, vice-president, secretary, and treasurer; it was guided by an executive committee; it had two or more standing committees, such as rules and by-laws, membership, and finance; and it had an average membership of 150, with each member paying an average fee of \$2 annually.⁵¹

The functions of the composite state association were to exchange information about members' programs, to stimulate interest in adult education programs, and to train leaders. A typical state association provided services to its members by holding annual conferences, publishing newsletters, assisting in programs and conference planning, conducting surveys, and training leaders. Most often identified problems were those associated with finding ways to serve

members best, funding, publicizing programs, getting adult education agencies to work together, finding good leaders who were not already overworked, and avoiding competition for membership between national and state organizations. On the positive side, the average organization felt that it was gaining in strength, broadening its leadership base, increasing its affiliation with other agencies, planning to reorganize to serve its members better, and seeking funds to establish a paid administrative staff.⁵²

Coordinating Agencies

In A History of the Adult Education Movement in the United States, Knowles made a number of generalizations about adult education organizations at the state level. Among them were comments about how state organization work got done, the nature of the work that got done, how the work that got done was funded, and the relationship of state organizations to the national organization.

How Work Was Done. Knowles wrote that the work of the state organizations was accomplished largely through the voluntary efforts of their members. However, state organizations with the greatest strength and stability were those in which administrative services were provided by a state institution, such as the state department of education, a school, or a library.⁵³

Nature of the Work. Knowles reported that state organizations had universally emphasized intercommunications among adult education workers, primarily through conferences and newsletters. Other activities

performed by state organizations included conducting surveys about educational needs and resources, sponsoring training programs, publishing directories of a miscellaneous nature, stimulating research, encouraging joint planning among state agencies, and lobbying for expanded support of public adult education programs.⁵⁴

Funding of the Work. Knowles classified state organizations as subsistence-level operations, getting by on small membership fees and donated services by state agencies and individuals. In 1956, the Adult Education Association of the United States of America (AEA/USA) instituted a joint membership plan, designed to improve the financial status of state organizations. Under the plan, all members of the national organization automatically became members of the state organization. Of the membership fees collected by the national organization from these people, 20 percent would be returned to the state organization in the form of a rebate.⁵⁵

National-State Relationship. The Joint Membership Plan of 1956 clarified, for the time being, the relationship between the national organization and state organizations. The Plan provided for state organizations to serve their members (who were also members of the national organization) by providing publications and holding conferences. State organizations were also responsible for recruiting members and for serving as official representatives of the national organization. In turn, the state organizations received rebates from the national organization and they could send elected representatives to the Delegate

Assembly of the national organization. Knowles summarized the relationship as a link "between the state and national coordinative functions."⁵⁶

California Association for Adult Education (CAAE)

Although state organizations for adult educators have been relatively numerous, the literature about them was virtually non-existent. Only one study could be identified. Almost a quarter century ago, Davidson wrote about the California Association for Adult Education (CAAE), widely held to be the first voluntary professional organization for adult educators at the state level. CAAE was worth examining in detail because of its historical significance, because it served as a model for other organizations, and because its founding, operations, and demise were interesting in themselves.

Organization Date. Davidson could not establish the exact date of CAAE's founding with complete accuracy. The reason was that one of the founders, Ethel Richardson, filed a report with the California State Superintendent of Education in which she identified 1925 as the year the organization was founded. Another founder, Lyman Bryson, identified 1927 as the year CAAE was started. However, after weighing the facts, Davidson chose 1926 as the date CAAE was founded because documents in the CAAE files identified that date as the organizing year.⁵⁷

Functions. The two most important functions of CAAE were to demonstrate and promote new methods for teaching adults and to promote lifelong

learning. To implement the latter function, CAAE was guided by the following goals; to coordinate the activities of all existing agencies for adult education; to promote and develop liberal education for adults; to promote the philosophy of European adult education; to encourage the use of leisure time so that it would lead to a richer life for individuals; and to promote research and experiments in adult education.⁵⁸

Organization Structure. The board and membership structure of CAAE were planned by the founders to represent all aspects of adult education in the state. Seventeen people were chosen to direct CAAE. Most of the appointments were honorary and the incumbents never bothered to attend CAAE meetings.⁵⁹ Therefore, the burden of managing the association fell to a member of the State Department of Education, which paid the employee's salary and donated office space.⁶⁰ This arrangement was unsatisfactory, so CAAE arranged to employ a full-time executive director and secretary.⁶¹ With various modifications, this organization structure continued to be used until CAAE folded.

Projects. Among the more interesting CAAE projects were co-sponsoring with the University of California Extension (Division) the first summer school for teachers of adults; sponsoring forums and discussion groups throughout the state; experimenting with radio broadcasting as a means of educating the public about politics and economics; publishing the California Review of Adult Education; and hosting eight Pacific Southwest Conferences on Adult Education.⁶²

The End of CAAE. Although CAAE was a victim of World War II, it did not cease operations until 1947, at which time it died without even the familiar whimper. Davidson describes the last meeting as follows:

By 1946, the Association was having difficulty recruiting people for leadership roles. The majority of board members did not attend meetings. One last effort was made in 1947 to revitalize the organization. A carefully planned conference was held . . . One dinner meeting followed this conference. There are no records of subsequent meetings and this dinner meeting was apparently the last time the Association met.⁶³

There is no conclusive evidence that CAAE exerted any great influence on other adult education associations. Its goals were ambitious and many of them were unrealistic because they were incapable of being achieved. The organizational structure of the association was poorly designed (even for that day) and its finances were never on a sound basis. Nevertheless, CAAE was the first association of its kind at the state level and its very existence served to propel it into some degree of notoriety.

Summary

Although state organizations for adult educators were relatively numerous, precious little has been written about them. Hendrickson identified the functions of a typical state organization and Knowles called state organizations the vital link between the individual and the national organization. Davidson wrote about the California Association for Adult Education, probably the best known of the state organizations. She identified CAAE's functions, described its organizational structure, listed some of its projects,

and explained how it came to an untimely end.

LOCAL LEVEL

Much more has been written about local organizations for adult educators than about similar organizations at other levels. The greater amount of material can be partially accounted for by the fact that there were a greater number of organizations at the local level than there were at the state, regional, and national levels. Local organizations were more restricted in both the area they covered and the scope of their activities and thus easier to describe. And, for most writers, the propinquity of the organization probably created a familiarity with its day-by-day operations and its leadership that was not readily vouchsafed for organizations that were farther removed.

Organizational Problems

In Kotinsky's 1940 book about adult education councils, she paid particular attention to adult education organizations at the local, or city, level. They began in many ways, among them imitation of other councils and a decision by people meeting informally to formalize their meetings and to broaden them to include the workers in the field. Once an organization was formed, the first act of the members was to write a constitution and statement of purpose, which were usually "couched in such broad and general terms that they may be interpreted to mean anything under the sun, and consequently mean nothing in particular."⁶⁴ The trouble began when broad and general terms had to be translated into programs. The difficulty in implementing

purposes in programs . . . may be said to be a lack of free creative energy to make the council perform the functions for which it is uniquely adapted, to devise projects, methods, procedures on a pioneer job in social and educational planning, to pool resources of intelligence and experience across agency and professional lines.⁶⁵

Operational Problems

Small organizations with no paid staff experienced administrative problems. Kotinsky noted that the time and energy required for routine and clerical tasks were "beyond the imagination of those who merely go to meetings." The administrative burden--what Kotinsky called the "onerous labor"--had to be performed by constituents, who also had to plan meetings and perform certain housekeeping duties.⁶⁶ She divided organizational duties into those concerned with disseminating information and those concerned with programs and a better way to implement them. Meetings were called so that members could exchange ideas, think and plan together, and attempt to mold a working consensus among themselves. Some local organizations produced literature, sponsored educational programs, and conducted surveys.⁶⁷

Types of Membership

Beals identified the first attempt in the United States to enlist the educational facilities of an entire community in the cause of adults as having occurred in 1924 in Cleveland, Ohio. Since then, similar organizations--sometimes called "councils, conferences, and associations"--have developed all over the country.⁶⁸ Some rather obviously were composed of representatives from agencies that offered programs of education for adults; some were composed of individuals

with adult education interests; and others combined both types of membership. Regardless of the type of membership, Beals noted that a "council or some similar agency, is the only apparent means of giving direction to rapidly expanding programs of adult education."⁶⁹

Local Limitations

Valley noted that what a locality could provide and what state and national organizations led consumers to believe was available created a problem. For example, the larger organizations--that is, those drawing members from large geographical areas--tended to believe that services and learning opportunities should be available whenever and wherever they were needed by individuals. Unfortunately, localities could not handle all needs that were identified; they could only provide what they could afford. This frequently caused a mismatch between what a learner expected and what was available.⁷⁰

Local Level Summary

Organizations for adult educators at the local level have been written about by many writers. The writers examined here found that local organizations had problems similar to those experienced by organizations at other levels. Moreover, they found that users of adult education frequently had unrealistic expectations about what local organizations could do. From Beals, writing in the 1930's, to Valley, writing in the late 1970's, writers have called for local organizations to coordinate and direct adult education activities.

SUMMARY

Since 1926 adult educators and those affiliated with the field of adult education have worked together to promote adult education. This is in sharp contrast to adult education organizations, which have generally been designed to satisfy a need or to fill a gap but almost never to promote the field of adult education. Organizations at each level have attempted to provide direction to the field, promote research, lobby for legislation favorable to adult education activities, and provide services for their members. Regional and state organizations have also provided training and opportunities for fellowship. It is perhaps significant that very little research has been done on professional organizations for adult educators.

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¹⁸Ibid.

¹⁹Ibid., pp. 215-216.

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²¹"Toward a New Association: Some Questions and Answers," Adult Education, I (October, 1950), pp. 6-11.

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³³Consensus of a panel discussion, from notes taken by the writer at AEA/V 1982 Spring Conference, Arlington, Virginia.

³⁴Untitled AEA/V paper distributed to AEA/V membership, Fall, 1981, containing a report prepared by C. Clark Jones, AEA/USA representative, region IV.

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⁴⁴Ibid., p. 9.

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⁴⁸R [alph] A. B [eals], "Regional Organizations of Adult Education Agencies," Handbook of Adult Education in the United States, ed. Dorothy Rowden (New York: American Association for Adult Education, 1936), p. 204.

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⁵⁵ Ibid., p. 186.

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⁵⁷ Adele K. Davidson, "A History of the California Association for Adult Education," (Unpublished doctoral dissertation, University of California, Los Angeles, 1960), p. 41.

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⁶¹ Ibid., p. 72.

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⁶⁷ Ibid., p. 47.

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Chapter 3

THE FOUNDING

After the American Association for Adult Education and the National Education Association Department of Adult Education merged into the Adult Education Association of the United States of America (AEA/USA), interest in promoting regional, state, and local adult education associations continued unabated. From the vantage point of time, Elbert W. Burr, president, AEA/USA, looked back at the early activities and noted that the national organization had assisted in many ways in "the conferences of other organizations, especially those of local, state, and regional associations, ranging from providing speakers to assisting in planning and training."¹ One of the states that pioneered in forming a state association under the aegis of AEA/USA was Virginia.

THE MOVE TOWARD A STATE ORGANIZATION FOR ADULT EDUCATORS

The genesis of the Adult Education Association of Virginia can be found in the activities that were occurring at the national level, as has been shown in the preceding chapter, in extension activities at the University of Virginia, and in adult education conferences sponsored by the Southeastern Adult Education Association (SAEA).

Extension Activities

Extension activities in Virginia and the Adult Education Association of Virginia were inextricably linked together in the person of George Baskerville Zehmer. The first organized program of extension work at the University of Virginia was established in 1912. In 1915, extension activities were brought together in an office called the Bureau of Extension, which was expanded in 1922 and re-titled the Extension Division. In 1925, Zehmer, a professor of education at the University of Virginia, was appointed Director of the Extension Division. A creative leader, he defined the role and marked the path that the Extension Division would follow during the third of a century that he served as its director. Zehmer's enthusiastic and forceful endorsement of adult education eventually led him to participate in activities at the national level, where he served as president of the National University Extension Association in 1942-43, and at the state level, where he served as a founder and first president of AEAV. After he retired, he wrote a short account of his experience while serving as director.²

George Zehmer found that interest in University Extension in 1925 was "limited, scattered, and sporadic." To counteract the widespread indifference, to promote state-wide interest in the field of adult education, and to enhance understanding and cooperation among all adult education agencies, the Division began in 1929 planning and conducting state conferences on adult education.³ Jean Ogden, a transplanted New Yorker and a "little woman with blue-green

eyes and the pent-up energy of a uranium mine,"⁴ worked in the Extension Division while George Zehmer was the Director. In her account of adult education activities in Virginia during the 1930's and 1940's, she elaborated on Zehmer's account, describing how the University of Virginia had invited state agencies active in adult education to come to Charlottesville each summer for informal discussions and planning that would lead to the improvement and coordination of programs. The meetings were also designed to serve as a clearing house for adult education activities within the state, permitting those who attended to find out what others were doing. She believed that the group was ready to organize a state association for adult educators when Pearl Harbor was attacked. With the advent of war and its consequential restrictions on travel, the annual meetings at the University of Virginia stopped.⁵ However, following the war, the University of Virginia resumed sponsorship of the annual conferences. Then, in 1951, the responsibility for planning and holding the meetings was transferred to the Adult Education Association of Virginia, which Zehmer asserted the Division had helped found.⁶

SAEA: The Prewar Years

The Southeastern Adult Education Association (SAEA) was founded in October, 1937, at a meeting in Chapel Hill, North Carolina, of the First Regional Conference on Adult Education. Two years later, the organization was formalized and named, and an Executive and Advisory Committee was elected. Under its by-laws, the formal organization of SAEA was headed by a president, elected annually, and guided

by an executive committee composed of two members from each of the states represented: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.⁷ Although the number of Virginians belonging to SAEA was never very great, those who did belong were apparently quite influential. For example, Andre de Porry, University of Virginia, served several terms as one of the Virginia representatives on the Executive Committee; Franklin Bacon, University of Virginia (at the time), served four terms as secretary-treasurer; and Kurt A. Schneider, Richmond public schools, served a term as president.⁸

The purpose of SAEA was to provide a framework within which people could come together to discuss mutual problems and to seek solutions to them. The organization concentrated attention on special problems, as indicated by the central theme of its conferences: "Adult Education and the South" (1939). "Educating People to Help Themselves" (1940), and "Adult Education's Task in National Defense" (1941). Moreover, the organization defined goals and helped to provide its members with "a way of thinking, a philosophy, about adult education." In addition to the purposes already listed, SAEA also encouraged the formation and development of state adult education associations and councils.⁹

The featured activity of SAEA was the annual conference, held in one of the nine member states. The first nine conferences were jointly sponsored with the American Association for Adult Education and miscellaneous other organizations, among them the North Carolina

Conference on Adult Education, the Southern Regional Conference on Cooperation, and the Adult Education Department of the National Education Association.¹⁰ At the conferences, members were addressed by well known adult educators, participated in discussion groups, and listened to progress reports and the results of studies made by individuals and special committees.¹¹

The proceedings of the 1957 conference contain a gratuitous analysis of the membership for the first two decades of the organization. It was noted that the number of people attending the annual conferences ranged from 100 to 150. Distance was apparently the chief factor in determining attendance, for the host state generally accounted for a significant number of those present. For example, at the 1957 annual conference, held at the University of Georgia, Athens, Georgia, almost one-fifth (20) of the attendees were from the host state. Neighboring Florida and South Carolina accounted for 19 (36 percent) of those who attended. Virginia, over 500 miles away, sent only 10 (9 percent) of the attendees. An analysis of the fields or disciplines represented at four annual conferences (#2, #4, #9, and #15) showed 66 people from "adult education, State supervisors, WPA, NYA, etc.," extension personnel from universities, 15; librarians, 19; college professors or deans, 21; industry and business, 4; teachers, 7; public school administrators, 19; voluntary agencies, 7; health workers, 3; and unclassified, 27.¹²

Adult Education Activities Resume

For the first half of the decade beginning in 1940, World War

II was an overriding presence. The war was followed by a period of demobilization and adjustment to peace. Until after the war ended, individuals and institutions working in adult education activities labored alone or, perhaps, when circumstances permitted, coordinated their programs on a local or regional basis. SAEA held no meetings during the war, nor did the University of Virginia hold any state conferences. The first SAEA postwar meeting was held in Birmingham, Alabama, in March 1946. As it had no general theme, it was probably an organizational meeting, designed to see who was still interested in adult education and to assess the status of the field. Judging from the theme of the 1947 meeting, "Progress in Adult Education in the South," the organization leaders were still attempting to determine the impact World War II and demobilization had had on adult education. During the next three years, SAEA held annual meetings in Columbia, South Carolina (April, 1948; no general theme); in Gainesville, Florida (May, 1949: "Evaluation and Development of Procedures in Adult Education to Improve Human Relations"); and in Charlottesville, Virginia (May, 1950: "Developing Democratic Leadership").¹³

Meanwhile, in Virginia, following the end of the war, George Zehmer in 1948 again took the initiative by inviting those concerned with adult education to meet in Charlottesville. Invitations were extended to individuals and to voluntary agencies, such as P.T.A.'s, health groups, church groups, family services, and counseling groups.¹⁴ However, the postwar conferences would be different in

at least one respect from the prewar ones. Jean Ogden explained how they would differ, in this way:

. . . after considerable consideration by many persons concerned, Negroes were invited to attend. The first year Negroes were carefully selected on the basis of the kind of impression that they would make on white persons not entirely convinced that the races could meet together to discuss problems of mutual concern. This meeting was well attended and at its conclusion we felt that no one had reservations about including the Negroes.¹⁵

First Postwar Virginia State Conference

The first postwar state conference on adult education in Virginia was held in 1948. The principal speakers were Harry and Bonaro Overstreet. Bonaro Overstreet had been active in adult education since the early 1930's. Harry Overstreet had just recently retired as chairman of the Department of Philosophy at the City College of New York. His book, The Mature Mind, would be published within the year, and it would enjoy enormous critical and commercial success.¹⁶ Quite logically, the theme chosen by the Overstreets was that each adult could become a mature person and that the scope of adult education was unlimited.

On the business side of the meeting, those in attendance made no move toward a formal organization. However, at Zehmer's request, a committee was named to plan a similar conference for the following summer.¹⁷

Second Postwar Virginia State Conference

The second postwar conference was held at the University of Virginia on July 27-29, 1949. Of the 100 participants who came

from every section of the state except the Northern Neck and the Eastern Shore, 43 had attended the first postwar conference. The keynote speaker was Dr. Carl C. Taylor, U.S. Department of Agriculture, who spoke on "Today's Challenge to Adult Education." Stressing that adult education was a movement rather than an institution, Taylor described the adult education movement as one involving

complete reciprocity between the masses who feel the need and the leaders who have the technical knowledge required to meet the need. The leaders must articulate the felt needs of the people, and help mobilize the people's desires.¹⁸

At the business meeting, the conference decided to continue to work as an informal group, "not attempting to organize a state council or association at this time."¹⁹ However it was evident that concern for some sort of state organization was brewing, for a new state committee was elected and plans were laid for a series of regional meetings to identify resources, interests, and activities throughout the state.²⁰ Subsequently, the committee met in December, 1949, to plan the 1950 annual meeting. It authorized George Zehmer to appoint a Program Committee to plan for the summer conference. Zehmer appointed six persons to the Program Committee, with Jess Ogden serving as chairman.²¹ The Program Committee began its work early in February, 1950.

Ninth Annual SAEA Conference

The need for a formal state organization grew slowly. An event that precipitated the movement toward organization was the ninth annual meeting of SAEA, held in Charlottesville, Virginia, on May

14-16, 1950. The meeting was sponsored by SAEA, the American Association for Adult Education, and the Department of Adult Education of the National Education Association. Planning for the conference began in December, 1949, in Atlanta, Georgia, when representatives from the member states met for two days to develop an agenda. They considered the following questions: Who is responsible for adult education in the United States? Would more coordination mean greater effectiveness for adult education efforts? What are the dangers in greater centralization of adult education activities? What needs in the field are not being met? Could a new national organization meet these needs better than they are being met by the present national organization? These questions became the basis for a program. The theme selected was "Developing Democratic Leadership." Along with the program, the committee developed a rationale for the conference, as follows: The meeting would

afford an opportunity for adult education leaders in the Southeast to meet each other and exchange experiences; gather the inspiration of contact with leaders of national and worldwide experience in adult education; and observe and participate in some of the new methods that have been developed for adult education programs.²²

The conference began on Sunday, May 14, 1950, with a concert by the Norfolk Orchestra, which was participating in the Virginia Music Festival, also being held in Charlottesville, and ended at noon on Tuesday, May 16. Between the opening and closing sessions, members had the opportunity to be greeted by Colgate W. Darden, Jr., president of the University of Virginia; to take part in a "6-6 buzz session" on "Democratic Leadership--Its Nature and Functions;"

to observe a panel discussion on "Democratic Leadership for World Understanding," in which the panel consisted of two members of the U.S. delegation to the United Nations, the dean of the Law School of the University of Virginia, and "three persons recently settled in Virginia from various European countries;" to attend the annual business meeting; to view a socio-drama on "Professional Training for Democratic Leadership;" and to listen to Jean and Jess Ogden discuss techniques used during the conference, with suggestions about how members could apply the techniques to the best advantage in their own work with adults.²³

The ninth meeting of SAEA is important in the history of AEA V for several reasons. The meeting was held in Charlottesville on the campus of the University of Virginia, which had been sponsoring annual state meetings for the past two years. As indicated previously, a significant number of those who attended each conference generally came from the host state. If this held true for the Charlottesville conference, and there is no reason to believe that it did not, people who could not attend out-of-state meetings of SAEA now had an opportunity to see at first hand how an organization for professional adult educators functioned, to meet people who were deeply involved in adult education activities in other states, and to talk with both regional and national leaders who were anxious to see Virginians develop a state organization for adult educators. Moreover, as can be seen by comparing the list of speakers on the SAEA program with the list of people who were present at the AEA V

organizing session (17 months later), some of the key people in each organization were at both meetings; notably George Zehmer and the Ogdens. When the SAEA conference closed, the stage had been set in Charlottesville for the third annual postwar conference of Virginia adult educators, the conference that would furnish the impetus that, a little over a year later, would lead to a state organization for adult educators.

Third Postwar Virginia State Conference

Another strong influence leading to the organization of a formal association was the third postwar conference, held at the University of Virginia, July 19-20, 1950. Of the 66 persons who attended, 33 had taken part in the conference of the previous year. However, of greater significance was the fact that 21 of the agencies represented in the 1949 conference were also represented in the 1950 conference. Moreover, 12 new agencies and institutions sent representatives.²⁴

The theme selected by the Program Committee for the conference was "Adult Education in the Community." The keynote address was delivered by the Dean of Cleveland College, Dr. Herbert C. Hunsaker, who, in 1949, had also become acting director of the American Association for Adult Education. Under his leadership, a joint commission of members from his organization and other national organizations were conducting a study to determine the feasibility of establishing a new, overall organization that would represent on a national basis the entire adult education field.²⁵ In his address to the conference,

Hunsaker chose to define the community in terms of a world-wide group of people, leading a common existence, living by certain rules that applied to everyone, and experiencing universal needs. The conference used this theme as a basis for the group and panel discussions that followed the keynote address. There were also conference deliberations about problems in the small community, conveniently (and descriptively) labeled in the after-action report as "Techniques and Approaches for Increased Effectiveness in our Virginia Communities."²⁶

Hunsaker concluded his part of the conference by presenting a clarion call to members to organize.

The time is ripe for more effective organization of adult education in the State of Virginia. It is important to devise machinery, such as might grow out of this conference, extra-governmental machinery, which feels responsible for government. The community council can be such a device. I have learned the importance of program planning based on real needs. This community is a world community--not local, state, or national. Our concept of world community, therefore, must rest on a recognition of the value of face-to-face contacts with people.²⁷

In the business meeting at the final session, a series of recommendations and a motion were made. The three most important recommendations were that another state conference on adult education be held in 1951; that one-day regional meetings modeled after the state conference be held in selected areas throughout the state; and that the proceedings of the regional meetings and the activities of local adult education organizations be made available to the public through some means such as newsletters.²⁸

The motion that came out of the business session was that a

Nominating Committee be established to serve during the ensuing year, with a mission to work out definite plans for an adult education organization in Virginia and to submit the plans to the 1951 conference. Additionally, the committee was to study the recommendations made by the conference and to present suggestions for their implementation. The Nominating Committee was established with _____ as chairman and _____, _____, and _____ as members. In turn, the Nominating Committee selected the State Conference Committee and appointed _____, an Extension Division sociologist from Virginia Polytechnic Institute, as chairman.²⁹

For three years, the University of Virginia had been responsible for the annual adult education conferences, with Zehmer acting as chairman for each one. In 1950, Zehmer asked that a new chairman be appointed because he felt that he and the Extension Division staff should play a much less prominent role and get behind people in other agencies who were willing to assume leadership. He also requested that the 1951 conference be moved to a new location, citing as his reasons the heat and segregated housing in Charlottesville. In compliance with his wishes, the Nominating Committee selected _____ as chairman and moved the 1951 conference to Richmond.³⁰

AEAV IS ORGANIZED

"The 4th annual Conference on Adult Education in Virginia

convened at 2:00 P.M. Thursday, October 11, in the St. Paul's Parish House, Richmond, Virginia."³¹ So begins the official report of the conference. The rather casual use of capitalization and punctuation can be attributed to carelessness and typographical inaccuracy. There is, however, a very perplexing error in the statement that is not so easily explained: The second Thursday in October, 1951, fell on October 10. Therefore, the founding date ascribed by the person responsible for preparing the report is incorrect by one day. In the account of the founding that follows, the dates have been corrected to reflect Thursday as falling on October 10; Friday, on October 11; and Saturday, on October 12.

In terms of what it accomplished, the fourth annual conference on adult education in Virginia, which met on October 10-12, in Saint Paul's Parish House, Richmond, was the most important of the four postwar conferences. For, in this conference, the Adult Education Association of Virginia was organized. The theme of the conference was "Challenge of Adult Education in Virginia." The opening address was delivered by _____, executive secretary of the New York State Citizens Council, Inc. _____ emphasized the need for careful study of local problems, identified "within broad limits." He further stressed the idea of the "Whole Community" and the participation in state organizations of truly representative groups. He concluded with the admonition that everyone present needed more know-how in the field of adult education.³²

Committee Organized to Discuss State Association

Following _____'s address, the conference turned to the business of organizing a state association for adult educators. Six discussion groups, or committees--the words seem to have been used interchangeably--were organized under the titles of Health and Medical Care, chairman: _____; Economic Security, chairman: _____; Human Relations and Public Relations, chairman: _____, with _____ serving as public relations officer; Moral and Spiritual Values, chairman:

_____; Citizenship and the Responsibility of the Individual, chairman: _____; and Organization, chairman: Miss Ellen

Smith.³³ All except the Organization Committee were requested to identify the scope of the subject from which the committee drew its name, to write objectives, and to draft a series of questions or recommendations about future work projects, to be discussed by the conference as a whole. The Organization Committee was assigned the responsibility for drafting a set of by-laws for the proposed association.³⁴

Dr. Margaret Dabney, a black woman who is now a professor of education at Virginia State University, was a member of the Organization Committee. She was well qualified for the task, for she had recently written a pamphlet on organizational procedures, program planning, and group dynamics, which had been widely distributed throughout the state.

In 1951, Virginia maintained a policy of strict segregation of

the races in most public places. When Dabney went to the Hotel Jefferson to join her committee which was meeting there, the elevator operator, mistaking the purpose of her visit, refused to allow her to go to the room where the committee was working. A telephone call to the committee soon brought a member to the lobby to reassure the management that everything was alright and to escort Dabney to the committee's working area.³⁵

On Friday, October 11, the committees met throughout the day, The evening session of the conference was preceded by a series of reports from the chairmen of the committees. Of these, by far the most important was the report presented by Miss Ellen Smith of the Virginia Council on Medical and Health Care, Richmond, who reported on the work of the Organization Committee. Before the assembled members of the conference, she presented the by-laws her committee had written. The members discussed the by-laws "at length" and then returned them to the committee for revisions. The changes were made by the committee and at the Friday night session, presided over by Fred O. Wygal, a member of the State Department of Education, the amended by-laws were again brought before the conference membership. After more discussion and some minor changes in wording, the by-laws were adopted as a constitution by the conference -- and the Adult Education Association of Virginia became a reality.³⁶

The Constitution Examined

The constitution officially named the organization the Adult Education Association of Virginia. Various sections of the constitution

listed general purposes and specific objectives of AEAV; described the organization framework, which consisted of a chairman, a vice chairman, a secretary, a treasurer, and six members at large, who sat on the Executive Committee; described the duties of the Executive Committee; set the frequency of meetings; defined quorum; and listed membership requirements. (A copy of the constitution is shown in Appendix A.)

The general purposes of the association were also spelled out in the constitution. They were to define clearly, both to those working in the field and to the general public, the nature of adult education; and to make clear to the public that education was a life-long process involving both formal and informal methods of learning and that one method was as important as the others. Specifically, the constitution contained seven objectives.

The first objective was concerned with long-range cooperative planning for all types of adult education. Long-range planning, properly executed by all concerned, would enable adult educators to avoid duplication of programs and to call attention to needs for which no provision had been made.

The second objective was to encourage the exchange of information and ideas among adult educators. A central clearing house was proposed because it would enable interested parties to become aware of projects and problems and to take concerted action to promote the projects and to solve the problems.

The third objective was to promote the widest possible use of public media for over-all education. The use of television,

radio, the press, and movies would not only propagate education but it would also provide the public something other than "trivial or questionable programs."

The fourth objective was to provide assistance to local programs by surveying local areas to determine needs, by making research results available, by circulating general materials concerned with problem areas, and by offering advice on how to improve local programs.

The fifth objective was concerned with leadership training. Leadership was not identified but, presumably, it included both AEA and local officers. No specific method was mentioned but the across-the-board approach (all levels) implied that the training should be adapted to satisfy the needs of those to be trained.

The sixth objective was directly related to the first objective, although it was more restrictive. It encouraged elimination of duplication, except "duplication for emphasis," a rather nebulous term in this particular context. In the 1950's in Virginia, duplication was not really a problem except in a few metropolitan areas such as Richmond, Norfolk, and northern Virginia.

The seventh, and last, objective was concerned with an annual conference to be sponsored by the Association. As had been shown by the previous three postwar conferences, an annual meeting brought together those most intimately involved in adult education, providing them an opportunity to exchange points-of-view, to generate group solutions to common problems, and to gauge the state of the art.

The First Officers

A nominating committee was appointed and, in accordance with the provisions set forth in the new constitution, presented a slate of officers. On Saturday morning, October 12, 1951, at the final session of the fourth postwar conference, the following officers were elected: Chairman - George B. Zehmer, Director, Extension Division, University of Virginia; Vice Chairman - Ellen Smith, Virginia Council on Medical and Health Care, Richmond; Secretary - K.A. Schneider, Richmond Public Schools; and Treasurer - Boyd Payton, Textile Workers Union, Lynchburg.³⁷

The first officers elected by the AEAU membership represented a wide variety of adult education interests: higher education and extension division (Zehmer), medical and health care (Smith), public schools and vocational training (Schneider), and industry and organized labor (Payton). All had been active in the postwar meetings sponsored by the University of Virginia. All would participate, to a greater or lesser extent, in future AEAU activities. However, Zehmer would continue to be the most important of the four--if for no other reason than that he had used the institutional facilities of the University of Virginia to bring together the adult educators who subsequently organized AEAU.

Zehmer's faculty colleagues recognized his efforts by noting that throughout the state and in regional and national groups,

. . . his voice was heard in all matters dealing with the development and improvement of adult education. To all with whom he worked he brought a wealth of understanding, human concern, and advanced ideas mellowed by years of valuable experience.³⁸

Nowhere is that understanding, concern, and experience better demonstrated than in his handling of black adult educators. Zehmer was a native of Dinwiddie County, located in Southside Virginia, an area of the state that has a national reputation for its conservative approach to race relations. Yet, Zehmer successfully brought together blacks and whites who shared a common interest in adult education.

In 1950, a year before AEAU was organized, Zehmer withdrew both himself and his Extension Division staff to the periphery of the drive to organize adult educators. He explained his actions by pointing out that University of Virginia personnel were dominating adult education activities in Virginia and that he thought they should play a less prominent role, thereby providing others outside the University of Virginia community an opportunity to participate in the decision-making process. Paradoxically, when the first AEAU officers were elected, Zehmer was chosen president (or chairman, as it was then called), an office that thrust him back into the center of AEAU activities.

SUMMARY

The founding of AEAU can be attributed to the following factors:

- (1) Promotion of regional and state associations by the leaders of the national organizations. They believed in encouraging the development of local organizations and in supporting them with

resources and training.

(2) Some of the most influential members of the South-eastern Adult Education Association were Virginians. Most of these Virginians had also participated in the postwar conferences sponsored by the University of Virginia. Their presence at the 1950 SAEA annual conference in Charlottesville was certainly of seminal importance in the chain of events that led to the creation of a state association for adult educators.

(3) The personal effort of George B. Zehmer, Director of the University of Virginia Extension Division, may have been the most important of all the factors leading to the founding of AEA. His vision and his staging of events directly precipitated the creation of the state organization.

The years immediately following World War II saw much adult education activity at both the national and regional levels. In an article published in Adult Education, Warren Schmidt reported that, except for Florida, Virginia was the only Southern state to have an adult education association.³⁹ The Virginia organization was largely the work of one man, George B. Zehmer. The annual conferences that Zehmer promoted at the University of Virginia in 1948, 1949, and 1950 led to the 1951 meeting in Richmond, at which AEA was organized. During the organization proceedings, a constitution was drafted and officers were elected. These actions established AEA and set the stage for the series of programs and projects that were to be promoted by the Association during the next three decades.

ENDNOTES

¹Elbert W. Burr, "AEA Begins Charting a New Course," Adult Leadership (April, 1957), unpaginated.

²George B. Zehmer, "A Brief Summary of the Activities of the Extension Division of the University of Virginia from July 1, 1925 through June 30, 1958," Extension and Continuing Education by the University of Virginia, 1912-1973, ed., Andre C. de Porry (Charlottesville: School of Continuing Education, University of Virginia, 1974), pp. 9-28.

³Ibid., p. 13.

⁴Howard Whitman, "These Things They Tried!" Extension and Continuing Education by the University of Virginia, 1912-1973, ed., Andre C. de Porry (Charlottesville: School of Continuing Education, University of Virginia, 1974), p. 35.

⁵Jean Ogden, "Virginia," "Twenty Years of Adult Education in the Southeastern States," ed., Lucy S. Morgan (Atlanta: Unpublished report, 1957), p. 8.

⁶George B. Zehmer, "A Brief Summary of the Activities of the Extension Division of the University of Virginia from July 1, 1925 through June 30, 1958," Extension and Continuing Education by the University of Virginia, 1912-1973, ed., Andre C. de Porry (Charlottesville: School of Continuing Education, University of Virginia, 1974), p. 13.

⁷Southeastern Adult Education Association, "Handbook" (Unpublished pamphlet, 1959), pp. 3-4.

⁸Statement by Franklin Bacon, personal interview, Richmond, Virginia, April 9, 1980; and "Proceedings of the April 9-11, 1959 Joint Conference with the North Carolina Adult Education Association," "Southeastern AEA Newsletter," undated, p. 3.

⁹Southeastern Adult Education Association, "Handbook" (Unpublished report, 1957), pp. 3-4.

¹⁰Southeastern Adult Education Association, "Proceedings of the Sixteenth Annual Conference" (Unpublished report, 1957), p. 14.

¹¹Southeastern Adult Education Association, "Handbook" (Unpublished pamphlet, 1959), p. 4.

¹²Southeastern Adult Education Association, "Proceedings of the Sixteenth Annual Conference" (Unpublished report, 1957), p. 14.

¹³ Southeastern Adult Education Association, "Handbook" (Unpublished pamphlet, 1959), p. 10.

¹⁴ Jean Ogden, "Virginia," "Twenty Years of Adult Education in the Southeastern States," ed., Lucy S. Morgan (Atlanta: Unpublished report, 1957), p. 8.

¹⁵ Ibid.

¹⁶ Katherine S. Rosin, "Harry A. Overstreet, "Book-of-the-Month Club News, Midsummer, 1949, p. 8.

¹⁷ "State Conference on Adult Education in Virginia" (Unpublished report, 1950), p. 1.

¹⁸ M [Margaret] S [Nyder], "Report on Virginia Conference," Adult Education Journal, IX (January, 1950), pp. 29-30.

¹⁹ Ibid.

²⁰ "State Conference on Adult Education in Virginia" (Unpublished report, 1950), p. 1. The chairman was George Zehmer, University of Virginia. Members of the committee were G.C. Cox, Wythe County School Board; W.N. Eure, Extension, VPI; A.T. Harris, Virginia State College; Mrs. R.H. Loving, State Department of Education; Miss Gwen McWhorter, Virginia Tuberculosis Association; Boyd Payton, Textile Workers Union; Mrs. R.T. Pickett, Jr., Roanoke P.T.A.; and Miss Ellen Smith, Virginia Council on Health and Medical Care.

²¹ "State Conference on Adult Education in Virginia" (Unpublished report, 1950), p. 1. Other members were Mrs. Hunter P. Barrow; Randolph Bean; William Cooper; Miss Ernestine Grofton; and Miss McWhorter.

²² "The Ninth Annual Southeastern Regional Conference on Adult Education" (Unpublished announcement, 1950), unpaginated.

²³ Ibid.

²⁴ "State Conference on Adult Education in Virginia" (Unpublished report, 1950), p. 1.

²⁵ Herbert C. Hunsaker, "The Pioneers," Adult Leadership, XXIV (September, 1974), pp. 5-7.

²⁶ "State Conference on Adult Education in Virginia" (Unpublished report, 1950), p. 2.

²⁷ Ibid., pp. 11-12.

²⁸Ibid.

²⁹Ibid., p. 2. In addition to the chairman, the other members of the Conference Committee were Mr. James Barr, III, Charlottesville; Mr. W.M. Cooper, Hampton; Mr. L.B. Dietrick, Blacksburg; Mr. J.N.G. Finley, Alexandria; Dr. A.T. Harris, Petersburg; Miss Gwen McWhorter, Richmond; Miss Fay Moorman, Rustburg; Mr. Boyd Peyton, Lynchburg; Mrs. Robert Pickett, Roanoke; Mr. Kurt Schneider, Richmond; Miss Ellen H. Smith, Richmond; and Mr. Fred O. Wygal, Richmond.

³⁰Jean Ogden, "Virginia," "Twenty Years of Adult Education in the Southeastern States," ed., Lucy S. Morgan (Atlanta: Unpublished report, 1957), p. 7.

³¹"Fourth Annual Conference on Adult Education" (Unpublished report, 1951), unpaginated.

³²Ibid.

³³"State Adult Education Group Organized by Conferees Here," Richmond Times-Dispatch, October 12, 1951, p. 2. With the exception of Ellen Smith, the committee chairmen are identified in the newspaper report but not in the conference report. Moreover, the list of those who registered for the conference does not include the names of Dr. Brantly Watson, Dr. Roland Riddick, or Mr. H.I. Willett. As the newspaper account was published in the morning following the Friday evening meeting, it is very probably accurate. The names of the three committee chairmen were undoubtedly inadvertently omitted by whoever compiled the list (or by the typist).

³⁴"Fourth Annual Conference on Adult Education" (Unpublished report, 1951), unpaginated.

³⁵Statement by Margaret Dabney, personal interview, Virginia State University, November 4, 1980.

³⁶"Fourth Annual Conference on Adult Education" (Unpublished report, 1951), unpaginated.

³⁷Ibid.

³⁸Andre C. de Porry, ed., Extension and Continuing Education by the University of Virginia, 1912-1973 (Charlottesville: School of Continuing Education, University of Virginia, 1974), p. 9.

³⁹Warren Schmidt, "The AEA Area Organization and Conferences Project: A Summary Report," Adult Education, VI (Autumn, 1955), p. 45

Chapter 4

THE FIRST DECADE, 1951-1960

As the 1950's began, World War II was so remote, in memory if not in time, that few talked about it. Everyone seemed to have a job, a family, and a car. A journalist turned historian described the decade as follows:

America went into a holding period--intellectually, morally, politically. Perhaps the pause was inevitable, even necessary; the nation was weary from depression, war, and reconversion, and the Eisenhower years proved singularly undemanding. The result...was a generation content to put its trust in government and in authority, to avoid deviant political ideas, to enjoy material comfort without undue worry about the invisible intrinsic costs.

During the Eisenhower administration, the national mood reached a turning point when Russia launched Sputnik, for the event brought an immense amount of attention to the field of education. For most of the decade, the public had worried about the disloyalty of teachers. After the launching of Sputnik, low teacher salaries and the slackness of American education became major concerns of the public.

At the start of the decade, the Virginia Journal of Education devoted more space to articles about salaries and benefits for teachers than it did about any other subject. Typical of the editorial concern was an article comparing teacher salaries in Virginia with those of teachers in other southeastern states. In October, 1951, the year and month that AEAU was organized, Virginia ranked second in per capita income, behind Florida but ahead of the other 10 states

that make up this geographical corner of the United States. However, in support of education--that is, the amount of state funds given to the localities to help pay the cost of public education--Virginia ranked last.²

The state of the nation and teacher salaries were not high on the list of AEA V priorities. As with any new organization, AEA V's first need was to assert itself, to establish and enhance its position as the state association for adult educators. Unfortunately, there is no record of what steps Zehmer and the other officers took to provide credibility and stability to the new organization. Whatever they did was successful, for de Porry and others recall that a second annual conference was held in Charlottesville, at the University of Virginia, in October, 1952. No written records have survived from that meeting. However, it, too, can be rated a success, for AEA V survived. Its activities for the remainder of the decade will be examined in terms of programs, publications, financial status, and membership and leadership.

ANNUAL CONFERENCES

The principal instrument of AEA V's program development activities was its annual conferences. From the beginning, its program role was one of bringing together prominent leaders and specialists from diverse fields for the purpose of exchanging ideas and knowledge. During the 1950's, nine annual conferences were convened, including the founding one, held in Richmond, in October, 1951. Of the remaining

eight, three were held in Charlottesville, all at the University of Virginia; two in Roanoke, both at the Hotel Roanoke; one in Richmond, at the Hotel Jefferson; and one in Fredericksburg, at the General Washington Inn and Motel. With the exception of the 2d Annual Conference, about which nothing is known, and the 8th Annual Conference, a joint meeting with the Southeastern Adult Education Association, all the conferences were two day affairs.

2d Annual Conference. Beyond the fact that the 2d Annual Conference was held at the University of Virginia, in October, 1952, the record is blank.

3d Annual Conference. During the years immediately following World War II and in the early 1950's, many of the third world nations of Africa and Asia declared their independence from the European powers that had colonized them in the Seventeenth, Eighteenth, and Nineteenth centuries. The United States had adopted a policy of friendship and support toward these new countries, less for altruistic reasons than because of competition with Russia for votes in the United Nations and to prevent communist take-overs. In recognition of the international problems faced almost daily by the American government and of the average citizen's lack of knowledge about what was happening, AEAU conference planners designed a program about civic participation and the role of adult educators in promoting it.

On the afternoon of November 10, 1953, AEAU members gathered in Roanoke to hear _____, a member of the Ford Foundation's

Division of Overseas Activities, speak about international affairs. Fox called for "personalization" of international problems and affairs so that more people would become interested in them. The best way to personalize international affairs was to bring them down to a level where they had meaning to the average person. He called the average American's ignorance of foreign affairs a "gap in our own education."³

In the evening session, Dr. Howard Y. McClusky, director of the Department of Education, University of Michigan, spoke about domestic civic participation. His thesis was that the "era of bigness" tended to make people lose their sense of participation in civic affairs. He believed that one of the tasks of the adult educator was to get more people to participate in civic activities. Their failure to do so had resulted in great masses of people in large cities, such as New York and Chicago, refusing to participate in community affairs. As a result, cities had become "venal and ridden with corruption."⁴

There was a business meeting the following morning during which several working committees were appointed. Following a luncheon, the conference was ended.⁵

4th Annual Conference. A few months before the 4th Annual Conference was scheduled to begin, Franklin Bacon, then working in the University of Virginia Extension Division, attended the 13th Annual Conference of the Southeastern Adult Education Association as a delegate from Virginia. In a report to the conference, he spoke about AEA as follows: "Our state organization was finally born in 1951 . . . The important thing about the organization is how it is doing after these

two or three early years of its being." Then he quoted a member of AEAV's Program Planning Committee for 1954:

It is our considered opinion that the Association is moving out of its inspiration, get-acquainted era into an on-going, year-round activity. The establishment of several working committees in last year's conference was viewed as the turning point in the affairs of the Association. In view of this it is thought advisable that the conference for 1954 might well be devoted to a joint planning activity, a group-agency examination of objectives and functions, sparked by a keynote address dealing with "planning and community group action." The purpose of this being to attract, involve, and hold as many lay, voluntary and informal agency leaders as possible.⁶

The 4th Annual Conference met on June 17-18, 1954, at the University of Virginia, in Charlottesville. The conference theme was "How Can Agencies of Adult Education in Virginia Come to a Better Understanding of Each Other, and to Cooperate in Solving Problems Facing Virginia Today?" Special emphasis was placed on juvenile delinquency.⁷ The membership was welcomed to the University of Virginia by George B. Zehmer, Director of the Extension Division.

The keynote address was delivered by _____, assistant director of research and planning for "The People Act," a radio program sponsored by the Ford Foundation, and professor of sociology at West Georgia College. _____ stressed the importance of planning among various adult education groups interested in solving the problems of juvenile delinquency. He said,

. . . we must get ourselves together and keep ourselves together until we find common ground . . . No political party no denomination, no organization, no interest has access to more than a small arc of the great circle of available resources.

The afternoon session of the first day of the conference

featured panel talks led by _____, superintendent of the Department of Welfare in Henrico County; _____, a sociologist in the Agricultural Extension Division, Virginia Polytechnic Institute; _____, a Boy Scout executive; and Fred O. Wygal, associate director of the State Board of Education.⁹

_____, general manager of the Automotive Trade Association of Virginia, presided at the morning session of day two. He captured the full attention of his audience by accusing them of being overorganized, which caused them to do a superficial job in combating juvenile delinquency. To combat this condition, _____ recommended that AEAV members take the following steps:

(1) Push for legislation that would revise the labor laws to permit more teen-agers to be employed.

(2) Encourage public schools to make curriculums more interesting and to introduce new activity programs.

(3) Educate young parents by telling them that their children could become part of the juvenile delinquency problem. The way to prevent this from happening was through family teamwork, which would teach children during their preschool years to accept responsibility for their actions.¹⁰

In the afternoon session, _____, of the State Commission on Health, described juvenile delinquency as an illness. He charged that doctors and social workers were more interested in curing juvenile delinquency than in preventing it.

_____, director of the Richmond Professional Institute's (now

Virginia Commonwealth University) School of Social Work, identified the causes of juvenile delinquency as the decay of family relationships, television, and comic books.¹¹

At the annual business meeting, there were reports by Kurt Schneider, on a proposed merger of AEA/V and AEA/USA membership; by Charles McFee, on public relations; by George Zehmer, on the role of the State Board of Education in adult education; by Margaret Dabney, on adult education literature and materials; and by Jean Ogden, on aging. There was also discussion about establishing a permanent location and fixing a spring date for the annual conferences.¹²

In retrospect, this conference saw the emergence of a superb public relations man in the person of Charles McFee. Habitually, officers of AEA/V had complained about the lack of press coverage for the annual conferences. McFee did something about it: he wooed the local Charlottesville newspaper into providing excellent coverage of the two day event. The report of the first day's happenings almost certainly was written and published during the time when the events were occurring, which would indicate a prepared report released to the press in time to make the afternoon printing of the paper. The same procedure was probably observed the following day also. McFee's success with the press in 1954 has not been equalled, although other annual conferences have, of course, been covered by the press in less complete fashion.

5th Annual Conference. During the first half of this century, blacks and whites in much of the country, and especially in the South, were

rigidly separated by laws which forced blacks to attend separate schools, to occupy special seats in public transportation, and to use separate public facilities. Separation of the races was supported by the courts, whose only concern was whether facilities provided for blacks and whites were equal. Then, in 1954, the Supreme Court ruled that separate schools for whites and blacks were unconstitutional and directed that segregation be abolished "with all deliberate speed." The decision, which struck at the basic feature of life in many areas of the country, generated considerable resistance in the South. One of the leaders of the resistance movement was Virginia, the Old Dominion.¹³

Thus, when 75 AEA V members assembled at the Hotel Jefferson in Richmond on June 23-24, 1955, the rhetoric of the day was about complex legal measures designed to circumvent the Supreme Court ruling. (The AEA V representatives from local public school systems, universities, and health agencies were joined by members of the Public Library Institute, who stayed for part of the program and then moved downtown to hold their own annual conference.) The keynote speaker was Stringfellow Barr, a native of Charlottesville and president of the Foundation for World Government. Barr began by stating that he was alarmed to see the State's political leaders not addressing themselves to the problem of integration. Instead, they were talking a "pseudo problem--how to preserve segregation." He said, "America's greatest problem . . . is its color line. When we show signs of not seeing that the race problem has no place in our time, we lose face all over the world. We are muffing this problem" ¹⁴ He continued by noting

that the views of a "very large number of white people of Virginia are not being expressed by the official position " of state leaders.¹⁵

Turning his attention to a related problem, Barr said he was shocked by what had happened to American civil liberties and "more shocked" by the way Americans had accepted what had happened. He spoke of the "rabbity" of American citizens who yielded to the demagoguery of Joe McCarthy, the senator from Wisconsin. He said that the right of free speech brought with it a duty for citizens to share their convictions with others. He concluded, "Without a genuine exchange of ideas in the political arena, the Constitution of the United States won't work. By not insisting on these rights, many people have defaulted and been un-American."¹⁶

J. Robert Anderson, president of AEAU and director of the Bureau of Health Education of the State Health Department, cautioned the members that the integration issue was incidental to the work of the conference. "We are not here to solve any problems," he said.¹⁷

Despite his disclaimer, integration was the subject of a panel discussion with _____ as moderator. Panel members were the _____, incoming director of the Virginia Council of Human Relations; _____, professor of English at Hampton Institute; and Barr. Marion said that adult education "of the right kind" was needed for integration to become a reality. The right kind of education was more than reading a book about integration or participating in a half-hour discussion in an inter-racial group. The right kind of adult education would be that in which integrated

groups talked and were permitted to "do things together."¹⁸

A second panel discussion was concerned with individual civil liberties. was the moderator and Barr was also a member of this panel. Barr later served as a member of a third panel concerned with international tensions. He identified the two problems causing the greatest amount of international tension as war and the inequality of nations, races, and sexes.¹⁹

The conference ended on Friday with a business session and a look at the future of adult education, "Imagineering the Issues Into the Future."²⁰

6th Annual Conference. The 6th Annual Conference was held on June 15-16, 1956, in Charlottesville, at the University of Virginia. The theme of the conference was "Communications," and, fittingly, Charles McFee, executive secretary of the Automative Trade Association of Virginia and AEA's public relations man, was the guest speaker.²¹

, a Richmond architect, kicked off the conference by telling the audience about eye appeal. He explained how hunting was taught by drawings long before man learned to write and how religious appeals throughout the ages had been made through the use of pictures and symbols. He also praised the use of pictures, mockups, and charts by military instructors. He said that comic books will "stay as long as we fail in teaching children to read and write."²²

was followed by , managing editor of the Richmond Times-Dispatch, who discussed the written word. In relating the written word to the Cold War, said, "The side which can

communicate its ideas most forcefully will win. In trying to communicate, we must always consider prejudices, inclinations, attitudes, and apathy of those we are trying to reach."²³

Other speakers were _____, assistant director of educational services of the National Education Association, who said that good human and personal relations were a preliminary to good communications; and _____, superintendent of Richmond public schools, who described barriers that must be broken before there could be good communications among groups. The post-banquet speaker at the University Rotunda was Charles McFee, who spoke about the importance of understanding various attitudes that individuals adopt in trying to sell ideas or in accepting or rejecting ideas.²⁴

7th Annual Conference. The 7th Annual Conference was held on March 8-9, 1957, at the Hotel Roanoke. The conference began at ten o'clock on Friday morning when Roanoke mayor Walter L. Young welcomed the members to the Star City. In the afternoon session, there was a panel discussion on "Planning and Conducting Effective Meetings." It was followed by a brain-storming session on "Organization and Direction of the Adult Education Association of Virginia." _____, a Richmond advertising executive, demonstrated the brain-storming technique--"a method of producing workable ideas via audience participation"--and then led the members through the exercise.²⁵

The banquet speaker was Dr. E.W. Rushton, superintendent of the Roanoke City public schools. His topic was "Freedom Is a Quest, Not A Gift." He told the audience that education needed to revise the

philosophy that freedom is a gift rather than a quest. In the Eighteenth Century, education was reserved for the aristocracy but today (1957) educational opportunities should be equal for everyone. He said, "The schools must teach understanding of freedom and its implications in everyday living." He tied adult education to his theme by defining it as "the development on the part of all our people beyond the teenage level of a mature viewpoint toward the varied problems of life." He added that adult education in all fields should train citizens to improve their understanding of others.²⁶ This was the closest he came to discussing integration, which was still the most hotly debated issue in the state. The following day the conference was adjourned after a business meeting and the election of officers.

8th Annual Conference. The first annual conference was a three day affair, but the next six conferences lasted only two days each. In 1958, the conference was again expanded to three days, probably because AEA V met in a joint session with the Southeastern Adult Education Association (SAEA), which was accustomed to three day conferences. The press accounts of the meeting give the impression that SAEA ran the conference and that AEA V members attended, more or less, as guests. Although there can be little doubt about which organization was dominant and which one was subordinate, there is considerable evidence that AEA V helped plan the agenda and acted as host.

The 8th Annual Conference was held March 20-22, 1958, at the Hotel Jefferson in Richmond. Unlike previous conferences, this one

began with a hospitality and social session. Following the conference mixer and a break for dinner, the two associations met in a general session. Dick Rathbun, president of AEA, opened the session by introducing _____, Richmond City Manager, who extended an official welcome to the conference. Then, Eugene Welden, president of SAEA, introduced the keynote speaker, Dr. Maurice Mitchell, president of Encyclopedia Britannica Films, who spoke on "The Adult Educator and His World."²⁷

Mitchell told the conference that a revolution in technology and communications made necessary a similar revolution in education. He said, "Our industrial people tell us that some of the people we have trained in old methods of math are trained barbarians . . . The physics we are teaching now was already obsolete in 1926." He called for an overhaul of the science courses in public schools. He also said that he saw great possibilities for adult education through the use of television. Television was described as a medium that helped people to become better informed. However, Mitchell cautioned the audience that viewers must also learn to be discriminating. He concluded with this admonition, "It's wonderful thing to have a television set, but you need some education in how to turn the thing off."²⁸

On Friday morning, both associations again met in a general session to hear a report by _____, a librarian in Asheboro, North Carolina, on "The Adult Educator and His Training." Fox spoke for the Development Committee, an ad hoc group created by SAEA to work out a plan to study adult education needs and resources

in personnel, training, and research in the Southeast. Following an interim report at the 1957 annual conference in Athens, Georgia, SAEA directed the Development Committee to conduct a survey of the professional training opportunities for adult educators in the Southeast.²⁹

AEA/USA provided some financial support for the survey. Between April and December, 1957, the information requested in the survey was secured by "whatever method seemed suitable for the state in which the project took place." The results were tabulated at a December, 1947, meeting of the Development Committee in Charlotte, North Carolina. They revealed that, in the Southeast, very little professional training in adult education was being done for any of the following groups: training of teachers of adults; training of volunteer workers with adults; and training of adult educators to prepare those who wished to teach the philosophy and methods of adult education. Some of the information in the report was more specific. For example, Florida State University was the only institution of higher learning to offer advanced degrees in adult education. No college or university offered an undergraduate major or minor in adult education. Only six schools offered courses in adult education. Many institutions of higher learning offered courses in special fields, such as health, education, agriculture, and home economics, which prepared students for working with adults in those special fields. The report concluded that most of these courses were not suitable for students interested in general adult education.³⁰

Reports on research varied so widely that the Development

Committee was unable to summarize them. The Committee concluded that, as research was closely related to graduate study at university level, the majority of research was being done at Florida State University, which was the only institution awarding advanced degrees in adult education.³¹

How did this report concern Virginia and AEA? Members of AEA helped to develop and distribute the survey. For example, a modified form of the survey was distributed to 16 manufacturing and business concerns in Virginia. The Development Committee reported that Virginia employers had turned to their own employees to find answers to adult education needs--that is, rather than seek individuals trained to work with adults, they had selected people already working for them, people whom they believed possessed the ability to acquire on their own the skills and knowledges needed. None of the respondents gave any indication of turning to colleges and universities for graduates trained to work with adults. In commenting about the data, the Committee reported that 14 of the 16 responses contained statements similar to the following: "There is need for more formal training, that might be done by schools and colleges, particularly in the fields of supervision, management, human relations and leadership."³² (The emphasis is the Development Committee's.)

The afternoon session of the second day was divided among discussions by _____ on "The Adult Educator and His Methods," a panel discussion on "Planning a Program for Adult Education," and a tour of "Historic Richmond." While some from outside Virginia were

sightseeing, AEA/V held its annual business meeting and election of officers.³³

Following the annual evening banquet, Kurt Schneider, an officer in both associations, introduced _____, executive director, Joint Council on Educational Television, who spoke on "Educational Television in the South's Future." _____ predicted that the number of educational television stations in the country would grow from 3 to 100 in a few years. He said, "For the first time we have a chance to bring formal school education to adults who are not interested in credit, but in learning."³⁴

On Saturday morning, SAEA held its annual business meeting and election of officers. AEA/V was recognized as a "most excellent host" that had made "major contributions" to the conference. "It is hoped that the success of this meeting will set a precedent for continuing the close relationships between the State and Regional organization." The members stood for a moment of silence in memory of Jess Ogden, who had been active in both associations.³⁵

Mrs. Grace Stevenson, president, AEA/USA, and deputy executive secretary of the American Library Association, spoke at the closing session of the 8th Annual Conference. She identified adult education as the solution to the education crisis in the United States. She said, "Adult education is voluntary. He who wants knowledge for its own sake is free to seek it in those terms instead of in terms prescribed by a prospective employer, by his parents, or by school officials." Unless an adult could be made aware of the satisfaction

to be had in "learning for learning's sake." he would not be interested in learning.³⁶ She continued with

One of the ways of meeting the need the satisfaction of learning is through our adult education associations, both state, regional, and national. And one of the encouraging indications of the development of adult education in this country is the steadily increasing number of state adult associations; because it is only through a sound, steady, growth from the local level upward, that we can develop a strong national adult education association.³⁷

9th Annual Conference. The 9th Annual Conference met May 7-9, 1959, in Fredericksburg at the George Washington Inn and Motel. The theme of the conference was "Developing Skills for Community Improvement." Registration began at three o'clock on Thursday afternoon. During the registration period, "The Pursuit of Happiness," a film first shown at the Cincinnati meeting of AEA/USA in the fall, 1958, was run continuously, providing viewers an opportunity to "stimulate and bring thinking into focus."³⁸

The featured speaker of the evening session was Philip Klein, president, AEA/USA. He talked about freedom, its fundamental importance to democratic life, and the responsibilities of adult educators to help strengthen and enlarge it. He discussed the problems of adult illiteracy and aging. He emphasized that AEA/USA was interested in state associations and in helping to strengthen them. "Organizations such as AEA of Virginia, which are at the grass roots," he said, "are the lifeblood of national groups and movements."³⁹

In past years, the business meeting had been held on the morning of the day the conference was adjourned. For unexplained reasons, the business session was the first item on the agenda for Friday, the

middle day of the conference. Following committee reports and the election of officers, the conference members divided into four groups. After each group leader made a short presentation on a previously designated subject, the group members discussed the material that had been presented. Topics and speakers were "Adult Groups and How they Function" by (otherwise unidentified); "Group Organizational Procedures and Their Effect on Accomplishment" by

, consultant, Public School Education, National Education Association; "Resources--Their Relationship to Jobs to Be Done and How to Do Them" by Kurt Schneider, Director of Vocational and Adult Education, Richmond Public Schools; and "Techniques and Skills for Action" by , Extension sociologist, Virginia Polytechnic Institute.⁴⁰

The speaker for the annual banquet was Dr. Fred O. Wygal, State Department of Education. The conference members, undoubtedly in conjunction with Wygal's visit and presentation, adopted a resolution designed to provide impetus for a movement to secure a State director for adult education. The resolution read, in part, as follows:

The Adult Education Association of Virginia . . . has resolved as a group to request the chairman and members of the State Board of Education to consider the advisability of re-instituting the position of Director of Adult Education for the State of Virginia with sufficient funds to carry on a program. The purpose of such an office would be in part to coordinate and strengthen the programs of various organizations within the State operating in the field of adult education, to survey the needs for further activity in this field and to implement these needs, and finally, to act as a source of information

and counsel to individuals and organizations seeking same in relation to adult education activities.⁴¹

In assessing the Fredericksburg Conference, the AEA V "News" described it as "a mingling of the philosophical and the practical, with the interest of the conference members shifting from the one to the other as mood or program indicated" When the meetings ended on Saturday morning, it was clear to the reporter that the purposes of the conference had been achieved. The presentations had been "stimulating," the exchange of ideas excellent, and "through it all a sense of fellowship . . . had grown and become perhaps the most important ingredient."⁴²

Summary. The assessment of the 9th Annual Conference applies equally well to all the conferences held in the 1950's. The overall impression garnered from the cumulative descriptions of the conferences is that of a small group of dedicated people coming together annually to listen to presentations on subjects dear to their hearts, to participate in panel discussions, and to conduct whatever business was necessary to keep the association going for another year. However, the records leave little doubt that there was a strong sense of fellowship, for the group was small, had common interests, and individuals enjoyed each other's company. Franklin Bacon described the annual conferences very aptly as occasions calling for wine, women, and songs.⁴³

REGIONAL MEETINGS

One of the specific objectives listed in the AEA V Constitution

was to give assistance to localities in the state by surveying local areas to determine their needs, providing general material related to problems, and stimulating and encouraging leadership training on all levels. During the 1950's, efforts were made to stimulate local interest in adult education in the following way.

AEAV ended the 1950's with the first of a series of regional meetings, designed to tell people interested in adult education about the organization and the state of the art. The autumn meeting, held October 15, 1959, in Newport News, was organized by Donald R. Fessler. The meeting was attended by about 40 people, who ate lunch, then turned their attention to a panel discussion on "Groups and Individuals in a Democratic Society." The panel consisted of AEAU members Donald R. Fessler, Virginia Polytechnic Institute, Blacksburg; Ernest R. Outten, Richmond; and Andre C. de Porry, University of Virginia, Lynchburg. The moderator was Wendell M. Lewis, University of Virginia, Norfolk. The AEAU "News" reported that the panel discussion was "well received and there was much interest in what the association is doing."⁴⁴

AEAV began the 1960's with the second regional meeting of the series, held in January, 1960, in Lynchburg. Like the previous meeting, this one was also organized by Donald R. Fessler. Admission was free and the scheduled activities lasted only part of a day, in an effort to promote as large attendance as possible. Again, as in the instance of the previous meeting, the purpose was to spread the news about AEAU and to provide a service for local adult educators by discussing areas such as adult psychology, group dynamics, skills,

and techniques of leadership, and the use and development of community resources. Attendance was good.⁴⁵

A third regional meeting was held in March at Clinch Valley in Wise County. It was similar to the first two meetings and was also well received.⁴⁶

PUBLICATIONS

Almost from its inception, AEAU published newsletters to its membership. The typical newsletter was a four page news--magazine in tabloid format. Generally, it was published three times each year. Contents varied, with editors apparently printing whatever was available at press time. Most issues contained editorials; messages from officers of the association; articles about adult education activities, both in Virginia and in the remainder of the nation; book reviews; a staff box (list of officers, to include the newsletter editor); and filler materials. Squibs, cartoons, and other forms of humor were conspicuously absent. Many of the copies in the AEAU file were printed on heavy, glossy paper stock, equal to that found in very expensive, high quality magazines. Photographs, almost always of speakers at some AEAU function or of new elected officers, were occasionally included in the issues that were printed on the good paper stock but never in issues printed on poorer paper stock such as that used for high-speed copying machines found in many offices.

The AEAU files contain only a few copies of newsletters so it is difficult to state when the first newsletter was issued. The

proposed Constitution and By-Laws adopted in 1951 does not mention a newsletter, or any other type of publication, for that matter. However, in a subsequent, undated revision of the Constitution, Section 2--Specific Objectives, was amended to read, "To publish, periodically, an informative news letter." The absence of file copies could be the result of carelessness on the part of the editors, who should have maintained a file copy of each issue but did not; or it could be because newsletters were published infrequently during the 1950's.

A copy of the earliest issue of an AEA V newsletter that has been located is shown in Appendix B. For some reason, the V in AEA V strayed from its accustomed position in the acronym. It is not known if this was a misprint or intentional. It is significant that a copy of the newsletter for Summer, 1959 (some 8-10 months later), carries the title, AEA V "News."⁴⁷

The October, 1958, issue of AEA V "News" with the misnomer was published in Lynchburg, Virginia. The lead article on page one was a short greetings from S.R. Crockett, AEA V President. In the article, he announced that this copy was the first in a series of newsletters intended to keep readers abreast of what was happening in adult education. He also announced that the editor of the newsletter was A.C. de Porry, local representative of the Division of Extension and General Studies of the University of Virginia at the Lynchburg Center. The other front page article, "Why the Adult Education Association of Virginia is Important to You," identified the types of Virginians concerned with providing better learning opportunities to adults,

described the purpose of AEA/V and its annual conferences, explained the joint membership plan, and outlined AEA/V relationships with larger organizations (AEA/USA and SAEA).

Page two contained some overflow from page one and a column titled "News of the Associations." In the latter, the annual conferences of AEA/V, AEA/USA, and SAEA were described in about one hundred words each in terms of dates and places each would be held. Page three contained an article titled, "The Case for Adult Education," written by Tom Mahler, Georgia Center for Continuing Education. There was also some overflow from page one and two filler pieces, one from the Saturday Review of Literature and the other from an unidentified book by _____, popular writer on things mathematical. Page four contained an article concerned with adult education, "A Goal of A Free Society," written by C. Scott Fletcher, President, the Fund for Adult Education.

The last items on page four were a block containing the names of the AEA/V officers and members of the Executive Committee and a block containing publication information. The publication information stated that the newsletter was published twice a year, once in the fall and once in the spring; that A. C. de Porry was editor; and that news items were solicited.

The easy mixture of information about adult education that was probably not generally available, even to those working in the field, with short articles about adult education and promotional materials to publicize AEA/V established a pattern with this issue of the AEA/V

"Newsletter." With some minor exceptions, future editors would follow this format over the next several decades.

FINANCE

In the 1950's AEA V was always in "money trouble." Although there was no paid staff members or officers, funds were required to purchase office supplies, such as stationary, pens and pencils, etc.; to pay postage, to defray travel expenses; to use as honorariums for speakers; and to pay conference costs, such as rental for meeting rooms and hospitality rooms and for refreshments. AEA V received its operating capital from membership fees and profits made from the annual conferences. The Association also benefited from rebates and from a sort of nonmonetary subsidization in the form of free services and supplies.⁴⁸

Membership Dues As A Source of Funds

The Constitution provided for AEA V members to pay annual dues of \$3.00. This was not a prohibitive sum in the early 1950's, even for Virginia school teachers, who received the lowest salaries of any teachers in the 12 states that make up the Southeast.⁴⁹ However, the early membership rolls that are available indicate that membership never reached 100 members. Arithmetical computation leads to the conclusion that this source of revenue was not very great, even for a non-profit organization with little or no overhead.

Rebates As A Source of Funds

The founders of AEA/USA perceived it as the parent organization for adult educators and regional and local organizations as supporters. When AEA/V was organized, its founders perceived it as autonomous, for the Constitution did not mention affiliations. Existing records are not precise on what took place but somehow three categories of membership developed. Thus, an adult educator living in Virginia could be a member of AEA/V but not of AEA/USA, a member of AEA/USA but not of AEA/V, or a member of both organizations. In the first instance, the membership fee paid AEA/V was retained in its entirety; but in the latter two circumstances, AEA/V received rebates from AEA/USA for each member who lived in Virginia. This was a good deal for AEA/V. Unfortunately it did not last because AEA/USA soon came upon hard times.

For the first couple of years of its existence, AEA/USA was heavily subsidized by the Ford Foundation. In the words of Kurt Schneider, who served for two years on the AEA/USA Executive Committee, the Ford "money poured in."⁵⁰ Then in 1953, the Ford Foundation announced that it was re-examining its policy of making grants through independent funds, such as the Fund for Adult Education. While it was re-examining its policy, the Ford Foundation made an interim grant of \$3,000,000 for the year July 1, 1954 to June 30, 1955, of which \$350,000 was allocated to AEA/USA.⁵¹ The possibility that the Ford Foundation might withdraw its financial support goaded AEA/USA to search for other means of financing its operations.

At about the same time, the Membership Committee reported to

the Executive Committee that AEA/USA "was losing about as many members through failure to renew as we are gaining in new members, while the list of new subscribers to Adult Leadership is increasing at an average rate of about 765 per month."⁵² Members of the Executive Committee perceived that Adult Leadership was the most visible service provided to members of the national organization. Consequently the Executive Committee adopted a proposal by the Membership Committee that the subscription price of the periodical should be the same as the general membership fee, \$5.00 annually, "thereby eliminating competition between the promotion of Adult Leadership and AEA membership."⁵³

To complement the new policy combining subscriptions and membership, the Membership and Public Relations Committee also proposed that parallel memberships be established with local, state, and regional adult education councils and associations. In other words, individuals joining either a local or the national organization automatically became a member of the other. Fees would be increased and shared between the local organization, which would receive 20 percent, and the national organization, which would receive the other 80 percent. To make the arrangement more attractive to local organizations, AEA/USA would also give a 20 percent rebate to local groups on all publications and other materials distributed by the local group on behalf of AEA/USA. Obviously, the national organization would receive greater benefits from this plan than would local groups. The plan did not get beyond the proposal stage.⁵⁴

Another proposal was submitted a year and a half later (November, 1955) by the AEA/USA Executive Committee Subgroup on Studies. The gist of the proposal was that AEA/USA and local organizations have parallel memberships and that a study be conducted to identify "possible patterns of affiliation between local, state, regional and national councils and associations."⁵⁵ The proposal was adopted by the Executive Committee, with the following explanation inserted in the minutes:

JOINT MEMBERSHIP

It was agreed that any state association may enter into the joint membership plan with the Adult Education Association of the USA if the state association is willing to admit to some kind of membership all AEA members residing in the state. This does not infringe on the right of the state association to levy additional dues nor does it preclude state associations from admitting non-AEA members to its membership. It was agreed that the Membership and Field Development Committee should be encouraged to test different patterns of relationships experimentally during the coming year.⁵⁶

How AEA/USA reacted to this offer is not recorded. However, a bargain was subsequently struck because both Schneider and Lewis recall that rebates from AEA/USA were a source of income for AEA/USA during this period.⁵⁷ Moreover, as will be shown, rebates would again be a source of contention in the 1960's, when AEA/USA discontinued them.

Conferences As A Source of Funds

In the 1950's conferences were held annually, three of them at Charlottesville, three at Richmond, and the others in Roanoke and Fredericksburg. The Annual Dues and Registration portion of the AEA/USA Constitution states that registration fees "should be charged at each

annual conference for nonmembers to help pay the costs of the annual meeting." Nothing is said about members paying to attend, although they did, right from the beginning.

In reminiscing about the early conferences, Schneider identified them as a source of revenue for AEA. However, he also recalled that most of the guest speakers at the conferences paid for their own dinners.⁵⁸ This practice is so out of keeping with the traditional treatment of guest speakers that one is led to conclude that the conferences did not generate a lot of income. As there are no financial statements available, any conclusion drawn about operating revenues from this source would be speculative.

Subsidization As A Source of Funds

Subsidization in one form or another of adult education activities began before AEA was organized, and it continued throughout the 1950's, either as financial support to individuals or as gifts of materials and services.

The adult education conferences sponsored by AEA were attended by both whites and blacks who were interested in adult education. Although many individuals most certainly paid their own expenses, others were supported by the institutions they represented. Some of the whites who attended the annual conferences received funds from the Adult Education Division of the Virginia Education Association, the state professional organization for white public school teachers.⁵⁹ For the blacks, institutional support was complicated by the Virginia policy of keeping the races separated. Thus, any state

funds used by blacks to pay for travel, lodging, and food costs incurred as a result of attending annual conferences had to be justified by citing some bogus excuse for visiting the place where the conference was being held.⁶⁰

Another form of subsidization, this one, a nonmonetary form, was the printing of announcements, brochures, and newsletters on paper provided by the state, in state-owned printing plants. Although some surreptitious printing and reproduction of paperwork was probably done at state-supported institutions all over the state, most of the early newsletters were printed at the University of Virginia printing plant.⁶¹

MEMBERSHIP AND LEADERSHIP

In the AEA V Constitution and By-Laws, membership is dealt with as follows:

Membership shall be open to all individuals and organizations who sic are interested in some form of adult education.

The Association shall give consideration to participation by institutions, agencies, and organizations in the activities of the Association, and in its programs. It is possible that valuable assistance should [sic] be secured in the creation and support of programs, plans and activities, and may be gained in this way.

In addition to Individual Memberships the forms of membership are:

Contributing Membership
Sponsoring Membership
Organization Membership

The following section of the Constitution and By-Laws set the annual dues for members at \$3.00, payable after January first of each year. Dues for organizations were to be determined on a "graded scale"

by the Executive Committee.

By 1954, AEAU was distributing a flyer (Appendix C) that spelled out in detail who should belong to the Association. Although the flyer was directed to "you and your organization," it was apparently meant to appeal primarily to individuals who worked for agencies engaged in some form of adult education. There is no record of the response to the flyer. However, members rather obviously perceived AEAU to be all-encompassing in the field of adult education. Although military training, one of the largest areas of adult education, was conspicuously missing among the agencies listed, just about all other agencies, from film boards to book publishers to concert agencies, were included. Each agency was assigned to one of the following categories: Agencies for the education of children that also have evening or extension programs for adults; agencies for the education of adults primarily; agencies for the education of all ages in a community; agencies which must use adult education as a method to achieve their primary purposes; and agencies for the education of adults through mass media.

The only membership list available from the 1950's is the one of those who attended the founding conference in October, 1951. The 61 people attending (Appendix D) can be categorized in several ways. For example, there were 37 males and 24 females; Richmond provided the most representatives, followed by Petersburg (Virginia State College), Blacksburg (Virginia Polytechnic Institute), and Charlottesville (University of Virginia); and both industry and governments were

well represented, as were public school systems. There was also one male representative from Westport Technical College, New Zealand. The impression gained when this list of members is compared with later lists is that, in spite of the relatively small number of people involved, they were quite representative of adult education activities in Virginia at that time. They were also a far more heterogeneous group than the present organization.

The leadership for AEAUV during the 1950's came from many different fields. (See Appendix E). Of the presidents, three (Zehmer, Anderson, and Schneider) served two terms each and two (Rathbun and Crockett) served single terms. Only one of the presidents (Zehmer) came from an institution of higher education. There were five different vice-presidents: Smith (public health), Schneider (public schools), and Fessler (university/education) each served two terms, while McFee (trade association) and Outten (public schools) served a term each. Three of the five secretaries (Fessler, Dabney, and Ayers) came from institutions of higher learning; the other two (Schneider and Outten) from public schools. Dabney (Virginia State College) was the second female and the first black to hold elective office. Of the treasurers, the affiliations of three of the five are unidentified (Epps, Cochran, and Newkirk). Payton was a labor leader and Bacon was from the University of Virginia. As a group, they brought diversified backgrounds to their offices. Their differences undoubtedly were positive influences that tended to strengthen the Association during its formative years.

SUMMARY

Following the founding conference in 1951, the most illuminating view of AEA V during its formative years comes from a talk presented by Franklin Bacon to the Southeastern Adult Education Association in 1954. In his opinion, AEA V had stabilized and was beginning to address the problems of adult education in Virginia. The themes of the annual conferences reflected the social, economic, and political problems of the decade by relating adult education to civic participation, juvenile delinquency, integration of public schools, communications technology and the pursuit of individual happiness.

Most of the annual conferences eventually got around to discussing money, either public money to support adult education activities or money needed to support AEA V operations. AEA V operating funds were, to some extent, tied to the larger problem of dual membership in the state and national organizations.

Although AEA V membership was never very large, it was representative. Members came from all areas of the state and represented or were affiliated with colleges, universities, public schools, labor, health, industry, and government. The sexes were about evenly represented but there were only a few representatives from ethnic groups.

A newsletter was started and became the chief means of communication between the officers of the Association and the membership. The repeated assertion by the newsletter editor that AEA V represented the adult educators of Virginia generated an air of confidence and respect that promised much during the next decade.

ENDNOTES

¹ Joseph C. Goulden, The Best Years, 1945-1950 (New York: Atheneum, 1976), p. 427.

² "Looking Toward the 1952 Legislature," Virginia Journal of Education, XLV (October, 1951), p. 12.

³ "Importance of Adult Education to Civilization Emphasized," The Roanoke Times, November 11, 1953, p. 4.

⁴ Ibid.

⁵ Southeastern Adult Education Association, "Proceedings of the Thirteenth Annual Conference," 1954, unpaginated.

⁶ Ibid.

⁷ AEA V Sixth [sic] Annual Conference Program, June 17-18, 1954. Whoever was responsible for the program evidently counted some of the state conferences that preceded the Founding Conference of 1951. Actually, as reported in the text, this was the 4th annual conference.

⁸ "Greater Cooperating Among Adult Education Groups Urged," The Daily Progress, Charlottesville, Virginia, June 17, 1954, p. 3.

⁹ Ibid.

¹⁰ "Decline is Noted in Delinquency," The Daily Progress, Charlottesville, Virginia, June 18, 1954, p. 3.

¹¹ Ibid.

¹² AEA V Sixth Annual Conference Program, June 17-18, 1954.

¹³ Benjamin Muse, Virginia's Massive Resistance (Bloomington: Indiana University Press, 1961), passim.

¹⁴ "Barr 'Alarmed' Over State's Bid to Preserve Segregation," Richmond News-Leader, June 23, 1955, p. 61.

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ "Barr Says State Leaders on Desegregation Issue Act Like 'Noisy Boys'," Richmond Times-Dispatch, June 24, 1955, p. 5.

¹⁸Ibid.

¹⁹"Barr 'Alarmed' Over State's Bid to Preserve Segregation," Richmond News-Leader, June 23, 1955, p. 61.

²⁰Ibid.

²¹AEAV 6th Annual Conference Program, June 15-16, 1956.

²²"Adult Education Conference Hears About Eye, Ear Appeals," The Daily Progress, Charlottesville, Virginia, June 16, 1956, p. 2.

²³Ibid.

²⁴Ibid.

²⁵"Rushton Speaker for Educators," The Roanoke World-News, March 8, 1957, p. 9.

²⁶"Freedom is a Quest, Not a Gift, Rushton Points Out," The Roanoke Times, March 9, 1957, p. 3.

²⁷Southeastern Adult Education Association, "Proceedings of the Seventeenth Annual Conference," March 20-22, 1958, unpaginated.

²⁸"Education Seen Lagging Behind Progress Made in Other Fields," Richmond Times-Dispatch, March 21, 1958, p. 5.

²⁹Southeastern Adult Education Association, "Proceedings of the Seventeenth Annual Conference," March 20-22, 1958, unpaginated.

³⁰Ibid.

³¹Ibid.

³²Ibid.

³³Ibid.

³⁴"TV Teaching Sure To Grow, Meeting Told," Richmond Times-Dispatch, March 22, 1958, p. 2?

³⁵Southeastern Adult Education Association, "Proceedings of the Seventeenth Annual Conference," March 20-22, 1958, unpaginated.

³⁶Ibid.; and "Education of US Adults Held Vital to Nation," Richmond Times-Dispatch, March 23, 1958, p. 3-B.

³⁷ Southeastern Adult Education Association, "Proceedings of the Seventeenth Annual Conference," March 20-22, 1958, unpaginated.

³⁸ AEA "News," Spring, 1959, p. 1.

³⁹ AEA "News," Summer, 1969, p. 3.

⁴⁰ Ibid.

⁴¹ Ibid., p. 2.

⁴² AEA "News," Summer, 1959, p. 1.

⁴³ Statement by Franklin Bacon, personal interview, Richmond, Virginia, April 9, 1980.

⁴⁴ AEA "News," Fall, 1959, p. 1.

⁴⁵ AEA "News," April, 1960, unpaginated.

⁴⁶ AEA "News," August 15, 1960, unpaginated.

⁴⁷ AEA "News," Summer, 1959.

⁴⁸ Statement by Kurt Schneider, personal interview, Richmond, Virginia, April 2, 1980.

⁴⁹ "Looking Toward the 1952 Legislature," Editorial, Virginia Journal of Education (October, 1951), p. 2.

⁵⁰ Statement by Kurt Schneider, personal interview, Richmond, Virginia, April 2, 1980.

⁵¹ "Report of the Meeting of the Executive Committee of the Adult Education Association of the U.S.A." (Unpublished report, April 2-4, 1954), unpaginated.

⁵² Ibid.

⁵³ Ibid.

⁵⁴ Ibid.

⁵⁵ "Adult Education Association of USA Executive Committee Minutes" (Unpublished report, November 15-16, 1955), unpaginated.

⁵⁶ Ibid.

⁵⁷ Statement by Kurt Schneider, personal interview, Richmond, Virginia, April 2, 1980; and statement by Wendell Lewis, personal interview, University of Virginia, Charlottesville, Virginia, December 3, 1980.

⁵⁸ Statement by Kurt Schneider, personal interview, Richmond, Virginia, April 2, 1980.

⁵⁹ Statement by Wendell Lewis, personal interview, Charlottesville, Virginia, December 3, 1980.

⁶⁰ Statement by Albert Harris, personal interview, Virginia State College, Ettrick, Virginia, November 4, 1980.

⁶¹ Statement by Wendell Lewis, personal interview, Charlottesville, Virginia, December 3, 1980.

Chapter 5

MID-PASSAGE DECADE, 1960-1969

The 1960's began with the election of John F. Kennedy as President of the United States. Dick Gregory, a well known comic and black activist, said that the election of Kennedy at the beginning of the decade " . . . gave black folks a further indication that something positive might happen. But the bubble of expectation was burst a third of the way through the sixties," when Kennedy was assassinated.¹ From that point on, the remainder of the decade was the setting for a series of national disasters. Several other prominent national leaders were assassinated, more and more troops were sent to Vietnam, and one long, hot summer of street and campus demonstrations followed another.

The battle for equal rights also erupted in others areas, especially the women's movement. For years women had "totted up the pans scoured, the towels picked off the bathroom floor, the loads of laundry done in a lifetime."² Then, Helen Gurley Brown, Alix Kates Shulman, and others told women that there was more to life than housework. Women went to work in unprecedented numbers, frequently in jobs formerly reserved for men. Life styles changed, as did fashions. Tom Wolfe said that all girls dressed exactly alike, in "slacks that are, well, skin-tight does not get the idea across."³

The decade also saw the Beatles tour the United States, the population pass the 200 million mark, and Americans venture into space, culminating with the Apollo 11 moon landing. At more mundane levels,

there were occasional indications that the people were trying to make the democratic ideal work. For example, there were installments of civil rights legislation and schools in most of the southern states were integrated.⁴ There was also considerable soul-searching as Americans divided sharply on the Vietnam war.

In education, student unrest appears to have precipitated a cultural revolution. The alienation of the students from the cultural traditions they had inherited led to widespread changes in manners; relationships between the sexes; attitudes toward women, minorities, and the elderly; and dress. Opposition to the Vietnam war evolved into attacks on the Government, especially the military. College and university ROTC (Reserve Officer Training Corps) programs were attacked. So were the courts, which many saw as one more aspect of the Establishment. The period was, indeed, one of ferment and change.

ANNUAL CONFERENCES

Although the 1960's began with a regional meeting of adult educators sponsored by AEAU, the most important program activity during the decade would continue to be the annual conferences. Records have been located for only seven of the ten conferences held in the 1960's. Of the seven, six were concerned with change and one with educational television. The first of the annual conferences was held May 19-20, 1960, at the Hotel Chamberlain, in Old Point Comfort (Hampton). It was to be one of only three that would be held outside Richmond during the decade.

10th Annual Conference

A month before the 10th Annual Conference was scheduled to begin, the spring issue of AEA V "News" reminded readers that the theme of the meeting would be "Adult Education in an Age of Change." Some of the general topics to be discussed were identified and a film was promised. The cost of a waterfront room at the Chamberlain Hotel, site of the conference, was reported to be \$6 a night for single occupancy and \$11 a night for double occupancy. For those who wished less expensive lodging, Hortons Hotel in Phoebus (only one and one-half miles from the Chamberlain) was suggested.⁵

Those who arrived in Old Point Comfort on Wednesday evening, May 18, had a choice of early evening activities. AEA V had scheduled a film on "How to Conduct a Group Discussion," to be followed by a social hour.⁶ In another part of the hotel, the Miss Hampton Roads beauty contest was underway. Present for the latter event were a whole bevy of beauties, including Miss America (Lynda Lee Mead), Miss Virginia, Mrs. Virginia, and Miss Portsmouth.⁷ Existing reports show no attendance figures for either event. However, attendance at the 2-day conference was low--in the words of Andre C. de Porry, editor of AEA V "News," " . . . not what we could have wished . . . "⁸

The major activities of the conference consisted of workshops and speakers. On Thursday, May 19, the first day of the conference, Dr. Donald Fessler, program chairman, opened the proceedings with a talk on "Ways of Looking at Change." He was followed by others who conducted workshops or spoke on different aspects of the subject of

change. Some of the titles were "The Phases of the Change Process," "Change and the Role of the Change Agent," "The Psychodynamics of Resistance to Change," and "Opening Doors to Change." The workshops and speeches were followed by a banquet and a brief business meeting. One product of the business meeting was a resolution urging the State Director of Personnel to amend the State regulation that prohibited the employment of people over 70 from teaching classes organized by State agencies.⁹

Additional workshops were held on Friday morning, permitting attendees an opportunity to attend one or more they may have missed the previous day. The conference ended at noon.

11th Annual Conference

From 1961 through 1966, the annual conferences were held in Richmond, five of them at the William Byrd Hotel and one (1964) at the Medical College of Virginia. The documentation indicated that there was a sameness about them that must have prompted ennui in all but the most dedicated members. William Moore, an executive for the Virginia State Board of Education, was, during the 1960's, associated with Richmond Professional Institute (now Virginia Commonwealth University). One of his annual duties was to provide administrative support to the AEAV conferences. He recalled that most of the conferences were one day affairs that began when he arrived, quite early, at the William Byrd Hotel, set up his card table in the lobby, and began to register people for the conference. All the conferences were so similar in format and content that he could not distinguish one from the others.¹⁰

Perhaps the most interesting of the Richmond conferences during this period was the 11th Annual Conference, 22-23 June, 1961, advertised as a "one-day meeting beginning at 9:30 A. M. and lasting until 5:00 P. M.," for it apparently established a format for the meetings that would follow. The theme of the 11th Annual Conference was "Challenge of Adult Education in Virginia." The Association position was that success

. . . with which American people deal with the problems of the crisis decade will depend upon the wisdom and skill of our present adult citizenry. . . . Adults face the immediate problems and must make the immediate choices on which our security and happiness depend.¹¹

To expound on the theme, the Association invited

, director of sales training at nearby Reynolds Metal Company, to be the keynote speaker. was somewhat prescient in his remarks about the "shadow of technological unemployment" hanging over industry. "The effects can be foreseen," he said, of "industrially depressed areas, increased leisure, and the absolute necessity for re-training programs The task for adult education in this area is great." He also identified increased longevity as a problem to be met by adult educators.¹²

was followed by , assistant director, Trade and Industrial Branch, U. S. Office of Education.

spoke about schools that need "flexible facilities that lend themselves to the educational, vocational, recreational, cultural, and technical needs of adults." He concluded that these school facilities should be available around-the-clock, all-year-long.¹³

There were other speakers, among them _____, executive director of Beth Sholom Home of Virginia, who spoke about attitudes toward "aging and older people."¹⁴ Following the guest speakers, there was an informal luncheon, which, in turn, was followed by a business meeting at which Andre C. de Porry was re-elected president of AEA.V. As this was a gubernatorial election year in Virginia, both candidates for the office sent statements about their attitudes toward adult education. de Porry read both statements and, subsequently, published in the AEA.V "News" a long (three-quarters of a page) excerpt from the statement made by Albertis S. Harrison, Jr., who was elected governor in November, 1961.¹⁵ The conference, which had no registration fee, attracted more than 100 persons.¹⁶

12th Annual Conference

The theme of the 12th Annual Conference was "A Challenge and an Opportunity." About 100 people gathered at the Hotel William Byrd in Richmond on June 22, 1962, to hear _____, chairman of the board, Bank of Virginia, describe Virginians above high school age who were untrained; _____, superintendent of adult education in Richmond public schools, report on a survey that showed 30 states ahead of Virginia in promoting public school education; and _____, Arlington, urge that continuing education be made available to all Virginians. The meeting concluded with a plea by Andre C. de Porry, outgoing president of AEA.V, to Governor Harrison to appoint a commission to study vocational and technical education

and to study the need to expand adult education through the increased use of public schools.¹⁷

13th Annual Conference

On June 21, 1963, members of AEA V met for the third consecutive year at the Hotel William Byrd in Richmond. The theme for the 13th Annual Conference was "The Education of Adults in an Age of Rapid Urbanization." Speakers were _____, director of Planning Studies, Washington Center for Metropolitan Studies, whose topic was "A Philosophy of Education for Adults in an Age of Change;"

_____, community development specialist, U.S. Chamber of Commerce, whose topic was "Training Lay Leaders for Effective Voluntary Group Action;" and _____, social consultant for Reston, Virginia, whose topic was "Reston--Planning for a Complete Community." Registration fee for the conference was \$1 and, for \$2 more, a registrant could get lunch.¹⁸

14th Annual Conference

For the 14th Annual Conference, the city was the same but the location was new. On June 19, 1964, AEA V members met at the new education building of the Medical College of Virginia. The facilities were made available through the efforts of Mr. Franklin Bacon, who had been associated in various capacities with AEA V from its beginnings. The theme of the conference was "ETV and Adult Education--Problems and Promises." Speakers were _____, associate director of the Southern Regional Education Board, whose topic was "ETV in Adult

Education in the Southern Region;" , member of the General Assembly of Virginia and head of the Governor's study committee on educational television, whose topic was "Official Statewide Plans for ETV in Virginia;" and , lecturer at American University School of Business Administration, whose topic was "Some of the Basic Problems of Our Society for Which Adult Education Through ETV May Offer Some Solutions." The conference also featured a panel discussion during which three people associated with educational television stations in Virginia described their experiences in programming for adults. The conference concluded with a walk-through of the new closed-circuit television facilities of the Medical College.¹⁹

15th, 16th, and 17th Annual Conferences

The 15th and 16th conferences were both held at the William Byrd Hotel in Richmond on June 18, 1965, and May 13, 1966, respectively. The 17th conference convened on May 19, 1967, at the Park Arlington Motel, Arlington, the first annual conference in six years to be held outside Richmond. Unfortunately, no records have been located for these conferences and the state's newspapers carry no accounts of them.

18th Annual Conference

The 18th Annual Conference was held June 6-7, 1968, at Roanoke College, the first time in a decade that the association members had assembled in the western part of the state. The theme of the conference was changes in the physical, social, political, and educational aspects of Virginia. The AEA V "Newsletter" described the meeting as "one of the

most stimulating in the history of the Association."²⁰ More than 100 members assembled to hear Lieutenant Governor Fred G. Pollard call for the passage of an \$81 million bond issue, the money to be used to build new educational facilities in the state.²¹

Pollard was followed by A. Linwood Holton, who had been the Republican candidate in the 1965 gubernatorial race. Holton spoke on the need for political changes. He said that Virginians had dwelt too long on past glories. He also urged adult educators to promote more progress in Virginia so that the state could once more influence national affairs.²²

, director of the State Division of Industrial Development, spoke on changes in Virginia's demographics. He noted that the state's population was increasing by 75,000 people a year, the second fastest rate of growth in the Southeast (in 1968). The population increase was causing urbanization and industrialization to expand rapidly. These changes, in turn, made it mandatory that adult education face the challenges created by the new ways of life that were emerging.²³

, associate director of the Consultative Resource Center, was probably the first black ever to speak at an annual conference. (AEAV had been fully integrated from the beginning and had had at least one black officer, Dr. Margaret Dabney, who served as secretary in 1955-57.) identified the greatest social problem in Virginia as the gradual acceptance of "prepared Negroes." He pointed out that adult education had a responsibility to attack

prejudices and to attempt to bring people together. He cited a lack of communications as the cause of misunderstanding between whites and Negroes.²⁴

, vice-president of academic affairs at Virginia Polytechnic Institute, spoke about the failure of colleges to instill in their graduates a desire to continue formal education throughout their adult lives. He believed that after graduation adults should continue their education by studying something of practical value for their own fields of interest or professions.²⁵

The 18th Annual Conference was concluded with an afternoon workshop, "The Management of Organizational Change," led by , an instructor at the Quartermaster School, Fort Lee, Virginia.²⁶

19th Annual Conference

For the 19th Annual Conference, AEA V members returned to Richmond, this time meeting in the Health Sciences Center, Virginia Commonwealth University, on June 12-13, 1969. The theme of the conference was built around the relationship to each other of the fields of basic education, penal institutions educational opportunities, libraries, graduate schools, the military establishment, public schools, rural education opportunities, and university extension. In an effort to make the conference attractive to a large number of people, the Program Committee engaged , Professor of Adult Education at the University of Chicago and a major figure in adult education at the national level, to be the principal speaker.²⁷ Unfortunately, attendance was poor. The AEA V "Newsletter" attributed the poor attendance to

a conflict with closing days for public schools.²⁸

Following _____'s kickoff talk, _____, representing AEA/USA, spoke briefly about the relationship of AEA/USA to state adult education organizations. Then, a panel of four resource persons addressed the entire conference about specific areas of adult education. After their presentations, the group broke into four concurrent discussion groups, each led by a member of the panel. The group leaders were _____, Adult Learning Center, North Carolina State University, who discussed basic adult education; _____, director, Commission on Accreditation of Service Experience, American Council on Education, who addressed the problems of high school completion by people who had dropped out; _____, president, John Tyler Community College, who discussed the problems encountered by adults continuing their education at the college level; and _____, dean, University Extension Division, Rutgers University, who spoke about continuing education in the professions.²⁹

During the business session, a resolution in support of the General Education Development (GED) program was passed by the Association members. The Executive Committee was directed to notify the Virginia Board of Education of the action.³⁰

Summary

Of the ten annual conferences convened during the 1960's, seven were held in Richmond, one at Old Point Comfort, one in Arlington, and one in Roanoke. Existing records tend to support the claim of the AEAV "Newsletter" that the quality of the programs was high.³¹ Although

many of the principal speakers were persons prominent in state government and in local education and industry, there was a smattering of adult educators with national reputations. Attendance was steady, if not spectacular, averaging about 100 persons for each conference. Themes of the conferences were topical, although neither the civil rights struggle nor the Vietnam War are mentioned in the titles of any of the presentations.

PROGRAM ACTIVITIES

In addition to the annual conferences, AEAV engaged in miscellaneous other program activities during the 1960's. The best documented of these are a regional meeting, several surveys, and an award.

Regional Meeting

In 1959-60, AEAV sponsored three regional meetings in representative areas throughout the state. A fourth regional meeting was sponsored by AEAV on January 19, 1961, in the Roanoke public library. The meeting, which was open to all, was offered as a free service. The objective was to present training opportunities in matters of interest to adult educators working in the Roanoke area. The format for the meeting was the same as that for the previous meetings: a panel headed by Donald R. Fessler discussed the skills and techniques required for successful group leadership.³²

Surveys

Occasionally, AEAV either initiated surveys or participated in

those conducted by others. For example, in 1959, the Association surveyed "all the cities and counties of Virginia where there was evidence that educational programs for adults was being conducted."³³ Andre de Porry wrote-up the results of the survey. He noted that the purpose of the survey was "to get a close-up view of the work of public schools and of colleges, and to make as accurate an estimate as possible with respect to programs sponsored by other organizations and groups."³⁴ Adult education programs were identified in public schools; colleges and universities, both public and private; industries, such as Dan River Mills and Newport News Shipbuilding and Drydock; organizations such as the Industrial Management clubs and the American National Red Cross; and government activities such as the military and the State Department of Welfare and Institutions. de Porry was unwilling to estimate the number of adults in Virginia who attended lectures, meetings, and other programs of an educational nature but which were not categorized as organized instruction. However, when they were added to those in organized instruction, he estimated "something over 1,000,000"³⁵

In the winter of 1966, AEAU again distributed a survey (Appendix F). The results of the survey were summarized and distributed in April, 1966. Of 380 questionnaires mailed, 60 were returned (15.8 percent). No attempt was made to analyze the returns in depth. However, some of the summaries were interesting. For example, 65 percent of the responses came from full-time administrators; 58 percent indicated that adult education's greatest unmet need was in the field of vocational

occupational training; 58 percent also said that AEA V should actively seek a federal grant in-aid to conduct statewide workshops, yet only 29 percent indicated that AEA V should support the efforts of the State Supervisor of Adult Education; 85 percent of those responding said they would participate in expenses-paid workshops; and 63 percent thought that workshops should emphasize community surveys to determine client needs. The summary was concluded with three recommendations (probably by the person who tallied the responses to, presumably, the officers and other members of the Executive Committee):

(1) It appears that with the preponderance of professionals responding that we are not really the umbrella organization that we profess to be, and I would therefore suggest that we take a hard look at ourselves with a view to building the A.E.A.V. into the kind of organization having the scope and breath to efficiently serve the broad field of Adult Education in Virginia.

(2) I would recommend that a planning committee be created and charged with developing perhaps a 5 year plan for A.E.A.V.

(3) I would recommend that such a committee be further charged with drawing up a proposal to be submitted to U.S.O.E. to finance such planning, with particular emphasis on staff to handle regional work shops, use of E.T.V., surveying of community needs, and improvement of inter-agency coordination.³⁶

There is no record of the impact that this had on AEA V operations or of any response to it by anyone.

Award

In the 1950's, AEA V instituted the Kurt Schneider Award, in honor of one of the Association's founding fathers. There are no records on the number of times the award was presented. However, in the minutes of the Executive Committee meeting for July 12, 1968, there is

an item stating that it is the consensus of the group that the Kurt Schneider Award be reactivated. There was also a suggestion that the award be presented to Governor Mills E. Godwin, at the AEA V 19th Annual Conference, to be held in Richmond.³⁷

At the November, 1968, Executive Committee meeting, President Harry Mitchell suggested that, instead of the Association presenting the Kurt Schneider plaque to someone for a year, then reclaiming it and presenting it to someone else, a plaque or scroll be given permanently to the recipient.³⁸ At subsequent Executive Committee meetings in January, 1969, and March, 1969, Governor Mills E. Godwin was selected to receive the Kurt Schneider Award and the nature of the inscription on the plaque was left to the discretion of the AEA V president.³⁹

On June 10, 1969, the officers and Executive Committee members of AEA V met with Governor Godwin in his office at the State Capitol. A smiling President Harry P. Mitchell presented a "sterling silver tray suitably engraved" to the governor for his "significant contributions to the field of education."⁴⁰

FINANCES

In the 1960's, Virginia's economy reflected an ideal blend of industry, commerce, agriculture, tourism, and government. This mix resulted in low unemployment, a rising per capita income, and great stability in state affairs, which was abetted to some extent by the generally conservative philosophy of the state government. The financial situation of AEA V during the 1960's reflected the general conditions

in the state. On the one hand, there was no danger of the collapse of AEAU from lack of funds and, on the other hand, the balances at the end of the fiscal years did not encourage lavish projects. Although AEAU's economic well-being was not dependent on rebates from the national organization, the rebate issue was warmly discussed during the latter half of the decade.

Fiscal Procedures

During the 1960's, Wendell M. Lewis served seven terms as treasurer of AEAU, six of them consecutive terms (1959-1965). A soft-spoken, studious-looking man, he worked for the Extension Division of the University of Virginia, first in Norfolk and then (and now) in Charlottesville. Although financial records for this period are almost nonexistent, they would probably add little to the fiscal picture of AEAU described by Lewis during a series of interviews.

Income to operate AEAU still came from members' dues and from rebates from the national organization for adult education. Although the income was small, so were operating expenses. Expenses were easy to identify and reasonably stable during the first part of the decade. They consisted of items such as postage, stationary, food and drink for the president's social at the annual conferences, and miscellaneous other incidental costs commonly associated with the operation of a state-wide organization.

The constitution does not address fiscal policies, except to state that the "Treasurer shall collect all dues and fees of the Association and pay all bills as authorized by the President."

Nevertheless, by the time that Lewis took office, each AEAV standing committee was preparing an operating budget, based loosely on what had been spent in past years. The committee budgets were consolidated by the treasurer and subsequently submitted by him to the membership at the business meeting of the annual conference. Most of the budgets were approved without change by voice vote of those in attendance.⁴¹

When Lewis took office, he opened a checking account at a local bank in Norfolk. Only designated persons (generally, committee chairmen and elected officers) were authorized to spend Association funds. Bills were submitted to the president for approval and he, in turn, forwarded them to the treasurer, who wrote checks to satisfy the obligations. In 1962, when Lewis moved to the University of Virginia campus, he simply closed the account at the Norfolk bank and opened a new one at a bank in Charlottesville. At the 1965 annual conference, a new treasurer was elected. The transition was smooth as Lewis handed over deposit slips, check stubs, cancelled checks, and other documentation to the new treasurer.⁴²

Although none of Lewis's fiscal reports exist, it is possible to get an idea of the Association's solvency by turning to the existing minutes of Executive Committee meetings. For example, at a December 6, 1966 meeting, the treasurer reported an on-hand balance of \$679.00. On July 17, 1968, the amount had increased to \$705.39, and, by June 13, 1969, to \$949.25.

The Rebate Issue

The relationship of the national organization to state organizations varied from year to year and touched upon many aspects of each organization. However, in no area was the relationship more fiercely debated and the issues more clearly stated than in the question of rebates. As early as 1965, in an Executive Committee Meeting, Charles McFee, president of AEA/V, was uncertain whether Virginians joining the national organization for adult educators were aware that they automatically received membership in AEA/V. Each new member increased the amount of money that the national organization returned to AEA/V. But money was not what triggered McFee's concern. AEA/USA had sent out a letter suggesting that each affiliated association appoint a Membership Coordinator to insure that members were promptly informed of their dual membership. To comply with this request, McFee requested the Executive Committee to draft a note.⁴³ It was sent to new members of AEA/USA living in Virginia:

Welcome! As a new member in the Adult Education Association of U.S.A. you are automatically a member of the State Association.

The purpose and objectives of your State Association are the same as National, "to further the concept of education as a process continuing throughout life."

Virginia is a joint membership State. Twenty percent of your membership dues to National are deposited with the State Association. There is no additional cost.⁴⁴

A few years later, President Dean Brundage reported to an Executive Committee meeting that he, as an AEA/V representative to the National Board of AEA/USA, had joined with other state organizations

to defeat a motion that the states agree to accept a lower percentage of joint dues. He assured the Executive Committee that Virginia would receive its "full share under the old agreement."⁴⁵ (As indicated above, a full share was 20 percent of the membership fee.)

At the national convention of AEA/USA in Des Moines, Iowa, on November 14-17, 1968, a plan was to be submitted that would eliminate rebates to the affiliated associations. In place of rebates, the national organization would institute a special grants program. In a meeting of the AEAV Executive Committee a week before AEA/USA was to meet, the proposal was discussed pro and con. Finally, Executive Committee members drafted a position paper (Appendix G). In the paper, AEAV took a very strong position against the grants program, citing both philosophic objections and the potential for mischief that could result in setting state against state in competition for limited funds. Copies were sent to the membership.⁴⁶

At the national convention a week later, the Virginia delegation presented its position on the rebate issue. Although other associations were also unhappy about the proposal to eliminate rebates, the AEAV position was not supported. The national organization then voted to eliminate rebates.⁴⁷

At an Executive Committee meeting on January 21-22, 1969, some two months after the national meeting, President Harry Mitchell reported on an exchange of correspondence with AEA/USA on rebates due for 1968 (before they had been eliminated). A proposal was made to accept the AEA/USA offer of \$220.50 "for 123 members as of November

25, 1968 as the total amount due to Virginia AEA." The motion was carried, with a notation that, although this amount was accepted, "the number credited to the association does not reflect the total membership according to both our records and those received from the national office." The committee concluded that it must "hereafter attain [sic] financial support solely and directly from its membership."⁴⁸

Almost a year later, the issue of AEAV's relationship to AEA/USA was still unresolved, largely because of the strong stand taken by AEAV on the rebate issue. President Charles McFee reported that his discussions with national officials had resulted in the following observations:

- (1) Our association is, without question, similar in composition, aims, and philosophy with AEA of the U.S.
- (2) If we desire members of our association to become officers, directors, or committee chairmen of the national group, we must consider affiliation as a prerequisite to attaining genuine consideration.
- (3) The national association and council of state associations are interested in the ground rules of affiliation we would be willing to accept. They would appreciate recommendations which might be proposed to other state associations for consideration.⁴⁹

Committee members read the correspondence file on the issue. (The file no longer exists.) All agreed that a "single simple method of affiliation with national for all state, metropolitan, and area associations was needed." However, as no further suggestions were forthcoming, a motion was made to table the subject until the association could check with other state associations to determine what action

they planned.⁵⁰

MEMBERSHIP AND LEADERSHIP

Two important events affected the membership during the 1960's. The first of these was a drive to increase membership that led to national recognition for AEA. The other event was the creation of a new organization for adult educators that, for a brief period, provided competition to AEA's claim that it was the only state-wide organization for adult educators.

Membership

The winning of an award for securing more new members than any other adult education association in the country subsequently led AEA to grapple with the problem of the most effective way to maintain close contact with the membership. The date for collection of membership dues also became a consideration.

National Recognition. During the 1950's and early 1960's, membership figures remained fairly constant. Periodically, an officer would propose to the Executive Committee that membership should be increased. However, incidental information in other areas leads to the conclusion that nothing much occurred. Then, in 1968, AEA/USA launched a membership drive, with a prize to the winning local organization. The prize, either cash or expenses paid for the delegates to the national convention, was to go to the organization that recruited the most new members by September 30, 1968.⁵¹ AEA President Dean Brundage instituted

a membership campaign that resulted in increased membership and national recognition. Brundage sent personal letters requesting names and addresses of potential members to directors of adult education in community colleges, university extension centers, military installations, and miscellaneous other institutions and activities. The response was overwhelming, for approximately 900 names were received. Individual letters of invitation to join AEA/V were sent to each.⁵² The membership drive resulted in 45 new members for AEA/V. It also propelled AEA/V into the national spotlight, for the number of new members enabled it to win the first place prize of \$200 in the AEA/USA membership contest. Brundage, who directed the drive and who represented AEA/V at the national conference, accepted the award for AEA/V.⁵³

Contacting the Membership. Following the membership drive, on January 21, 1969, the AEA/V secretary reported receiving from AEA/USA a mailing list of 190 names of Virginians who belonged to the national organization. Using the list, the secretary established an alphabetical card file of names, addresses, types of membership, and dues expiration dates.⁵⁴ The names provided AEA/V a master membership listing of all adult educators in the state who belonged to either the local or national organizations or to both of them.

The new master membership list increased the problem of distributing printed materials to the members, for there were now more envelopes to stuff, more stamps to lick, and more envelopes to address. So, in October, 1969, the Executive Committee discussed ways of handling membership status and mailings to members. One member of

the Executive Committee offered to use Virginia Commonwealth University facilities to run membership tapes (received from AEA/USA) to produce mailing labels for the "Newsletter" and miscellaneous promotional materials intended for distribution to the membership. The offer was accepted. In a related action, the Committee discussed the "advisability and feasibility" of providing membership cards to AEAV members. The group agreed it was a good idea and authorized one of its members to have cards printed at a cost of no more than \$20.⁵⁵

Membership Dues. The date for collecting membership dues was a subject for discussion at the January 21-22, 1969, Executive Committee meeting. The question was whether dues should be collected on a member's anniversary date--that is, yearly on the date the member originally joined AEAV--or each January first, or at the time of the annual conference. A consensus to change the date could not be reached so it was agreed that AEAV would continue to collect dues on anniversary dates.⁵⁶ However, at a July, 1969, meeting, some six months later, the Executive Committee voted to make the annual dues payable each June 1.⁵⁷

At the January 21-22, 1969, Executive Committee meeting, the types of membership and the amount of the dues were also discussed. The result was a change to two types of membership: A general membership at \$2 per year and a contributing membership at \$5 per year. The change was announced to the membership in the next issue of the "Newsletter."⁵⁸

Membership Demographics. The general impression gained from analyzing AEA V documentation for the 1960's is that the composition of the membership remained relatively stable throughout the decade. The same names appear with reassuring regularity in minutes, list of officers, and membership lists. Thus, it is probable that the membership list for 1968-69, one of several that exists from that period, is fairly representative. The list contains 155 names. Male members (111) make up 72 percent of the membership, about $2\frac{1}{2}$ times greater than the 28 percent identified as female members (44).⁵⁹

Of the 155 individuals on the list, the affiliation of only 50 could be identified with any degree of certainty. (For example, a Blacksburg or a Charlottesville address for an AEA V member would, in most cases, mean affiliation with a 4-year university. However, a Richmond, Norfolk, or northern Virginia address offers too many possibilities to risk identifying a member's professional affiliation. Memberships with positively identified affiliations were those with business addresses.) Of the 50 individuals whose affiliation could be identified, 28 (15 percent) were connected with 4-year colleges and universities, 3 with community colleges, 4 with government agencies, and 4 with business.⁶⁰

The state area with the most AEA V members was northern Virginia with 83 (54 percent), followed by central Virginia (Richmond-Petersburg-Hopewell), western Virginia, and Tidewater, with only 14 members (9 percent).⁶¹

Leadership

For leadership during the 1960's, the membership continued to look to the University of Virginia. The popular Andre C. de Porry, long affiliated with the Charlottesville school, served consecutive terms as president; Dean Brundage, who represented the University of Virginia in northern Virginia, served one term as president, one as vice-president, and three as secretary; and Wendell M. Lewis, who worked in Norfolk before moving to Charlottesville, served seven terms as treasurer. Don Fessler, Virginia Polytechnic Institute, served one term as vice-president and then served consecutive terms as president. Also serving back-to-back terms as president was Charles McFee, who had a commercial affiliation. He was followed by Ray Ayres, Virginia Commonwealth University, and by Harry Mitchell, who served two terms as president and who is the only president from industry. Women officers are conspicuous by their absence, although, possibly in response to the stirrings of the women's liberation movement, Mrs. Yvonne Rappaport was elected in 1967 to the first of her three consecutive terms as secretary.

The Strange Case of VAPSAE

The Virginia Association for Public School Adult and Continuing Education (VAPSAE) was a spin-off of the Economic Opportunity Act (1964) and the Adult Education Act (1966), both designed to help disadvantaged and illiterate adults. Most of its members were already members of the Virginia Education Association (VEA), which contributed \$300 a year to help the fledgling organizations get started.

Membership fees were quite low.⁶² As might be expected, there was some friction between AEA/V and VAPSAE because both were working the same area. However, the competition never developed into the internecine struggle that grew out of the rebate issue between AEA/V and AEA/USA.

VAPSAE was chartered on December 3, 1966, with 130 members, most of them public school people teaching adult basic education (ABE) subjects.⁶³ At a meeting of the AEA/V Executive Committee on December 9, 1966, Mr. George Layne, VAPSAE's first president, was introduced. Layne said that VAPSAE "officially" expressed a desire to work closely with AEA/V to strengthen adult education in Virginia.⁶⁴ Moreover, VAPSAE wished to be represented at AEA/V Executive Committee meetings and at AEA/V annual conventions. AEA/V acceded to the request and, in turn, requested an invitation to VAPSAE's next business meeting, which was scheduled for May 19, 1967, the evening before AEA/V's annual convention was to convene. VAPSAE was also placed on the AEA/V "Newsletter" mailing list.⁶⁵

On March 10, 1967, Mr. Jay Camp, secretary-treasurer of VAPSAE, attended an AEA/V Executive Committee meeting. He was asked by the AEA/V secretary to provide AEA/V a list of VAPSAE members and to indicate those who planned to attend the annual convention in May.⁶⁶

At an AEA/V Executive Committee meeting a year later, George Layne, still president of VAPSAE, was a guest. He reported that VAPSAE had intended to share the expenses for a cocktail party for the general membership and visitors at the 1967 annual conference.

However, the intent had "somehow been overlooked." To remedy the oversight, Layne proposed that VAPSAE share expenses for the cocktail party at the 1968 annual conference. The committee very graciously accepted the offer and AEAU president Dean Brundage "commended VAPSAE's fine spirit of cooperation" and predicted that VAPSAE's participation would add considerably to the overall success of the conference.⁶⁷

The 18th Annual Conference in Roanoke was, in the words of president Harry Mitchell, "the best annual conference to date."⁶⁸ VAPSAE apparently agreed, for president Layne sent AEAU a letter expressing interest in future scheduling of joint conferences at a time more convenient to VAPSAE members. He also requested greater cooperation in other areas. As a result of the letter, the AEAU Executive Committee decided that Mitchell should meet with Layne to "investigate the possibilities of some form of associate membership by which members of each association could perhaps benefit from newsletters, conferences, etc. by small additional fee." However, in all other respects, the committee felt that both organizations should remain autonomous.⁶⁹

Some 18 months later, VAPSAE president Audrey Milner and VAPSAE past-president Robert Latimer were guests at an AEAU Executive Committee meeting. The two were invited to discuss the possibility of a joint conference in May 1971. There was considerable discussion about areas of common concern, such as "workshops and research legislation." However, Yvonne Rappaport, AEAU vice-president, recommended that the two groups not strive for a joint meeting in 1971 because

AEAV plans were already well developed and it was too late for VAPSAE participation. Milner accepted this. Nevertheless, she added that VAPSAE would arrange a regional meeting for its members at the same time and in the same location as AEA's 21st Annual Conference, to be held in Fairfax in the spring.⁷⁰

From this point on, AEA documentation is strangely silent about VAPSAE. However, the story does have an ending. Sometime, probably in 1971 or early in 1972, Milner resigned as president of VAPSAE. Concurrently, the VAPSAE treasurer was arrested and jailed for kiting--i.e., writing checks against uncollected funds in a bank account. The VAPSAE organization fell apart. With the remaining money in its treasury, VAPSAE members held a banquet in Richmond and formally dissolved VAPSAE. Some of the VAPSAE members subsequently joined AEA.⁷¹

ORGANIZATION

Organizational changes in AEA are difficult to document, generally because most of the existing documents bear no date. However, changes did occur. The extent of one set of changes can be determined by comparing a copy of the original Constitution and By-Laws (Appendix A) with a copy of the Constitution, with proposed changes (Appendix G), submitted by the Executive Committee on June 10, 1969. Among the more important amendments were those that changed the title of the chief officer from chairman to president and the vice-chairman to vice-president. The composition of the Executive Committee

was more clearly defined and it was enlarged by the addition of the immediate past president and the editor of the "Newsletter."

A constitutional article titled the Nomination and Election of Officers was added. It described in detail the composition of the Nominating Committee. Another article that was added described the duties of Association officers, to include those of the president, vice-president, secretary, treasurer, and the other members of the Executive Committee. Still another article, titled Parliamentary Authority, cited Roberts Rules of Order as the authority for conducting business. And, finally, an article was added that provided a procedure for amending the Constitution and By-Laws.

SUMMARY

The 1960's was a decade that featured America's entry into space, climaxing in a moon-walk; the advent of the drug culture; an unpopular war that impacted heavily upon college enrollments and the caliber of male students; and sweeping social changes that led to civil and racial strife. During this period of change and chaos, Virginia was relatively untroubled by the influences that were disrupting much of the remainder of the country. The conservative atmosphere in the state was especially noticable in the field of education. For the most part, student protests at Virginia colleges were non-violent.

Thus, a fragile organization such as AEAV could survive--and even thrive--as it struggled to normalize its relations with AEA/USA.

The struggle with AEA/USA began when the national organization proposed to reduce the amount of rebates to the states. The disagreement over the rebates was intensified when AEA/USA subsequently voted to eliminate rebates. Following this step, the relationship of AEA/USA members to AEA/USA was not clear. Without rebates, as incentives, there was no compelling reason for Virginians to join AEA/USA. Yet, there was no possibility for non-members to hold office in the national organization.

AEAV also had to adjust to the transitory presence of VAPSAE, a society for adult educators. VAPSAE's objectives were not unlike those of AEA/USA so there was some competition for membership. Although AEA/USA's membership did not increase significantly during this period, it did stabilize with a hardcore group of adult educators from Virginia's 4-year colleges and universities.

One of the big pluses to come out of the 1960's was the fact that AEA/USA stabilized and survived. The Association entered the 1970's with a small but dedicated membership, money in the bank, and plans and aspirations for the future.

ENDNOTES

- ¹Richard C. Gregory, No More Lies (New York: Perennial Library, Harper and Row, Publishers, 1972), p. 314.
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²² Ibid.

²³ Ibid.

²⁴ Ibid.

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²⁶ Ibid.

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³⁷ AEA V Executive Committee Meeting Minutes, July 12, 1968, p. 1.

³⁸ AEA V Executive Committee Meeting Minutes, November 7, 1968, p. 1.

³⁹ AEA V Executive Committee Meeting Minutes, January 21-22, 1969, p. 1; and AEA V Executive Committee Meeting Minutes, March 19, 1969, p. 1.

⁴⁰Picture and caption, Public Education in Virginia, 5 (Summer 1969), 15; and AEA V Executive Committee Meeting, June 10, 1969, p. 1.

⁴¹Statements by Wendell M. Lewis, personal interview, Charlottesville, Virginia, December 3, 1980, and November 11, 1982.

⁴²Ibid.

⁴³"Secretary's Report on Executive Committee Meeting," December 10, 1965, unpaginated.

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⁴⁵Executive Committee Meeting Minutes, April 10, 1968, p. 1.

⁴⁶Executive Committee Meeting Minutes, November 7, 1968, p. 1.

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⁴⁸Ibid.

⁴⁹Executive Committee Meeting Minutes, October 18-19, 1969, unpaginated.

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⁵¹AEA V Executive Committee Meeting Minutes, July 12, 1968, p. 1.

⁵²AEA V Executive Committee Meeting Minutes, April 10, 1968, p. 1.

⁵³AEA V Executive Committee Meeting Minutes, January 21-22, 1969, p. 1.

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⁵⁹Membership List, 1968-69.

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Chapter 6

THE PENULTIMATE PERIOD, 1970-1982

In the United States, the decade of the 1950's was stable and full of enthusiasm; the decade of the 1960's was one of intense change and disillusionment; and the decade of the 1970's was one in which many exchanged disillusion for despair. By 1980, the population had increased and had grown older; more people lived in the city than in the country; the center of most large cities had become predominately black; a large percentage of the people were high school graduates; and minorities of all persuasions had increased significantly, especially those who spoke Spanish and one of the Asian tongues.

The 1970's began with bombings, sit-ins, and vandalism on college campuses. During the 1969-1970 school year, there were 1,792 demonstrations, 7,561 arrests, 8 persons killed, 462 injured, 247 cases of campus arson, and 282 attacks on ROTC facilities.¹ Undoubtedly, the most publicized of the campus incidents was the Kent State uprising, which culminated in the burning of an ROTC building and the killing of five students by National Guardsmen. The incident represented the climax of student protests against Vietnam War. Moreover, it also served as a catalyst causing or intensifying other uprisings on 760 college and university campuses all over the country.² Following the resignation of President Richard Nixon, for reasons political rather than educational, peace returned to the campuses. As

inflation gripped the economy, students turned their attention and energy from demonstrations to job-hunting.

As the 1970's ended, annual inflation rates were in double digit figures, unemployment seemed to increase with each release of the Government's monthly count, disarmament and the Middle East continued to dominate the international news, and a ground-swell of conservative philosophy led to the election of Ronald Reagan as President. His stated intentions to reduce the size and influence of the Federal government promised to have considerable impact on the field of adult education.

Such was the state of the nation as AEAU began its third decade. AEAU records are strangely silent about the turmoil of the time. Occasionally, sounds from the outside world filter through and leave an imprint on some written document. However, anyone relying strictly on the AEAU records for what was happening would never know about Nixon's resignation, the administration of Gerald Ford, or the Carter Family's sojourn in Washington. There is nothing on the oil crisis of the mid-1970's, the problems in the automobile industry, inflation, or the arrival of the computer age. If a phrase had to be selected to describe the activities of AEAU during this period, it would be, "Business as usual." What the AEAU records do contain is information about the annual conferences, regional representatives, publications, finances, membership and leadership, and lobbying.

ANNUAL CONFERENCES

By the beginning of the third decade of its existence, AEA V annual conferences had developed into a comfortable routine. A typical conference would begin either Thursday or Friday with a mid-day registration period. A leading official, such as a dean, if the conference were held on a college campus, or the mayor, if the conference were held in a city, would welcome the membership. An adult educator with name-recognition would make the keynote address. Then, a series of workshops would finish off the afternoon session. The evening would begin with a social hour, hosted by either the president of AEA V or a book publisher or sometimes both. The annual banquet followed, after which there were awards and recognition of guests. The banquet speaker then held forth. He (and it appears that the speaker has traditionally been male) was not always connected, even remotely, with adult education, as witness the presence of political luminaries, such as Attorney General of Virginia Andrew Miller and Governor Linwood Holton, and newspaper columnists, such as (Richmond News-Leader and other state newspapers) and (Washington correspondent of the Richmond Times-Dispatch).

On the second day, the morning would generally be devoted to more workshops, a panel discussion, or a tour. The conference would be concluded with a luncheon and a business meeting. Of course, this routine was subject to change--but not much or very often. Beginning in 1980, the conference was expanded to three calendar days, commencing on Thursday afternoon and adjourning on Saturday afternoon. However,

activities closely followed the established pattern, the difference being in the increased amount of time allotted to each item on the agenda.

During the period 1970-1982, annual conferences were held in Virginia Beach four times, twice in Blacksburg, twice in Charlottesville, twice in Arlington, and once each in Fairfax, Staunton, and Williamsburg. Conference themes for this period were more pedestrian than exotic, more concerned with the mechanics of adult education than with the state of the nation. Individual presentations generally reflected on the conference themes. Where deviation from a theme occurred, there was generally a good reason. For example, political speakers did not always possess good adult education credentials, but they could usually draw a crowd and their presence almost always insured favorable press coverage.

20th Annual Conference

The 20th Annual Conference was held May 8-9, 1970, at the Donaldson Brown Center for Continuing Education, Blacksburg. The theme of the conference was "When Teaching Adults . . ."³ The conference began at three o'clock on Friday, May 8. Following a call to order by AEA/V president Harry P. Mitchell, , graduate administrator of the Department of Adult Education, North Carolina State University, spoke about motivating the adult learner. A social hour and the annual banquet occupied the early evening. Following the banquet, Mr. Jules Pagano, executive director of AEA/USA, presented a charter of affiliation officially linking AEA/USA to AEA/V. Pagano

then spoke on the future of adult education. He was followed by state senator James Turk, who spoke about a study of continuing education to be conducted by the State of Virginia.⁴

On Saturday, May 9, the membership had a choice of attending a session on techniques of self-renewal for the adult learner, presented by _____ and his wife, or of attending a session on methods of teaching adults, presented by _____ and _____, both of Virginia Polytechnic Institute. The conference ended with a business luncheon and the election of officers. Evaluation sheets indicated that the participants left the conference with "high satisfaction both with the conference content and the facilities."⁵

21st Annual Conference

The 21st Annual Conference was held April 30-May 1, 1971, in Fairfax, at George Mason College at that time an affiliate of the University of Virginia. The theme of the conference was "Adult Learning as a Confronting, Conflicting, Communication Process." The objectives of the conference were to make people aware of the complexity of the communications process, to provide demonstrations of various methodologies for increasing effectiveness in communication, and to present speakers who would examine the implications that effective communications could have for adult education.⁶

Speakers chosen to expound on the theme were _____, professor of education at George Washington University; _____, director of the Federal Executive Institute of Charlottesville;

, vice-president of television Channel 53;

; and . The Laus described a basic communications model and explained how it could be used to develop listening, confrontation, search, and coping skills.

spoke on "The Words We Use." She used musical terms to emphasize her points: ". . . the magnificent drama of being human is being able to work out the symphonic whole and communication is our basic way of working out this harmony."⁷

Perhaps the high point of this particular conference was the presentation of two awards at the Friday evening banquet. The first of these was the presentation of the Kurt Schneider Award to Andre de Porry for "distinguished service both in the State of Virginia and to Continuing Education nationally through NUEA and AEA/USA."⁸ The second of the awards was a Certificate of Appreciation presented by AEA/V to for his services to adult and continuing education in Virginia.⁹ (, who had served as president of AEA/V, was leaving Virginia to settle in New Hampshire. He would be replaced at Virginia Polytechnic Institute by , Jr., then associated with North Carolina State University.)

22d Annual Conference

The 22d Annual Conference was held Thursday and Friday, May 25-26, 1972, at the Boar's Head Inn in Charlottesville. The theme of the conference was "Images of the Future." The more than 100 people who registered were welcomed to Charlottesville by University of Virginia president Dr. Edgar F. Shannon, Jr.¹⁰ The keynote conference

was followed by a symposium in which _____, president, Tidewater Community College, described "Needs of Our Citizens;"

_____, secretary-treasurer of the Virginia branch of AFL-CIO, described the "Needs of Labor;" _____, Virginia State College, described the "Needs of the Urban Adult;" _____, Virginia Gerontology Service, described the "Needs of the Aging;" and

_____, University of Virginia, described the "Needs of the Adult for Non-Traditional Programs."¹⁵

For the second year in a row, the conference planners turned to the world of journalism for the banquet speaker. This time it was _____, syndicated columnist for several Virginia newspapers, who spoke in a humorous vein about Virginia.¹⁶

On Friday morning (May 11), there was a series of concurrent workshops about education through telecommunications and more effective communication in adult education through transactional analysis; futurism in adult education; programs for adults working in health care; programs for urban adults; and non-traditional programs and external degrees. The conference closed with the traditional luncheon and business meeting.¹⁷

24th Annual Conference

The 24th Annual Conference was held on May 9-10, 1974, at Donaldson Brown Center for Continuing Education in Blacksburg. The theme was "Continuing Education to Meet Changing Life Styles." Charles 3. Wood, executive director, AEA/USA, delivered the keynote address, 'Continuing Education to Meet Changing Life Styles.' The keynote

address was followed by a series of workshops, each of which was repeated twice so that everyone could attend all three workshops. Subjects of the workshops were "Public School Adult Education to Meet Changing Life Styles," "Higher Adult Education to Meet Changing Life Styles," and "Private Sector Adult Education to Meet Changing Life Styles." For this conference, the Association turned from journalism to politics for the banquet speaker, and presented Andrew P. Miller, Virginia attorney general, as the speaker.¹⁸

The workshops on Friday morning were a reprise of those held the previous afternoon, more or less summarizing what had been discussed the day before. The conference was closed with a business meeting and a luncheon.¹⁹

25th Annual Conference

The 25th Annual Conference was held on May 22-23, 1975, at Marymount College in Arlington. The theme was "Adult Education in Action." The keynote address was delivered by Mrs. Mary Marshall, a delegate to the Virginia General Assembly. The address was followed by workshops, entitled "Action and Reaction," led by

, , , ,
 , and .²⁰

At least part of the program for the following day represented a radical departure from programs of previous years. The members began the day's activities by making on-site visits to WETA, Channel 26; the Arlington Cancer Center; and the Thomas Jefferson Community Center. After the visits, the conference program reverted to the norm

offering the membership a panel discussion on "Where More Action Is needed," with former Virginia Governor Linwood Holton as one of the panel members.²¹

26th Annual Conference

More than 100 members attended the 26th Annual Conference, held on May 20-21, 1976, at the Sheraton Beach Inn and Conference Center in Virginia Beach.²² The program theme was "Educate and Inform the Mass of the People," a phrase taken from a letter written on December 20, 1787, by Thomas Jefferson to James Madison. Following a keynote address by _____, a panel discussed adult education in the public schools, in higher education, in the military services, and in business and industry.²³

_____, director of the National Institute of Education, was the banquet speaker. His topic was the evaluation of non-traditional education, which was also one of the topics for the Friday morning workshops. Other workshop topics were basic concerns and professionalism of adult education.²⁴

Commenting on the 26th Annual Conference almost a year later, the AEA V "News" called it "... one of the best association meetings we have ever had" It continued with the reflection that during the earlier years of AEA V, a major concern was finding ways to stimulate the growth of adult education, whereas the 1976 session was concerned with

research, demographic future projections for adult education, competency based adult education, non-traditional degree programs for adults, professionalism, business and industry use of

adult education, community education and other broad concerns to improve the quality of life for Virginians.²⁵

27th Annual Conference

The 27th Annual Conference was held on Monday and Tuesday, May 9-10, 1977, at the Boar's Head Inn in Charlottesville. The theme was "Adult Education--The Process of Renewal." The keynote address was presented by Malcolm S. Knowles, who challenged AEA V members to re-define education as a lifelong process of continuing inquiry.²⁶ Knowles' address was followed by a symposium in which _____ spoke on family life education; _____, on lifelong learning--a quest; _____, on telecommunications; and _____, on community education. On Tuesday morning, there were workshops on veterans' benefits for the adult learner, on education for the aging, on an experiment in togetherness, and on community development.²⁷

At the request of the AEA V president, _____, an extension agent for Planning District # 17, prepared a reaction report on the conference. It was the first annual conference she had attended and she was impressed by the "close fellowship" and "relaxed atmosphere of the entire conference." She further noted: "The tone of the conference was set by each of the specialists from different perspectives of Adult Education so that the many and interlocking facets were pointed out to the audience." She concluded her report by observing that the idea-sharing and problem-solving sessions would make it possible to achieve more easily the process of renewal in adult education.²⁸

28th Annual Conference

The 28th Annual Conference was held on May 4-5, 1979, at Virginia Beach. The theme was "Creating Futures in Adult Education: A Search for Alternatives."²⁹ The keynote address was delivered by _____, coordinator of the Lifelong Learning Project for the Department of Health, Education, and Welfare (HEW). For the 125 AEA members present, she reviewed the highlights of the individual projects "executed" by her office under the authority of Title IB of the Higher Education Act. The after-dinner speaker was _____, who "used humor, insight, and vision to exhort and inspire" his listeners "to search for truth and beauty" in a talk entitled "What the Wild Goose Knows."³⁰

On Friday, another series of concurrent workshops were presented. _____ described the work of the Council for the Advancement of Experimental Learning; _____ described new approaches and methodologies being used in adult vocational education areas. _____ presented the structure and goals of community education and described how they could interface with structured programs for the adult learner. _____ described how the average person could influence adult education legislation.³¹

29th Annual Conference

The 29th Annual Conference was held on May 3-4, 1979, in Staunton, the first time that an annual conference had been held there. The theme was "Nuts, Bolts, and Adults," a title selected to emphasize that AEA was striving to provide practical assistance to adult

educators. The keynote speaker was _____, Bureau of Business and Technology, Inc., who enumerated the six most common mistakes made in developing and marketing continuing education programs--and then explained how to avoid making the mistakes. The banquet speaker was Dr. Linda Hartsock, executive director of AEA/USA, who spoke about national and international adult education issues.³²

On Friday, workshops were held on the following subjects: GED options, options for continuing education, procedures for putting together a workshop or conference, funding sources for research proposals with adult education connections, and "ruralism."³³

30th Annual Conference

The 30th Annual Conference was held on Thursday, Friday, and Saturday, May 1-3, 1980, at the Fort Magruder Inn, Williamsburg. Not only was it the first time the conference had been held in Williamsburg, it was also the first three day conference since 1959. The conference theme was "Adult Education Consumers in the '80's." To accommodate the expanded amount of time, the Program Committee changed the format slightly. The activities for the first day of the conference began in mid-afternoon with registration, followed by a social hour and the annual banquet, at which _____, North Carolina State University, spoke on "The Quality Issue in Adult Education."³⁴

The real business of the conference got under way on the second day. The Friday morning session was built around the topic, "Economic Projections in the 80's." Following lunch and the annual business meeting, there was a series of workshops on "Continuing

Higher Education," "What's New in Volunteerism?" "Librarians," "General Administration of Adult Education," and "New Department of Education." Several of the workshops were repeated on Saturday morning and two new ones were presented: "Adult Learning Center Coordinators" and "Meeting the Needs of the Foreign Student."³⁵ In retrospect, the format was different but the contents were distressingly similar to those of previous conferences.

31st Annual Conference

The 31st Annual Conference was held on Wednesday, Thursday, and Friday, April 29-30 and May 1, 1981, at Virginia Beach. The theme was "Adult Education: A Profession?"³⁶ As was the custom in the past, the afternoon of day one was used for registration, and the annual banquet was held in the evening. The activities for the second day began with a business meeting, which was followed by a discussion built about the "Professional Preparation of Continuing Adult Education." In the afternoon, participants could choose at least two of the following small group sessions: "Effective Writing--Within Your Organization," "Adult Education Brochure Design and Development," "Cable Television--Promise vs. Problems for the Adult Educator," "Adult and Continuing Education Needs Assessment--Alternatives to the Survey Approach," and "Community Education--Legislative Update." On Friday morning, there were several special interest sessions, one on proposal writing, another on political power and adult education, and a third on dealing with stress. The conference ended in the early afternoon, following a talk by _____, Old Dominion University, on "Adult and Continuing

Education: The Disenfranchised of Our Society."³⁷

32d Annual Conference

The 32d Annual Conference was held April 29-30 and May 1, 1982, in Arlington, the first time in that city since 1975. The theme was "Linkages: Doing More With Less." The afternoon of the first day was reserved for registration and locating parking spaces, followed in the evening by the annual banquet. The activities on Friday began with a business meeting, which was followed by a panel discussion on the subject of who benefits and who should pay for higher education. The afternoon agenda featured _____, director of external education, AT&T, and _____, president, Northern Community College, in a dialogue about "Adult Education, Corporate Style." Then the membership divided into small groups and attended sessions on recruitment, staffing, and curriculum development; community leaders of volunteer efforts and the austere 1980's; lobbying; or the status of the AEA/USA - NAPCAE merger (National Association for Public Continuing and Adult Education). The last day of the conference began with another panel discussion, "Adult Education in the Public Schools," and concluded with a talk by _____, superintendent of Fairfax Public Schools, on future trends in adult public education.³⁸

REGIONAL REPRESENTATIVES

The Annual Conferences served for years as the occasion for bringing together some of the adult educators in Virginia. A few days of listening to speakers, participating in workshops, and partaking of

fellowship are hardly the types of activity to raise the standards of a profession or to keep membership involvement at feverish interest. To expand its services and to retain its image as the largest and most important adult education organization in Virginia, AEAU in 1959-1960 sponsored a series of regional workshops. Although the meetings were highly successful in terms of support and comments made by those who attended, the Association made no effort of record to continue the meetings.

In 1971, the idea of regional meetings was dusted off and once again AEAU tried to expand its activities into all corners of the state. A plan was drafted by _____ of Virginia Polytechnic Institute and submitted to the Executive Committee on December 3, 1971. Hargis' plan divided the state into seven regions, designed to coincide with certain state planning district lines, as shown below: (see figure 1)

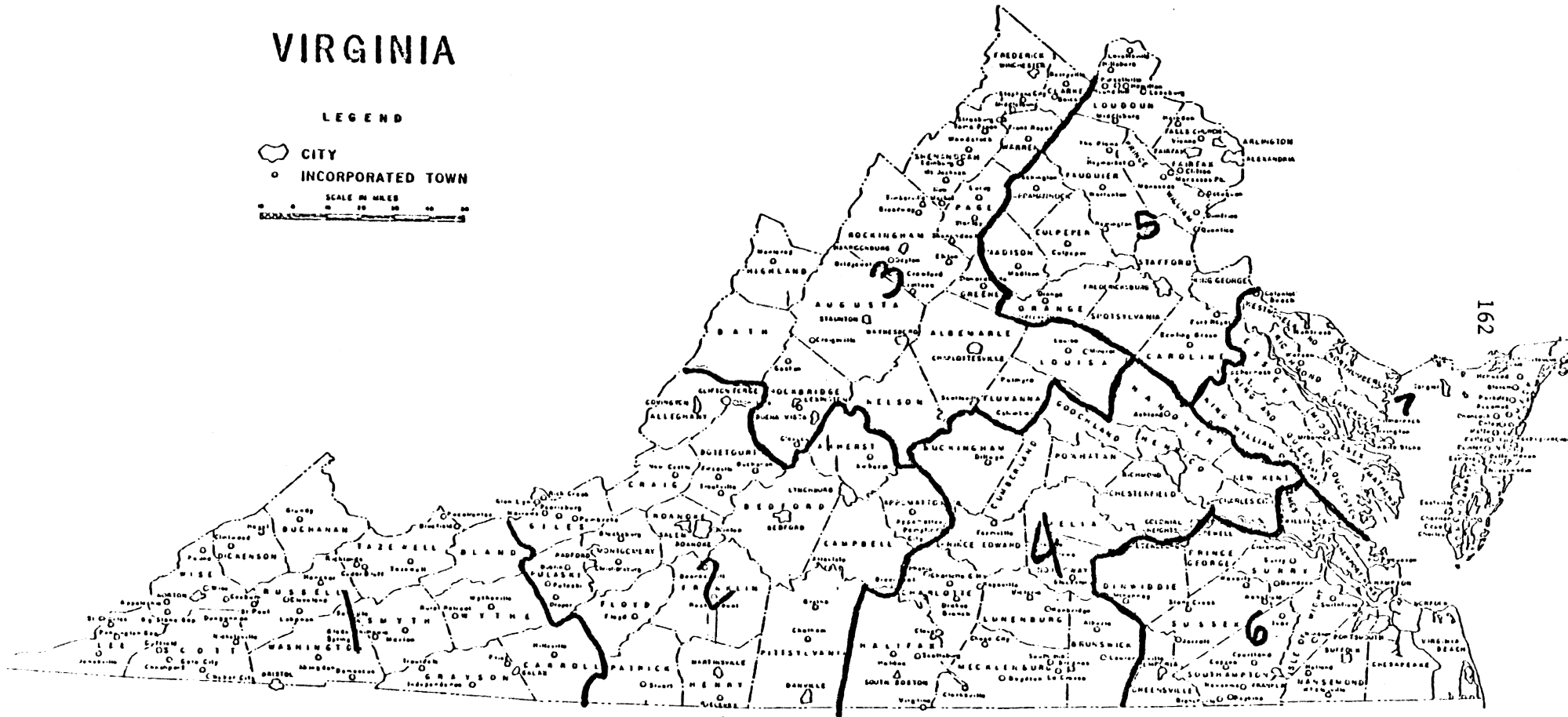
<u>AEAU Region</u>	<u>State Planning District</u>
1	1, 2, 3
2	4, 5, 11, 12
3	6, 7 , 10
4	13, 14, 15
5	8, 9, 16
6	19, 20, 21
7	17, 18, 22 ³⁹

The state was divided into regions for the following reasons:

1. To establish a communications base and a closer liasion between individual AEAU members and the Executive Committee on a continuing basis.

VIRGINIA

LEGEND



AEAV REGIONS
FIGURE 1

2. To provide a forum for small group discussions and informal meetings on common problems and experiences at a local level.
3. To provide a means whereby the local interests and geographical needs may be served under a broad and flexible structure.⁴⁰

The plan also provided for the president, with the concurrence of the Executive Committee, to appoint one AEA V member in each region to serve as a regional coordinator. The individuals appointed also served on the AEA V Regional Council, with the AEA V vice-president serving as chairman. The Council was to meet at least once a year with the AEA V Executive Committee "to discuss matters of mutual interest." The functions of the Council members were as follows:

1. To act as a focal point for information and coordination on a regional basis.
2. To act as chairman and coordinator of any regional meetings, conferences, etc. that the particular regions may deem necessary.
3. To act as "membership chairman" for AEA V in their individual geographic areas.
4. To serve on the Regional Council to advise the Executive Committee as to programs, needs and services that can maximize AEA V effectiveness in service to members, the state and the profession of Adult Education.⁴¹

The regional coordinators for 1972-1973 were identified by name, address, and telephone number in the AEA V "Newsletter," Summer, 1972.⁴² A little over a year later, the coordinators for 1973-74 were also identified, along with a plea for members to contact the coordinators with suggestions for meetings and for broadening and strengthening AEA V.⁴³ The appeal was made in vain. Like the earlier effort, this plan to establish improved liaison on a continuing basis with local

interests throughout the state withered and died from lack of support.⁴⁴

PUBLICATIONS

A goal of most professions is to have publications that keep the members alert to the latest state-of-the art, record personnel movements and accolades, and provide for the publication of professional papers. In the 1970's, AEA V continued to publish a newsletter and made tentative overtures to establish a professional journal.

Newsletter

The one thing that kept the membership in touch with the Association between annual conferences was the AEA V "Newsletter." The AEA V constitution requires the Association to publish periodically an informative news letter. Periodically is not defined, but over the years, it has come to mean four times annually. However, tradition has not always been observed. With no established publication dates, the timing of each issue has apparently been at the whim of the editor. On at least one occasion, the frequency of the publication became a subject of discussion at a meeting of the Executive Committee. From the nature of the discussion, it is obvious that the committee members were dissatisfied with the publication schedule.⁴⁵

In appearance, the "Newsletter" of the 1970's resembles those of earlier years. Generally, the more recent copies of the "Newsletter" tend to contain more pages than those of a decade earlier. The news

items and articles that occupy the additional pages are, more often than not, about the national organization, about national legislation, and about the technical aspects of adult education. In short, the additional news items and articles are only indirectly related to AEA and its membership. The publication of these materials, most of which are reprinted from other publications, may be a matter of necessity rather than one of choice, for each issue of the "Newsletter, solicits information on adult and continuing education activities in Virginia."⁴⁶

An AEA Journal Proposed

On October 12, 1979, _____, a member of the Publications Committee, reported to the AEA Executive Committee that a survey had been made of the publishing programs of other state adult education associations. She said that a program for publishing monographs under the imprint of the Association would provide the membership an "avenue of publication and dissemination." As a result of her report, the Executive Committee directed that the subject be explored further.⁴⁷

The first printed mention of an AEA journal appears in AEA "Newsletter 1," Fall, 1979. The proposed journal would contain monographs and articles of interest to professional adult educators. AEA president William Moore appointed an ad hoc committee to investigate the merits of a "vehicle through which ideas covering all facets of adult and continuing education might be disseminated and shared among AEA members and others."⁴⁸

The project lay dormant until October, 1981, when AEA president Bruce J. Anderson created a new ad hoc committee to determine the

feasibility of Association sponsorship of a professional journal and, if appropriate, to make specific recommendations about a course of action. Chairman of the committee was Harold Stubblefield, Virginia Polytechnic Institute and State University.⁴⁹

During the next several months, Stubblefield diligently collected journals that could serve as models for the proposed AEAJ journal, among them Media Adult Learning from Kansas State University, Journal of Adult Education from the Mountain Plains Adult Education Association, the Maryland Adult Educator from the University of Maryland and the Maryland Association of Adult Education, and Setting the Pace from the Illinois Adult and Continuing Education Association. Concurrently, he assembled information about the types of materials printed in journals, editorial board composition, and format. He also designed a matrix showing costs to print a journal in terms of the number of pages per issue and the number of copies to be printed; collected technical information about page size and the percentage that camera ready copy could be reduced from its original size; and figured administrative costs such as typing, postage, etc. On March 3, 1982, he reported his findings in a memorandum to the other committee members.⁵⁰

From this point on, the record is blank. Stubblefield reported that his study was not received with any great enthusiasm and that he believes the project is now dead.⁵¹

FINANCE

In 1970, an AEA V Treasurer's Report indicated a bank balance of \$790.52;⁵² in 1975, an AEA V Treasurer's Report showed a bank balance of \$1,453.31;⁵³ and in 1982, an AEA V Treasurer's Report showed a bank balance of \$7,537.51.⁵⁴ The increases are, to a great extent, explained by inflation. However, membership dues have been increased and the annual conferences have become profit-making affairs. The trend has been to expand the annual conferences: the one day affairs of the early 1960's have become three day meetings, with the costs increasing proportionally. The one day registration fee of one dollar during the 1960's zoomed to \$50.00 for the 1982 annual conference.⁵⁵

The problem with money in the bank account of a non-profit organization is that many people do not approve of it being there. Thus, in the 1982 business meeting of the annual conference, the question of how to dispose of the money was raised from the floor. The members who were present divided into those who saw the money as operating capital and considered the amount about right for an organization the size of AEA V; those who wished to reduce the balance by dispensing it in the form of grants to researchers; and those who believed the membership should benefit through reduced membership fees and annual conference registration fees. Those who wished to retain the money as operating capital carried the day.⁵⁶

The 1982 financial statement is revealing in at least one aspect. AEA V is now paying part of the costs (and perhaps all of them) for printing and mailing the newsletters. This is a departure from

past practices when various institutions took turns subsidizing the publication.

In summary, AEAU is no longer in danger of collapsing from lack of financial support. The income from membership fees, annual conferences, and interest on the bank balance is greater than Association expenses, which, generally, consist of stipends given to delegates to the national organization's annual convention, printing and mailing costs, and the incidental costs associated with AEAU's own annual conference.

MEMBERSHIP AND LEADERSHIP

During this period, all but one of the Associations's presidents were attached to four year colleges or universities. Three of the presidents had Virginia Polytechnic Institute and State University ties, three had University of Virginia ties, and the others were scattered among Virginia State University, Old Dominion University, and George Mason University. The one without college/university connections was with the Virginia State Department of Education. The AEAU vice-president, secretary, and treasurer had similar associations with colleges and universities, a fact that can be attributed to the pattern of ascension observed by AEAU. Generally, a member elected to an office began as the secretary or the treasurer. After a year or two in one or both of these positions, the individual became vice-president and a year later, president. Not since 1974-75, when Dan Murdaugh, University of Virginia, served the second of his back-to-back terms, has an AEAU president served two terms in succession.

Membership figures for this period have been stable at about 200. The files indicated that almost every officer would like to see the organization membership increase; however, only a few have been able to make it happen. In the normal chain of events, people leave the Association because they lose interest, move to another state, change jobs, or die. And newcomers to the area, students, and miscellaneous others join the Association in sufficient numbers to keep membership figures about even from one year to the next.⁵⁷

One of the most revealing pictures of the characteristics of AEAV membership is shown in a participant profile summary developed by Donaldson Brown Center for Continuing Education for the annual conference held May 8-9, 1970. Of the 95 people who registered, 63 were male, 29 were female, and 3 either did not know their sex or refused to indicate it on the form. Two out of three of the registrants were aged 35-54; only 13 were under 30; and 6 were 61 or older. The majority of all ages and both sexes were married (82 percent) although 7 claimed single status; 5, divorced status; 4, widowed status; and 1 refused to indicate a marital status. Eighteen of the members had only one school-aged child in the home; 14 had two school-aged children; 16 had three school-aged children; 5 had four school-aged children; and 3 had 5 school-aged children.⁵⁸

Possibly the most significant factor revealed in the profile was the education level of the participants. About one in six had completed 20 years of formal education; two out of three had graduate degrees; and more than 90 percent were college graduates. Only one had failed to complete high school, and four had completed the twelfth

grade but not gone on to college.⁵⁹

In summary, persons attending the conference were middle-aged, well educated, family-oriented, and attuned to adult education, for two out of three commented favorably on the content portion of the conference.⁶⁰

A few years later, at the 27th Annual Conference, May 9-10, 1977, 106 people registered. Of these, 68 were male and 38 were female, a ratio very similar to the one in 1970. Participants included a community college president and representatives from six of Virginia's other community colleges; adult and continuing education staff members from eight schools of higher learning (4-year colleges and universities); agricultural and home economic agents; public school adult educators; representatives from the State Department of Education, the Navy, the Army, and the YMCA; representatives from five of the Virginia consortia of continuing education; and agents for private adult and community service groups. The institution with the largest number of people in attendance was Virginia Polytechnic Institute and State University, with 25 (24 percent); followed by the University of Virginia, with 10 (9 percent); and Northern Virginia Community College, with 7 (6 percent). In addition to the 62 people associated with four year colleges and universities and the 21, with community colleges, 8 were attached to the public schools; 12, to government offices; and 1, to a library.⁶¹

In 1982, the last year with which this study is concerned, AEA had 212 members, 22 of whom lived in the Blacksburg area (and most of

whom undoubtedly had Virginia Polytechnic Institute and State University connections), 20 in the Richmond area, 53 in the Northern Virginia area, and the remainder, scattered about the state.⁶² Although the power block was no longer located at the University of Virginia, a cursory glance at the membership lists indicated that AEAU was almost exclusively the domain of college and university-connected people.

This fact was recognized by many of the members and, in the fall of 1981, _____, Virginia Polytechnic Institute and State University, then chairman of the Legislative Committee, requested that selected individuals serve as members of an ad hoc committee to reorganize AEAU. One of the missions of the committee was to investigate the significant interests of the different groups that comprised the AEAU membership and to identify the common elements that bound them together. _____ identified this mission as the "philosophical undergirding of the Association."⁶³ If, as a result of _____'s study, AEAU is reorganized, both the composition and the size of the membership are likely to change drastically over the next few years.

LEGISLATIVE AFFAIRS

During the 1970's, AEAU made sporadic attempts to be something "other than a social organization."⁶⁴ Some of its efforts to become more worthwhile than some of its members perceived it to be resulted in several ventures into the world of politics. For example, on February 7, 1973, about 40 members of AEAU gathered at the John Marshall Hotel in Richmond for a legislative workshop and informal discussion on continuing education. They heard Earl J. Shiflet, Virginia Secretary of

Education, report that the time had come "when the role of continuing education will play a more significant part in the whole spectrum of education than it has in the past." Several members of the General Assembly also attended the workshop and, following Shiflet's remarks, explained the legislative process to the membership.⁶⁵

Flowers Article

In the Fall, 1975, issue of the AEA V "Newsletter," the editor ran a short article by Dr. William Flowers. At the time, Flowers was director of the Donaldson Brown Continuing Education Center, located on the campus of Virginia Polytechnic Institute and State University. He had an interest in AEA V both because of his daily contact with adult educators and by virtue of his position as chairman of the AEA/USA Legislative Policies National Steering Committee. In the article, Flowers described how adult educator professionals had permitted "state and national legislative staff members, agency personnel, and special interest groups" to shape legislative proposals that ultimately became laws.⁶⁶ He summarized his remarks by noting that professional adult educators "have an underused participating role to play in adult education legislative policy development" and that they would henceforth have to become more involved in the legislative process or others would continue to shape and control the field in which they worked. The article was followed by a list of names and addresses of state legislators who served on the Senate Education and Health Committee and on the House Education Committee and by an invitation to use the list to "our collective advantage."⁶⁷ This was definitely a call to arms.

Legislative Receptions

Setting action to words, the AEAV Executive Committee scheduled an informal legislative reception for February 12, 1976, at the John Marshall Hotel in Richmond, in order to "provide an opportunity for adult educators and members of the legislature which was convened for its annual meeting to meet each other and to come to understand common areas of concern."⁶⁸ The agenda for the reception provided for brief presentations by adult educators on the major challenges in adult education in Virginia; in occupational training and retraining needs in Virginia and the capabilities of the school system to respond to the needs; and the major challenges to higher education in Virginia.⁶⁹

A flyer announcing the reception was mailed to the membership. AEAV members were requested to invite their legislative representatives and the leadership of their institutions to attend as guests. About 70 adult educators and their legislative guests attended the reception. Following presentations by Dr. William Flowers, Virginia Polytechnic Institute and State University, and Dr. James C. Phillips, State Council of Higher Education for Virginia, there was a "lively question and answer session." The event was considered a success, for the "Newsletter" report recommended that this "kind of interaction . . . continue in the future."⁷⁰

Two years later, on January 25, 1978, AEAV sponsored another reception for state legislators at the John Marshall Hotel in Richmond. The purpose of the reception was to "stimulate dialogue about problems and issues in adult and continuing education in the Commonwealth."⁷¹

Like the previous reception, this one was considered a success. In fact, AEA V president Clark Jones wrote that "the event far exceeded my fondest expectations,"⁷²

In more recent years, the lobbying activities of AEA V have been restricted to a series of invitations for members of the Virginia legislature to speak at the annual conferences. Numerous legislators have accepted invitations but their appearances have been spasmodic and haphazard. If there have been any positive results from these appearances, they have not been recorded.

A CALL FOR REORGANIZATION

In the spring of 1982, _____, then chairman of the AEA V Legislative Committee, wrote a letter to selected individuals, asking them to serve on an ad hoc committee that would address broad legislative issues. The motivating factor for his action was the discovery by the Legislative Committee that the diversity of AEA V membership precluded the Association from speaking with one voice on legislative issues. He stated in the letter that proposed legislation concerning adult education problems frequently affected only a portion of the membership. This made it difficult for AEA V to speak with authority, backed by "informed unanimity."⁷³

_____ continued his reasoning by observing that adult and continuing education have not received a high priority in either state or national legislatures. Moreover, AEA V's priorities and concerns have seldom been the same as those of the legislative and executive branches

of the state and national governments, which have usually been more concerned with salaries and capital outlay programs.

The legislative portion of the letter concluded by listing the mission of the ad hoc committee:

- (1) Identify the significant interest of the different groups which comprise the AEA membership.
- (2) Clarify the common elements of the membership.
- (3) Develop a white paper on our findings which will include recommendations to the Executive Board [sic] as to how best the organization can restructure itself to meet the needs of the membership and thereby become a greater force in the state and Federal decision-making forces in matters relating to adult and continuing education. ⁷⁴

In discussing the proposals at the 1982 annual conferences, Bell emphasized that the present organization lacked power to influence legislation. To provide AEA with the strength to act, he proposed that the Association undertake a major reorganization, to include changing both its name and its structure. He concluded that time was not a consideration in the proposal to reorganize, that the process should "move with the tide," taking perhaps 2-3 years to complete the action. ⁷⁵

Subsequently, the Ad Hoc Committee on Structure and Reorganization produced a White Paper that was expected to serve as the basis for a major reorganization of AEA. The paper contained the following recommendations:

- (1) . . . that the name of the association be changed to the Virginia Association of Adult and Continuing Education (VAACE) to more clearly reflect the membership of the Association as well as to parallel the name change of the national organization, AAACE.

- (2) . . . that the Association be divided into councils which are representative of the institutional or agency membership and that each council be represented on the Executive Board.
- (3) That the following councils be considered as structure for representation for the existing membership: a Council for Continuing Higher Education, a Council for Adult Basic Education, a Council for Adult Services . . . (This listing of possible councils is not . . . exhaustive . . . as new groups affiliate with the Association new councils may be formed.)
- (4) That in addition to representatives from the councils, a consideration be given to a limited number of Executive Board members being selected at large.
- (5) That each council have the opportunity for developing sections . . . to accommodate special interests within that council.
- (6) That the President . . . appoint a constitutional committee to rewrite the constitution and bylaws of the Association . . . ⁷⁶

SUMMARY

The period 1970-1982 may very well have been the last chapter in the history of AEA.V. During the period, the annual conferences grew into three day affairs in which social activities came to be important considerations. The Association tried unsuccessfully to expand its influence and activities into all areas of the state by means of a series of regional coordinators. The Association also toyed with the idea of publishing a journal but, after considerable ground work, the project was abandoned. By the 1980's, the size of the Association's bank account was becoming a concern to some of its members. The membership remained relatively stable and continued to be dominated by representatives of the four year colleges and universities. Frustration on the legislative

front led to the creation of an ad hoc committee that subsequently went considerably beyond the purpose for which it was created by proposing a major reorganization of AEA.V.

How the membership will receive the recommendations made by the ad hoc committee is outside the scope of this study, which concludes with 1982. However, regardless of the outcome, the end of an era has arrived, for, according to the ad hoc report, there is a "growing feeling by the membership that adult and continuing education issues were not being properly addressed . . ." and that the existing structure of the organization did not readily lend itself to being truly representative.⁷⁷ The level of frustration perceived by the ad hoc committee will most certainly force the Association to bend or to break. For the AEA.V membership, a new day is about to dawn.

ENDNOTES

¹Curt Smith, Long Time Gone: The Years of Turmoil Remembered (South Bend: Icarus Press, 1982), p. 6.

²James Michener, Kent State: What Happened and Why (New York: Random House, 1971), pp. 137-223 and 297-409.

³AEAV "Newsletter," May 8-9, 1970, p. 1.

⁴AEAV "Newsletter," Summer, 1970, unpaginated.

⁵Ibid.

⁶AEAV "Newsletter," Winter, 1970, unpaginated.

⁷Ibid.

⁸Ibid.

⁹Ibid.

¹⁰AEAV "Newsletter," Summer, 1972, p. 2.

¹¹Ibid.

¹²Ibid.

¹³Ibid.

¹⁴AEAV "Newsletter," Fall, 1973, unpaginated.

¹⁵AEAV 23d Annual Conference Program, May 10-11, 1973.

¹⁶Ibid.

¹⁷Ibid.

¹⁸AEAV 24th Annual Conference Program, May 9-10, 1974.

¹⁹Ibid.

²⁰AEAV Annual Conference, April, 1975, p. 1.

²¹Ibid.

²²AEAV "News," No. 1, Spring, 1977, p. 2.

- ²³AEAV "Newsletter" 3, Spring, 1976, unpaginated.
- ²⁴Ibid.
- ²⁵AEAV "News," No. 1, Spring, 1977, p. 2.
- ²⁶AEAV "News," No. 2, Fall, 1977, p. 1.
- ²⁷AEAV 27th Annual Conference Program, May 9-10, 1977.
- ²⁸AEAV "News," No. 2, Fall, 1977, 1977, p. 4.
- ²⁹AEAV 28th Annual Conference Program, May 4-5, 1979.
- ³⁰AEAV "Newsletter," 3, Summer, 1979, pp. 1-2.
- ³¹Ibid., p. 3.
- ³²AEAV Annual Conference Program, May 3-4, 1979.
- ³³AEAV "Newsletter," 3, Spring, 1979, p. 1.
- ³⁴AEAV 30th Annual Conference Program, May 1-3, 1980.
- ³⁵Ibid.
- ³⁶AEAV 31st Annual Conference Program, April 29-30 and May 1, 1981.
- ³⁷Ibid.; and AEA "Newsletter 2," Winter, 1981, pp. 1-2.
- ³⁸AEAV 32d Annual Conference Program, April 29--30 and May 1, 1982; and 32d AEA Conference April 29-May 1, "Linkages: Doing More With Less," undated newsletter, p. 1.
- ³⁹AEAV "Newsletter," Winter, 1972, p. 3. For the location of the State planning districts, see the map in figure 1.
- ⁴⁰AEAV "Newsletter," Winter, 1972, p. 2.
- ⁴¹Ibid., p. 3.
- ⁴²AEAV "Newsletter," Summer, 1972, p. 1.
- ⁴³AEAV "Newsletter," Fall, 1973, unpaginated.
- ⁴⁴Statement by Sally J. Reithlingshoefer, telephonic interview, Fairfax, Virginia, February 28, 1983.

- ⁴⁵ Minutes of the Executive Committee Meeting, October 12, 1979.
- ⁴⁶ AEAV "Newsletter 2," Winter, 1979, p. 16, e.g.
- ⁴⁷ Minutes of the Executive Committee Meeting, October 12, 1979.
- ⁴⁸ AEAV "Newsletter 1," Fall, 1979, p. 14.
- ⁴⁹ AEAV Memorandum, October 21, 1981.
- ⁵⁰ Memorandum from Harold Stubblefield to Dr. Bruce Anderson, Ms. Elsa Angell, and Mr. Lennox McLendon, March 3, 1982. A copy of the memorandum is in Dr. Stubblefield's personal files.
- ⁵¹ Personal interview with Harold Stubblefield, March 2, 1983, Blacksburg, VA.
- ⁵² Treasurer's Report, July 2, 1970 - September 21, 1970.
- ⁵³ Statement, May 3, 1975.
- ⁵⁴ Financial Statement, April 23, 1982.
- ⁵⁵ AEAV Registration Conference Brochure, 1982.
- ⁵⁶ Notes taken by the writer at the business meeting, April 30, 1982.
- ⁵⁷ Statement by William Moore, personal interview, April 2, 1980.
- ⁵⁸ "Conference Evaluation Summary, Donaldson Brown Center for Continuing Education, Participant Profile Summary, May 8-9, 1970." Computed by Jerry L. Hargis, undated.
- ⁵⁹ Ibid.
- ⁶⁰ Ibid.
- ⁶¹ AEAV "News," No. 1, Spring, 1977, p. 2; and AEAV 27th Annual Conference, May 9-10, 1977, List of Participants, unpaginated.
- ⁶² Membership Committee Report, 32d Annual Business Meeting, April 30, 1982.
- ⁶³ Legislative Committee Report, 32d Annual Business Meeting, April 30, 1982.
- ⁶⁴ Correspondence between C. Clark Jones, President, AEAV, and Dean E. Brundage, Director, Consortium for Continuing Higher Education

in Northern Virginia, February 3, 1978.

⁶⁵"Education Spending \$2 Billion," Richmond News-Leader, February 8, 1973, p. 14.

⁶⁶AEAV "Newsletter" 1, Fall, 1975, unpaginated.

⁶⁷Ibid.

⁶⁸Correspondence (form letter) mailed by AEAV to membership, undated.

⁶⁹Correspondence between Kenneth P. Plum, AEAV Legislative Committee Chairman, and Dr. William L. Flowers, Jr., Associate Dean of the Extension Division, Virginia Polytechnic Institute and State University, February 2, 1976.

⁷⁰AEAV "Newsletter" 3, Spring, 1976, unpaginated.

⁷¹Correspondence (form letter) mailed by AEAV to selected members of the Virginia legislature, January 5, 1978.

⁷²Correspondence between C. Clark Jones, AEAV president, and Dean E. Brundage, Director, Consortium for Continuing Higher Education in Northern Virginia, February 3, 1978.

⁷³The Committee on Structure and Reorganization, White Paper on the Future of AEAV, undated, p. 8.

⁷⁴Ibid.

⁷⁵Notes taken by the writer, 32d Annual Business Meeting, April 30, 1982.

⁷⁶The Committee on Structure and Reorganization, White Paper on the Future of AEAV, undated, pp. 6-7.

⁷⁷Ibid., p. 2.

Chapter 7

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the study, draws conclusions based on the findings, and makes recommendations about areas in which others may desire to conduct investigations.

SUMMARY

In the 1920's, adult educators organized at the national level. Soon, the national organizations were encouraging adult educators at the state level to organize. Following a period of state-wide adult education activities, World War II, and several years of increased activities at both the national and regional levels, adult educators in Virginia met in 1951 and organized the Adult Education Association of Virginia. The move to organize was supported in many ways by the Adult Education Association of the United States of America, the Southeastern Adult Education Association, and individuals associated with the Extension Division, University of Virginia.

Statement of the Problem

The study evolved from the recognition that AEA of Virginia had been promoting adult education in Virginia for almost a third of a century and that its venerable position, its activities on behalf of adult education, and its membership were important. Moreover, the association proved to have a history that was interesting and worth telling.

The research question posed was this: What were the origins of AEA/V and how did the organization serve its membership during the years 1951-1982, and how did AEA/V represent the interests of adult education in the state?

The historical method was used to trace the ways in which AEA/V served its membership and, at the same time, represented the interests of adult education in the state. The study identified four distinct time periods in the history of the association: the post-World War II years, during which adult educators finally came together in 1951 to found a new organization; 1951-1959, a period characterized by efforts of AEA/V to stabilize and to address the problems of adult education in Virginia; 1960-1969, which was a trying period for AEA/V as it struggled to normalize relations with AEA/USA, to adjust to the presence of VAPSAE, and to survive the anti-education protests of the day; and 1970-1982, a period marked by AEA/V attempts to expand into all corners of the state by means of a series of regional coordinators, to publish a journal, and to reorganize into a more responsive association. The main sources of information for the study included newspaper accounts of meetings and elections; programs of annual conferences; minutes, correspondence, newsletters and reports from the official files of AEA/V and AEA/USA; reports and miscellaneous unpublished materials about SAEA; and a series of interviews with people associated with AEA/V.

Objectives of the Study

The objectives of the study were to describe the origins of

AEAV and to analyze how it served its membership during the period 1951-1982; to identify the organizational structure; to describe the financial status of the organization at selected times; to identify the leadership and membership; to relate social, economic, and political trends to AEA V programs and activities; and to describe the relationship of other adult education organizations to AEA V.

Significance of the Study

During the past half century, adult educators at all levels have banded together to promote the field of adult education. Very little research has been done on their efforts to provide direction to the field, promote research, lobby for more favorable legislation, and provide services. This study concentrated on actions and events, programs, financial conditions, membership and leadership, and publications. The successes, failures, and contributions of AEA V to the field of adult education should prove to be interesting and useful to anyone studying the development and growth of organizations for adult educators.

Limitations of the Study

The major limitations were the absence of complete records of AEA V activities and the absence of monographs on other professional organizations for adult educators. An attempt was made to fill in gaps in the records by resorting to newspaper accounts but they were also found to be incomplete. Therefore, the gaps were treated by noting in the text that a lack of documentation made it impossible to treat

a subject in the manner desired. Lack of monographs on other adult education organizations made it difficult to establish exact relationships. This problem was also handled by noting in the text the extent of available materials.

Research Methods

The historical method of research was used in the study. Information was collected by reading and analyzing both published and unpublished materials and by interviewing people, either in person or by telephone. Different types of information were sought from each person, so a standard data collection instrument was inappropriate. After the information was collected, it was analyzed to determine what it revealed about the origins, the founding, and the development of AEA; about its activities; and about its relationship with other adult education organizations. Subsequently, the information that had been analyzed was organized into four time periods. Each time period was studied to determine what had occurred and how AEA had served its membership.

Findings

The findings of the study were reported in four time periods: Post World War II, 1951-1960, 1960-1969, and 1970-1982.

Post-World War II. Following World War II, competition for members caused the two major national organizations for adult educators to merge in May, 1951, into the Adult Education Association of the United States of America (AEA/USA). As had its predecessors, AEA/USA continued

to sponsor a philosophy calling for the development and support of adult education associations at the local levels. The Southeastern Adult Education Association (SAEA), a regional organization, also promoted this philosophy. The promotional messages were not lost on Virginians who were active in adult education. Following a series of adult education meetings sponsored by the University of Virginia and a joint meeting with SAEA in Charlottesville, adult educators representing many areas of the state gathered in October, 1951, in Richmond and organized the Adult Education Association of Virginia.

AEAV, 1951 - 1960. During the first decade of its existence, AEA's principal instrument of program development activities was its annual conferences. Additionally, AEAV sponsored a series of regional conferences to publicize its programs and to promote adult education in general. Newsletters were also used to promote adult education and to inform adult educators of the state-of-the-art in both Virginia and the nation. Funds to operate AEAV were derived from membership fees, rebates, annual conferences, and subsidies. Membership was never large but it was representative, except for minorities and women.

AEAV, 1960 - 1969. The 1960's was a period of ferment and change. Civil rights protests, the women's liberation movement, and student unrest precipitated major cultural changes. The Vietnam War evoked strong feelings. Generally, AEAV chose to ignore the social and martial uproar that was reverberating throughout the country. However, in spite of this head-in-the-sand reaction to current events,

existing records tend to support the claim that the quality of annual conferences was high. Most of the conference programs were concerned with the principles of change and with changes in technology.

One of the overriding issues facing AEA/V during this decade was the rebate issue, finally resolved when AEA/USA voted to discontinue rebates. Membership stabilized, with most of the hardcore adult educators coming from Virginia's 4-year colleges and universities. This not-so-subtle change in the composition of the membership was indicative of the direction in which the association was heading. Perhaps one of the influences that changed the membership composition was the brief appearance of the Virginia Association for Public School Adult and Continuing Education (VAPSAE), with objectives not unlike those of AEA/V. As AEA/V completed its second decade, it was a very stable organization.

AEA/V, 1970 - 1982. The turmoil of the 1960's continued into the first years of the 1970's. Campus unrest reached a climax with the Kent State killings, although uprisings on other campuses followed. After the resignation of President Nixon, the oil crisis, and the arrival of home computers, the economy dominated the attention of the nation.

During the dozen years that bring this study of AEA/V to a close, annual conferences continued to be the most important of AEA/V's program activities. Indicative of a trend in the purpose of the annual conferences was the fact that one-third of those held during this period were in Virginia Beach, long popular as the playground of Virginia. Themes of the annual conferences were more concerned with the mechanics

of adult education than with political, social, and economic conditions. AEAU tried unsuccessfully to plant local representatives in all areas of the state and to publish a journal. Toward the end of the period, the size of the association bank account was a matter of concern, as was the continued domination of the membership by representatives of colleges and universities.

Attempts to develop ways to influence adult education legislation at the state level led an ad hoc committee into unfamiliar territory. The committee emerged with a proposal for a major reorganization of AEAU. The proposed organization would parallel the name and the structure of the national organization and would provide for councils, thereby broadening the membership base by appealing to groups not represented by the present organization.

CONCLUSIONS

The conclusions are based on an analysis of the research questions, which were developed as a guide for the collection and treatment of information about the problem of the study. Each research question is dealt with separately. There is some unavoidable overlap in the discussions about the research questions so the individual comments should not be viewed in an isolated context.

What Were the Origins of AEAU?

The origins of AEAU can be clearly traced to the national organization policy of encouraging the development of local associations and then supporting them; to the Southeastern Adult Education

Association, which served as a training ground for AEA V leaders, who, in turn, used it as a model for their own organization; and to adult education activities at the University of Virginia, especially those promoted by the Extension Division under the direction of George B. Zehmer. Typical of the activities by these organizations were an SAEA meeting held at the University of Virginia some 17 months before AEA V was organized and a visit by the president of the American Association for Adult Education at a meeting for adult educators sponsored by the University of Virginia about a year before AEA V was organized. As a result of these altruistic tokens of support, adult educators representing all areas of Virginia came together in 1951 and formed AEA V.

What Were AEA V Objectives?

AEA V met its objectives by staging annual conferences; by bringing together educators in regional conferences; by encouraging its members to engage in legislative activities; by distributing news and information about adult education activities through newsletters; and by acting as a point-of-contact in the state for the national organization for adult educators. In the 1951 draft of the AEA V constitution, seven objectives were listed, and, over the past three decades, they have been treated with varying degrees of success.

First Objective. The first objective was concerned with long-range cooperative planning for all types of adult education. Although the literature indicated that the main interests of state organizations

were in coordinating and enhancing local services, there is nothing in the documentation to indicate that AEA V ever seriously attempted to do this on a state-wide basis.

Second Objective. The second objective was to encourage the exchange of information and ideas among adult educators. AEA V did this by sponsoring annual conferences and by printing and distributing newsletters and other printed matter. A central clearing house was proposed but the idea was never adopted.

Third Objective. The third objective was to promote the widest possible use of public media for education. Although many sessions of the annual conferences were concerned with television, there is no record of any AEA V actions to produce television, movie, or radio programs. Neither is there any record of articles prepared for newspapers or periodicals (although, of course, individual members did have articles published and there were news releases to the press).

Fourth Objective. The fourth objective was to provide assistance to local programs by surveying local areas to determine needs, by making research results available, by disseminating general information, and by offering advice about local programs. AEA V did participate in surveys and did make the results available. General information was passed to members, usually in the newsletters. There is, however, no record of advice about local programs being offered to anyone.

Fifth Objective. The fifth objective was concerned with leadership training. Random presentations at annual conferences were about leadership but there is no documentation to indicate that AEA V ever made any attempts to train its own elected officers or to train individuals to become leaders of local adult education programs, except in the most general terms.

Sixth Objective. The sixth objective was to eliminate the duplication of programs. Until recently, duplication does not appear to have been a problem in Virginia. Even now, it is not a problem outside a few metropolitan areas, such as Richmond, Norfolk, and northern Virginia. There is no documentation to indicate that AEA V leaders have ever addressed this objective.

Seventh Objective. The seventh objective was to sponsor annual conferences to provide adult educators an opportunity to exchange ideas, to generate solutions to common problems, and to assess the state of the art. AEA V did this and did it well.

What Was the Organization Structure of AEA V?

The organizational structure of AEA V was classically simple, with a small number of elected officers, each with clearly enunciated duties, and only a limited number of standing committees. As there were relatively few changes in the structure during the past 30 years, it appears that the original organizational structure has served the Association well.

What Was the Financial Status of AEA/V?

AEAV has not followed the norm in its financial transactions. Lack of funds has been repeatedly cited as one of the most pressing problems facing voluntary professional organizations. For example, financial problems were responsible for the recent merger of AEA/USA and NAPCAE (to form AAACE). However, over the years, AEA/V financial management has been sound. Income has never been large but expenses have generally been small. As a result, AEA/V has prospered, with bank balances increasing over the years.

Who Led AEA/V?

The leadership that AEA/V received has varied from the extremely gifted to warm bodies holding office until the next election. However, the leaders were representative of the membership, in that most of them were affiliated with 4-year colleges and universities; most were white males; most were middle-aged; and most were products of a benevolent informal promotion system that permitted a person to move in one year steps from treasurer to secretary to vice-president to president. Under these circumstances, anyone who satisfied the demographic requirements, was desirous, and was patient could eventually sit in the chair of the president. Certainly no special qualifications or training was needed to occupy the top spot in the Association.

Who Belonged to AEA/V?

The composition of the membership changed over the years. The biggest and most noticeable changes were in the affiliations of members.

During the 1950's, members represented a broad variety of interests, ranging from the academic to health and from the military to unions. Since the introduction in the late 1960's of community colleges, those affiliated with higher education have dominated AEA. The size of the membership is perhaps twice as large today as it was 30 years ago, but it is not representative of adult education activities in Virginia; i.e., those who teach and administer adult basic education programs are conspicuously unrepresented.

What Was AEA's Reaction to Various Forces/Movements?

AEA's reaction to social, economic, and political forces and movements has been spotty, with most of the positive actions occurring in the political arena. Social and economic issues have either been ignored or treated very cavalierly.

Social Forces/Movements. Blacks were integrated into the Association from the beginning and several subsequently were elected to offices. However, the documentation indicates that AEA has had only token representation from the black community of adult educators. There is no record that AEA ever made any statements about the civil rights protests of the 1960's nor is there any indication that AEA has ever launched a drive to recruit black members. If attendance at recent annual conferences is any indication of the number of black members, blacks comprised less than 5 percent of the total membership.

Women have fared only slightly better than blacks. There are more women members than one might expect in a field that has

traditionally run to vocational education and extension activities, both predominately staffed with males. Consequently, quite a few women have held offices. Again, however, AEAU has never made a statement about the women's liberation movement or made any effort to increase the number of women members.

AEAU has been equally silent on other social issues, such as abortion and draft registration, subjects that are not usually associated with adult education but that are certainly as likely candidates for discussion at annual conferences as computer technology and telecommunications. The theme of one annual conference was juvenile delinquency, a pressing urban problem at the time. Other annual conferences have addressed the social values of adult education to the individuals who indulge.

Economic Forces/Movements. One of the best arguments for adult education is the positive economic values that can accrue to participants. The record indicates that AEAU considered economic forces in the abstract any number of times. However, it failed to address the decline of the U.S. economy in the late 1970's, with its attendant unemployment; the oil crisis of the mid-1970's; or the near demise of the automobile industry in the 1980's. There have been several presentations about the impact of computer technology and telecommunications but they appear to have been more concerned with the use of the new technology than with its impact on the economy.

Political Forces/Movements. Perhaps the best effort that AEA/V made to involve its members in forces and movements was its attempt to inform state legislators about adult education. The Association held several receptions for members of the State legislature. Individual members of the State legislature have been guest speakers at annual conferences. Recently, a white paper on legislative decision-making was developed and presented to the membership. The paper proposed a reorganization of AEA/V so that the Association could become a greater force in influencing legislation. AEA/V has apparently been more sensitive to political forces than to social and economic forces.

What Was the Relationship With Other Organizations?

AEA/V has had good relations with other adult education organizations. SAEA was, in effect, the parent and a strong influence on the University of Virginia initiative that led to the founding of AEA/V. Subsequently (in the late 1950's), AEA/V and SAEA held a joint meeting.

AEA/V's relationship with AEA/USA has been generally good, with intermittent periods of stormy weather. Both organizations are approximately the same age, each having been founded in 1951. AEA/USA subsidized AEA/V with rebates during the early years and AEA/V reciprocated by sending representatives to the annual conferences of the national organization and by recruiting fees--paying members for the national organization. Over the years, AEA/USA also furnished guest speakers at AEA/V annual conferences. There was a temporary break

between AEAV and the national organization over rebates but the issue was soon settled and the record indicates that relations between the two are good today.

RECOMMENDATIONS

Based on the documentation for adult education associations and the results of the study, the following subjects are recommended for further research:

Southeastern Adult Education Association (SAEA)

There is no good history of a regional association for adult education. SAEA goes back to World War I, has an interesting history during the period immediately preceding and following World War II, and involved some of the early adult educators with national reputations.

Adult Education Association of the United States of America (AEA/USA)

There has been no book length study of AEA/USA, although several people, notably Knowles, have written about it. The background, the struggle to survive during the 1960's, the near bankruptcy, and the merger with another organization are interesting in themselves. Moreover, for three decades, the organization occupied a significant position in the field of adult education.

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Richmond Times-Dispatch, 1951-1982.

The Roanoke Times, 1953-1974.

Times Herald [Newport News], 1960.

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Adult Education Association of Virginia. Records, correspondence, and miscellaneous documents, located in Alexandria, Virginia.

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D. INTERVIEWS

AEA/USA

Hartsock, Linda, Executive Director

Davis, Lloyd H., Interim Executive Director

AAACE

, Associate Executive Director

AEAV

President; Virginia Commonwealth University
 Member; Medical College of Virginia
 President; University of Virginia
 , Secretary; Virginia State University
 President; University of Virginia
 , Member; Virginia Polytechnic Institute and
 State University
 , Member; Virginia State University
 President; Virginia Polytechnic Institute and
 State University
 Treasurer; University of Virginia
 , Historian; Arlington
 President; Virginia State University
 President; Virginia State Board of Education
 President; University of Virginia
 d, President; Fairfax County
 , President; George Mason University
 President; Richmond Public Schools
 , Executive Committee; Virginia Polytechnic
 Institute and State University

APPENDICES

APPENDIX A

AEAV CONSTITUTION AND BY-LAWS

Proposed Organization

The Adult Education Association of VirginiaName

The name of the organization shall be:

The Adult Education Association of Virginia

The General Purposes

The General Purposes of the Association shall be:

- (a) Defining more clearly both to those working in this field and to the general public what adult education is and its importance in developing and maintaining emotional, spiritual, educational, and civic maturity in individuals, and in the world as it is today.
- (b) Making clear that education is a life-long process, increasingly important with an aging population; that it consists of both formal and informal learning processes; that community and lay group participation and activities are an essential part of it as are the formal education programs and activities of institutions and agencies.

The Specific Objectives

The specific objectives of the association shall be:

- (a) Cooperative long range planning for all types of adult education, both formal and informal, and the development therefrom of long range points of view.
- (b) Interchange of information and ideas through which concerted action may be developed.
- (c) Developing jointly the widest possible use of public media, for over-all education, such as television, the press and other publications, the radio and the movies. It is believed that a strong and dynamic adult education

association, combining and uniting to many interests in this field in such an over-all educational program, will bring very creative and constructive values to off-set the present tendency for the exploit of some of these media for trivial or questionable programs.

- (d) Giving assistance in securing help to local programs in such ways as:

Surveying local areas to determine needs.

Making research available.

Providing general material related to problems.

Counselling on local programs.

- (e) Stimulating and encouraging leadership training on all levels.
- (f) Reducing duplication of effort, or in some instances, when desirable, encouraging duplication for emphasis.
- (g) Sponsoring an annual conference to give mutual stimulation within the group, and from the larger field.

THE STRUCTURE

The Association shall be simple in structure but dynamic enough to pursue long range objectives. It shall be flexible in order that it may survey the field and expand or change as needs and opportunities, or situations may indicate.

A Nominating Committee shall be appointed at an early session of the annual conference to bring in a slate of officers, to be considered at the conference for the following positions

Chairman

Vice-Chairman

Secretary

Treasurer

No chairman shall serve more than two years in office consecutively.

The duties of these officers shall be such as their title implies.

Six Members-at-Large shall also be elected to the Executive Committee.

Two of these shall be elected for one year, two for two years, and two for three years.

Chairmen of Standing Committees shall also be members of the Executive Committee.

The Duties of the officers and chairmen of standing committees shall be such as their title implies.

Regional Organization expansion might well be a future goal of this association. When this occurs, regional chairmen should become members of the Executive Committee of the Association.

The Executive Committee

The Executive Committee shall consist of the officers of the Association, the six members-at-large, and the chairmen of standing committees.

The Executive Committee shall set up standing committees as it thinks advisable, shall plan and conduct the annual meetings or conferences, and shall have charge over the affairs of the association between meetings of the Association.

Meetings

Meetings of the Association may be called by the Chairman or the Executive Committee, or upon the written request of fifteen members of the Association.

Six members of the Executive Committee shall constitute a quorum.

Twenty-five members of the Association shall constitute a quorum.

Membership

Membership shall be open to all individuals and organizations who are interested in some form of adult education.

The Association shall give consideration to participation by institutions, agencies, and organizations in the activities of the Association, and in its programs. It is possible that valuable assistance should be secured in the creation and support of programs, plans and activities, and may be gained this way.

In addition to Individual Memberships the forms of membership are:

Contributing Membership

Sponsoring Membership

Organization Membership

Annual Dues and Registration

The dues of organization memberships on a graded scale are to be determined by the Executive Committee and may be omitted at its discretion.

Members of the Association shall pay annual dues of \$3.00.

Registration fees shall be charged at each annual conference for non-members to help pay the costs of the annual meeting.

Annual dues shall become due after January 1st. of each year.

APPENDIX B

VAEA NEWS

VAEA *News*

Newsletter of the Adult Education Association of Virginia

Vol. 1, No. 1

Lynchburg, Virginia

October, 1958

GREETINGS

As president of the Adult Education Association of Virginia, I welcome this opportunity to greet the general membership - and the new friends we hope to make. This newsletter is the first in a series planned by the Executive Committee for the purpose of providing a means of contact between persons throughout the state who have interests in any phase of adult education. It is hoped that news items, which might stimulate others, will be sent to the editor. It is further hoped that suggestions for vitalizing the entire association will be forthcoming.

Today as never before, I am convinced, it is essential that we marshal all the forces available to create a better informed and more socially responsible adult population to meet the challenges of the age upon which we have entered.

It is with pleasure that I announce the appointment of A. C. de Porry as editor of the *VAEA News* for this year. He is director of the Lynchburg Center for the Division of Extension and General Studies of the University of Virginia. His address is 517 Church Street, Lynchburg, Virginia.

-S. R. Crockett

SOUTHWEST VIRGINIA PANEL DISCUSSES MEANS OF INFORMING ABOUT ADULT EDUCATION

On August 12, in connection with the Virginia Highlands Festival of Arts, the first panel discussion on adult education to be held in Southwest Virginia took place at the Washington County Library in
(continued on page 3)

WHY THE ADULT EDUCATION ASSOCIATION OF VIRGINIA IS IMPORTANT TO YOU

BECAUSE . . . adults are the functioning citizens of our society. Their intelligence determines the successes and the failures of our present and future.

BECAUSE . . . our complex problems demand more information and more clear thinking about almost everything.

BECAUSE . . . you, as an adult who has the responsibility and the opportunity to influence the thought and action of others, need to join with like-minded people from time to time to consider thoughtfully some common goals and problems.

That is why there is an organization in this state known as the Adult Education Association of Virginia. To those of you who are making their first acquaintance with the association through this newsletter, we hope you will want to know more about us. Some of our thoughts and purposes you will find in these pages. To old friends and associates, we trust this will be a means of keeping us in closer touch with one another.

There are many people in Virginia who are concerned with the need for providing better learning opportunities to adults - although not all of them realize it as clearly and as fully as they should. They are executives and public officials; personnel and training directors in industry. They are teachers and administrators attached to colleges and universities and to public schools. They are lay people. They work in social and welfare agencies,

in libraries and with churches. They fall into no single group. They are to be identified only by the fact of their common interest in the needs of adults, and by their willingness to give of their time and of their talents.

In order to provide a common ground on which these people can meet occasionally, and to act as a channel through which they can keep in touch with others of like spirit, regionally and nationally, The Adult Education Association of Virginia was organized some years ago.

It holds one annual meeting in a representative Virginia city, usually in the spring. This provides a time and a place at which people from all parts of the state can come together and look at adult education from a broad standpoint. They listen, discuss, become acquainted with new literature, new ideas, new people. They return to their homes refreshed and inspired, with a better understanding of adults and their needs for learning.

The Adult Education Association of Virginia functions on a statewide basis. It maintains close contacts with two larger organizations - The Adult Education Association of the United States and The Southeastern Adult Education Association.

Through a joint membership plan every person who joins the Adult Education Association of Virginia becomes also a member of the national AEA. The membership fee of \$5.00 also covers a subscription to the magazine Adult Leadership. (Inquiries concerning membership should be addressed to AEA headquarters at 743 N. Wabash Avenue, Chicago 11, Illinois.)

The Southeastern Adult Education Association serves the interests of nine southeastern states and looks at adults from a regional point of view. There are no formal dues for membership in SAEA; the organization is supported by a small registration fee collected at each annual meeting.

The contacts maintained with larger organizations, together with the other services it performs, gives added importance to the Adult Education Association of Virginia. If you as a Virginian are at all concerned with adults and their needs for learning, this association is for you.

NEWS OF THE ASSOCIATIONS

AEA of VA. The Executive Committee of the association met in Richmond on October 4 for the purpose of making plans for next spring's annual meeting. The meeting will be held in Fredericksburg on May 7, 8, and 9. Conference headquarters will be at the General Washington Inn and Motel. Program details will be given in the spring issue of VAEA News. We are looking forward to a large attendance at this meeting.

The Executive Committee is laying a carefully-planned groundwork for the expansion and improvement of the association. Under the direction of President S. R. Crockett, a series of regional committees to work for the interests of the organization are being established throughout the state.

AEA of U.S.A. A number of Virginians will be attending the Eighth Annual Conference of the AEA at Cincinnati from November 7 to 10. This is the big meeting of the year in adult education. Around a thousand people from all 49 states will cram the Netherland Hilton Hotel for these important meetings. The conference theme is: "America's No. 1 Concern: Education." The conference will be featured by large meetings addressed by national figures, seminars on many topics, panel and group discussions, demonstrations of techniques, special interest sections, a swap shop, etc. A big and gala event is the annual AEA conference.

SAEA. The Executive Committee of the Southeastern Adult Education Association met in Atlanta on September 26 and 27 to make plans for its annual meeting next spring. The SAEA conference will be held in Charlotte, North Carolina, on April 9, 10, and 11. Meetings will be held in the Charlotte Public Library, one of the most beautiful new libraries in the nation. Conference headquarters will be at the Hotel Barringer close by. The conference theme will be "The Adult Educator in Action." With attention given to action programs in the Southeast, conference participants will have a good opportunity to keep pace with the many important things happening in our own region of the United States.

THE CASE FOR ADULT EDUCATION

Adults must continue to learn. New learning is necessary to keep abreast of new things and new ways of living developed by a growing, changing society. The businessman who fails to keep up with improved techniques of production, marketing, and human relations will find his business closing its doors in the face of competitors who do keep up. The community which fails to learn to solve its problems of health, traffic control, and the like will rapidly fall behind communities which do.

Adults Can Learn. One can find in all communities mature individuals who keep abreast of, and even ahead of, new developments in their fields and who are active in improving their communities. Research indicates that in efficiency of learning the adult declines at the rate of only about one per cent a year. The older person is as capable of difficult and complex learning as at age 21. It just takes him a little longer. This handicap in speed of learning is offset by the fact that, in general, the older one grows the more skilled he becomes in making judgments, in putting first things first, and in organizing his time.

Adults Want to Learn. This is proved by the vast voluntary participation of adults in educational activity. A recent study indicates that at least 48 million adults were reached by college and university programs in the United States. When we add to this the incalculable number of adults engaged in voluntary, informal programs, it is apparent that adults want to continue their learning - otherwise they would not be participating on such a scale.

Adult learning provides immediate dividends in improved living. The adult is in position to put his learning into immediate practice. This is too often not the case with children and youth whose opportunity to act upon their learning is delayed. Consequently the learning is often forgotten before it can be used. Furthermore, adults make the vital decisions which affect the welfare of the state and nation. Through adult learning, the time lag is reduced between the

development of new and better ways of living and doing, and their actual practice in everyday affairs.

-Tom Mahler, Georgia Center for Continuing Education

SOUTHWEST VIRGINIA PANEL

(continued from page 1)

Abingdon, Virginia. The panel was composed of S. R. Crockett of Roanoke, Donald R. Fessler of Blacksburg, Miss Ruth Kolling of Abingdon, and John Kiser of Bristol.

The audience was composed of people from ten counties and cities in Virginia as well as persons from North Carolina, Tennessee, and Kentucky. The active participation of the people in attendance made the two hours an experience to be remembered.

Definite plans were made to promote the distribution of information about adult education through the use of panel discussions in the future, not only in Southwest Virginia but in other sections of the state.

"This fast-widening gap between formal education and the requirements of a world community is perhaps the main problem and challenge in education of our time . . . A vast adventure in education lies before the American people. The need is defined, the means are at hand, and the prospects are limitless."

-Saturday Review of Literature

"At all great turning points in the history of our social culture the recognition of a new social need has been the signal for the birth of a new science and the birth of a new science has had the backing of a popular movement outside the established universities. Turning points in cultural history are not times when men seek culture for the passive satisfaction of second-hand living. They are times when men recognize that knowledge brings the power to shape human destiny."

-Lancelot Hogben

A GOAL OF A FREE SOCIETY

The objectives of liberal education have always been to fit free men to use their freedom well. The quality of life in a free society is the sum of an infinite number of public and private choices. How wisely are choices made? How morally are the consequences assumed? How much is learned from the right to choose and the responsibility to assume the consequences? The aim of continuing liberal education is ever to enlarge the abilities of persons to choose the good in the best order.

Aristocratic societies assumed that only free men could be educated. As the spirit, forms and conditions of American life gradually extended the rights of self-government to all adults, the early leaders saw clearly that only educated men can be free. Therefore, they made provision for universal schooling of young people. Two faults of American education that it ends with schooling for most people and that most people think of it in narrowly practical terms.

For most Americans the end of formal schooling does not mean the beginning of self-education throughout maturity. Therefore adult education is looked upon as a kind of "making-up," an activity mildly embarrassing for one's self, usually good for somebody else.

Yet education because of its very nature, which derives from the dynamic nature of life, must be continuing, else it is not education. Robert Redfield has defined an educated person as one who is continually at work on his own enlargement. A person is not educated unless he assumes command of his own growth; he ceases to be educated when he relinquishes this command. Fully to be a human being is ever to be discovering, creating, growing. History is not static. If it ever was possible to learn in youth all that would be needed for the rest of life, it certainly is not possible in modern times, when the only constant is the constant acceleration of change, when demands upon people multiply, their opportunities open and their life spans lengthen. Ceaseless curiosity is the mark, not of deficient schooling, but

of a vital mind. The systematic development of one's understanding through continuing education is an activity for mature men and women who appreciate that only in a free society do people have the opportunity to educate themselves liberally, and only through liberally educated adults is a free society possible.

A goal of a free society is to have a nation of self-governing individuals, each a sacrosanct end in himself, each at the same time a means for providing equal opportunities for all to become the most and the best they are capable of. A goal is to have all individuals deliberately and consciously making rational, responsible choices in the full light of alternatives and consequences.

-C. Scott Fletcher, President
The Fund for Adult Education

THE ADULT EDUCATION ASSOCIATION OF VIRGINIA

Officers

<u>S. R. Crockett</u>	President
	, Roanoke
<u>E. R. Cutten</u>	Vice-President
	, Richmond
<u>Rav Avres</u>	Secretary
	, Richmond, 19
<u>Roy A. Newkirk</u>	Treasurer
	, Roanoke
	<u>Executive Committee</u>
H. Dick Rathbun, Richmond	1959
Mrs. Helen Cannon, Richmond	1959
Donald R. Fessler, Blacksburg	1960
A. C. de Porry, Lynchburg	1960
Mrs. Margaret Dabney, Petersburg	1961
Miss Ruth D. Kolling, Abingdon	1961

VAEA NEWS is published two times a year, in the fall and in the spring, by The Adult Education Association of Virginia. News items and other contributions from members and non-members invited. A. C. de Porry, Editor, Lynchburg, Virginia.

APPENDIX C

WHO SHOULD JOIN AEAU

A WORD ABOUT YOU AND YOUR ORGANIZATION --

Your organization is an agency of adult education if it falls under any one of the following five categories. If it does, you and your organization should be represented in this 1954 Conference on Adult Education.

- * Agencies for the education of children that also have evening or extension programs for adults. Examples: Public School Evening Programs, Evening Colleges, University Extensions, State Board of Education.
- * Agencies for the education of adults primarily. Examples: Agricultural Extension, Public Forums, Proprietary Schools, Lecture and Concert Agencies.
- * Agencies for the education of all ages in a community. Examples: Libraries, Museums, YMCA-YWCA, Social Settlement Houses.
- * Agencies which must use adult education as a method to achieve their primary purposes. Examples: Health, Social Work, Conservation, Business and Industrial Training, Safety, Welfare and Recreation, Mental Hygiene, Civic and Citizenship Improvement, Consumer Education, Church and Religious Work, Labor and Unions, Business and Professional Societies, Women's Clubs, Farm Agencies, Civilian Defense, Inter-Cultural Relations, Family-Marriage Education, Film Boards, Parent-Teacher Associations, Guidance and Counseling, Rehabilitation, Prisons and Homes of Correction, Housing, Community Councils, Aging, Creative Arts, Theatre, Music, World Affairs, Alumni, Government and Law.
- * Agencies for the education of adults through mass media. Examples: Radios, Television, Newspapers, Magazine and Book Publishers.

SOURCE: Publicity brochure in AEAU files, undated (1954).

APPENDIX D

AFFILIATION OF INDIVIDUALS ATTENDING FOUNDING CONFERENCE

ORGANIZATION	REPRESENTATIVES		
	MALE	FEMALE	TOTAL
Alexandria School Board	1		1
American Cancer Society		1	1
Baptist Missionary		1	1
Campbell County School Board		1	1
Community Council/Social Agencies	1		1
Federal Reserve Bank	1		1
Hampton High School	1		1
Negro Organization Society	1		1
Norfolk School Board	1		1
Parent-Teacher Association		3	3
Richmond Public Schools	3	3	6
Richmond University Center	1		1
Southern States Cooperative	1		1
State Board of Education	3	1	4
State Department of Agriculture	1		1
State Health Department	2	1	3
Textile Workers Union	4		4
Tuberculosis Association	1	3	4
University of Virginia	3	1	4
Veteran Special Education		1	1
Virginia Electric Power Company	2		2
Virginia Farm Bureau		1	1
Virginia Home Demonstrations		2	2
Virginia League for Planned Parenthood		1	1
Virginia Polytechnic Institute	4	1	5
Virginia State College	4	1	5
Virginia State Range	1		1
Westport Technical College, New Zealand	1		1
Unknown		2	2
	37	24	61

SOURCE: Attendance list, October, 1951, located in AEA V files.

APPENDIX E -- CONFERENCES AND OFFICERS

<u>DATE</u>	<u>LOCATION</u>	<u>PRESIDENT</u>	<u>VICE-PRESIDENT</u>	<u>SECRETARY</u>	<u>TREASURER</u>
11 - 13 Oct 51	Richmond Saint Paul's Parish House	George B. Zehmer	Ellen Smith	K. A. Schneider	Boyd Payton
Oct 52	Charlottesville University of Virginia	George B. Zehmer	Ellen Smith	K. A. Schneider	Unidentified
10 - 11 Nov 53	Roanoke Hotel Roanoke	J. Robert Anderson	K. A. Schneider	Donald Fessler	Franklin Bacon
17 - 18 Jun 54	Charlottesville University of Virginia	J. Robert Anderson	K. A. Schneider	Donald Fessler	Franklin Bacon
23 - 24 Jun 55	Richmond Hotel Jefferson	K. A. Schneider	Donald Fessler	Margaret Dabney	Morris Epps
15 - 16 Jun 56	Charlottesville University of Virginia	K. A. Schneider	Donald Fessler	Margaret Dabney	William Cochran
8 - 9 Mar 57	Roanoke Hotel Roanoke	Dick Rathbun	Charles McFee	Ernest Outten	Roy A. Newkirk
20 - 22 Mar 58	Richmond Hotel Jefferson	S. R. Crockett	Ernest Outten	Ray Ayres	Roy A. Newkirk
7 - 9 May 59	Fredericksburg General Washington Inn and Motel	Ernest Outten	Ruth Kolling	Arthur M. Fields	Wendell M. Lewis
19 - 20 May 60	Old Point Comfort Hotel Chamberlin	Andre C. dePorry	R. W. Woolridge	W. B. Digges	Wendell M. Lewis
22 - 23 Jun 61	Richmond Hotel William Byrd	Andre C. dePorry	Donald R. Fessler	Helen Gannon	Wendell M. Lewis
22 Jun 62	Richmond Hotel William Byrd	Donald R. Fessler	John Robbins	Helen Gannon	Wendell M. Lewis
21 Jun 63	Richmond Hotel William Byrd	Donald R. Fessler	John Robbins	Dean Brundage	Wendell M. Lewis
19 Jun 64	Richmond Medical College of Virginia	Charles McFee	Ray Ayres	Dean Brundage	Wendell M. Lewis

<u>DATE</u>	<u>LOCATION</u>	<u>PRESIDENT</u>	<u>VICE-PRESIDENT</u>	<u>SECRETARY</u>	<u>TEASURERER</u>
18 Jun 65	Richmond William Byrd Motor Hotel	Charles McFee	Ray Ayres	Dean Brundage	Harold B. Cumberledge
13 May 66	Richmond William Byrd Motor Hotel	Ray Ayres	Dean Brundage	Harry Mitchell	Harold B. Cumberledge
19 May 67	Arlington Park Arlington Hotel	Dean Brundage	Harry Mitchell	Yvonne Rappaport	John Mapp
6 - 7 Jun 68	Roanoke Roanoke College	Harry Mitchell	John Mapp	Yvonne Rappaport	Maynard Heckel
12 - 13 Jun 69	Richmond Health Sciences Center	Harry Mitchell	Maynard Heckel	Yvonne Rappaport	Wendell M. Lewis
8 - 9 May 70	Blacksburg Donaldson-Drown Center	Maynard Heckel	Yvonne Rappaport	Carolyn Ely	Jack E. Stockton
30 Apr - 1 May 71	Fairfax George Mason College	Yvonne Rappaport	Dan Murdaugh	Albert Godden	Jack E. Stockton
25 - 26 May 72	Charlottesville Boar's Head Inn	Yvonne Rappaport	Dan Murdaugh	Mercedes Myers	Jack E. Stockton
10 - 11 May 73	Virginia Beach Mariner Motel	Dan Murdaugh	Clark Jones	John Robbins	Samuel Madden
9 - 10 May 74	Blacksburg Donaldson-Brown Center	Dan Murdaugh	William Young	Samuel Madden	Anne Greenglass
22 - 23 May 75	Arlington Marymount College	William Young	Samuel Madden	William McCampbell	Anne Greenglass
20 - 21 May 76	Virginia Beach Sheraton Beach Inn	Samuel Madden	Clark Jones	William Moore	Anne Greenglass
9 - 10 May 77	Charlottesville Boar's Head Inn	Clark Jones	anne Greenglass	Freedom Goode	William Moore
4 - 5 May 78	Virginia Beach Sheraton Inn	Anne Greenglass	William Moore	Freedom Goode	William Bridges

<u>DATE</u>	<u>LOCATION</u>	<u>PRESIDENT</u>	<u>VICE-PRESIDENT</u>	<u>SECRETARY</u>	<u>TREASURER</u>
3 - 4 May 79	Staunton Ingleside Resort Hotel	William Moore	Freedom Goode	Caroline Arden	William Bridges
1 - 3 May 80	Williamsburg Fort Magruder Inn	Freedom Goode	Bruce Anderson	Norris H. Bell	Richard McAdam
29-30 Apr & 1 May 81	Virginia Beach Sheraton Beach Inn	Bruce Anderson	Sally J. Reithlingshoefer	Donna Bryant	Richard McAdam
29-30 Apr & 1 May 82	Arlington Hyatt Arlington	Sally J. Reithlingshoefer	Edward J. Simpson, Jr.	Norris H. Bell	Catherine M. Hoover

APPENDIX F

AEA
UNITED STATES

MESSAGE ON THE REBATE ISSUE

AEA
VIRGINIA

ADULT EDUCATION ASSOCIATION*Virginia*

A MESSAGE TO DELEGATES

A.E.A.-U.S.A.

from

The Adult Education Association of Virginia

on

The Rebate Issue

The Adult Education Association of Virginia opposes changes in the rebate system because:

I. PHILOSOPHICAL OBJECTIONS

The philosophy of The Committee on Relationships Between AEA-USA and Its Affiliates runs counter to current directions in national philosophy and policy. The results of the recent election show the prevalent feeling is that government and authority closest to the people can do the most good, i.e. the retention of as much autonomy in the states as possible. The President-elect has said: "We do not want our educational standards set in Washington. ...If we are going to have local control, we must have local responsibility. And this means that local people have to assume it." The committee proposal would tend to weaken local initiative, local control, and local organization.

The strength of the AEA-USA is no greater than the total of its member parts. However, the rebates have constituted a mere 5% of the AEA-USA income, while in many of the state associations it has constituted 100% of the income. An important question then is, "Shall the Delegate Assembly, by terminating the rebate plan, approve of the destruction of many state associations in order to raise the income of the AEA-USA by 5¢ per dollar?"

In addition to impoverishing many state associations, the proposal will impair local initiative, and, in the long run, will do harm to the adult education movement nationally. The administration of grants by AEA-USA may well set state against state in competition for limited funds and will inevitably create questions on the part of associations which did not receive grants concerning the basis on which other associations were deemed worthy of financial assistance.

II. ADMINISTRATIVE OBJECTIONS

There is a basic contradiction between the assertion of need by the AEA-USA to the monies now being rebated to the states (presented as representing 37.3% of the budgeted deficit) and the proposed grant program. Money derived from the state associations, placed in a special fund, and then returned through special grants will not change the balance sheet at the national level. If it is all to be returned to the states, why place it in a national fund in the first place? Nor does the enticement of grants to affiliates (and non-affiliates) offer real hope for achievements locally, since the total amount in the special fund will be less than the total rebate amount, without any specific guarantee that an affiliate will receive any funds whatsoever in addition to the \$1.00 per member.

The dependency upon the Executive Committee of the AEA-USA for a determination as to the "usefulness" of a proposed activity before dispensing funds cannot help but lessen or destroy initiative and a sense of responsibility and authority on the part of local officers. Virginians, like many others, view with strong reservations the very idea of grants from national to state organizations. We much prefer to exercise responsibility for advancing adult education without the necessity of begging for funds from Washington - especially funds which originated in the states to begin with.

The proposal will impose administrative and bureaucratic burdens inherent in "grants-man-ship" and will weaken the sturdy independence which ought to be the pride of every association. How can state associations effectively plan programs and activities on the mere possibility of grants from the national association?

Virginia's experience with the administrative response of AEA-USA strongly suggests that the national organization cannot effectively administer such a program. For example, AEA-USA has failed repeatedly to supply requested membership information, to pay rebates long due the AEA of Virginia, or to respond positively to requests for services and settlement of debts.

III. CONCLUSION

We in Virginia have a strong, growing, viable organization. Long before the AEA-USA initiated a membership "contest" we had undertaken a membership drive. During the past six months we have added more than fifty new members to our roles. We are proud of this growth, but the drive cost both effort and money. It cost more than the \$1.00 per member that we would receive under the new proposal. We do not relish the prospect of lowering our aims...either in increasing membership or in providing membership services in the future. We can do the job we want to do in Virginia. Alone, if necessary.

APPENDIX G

AMENDED CONSTITUTION AND BY-LAWS

ADULT EDUCATION ASSOCIATION OF VIRGINIA

CONSTITUTION AND BY LAWS

ARTICLE I. Name

The name of the organization shall be:

The Adult Education Association of Virginia

ARTICLE II. General Purposes

Section 1 -

- (a) To unite, for their own continuing education men and woman [sic] whose interests and vocations in adult education are such that they need to learn from each other through periodic meetings, conferences, and other activities of the Association.
- (b) To define more clearly both to those working in this field and to the general public what adult education is and its importance in developing and maintaining educational, emotional, spiritual, and civic maturity in individuals.
- (c) To emphasize that education is a life-long process, increasingly important with an aging population; that it consists of both formal and informal learning processes; that community and lay group participation and activities are an essential part of it as are the formal education programs and activities of institutions and agencies.

Section 2 - Specific Objectives

- (a) To cooperate with diverse agencies, organizations, groups and individuals in planning adult education, formal and informal.

- (b) To give assistance in securing help to local programs throughout the state.
- (c) To plan and to convene an annual conference.
- (d) To publish, periodically, an informative news letter.
- (e) To stimulate and encourage leadership training on all levels.

ARTICLE III. - Membership and Dues

Membership shall be open to all individuals interested in adult education. Membership classifications and the amount of dues shall be determined by the Executive Committee.

ARTICLE IV. - Officers and the Executive Committee

Section 1- The officers of this Association shall be a President, a Vice-President, a Secretary and a Treasurer.

Section 2 - The Executive Committee shall consist of the elected officers, six members at large, the immediate past president, and the editor of the Newsletter.

ARTICLE V. Nomination and Election of Officers

Section 1 - The Nominating Committee shall consist of a Chairman, each of the Regional Representatives, and a representative of the Executive Committee. The Chairman shall be the immediate past President of the Association, or if this individual is unable to serve, the Chairman shall be appointed by the President with the concurrence of the Executive Committee.

Section 2 - No President shall serve for more than two consecutive terms.

ARTICLE VI. Election of Officers

Section 1 - Election of officers and at large Executive Committee members shall be held at the annual conference or at such time as the Executive Committee may determine.

- Section 2 - The Nominating Committee shall invite and encourage (through the Association Newsletter and through personal contacts) members of the Association to indicate their interest in offices and to recommend other potential officers.
- Section 3 - The Nominating Committee shall propose a slate of officers which shall be presented together with brief biographies, to the membership through the Association Newsletter prior to the annual meeting.
- Section 4 - The proposed slate of officers shall be formally presented at the annual business meeting, at which time additional nominations may be made from the floor. When there is only one nomination for an office the Secretary may be instructed to record a unanimous vote. Contested offices shall be elected by ballot.
- Section 5 - In the case of individuals vacating offices or Executive Committee positions prior to their term ending, the President, with the concurrence of the Executive Committee, shall appoint individuals to fill the position until the next annual meeting election process.

ARTICLE VII. Duties of Officers: Responsibilities of Executive Committee.

- Section 1 - The President shall preside at all meetings of the Association, and of the Executive Committee. He shall appoint all Committee Chairmen and the Editor of the Newsletter. Following the annual meeting, he shall appoint, with the concurrence of the Executive Committee, Regional Coordinators for the seven AEA V Regions. He shall be a member ex officio of all Committees.
- Section 2 - The Vice-President shall perform the duties of the President in his absence. He shall assist the President in every possible way. The Vice-President shall have a major responsibility for planning and conducting the annual conference.
- Section 3 - The Secretary shall keep all records of the Association and conduct such correspondence as shall be advisable and necessary.

Section 4 - The Treasurer shall collect all dues and fees of the Association and pay all bills as authorized by the President.

Section 5 - The Executive Committee shall set up standing committees as it thinks advisable, shall plan and conduct the annual meetings or conferences, and shall have charge over the affairs of the Association between meetings of the Association.

ARTICLE VIII. - Parliamentary Authority

Parliamentary authority for the conduct of Association business shall be Roberts Rules of Order. The Executive Committee in its meetings and the membership in annual sessions may, by two thirds vote of those present, suspend the rules.

ARTICLE IX. - Amendments

Amendments to this Constitution must, in order to gain approval, be supported by vote of two thirds of the Executive Committee present at an official meeting of that Committee and by a majority of those present and voting in a subsequent general membership meeting.

APPENDIX H

ADULT EDUCATION ASSOCIATION OF VIRGINIA

ADULT EDUCATION SURVEY REPORT

- 1. Is it an official function of your job or office
 - a. To inform others? _____
 - b. To lead or direct others? _____
 - c. To change others' attitudes, or how they feel? _____
 - d. To influence or change behavior of others? _____

IF YOU CAN ANSWER "YES" TO ONE OR MORE OF THESE QUESTIONS, YOU ARE ALREADY DEEPLY INVOLVED IN VIRGINIA ADULT EDUCATION.

YOUR RESPONSE TO THIS SURVEY QUESTIONNAIRE IS IMPORTANT TO AEA-V AND CAN BE IMPORTANT TO YOU.

.....

- 1. Are you actively employed in the field of adult education? Full Time() Part Time() On Call()
- 2. If so, in what capacity? Administrator() Teacher() Counselor()
Case Worker() Other()
Describe _____
- 3. What new developments in adult education are taking place in your community or area? New group activities() Neighborhood councils() Forums()
Formal classes() Church sponsored classes() Church-community agency cooperation() Clean-up campaigns etc.() Other()
- 4. What new developments are occurring within your immediate sphere of adult education activity? Case load: Up() Down() Case complexity: Up() Down()
Cooperation(or lack of) with related agencies: No change() More() Less()
- 5. What, in your opinion, are the greatest unmet adult education needs in your community or area. Check one or more:
Basic education() High school completion() Vocational-occupational training() Education in technology() University extension() Library services() Virginia Museum services() Parent education() Personal and/or community health() Retirement planning() Leisure time activity()
Other() Explain briefly _____

- 6. Is there evidence of an organized attempt to meet any or all of these adult education needs in your community or area? Check one or more:
 - a. On the part of the local public schools: Positive evidence()
No evidence()
 - b. On the part of State or Federal agencies: Positive evidence()
No evidence()
 - c. On the part of private educational agencies: Positive evidence()
No evidence()
 - d. On the part of university extension services: Positive evidence()
No evidence()
 - e. On the part of local industry: Positive evidence() No evidence()
 - f. Other. Explain briefly _____
- 7. Has new federal legislation and funding begun to have an effect on programs of adult education in your community or area? Basic education() Vocational education() Technical education() Other() Explain briefly _____

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8. If so, were the grants-in-aid channelled through the Board of Education? ()
 Channelled through community councils () Direct grants to institutions ()
9. If not, what in your opinion is holding up the development of such programs?
 Lack of local need () Lack of local initiative () Lack of a local plan ()
 Held up "somewhere up the line" () Other () Explain briefly _____
10. Can you identify any State-wide or area-wide problems that might appropriately claim the attention of the Adult Education Association of Virginia? _____
11. What, in your opinion, should be the primary objectives of AEA? _____
12. How do you feel that you can fit into this organization or derive greater benefits from its activities? _____
13. What groups in your area should be more closely associated with AEA as you perceive its purpose? Give name and address if possible
- Local news media () _____
- YMCA () _____
- YWCA () _____
- Public Library () _____
- Public Schools () _____
- Private School () _____
- Colleges () _____
- University Extension () _____
- County Agents () _____
- Red Cross () _____
- Health and Welfare () _____
- Clergy or Church group () _____
- Other () _____
14. Should AEA be doing more to support and promote efforts of the State Supervisor of Adult Education, State Board of Education? Suggestions: _____
- _____
15. Should AEA actively seek a federal grant-in aid to conduct a State-wide or area-wide workshop or workshops on problems incidental to adult education in Virginia? _____
16. What kinds of problems or activities in your opinion should be subject matter for such workshops?
- Teacher selection and training for adult education programs ()
- Use of ETV adult level programs ()
- Community survey of adult education needs and interests ()
- Coordination of inter-agencies' efforts ()
- Other () Explain briefly _____
17. Would you participate in an expense paid work shop or perhaps send representatives? _____

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18. What, in your opinion, can the Adult Education Association of Virginia do to provide more adequate and active leadership in coping with adult education problems and in taking advantage of available assistance? _____

SOURCE: AEA V files, undated.

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the scanned document**