

DOCUMENT RESUME

ED 064 581

AC 012 655

TITLE Proceedings of the National Conference on Adult Education, 23-25 September 1971. Organised by the Adult Education Board, Singapore.

INSTITUTION Purdue Univ., Lafayette, Ind. Herman C. Krannert Graduate School of Industrial Administration.

PUB DATE 71

NOTE 80p.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *Adult Education; *Adult Educators; *Conference Reports; Educational Legislation; *Labor Education; Social Change; *University Extension; Vocational Education

IDENTIFIERS *Singapore

ABSTRACT

The objectives of this conference on Adult Education in Singapore were: (1) to discuss problems and experiences currently confronted by various adult education agencies; (2) to seek solutions to these problems; (3) to identify new areas of commitment in light of new needs and social changes; and (4) to suggest programs to improve the quality of adult education in Singapore. Papers presented in the conference sessions, discussions following the presentation of each paper, group discussion reports, a final statement and the concluding address, the conference program, committee members, and a list of delegates and observers are presented. The conference papers reproduced in the proceedings are "Adult Education Board: Retrospect and Prospect" by Tai Chen Hwa; "The Role of NTUC in Workers' Education in Singapore" by N. Govindasamy; "The Role of the People's Association and Its Contribution to Adult Education" by Lee Wai Kok; "The University and Adult Education" by J. F. Conceicao. (DB)

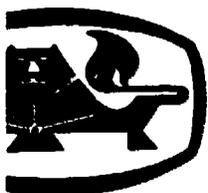
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PROCEEDINGS OF THE NATIONAL CONFERENCE ON ADULT EDUCATION

23-25 SEPTEMBER 1971 SINGAPORE



ADULT EDUCATION BOARD

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**PROCEEDINGS OF THE NATIONAL CONFERENCE
ON ADULT EDUCATION
23-25 SEPTEMBER 1971**

Organised by the Adult Education Board, Singapore

Theme of the Conference

An Appraisal of Adult Education in Singapore

Objectives of the Conference

- To discuss problems and experiences currently confronted by various adult education agencies in Singapore.
- To seek solutions for the various adult education agencies to overcome their difficulties.
- To identify new areas of commitment in the light of new needs and social changes.
- To suggest programmes to improve the quality of adult education in Singapore.

OPENING CEREMONY

Address by

DR. NALLA TAN

Organising Chairman of the

National Conference on Adult Education

Today is an epoch making day in the annals of the Adult Education Board and Adult Education in Singapore for it marks the opening of the First National Conference on Adult Education in the Republic.

In April 1960, more than eleven years ago, there was yet another epoch making day when the Adult Education Board, a statutory authority, was created by the passing of the Lembaga Gerakan Pelajaran Dewasa Ordinance in Parliament. The Board was set up with a specific objective — to meet a gap that existed at that time in terms of education of the general population.

In order to understand the background of this gap, one would have to go back to the immediate pre-war and post-war years and view the education policy that existed then, to realise that there was much to be desired in the existing system and that it did little to encourage universal education. Only a minority received education of any kind. Large numbers of people, as with the rest of Asia, were illiterate, that is, they couldn't read or write. Whatever the reasons for this peculiar education policy — and it is not my intention to speculate on this — its effects were immediately felt after the war, as loss of potential in every walk of life. It was of course an easier matter to deal with the education of children. Illiterate adults were quite another problem.

There can be no doubt at all in our minds that the P.A.P. Government, when it took over in 1959, saw this immediately, as one of the many big tasks that lay before it, and the Adult Education Board when established, had as its primary aim the eradication of adult illiteracy. The implementation of programmes of education geared to this end was carried out extensively and when one thinks of the Herculean nature of an assignment involving four language streams of people in an age group which at any time is more difficult to teach than those in younger age groups, one can hardly be anything but impressed with the results of the work. More recently it has gone beyond its original aim, in its emphasis on vocational and technical training.

Lest you get me wrong, I have no intention of making this a summary of the achievements of the Board. How the Board functions, etc., its administrative set up, the Committees which are responsible for the Board's activities, the rising trend in attendances and the number of courses planned can be obtained from reports produced annually. And if anyone wants an

annual report, ask and it shall be given. Suffice it to say, the Board has made a success of its original aims and objectives that were formulated eleven years ago, and these by and large, have been consistent with the need that existed at that time, and in consonance with the government's educational policies.

But now after eleven years, it is certainly time we took stock of ourselves. The original problem of illiteracy has been overcome, and as every child born in Singapore finds a place in Primary school and more and more enter Secondary and Vocational schools, the number of people who reach adulthood illiterate will therefore continue to be reduced, and soon, if not already, we will be faced with an adult population whose needs in adult education must necessarily be different from those of a generation ago.

We have then to begin to look at new needs, new goals, and new aspirations in terms of adult education. It is obvious that the pattern of living in this small republic has changed. Singapore stands apart in this region, forging ahead as an urbanised industrialised centre in South East Asia. But with a progressive general education policy and improved socio-economic standards, her needs cannot be directed to only the monetary and material. Her people have to weave in other values that give life and living a special quality. And as more and more leisure becomes available to men and women in vocational pursuits, then self determined education and personal development become increasingly opted for. Opportunities for this must be available in most things, and this is where the Adult Education Board comes in.

There must come a time to review, revise and restructure. And we feel now is the right time to do this where Adult Education is concerned. It is therefore incumbent on Adult Education organisation to look at these new needs with great circumspection, and it is reasonable to anticipate that adult education in the future will be geared to higher levels of intellectual maturity and will include the humanities, social sciences, philosophy, etc., which must in the end, broaden our approach to life and to involve adults in the many other areas of current concern that surround them.

If the Board is to fulfil these new needs and Adult Education is to be effective in Singapore then this conference on the appraisal of Adult Education in Singapore is well timed, and this is why I say that today is epoch making in the history of the Board. The Conference, organised by the Board has involved other organisations who are themselves immersed in adult education and who are also at present performing a great service to the Republic. Let it not be thought for one moment that it is only the Adult Education Board that is concerned with Adult Education in Singapore. However, mainly for administrative reasons, it has only been possible to invite 39 organisations and we have a total of 60 attending it, 50 participants and 10 observers.

The aims of the conference are clear and precise:

1. To discuss problems and experiences currently confronted by various adult education agencies in Singapore.

2. To seek solutions for the various adult education agencies to overcome their difficulties.
3. To identify new areas of commitment in the light of new needs and social changes.
4. To suggest programmes to improve the quality of adult education in Singapore.

And I want to lay a little stress on the 3rd and 4th objectives in particular

Objective 3

To identify new areas of commitment in the light of new needs and social changes. I have made mention of this already but must say, I do strongly feel that any organisation which rests on its laurels of past achievements deserves an early demise. We are in danger of getting into a rut. Life is so comfortable then. In adult education we can't afford to. We must move away from ad hoc programmes and fragmentary courses to planned and improved education so that we can inquire, reason, and find solutions to the many problems that beset us.

Objective 4

To suggest programmes to improve the quality of adult education in Singapore.

Here "quality" is the operative word. Quantity was the dictum of the past decade. Let us now concentrate on quality. Overcoming illiteracy was a matter of urgency, and quality may have been sacrificed for quantity but this cannot continue as such. Now we must set our sights on the kind of education that includes qualities of spirit and mind, that have always been part of the continuing heritage of mankind. And we must persevere to the attainment of excellence — something which today is lost in the over-growth of mediocrity that surrounds and tends to strangle us.

For this Seminar we have four working papers from well known and distinguished people from four large organisations that are very much involved with Adult Education viz.

Mr. J. Conceicao	—	Director of the Department of Extramural Studies of the University of Singapore.
Mr. Lee Wai Kok	—	Director of the People's Association.
Mr. N. Govindasamy	—	Secretary of Research and Training, The National Trades Union Congress.
Dr. Tai Chen Hwa	—	Chairman of the Adult Education Board.

Their papers will be the basis of our appraisal.

I must say quite emphatically that this is not going to be a two day conference of saying polite things. We are going to face issues squarely. We intend to be self critical, e.g. have we been too insular in our programmes? Why haven't we, and can't we involve the intelligentsia in Adult Education to improve and broaden workers education?

Have we for far too long concentrated on the utilitarian value of education? These questions have to be answered and we have to be honest. Then only will we find the solutions.

One other thing I must say. We have no intention of letting this conference degenerate into one where there is a great deal of the waffle that seems to characterise conferences and seminars organised these days. Neither is it going to end up with screeds of recommendations that do nothing but gather dust and turn yellow with time. Nor will we just sit back with only the intention to act. We will find lines of action, define them and act on them in a manner worthy of the existence of the Board and in keeping with the aspirations of the unique society of which we are part.

***Welcome Address by
DR. TAI CHEN HWA
Chairman of the Adult Education Board***

It is indeed a privilege to be called upon to welcome you on behalf of the Adult Education Board. First of all, we would like to express our gratitude to the Minister of State for Education for his presence which shows the importance he and the Ministry of Education attach to this Conference. Next we would like to extend our warm greetings to the delegates of the organisations assembled here which are concerned with and involved in adult education work in our Republic. We also welcome the observers from various national, regional and international institutions. It goes without saying that your interest, cooperation and participation is very much appreciated.

As you all know, the Adult Education Board was established in 1960 as a statutory authority for promoting adult education in Singapore. During the past decade, it has made no small contribution towards the advancement of adult education in our state. From literacy work, it has been able to develop into a varied and extensive programme including language studies, general education, further education and vocational education. Considering that adult education embraces all organised educational activities for persons outside the regular school system, there are numerous organisations, governmental, public and private, actively undertaking this important task. My colleagues and I in the Board feel that at this stage of our adult education development, it would be appropriate to hold a national conference so that we can share our experiences and discuss our common problems in order to improve the quality of adult education in the light of our new needs and rapid social changes. We are much encouraged by the favourable response from your institutions and yourselves. This augurs well for the future of the adult education movement in our country.

On behalf of the Adult Education Board, I wish to thank you all for your presence this evening at this opening ceremony of the National Conference. To the delegates and observers of the Conference, we wish you success in your deliberations.

Opening Address by
DR. LEE CHIAW MENG
Minister of State for Education

Adult education has sometimes been described as "a responsibly organised opportunity to enable men and women to enlarge, enrich and interpret their living experience. The cultivation of these activities is the prerequisite both of individual development and of effective citizenship in its widest and most valid sense. It includes education for democracy, education for full involvement in the community as well as for individual personnel development".*

This is an objective which has not always been achieved by most countries. Indeed, in many parts of the world adult education is synonymous with literacy education.

As a matter of fact, the basic literacy and language programme was the primary function of adult education when the Lembaga Gerakan Pelajaran Dewasa was established 11 years ago. Since then, we have witnessed spectacular growth in adult education in Singapore which has now become an integral part of our educational system, serving an important need of society.

If we accept the concept that education is a continuous life-long process, and I believe we all do, then the first task of adult education is to provide the stimulus and opportunity for the development of the personality of the individual, so that he would become a better person and citizen, better able to play an effective role, as a member of the family, in civic life and in a community which is undergoing constant change. It should also provide opportunity for progression towards personal achievement.

In the society at large, adult education has an even more important role to play in developing a greater social responsibility and a better understanding of the needs for social inter-action and co-operation in living together in groups or communities. This is particularly important in our society with its varied ethnic composition. The rapid changes due to urbanisation and industrialisation over the last decade must have caused some disruptions and repercussions to our pattern of living, if not to the very basis of inter-personal relationship. The society may even be in danger of being deculturalised.

It was exactly a year ago, at the Annual Award and Presentation Ceremony of the Adult Education Board in this very same Hall, when I made the observation that about a third of the Board's activities was devoted to courses having a character of formal education, an area of operation in which I considered development had reached an optimum level. I further suggested that the Board should then give serious consideration to its long-term

* (Evidence to Russel Committee on Adult Education, 1970).

functions and the future role of adult education in the context of national development.

I am glad that with this in mind, the Board has now organised this National Seminar on Adult Education which is to be followed by a Regional Conference next year.

With the emerging prominence, permanence and with greater responsibility of adult education, a National Seminar at this juncture is most timely and significant. It provides an opportunity and forum for those who are actively involved in adult education in Singapore to make a careful evaluation and appraisal of their work, if not a certain amount of soul-searching.

I have no doubt that you all have a definite idea of what to discuss during the two-day Seminar, but may I suggest that you spare some thought on the following two aspects:—

Firstly, to make an appraisal of adult education over the last decade to ascertain whether we have achieved the task we set out to do initially, both in terms of numbers and in quality; and whether the expansion of adult education has been in keeping with the development of our society which has witnessed tremendous changes over the last decade.

Secondly, to identify and define the future role and activities of adult education and to accord priority to each area of activity and to find ways and means to strengthen and co-ordinate the organisation and operation of the adult education programme to meet the challenges of the coming decade.

By all reckoning, I think we have done fairly well over the last decade, at least quantitatively. Perhaps in our zealous pursuit of solving many immediate problems, we may have overlooked some areas of activity to which we could and should have paid more attention, for example, the introduction of correspondence courses, the more intensive use of mass media, and of other audio visual aids, etc. Perhaps in some cases, we may have even lost sight of the ultimate objectives of adult education which I have briefly mentioned earlier. For instance, perhaps we should have made clearer distinction between courses for working adults and courses for youths who have dropped out from the formal school system and are unable to find a place in a day school. The former has obvious priority over the latter as far as adult education is concerned, but it is usually the latter which attracts more public attention and publicity.

We must have been deficient in certain areas of activity. I believe this is due more to organisational and administrative weakness rather than a lack of foresight. You will recall that it was at the same function last year that I mentioned that the Adult Education Board must re-consider and strengthen its organisation and staff administrative structure.

I am very pleased to say that the Board has appointed a firm of consultants to do a detailed and comprehensive survey of its operation and

organisation with a view to strengthening its administrative and operational procedure so as to provide the machinery for more efficient service to society.

When the Adult Education Board has built up a more efficient organisation with its own full-time career professional officers, it will then be able to emphasise on greater quality and variety. New approaches, innovations and technology can be explored. It will also be able to co-ordinate more effectively the work of other mass organisations and educational institutes for the planning and development of adult education. For the individual, it will provide more opportunities for mental enrichment, while the special role it can play in community development will be its important contribution to the life of society.

I am quite certain that during the two days of deliberation, you will be able to identify the major areas for future development, and to work out a feasible formula for closer co-ordination.

The final test, however, will be whether educationists can translate their theories into effective action, and in this you will find a worthy challenge.

CONFERENCE SESSIONS

ADULT EDUCATION BOARD: RETROSPECT AND PROSPECT.

*Paper Presented by
TAI CHEN HWA, M.A., ED.D.,
Chairman, Adult Education Board.*

In 1960, Adult Education Board was established as a statutory authority for promoting adult education in Singapore. The Parliament made this important decision on the basis that one of the proclaimed educational policies of the government was the promotion of adult education. Although it was to be expected that the importance of adult education would be upheld and that this policy would be implemented, however, the creation of a statutory body was considered an innovation at that time. With a tradition of having voluntary bodies to look after adult education, the government could have maintained that *laissez faire* pattern and relied on public and private agencies to be responsible for the management of adult education. Alternatively, the centralization of the administration of adult education might also have brought it into the Ministry of Education as one of its departments. But none of these happened and instead, the establishment of a statutory and quasi-governmental agency, Adult Education Board was introduced. The rationale of this move must be much more than a compromise. It embodied the idea that adult education should get the benefit of both worlds, the government and the private sector. Ten years' experience has proved that the Board can be a very viable and dynamic organisation for the advancement of adult education.

As a statutory body, Adult Education Board, no doubt, should function within the framework of government policies and especially those for education. Under the guidance of the general policy of promoting adult education, the Board has been able to develop and expand rapidly during the past ten years. It is known that it has been capable to initiate and implement decisions and plans, especially those in the realm of professional expediency. Judging by the progress of the work of the Board and the multiplication of its programmes, it could be said that by and large, the Board has been able to make steadfast advancement in realising the government policies and the objective of this important aspect of education. Of course, one should not forget that the successful efforts and achievements of other agencies of adult education in the state, both public and private, have also contributed a great deal in furthering the over-all development of Singapore adult education.

When we examine the Adult Education Board programmes, they readily reveal that government educational policies are very much adhered to. For example, the policy on multilingualism has been closely followed in the Board's Language courses; equ. treatment of the 4 education streams and making

provisions for extra-curricular activities are implemented in its general education programmes; the introduction of Vocational Preparatory Classes for primary school leavers speaks for its efforts to meet the needs of our economic and technical development; and nation-building and civic consciousness have been the regular themes of its Radio and T.V. Courses and other further education activities. At the policy level, the Board has been able to keep close contact with various government departments through their representatives who are either Board members or members of its various committees. It is through this democratic set-up, discussions and deliberations on the shaping of policies could take place. As adult education programmes are being consolidated and further progress is being pursued, it could be envisaged that more and more development plans and projects will be initiated by the Board and its committees in order to meet the demands of our national development and professional improvement. To facilitate this task, it would be necessary for the Board to have even closer contact with both public and private sectors which are concerned with and involved in adult education work.

In order to implement government policies and administer its programmes, the Board has evolved a unique organisational infrastructure. It consists of a chairman, a deputy chairman and 9 members nominated by different ministers concerned with adult education, institutions of higher learning and the National Trades Union Congress. It has 8 standing committees on Establishment, Finance, Language Studies, General Education, Further Education, Vocational Education, Vocational Preparatory Programmes and Joint Radio and T.V. Courses membership of which includes both Board members, representatives of relevant bodies and co-opted personnels. In the past, the Board has been successful in securing the services of a great number of voluntary workers to be members of these committees. Many of them are professionals, academicians, teachers, business executives, community leaders and civil servants. These committees have been very active as they are empowered to make decisions as executive bodies. The committees have been proved to be most useful and valuable to the Board because they actually plan, administer and supervise its programmes. As its enterprise expands, the Board may find it advisable to strengthen the position of its various committees by inviting more representatives from various adult education agencies to serve its committees. Perhaps, it is in such committees that close co-ordination and co-operation of the work of different adult education organisations could be realised. This may also help to reduce unnecessary and undesirable duplications or overlappings in certain areas of our programmes and to achieve some effective over-all planning for the further development of various types of adult education in the Republic. In this way, the Board may also play its important role as an information centre, a clearing house and even a research unit for adult education in our republic. At the suitable time, it would also be appropriate for the Board to publish a journal so that adult education workers can use it to discuss their common academic and professional problems as well as exchange their experiences and information regularly.

Working hand in hand with the Board and its committees is the administration of the Adult Education Board. It consists of the Directorate and the executive or clerical staff. The directors constitute the secretariate of the Board and all its committees. This device links the Board and its administration very closely. All senior officers of the Board have been professionally trained and for this, the Board owes much to the Ministry of Education which has been sending education officers on secondment to the Board at its request. Realizing that adult education has already become a specialisation, the Board has recruited its own senior administrative staff and full-time teachers. In the past, a few senior officers have been sent aboard for specialist training and all the full-time teachers have been undergoing professional training at the Teachers' Training College. It is hoped that these officers and teachers would constitute the core of our adult education workers who would make adult education their life-long career. In the area of staff training and upgrading, we look forward to having closer contact with institutions of higher learning, both local and abroad, in order to make use of their facilities for training and research. The Board is fully aware of the importance of having an effective and efficient administration and because of this, it has been continuously seeking ways and means to improve its administrative structures and procedures.

Under the above administrative system, the Adult Education Board has 4 day centres allocated to its vocational preparatory classes with facilities of various types of workshops in addition to the Cairnhill and Cultural Centres. For the evening classes, it has 25 general education centres and 32 language study centres. The courses and programmes conducted by the Board are known to most of you. However, a brief survey of its present programmes and some projection of their possible future developments are to be presented in this paper in order to stimulate discussions and suggestions for the advancement of adult education in our country. For convenience, let us conduct this survey according to the chronological stages of development as well as the administrative classification of the Board's programmes:

(1) Language Studies

The conduct of language courses was the main task of the Adult Education Board at the beginning. These courses included literacy and second language classes. Although the success story of high literacy rate in Singapore can hardly be said to be due to the Board's efforts, yet, its contributions to this achievement also cannot be denied. The bulk of its language course is run for the teaching of the four local official languages, i.e. Malay, Chinese, Tamil and English. Different standards and stages from literacy and elementary to advanced levels are provided to meet the requirements of our youths and adults. The enrolment of these classes fluctuates from 10,000 to 15,000 annually. As literacy classes gradually decline in number and enrolment, second language and foreign language classes have been on the increase. The establishment of a language laboratory at the Cairnhill Centre last year added a new impetus to the Board's language studies programmes. The Board's intensive language laboratory package

courses in local and foreign languages have proved to be very successful. The programming of language courses according to the needs of the learners has been the main feature of these laboratory courses. It is hoped that our teachers should make good use of this modern equipment in three directions: to be able to teach languages more effectively, to produce suitable language teaching materials and to help our teachers improve their teaching methods, particularly through the proper use of audio-visual aids.

In our multi-lingual society, language education occupies an important place. The language studies section has a definite role to play in promoting local language studies, upgrading the standards of language mastery and making provisions for the learning of foreign languages which are in demand either for commercial and vocational needs or for personal advancement. It can be envisaged that various types of functional, advanced and even specialised language programmes could be developed. Unesco's functional literacy approach should be useful for us as a guide in continuing our effort to reduce illiteracy. It could also be applied to the teaching of second languages so that we can help more adults to be effectively bilingual. Advanced language classes can help safeguard, maintain and sustain our high literacy rate and prevent literates relapsing into the semi-literacy stage. At intermediate and advanced levels, language courses can certainly be gradually specialised. For instance, the learning of the commercial, technical and other forms of the languages, the improvement of reading skills, better comprehension, translation, creative writing, public speaking, debating techniques, and many other language courses can certainly be introduced within the language studies programme.

(2) Further Education

Further education in the form of radio courses and lecture courses on general knowledge were introduced along with language studies. When such courses multiplied, those for leisure education became popular. Many of these courses are of recreational nature and cater for people's hobbies and artistic or cultural pursuits. Typical examples are courses on photography, orchid cultivation, oil painting, flower arrangement and fashion designing. If we trace the development of the Board's further education programmes in the past, it can be noticed that there has been a growing interest in and concern of social and civic problems of the community. The successful 13 courses conducted by the Joint Committee for Radio & T.V. Courses on current affairs speak well for this trend. Public forums, symposiums, seminars, group discussions and publications are also methods frequently used by the Board to promote further education. In the context of Singapore adult education, further education has acquired its new meaning and emphasis. It has been closely related to social, civic, artistic, aesthetic and cultural education. It can be said that it is in these areas that the Further Education Programme of the Board has an important role to play. In the past, the Board has been able to work closely with other public or private institutions in planning and conducting its further education activities. For instance, Chinese music instrument courses were organised in conjunction with the National Theatre Trust; Gardening classes were conducted in Community Centres; and society

accounting courses were organised in co-operation with both the Catholic High School Alumni and the Co-operative Society. This type of joint activity should be encouraged and it is to be expected that more programmes of this kind could be organised in the future. The Further Education Committee is fully aware of the possibilities and desirability of developing residential courses, correspondence courses, study groups and many other forms of continuing education. As our people are progressively more conscious of the importance of life-long integrated education, there would be greater realization of the important position of Further Education in our Adult Education System. If there is sufficient support, it would also be possible to establish colleges of further education similar to those of some commonwealth countries to run all types of further education and liberal education programmes.

(3) General Education

In the beginning, the Board used to run basic education classes to meet the demands of the working young adults who missed the opportunity of elementary education. As primary education became universal, the Board's basic education classes were gradually transformed into a comprehensive general education programme conducted mainly in the evenings. It includes primary, secondary and pre-university classes, supplementary subject classes and extra-curricular activities in all language media for all Board students. The function of the Board's general education programme is two fold: it is a form of continuing education and it provides remedial education for secondary students and those who hope to improve their competence in certain school subjects. Many secondary school leavers use these classes to improve their performances or results in the examinations. There are also out-of-school students enrolling in these classes to upgrade their standards in languages, mathematics and the science subjects. The secondary evening class is a common programme in many developing countries. The praiseworthy purpose of this device is that it provides opportunities for the working people who have missed or have no opportunity to complete secondary education in the past and who wish to better themselves. Of course, such programmes can also accommodate some late developers as well as those who genuinely feel the need of obtaining more general education after they start to work. However, it must be pointed out that the programme would be of little value if it becomes a refuge of those who cannot make the grade and who cannot benefit from this level of general education. From this year, the Board started commercial streams in its general education programme to diversify such courses. Science streams are also provided and the standard for the selection of students for entry into general education courses has also been raised to a level comparable to that of the regular secondary schools.

During the last two years, the enrolment of the Board's general education programmes has declined. At the peak, it used to have 40 centres with an enrolment of 25,000 students. The enrolment now is only about 9,000. This decline can be considered normal because many potential students of this course must have entered the vocational and technical educational streams. Another reason is that the Board's Vocational Prepa-

ratory Classes have been taken out of the general education programme and become a separate course on its own. At this stage of the development of education in Singapore, the Board's general education programme still occupies an important place. A considered view is that it should continue to improve its quality and standards and to diversify its content of education according to the needs of our society.

(4) Vocational Education

Although the vocational education committee of the Board was established only in the middle of 1969, vocational education programmes were already introduced in the early sixties when the Board started to run commercial, secretarial and clerical courses in co-operation with the London Chamber of Commerce and the London Chartered Institute of Secretaries. Subsequently, the Board began to conduct courses with the London Institute of Bankers in 1966 to train bank clerks, Australian Institute of Business Administration in 1968 to train managerial assistants; and London Association of Certified Accountants in 1971 to train accountancy assistants. Many of these courses are at tertiary education level and cater for the needs and demands of working people who want to improve themselves or to up-grade their professional knowledge or skills. As for the technical education programmes, most of the Board's courses are on an ad hoc basis. They cater for leisure education and personal interests. They can also provide opportunities for semi-vocational or preparatory vocational training. For instance, courses such as house-hold wiring, repair of electric appliances, maintenance of motorcars, radio repair, architectural drawing, etc. are obviously for personal interests and of practical value. Recently the Board began to conduct courses leading to the electric engineering practice examination of the City and Guilds of London Institute and it is envisaged that more courses of this nature can be developed in the near future. In this new area of adult education, the Board has been able to liaise closely with government ministries, other statutory bodies and the private sector to make provisions for a variety of courses to meet public interests and demands. For example, it runs the Tourist Guide Courses in conjunction with the Tourists Promotion Board, the Kindergarten Teachers Training Courses and the office management course for school clerks with the Ministry of Education; the A.C.C.A. examination course with the Singapore Society of Accountants; and so forth. Besides these courses, the Board and the Franciscan Mission have jointly established the Hai Sing Dewasa Institute for women which provides clerical, commercial and domestic science training for about 700 girls. It is obvious that there is much scope for development and expansion of the work of this new department of vocational and technical education of the Adult Education Board. It is hoped that through closer co-operation with the Technical Education Department of the Ministry of Education, the future Industrial Training Board and other public or private industrial agencies, the Board should be able to initiate more programmes to serve the industrial, technical and commercial

sectors. It is important for the Board to play its role effectively and efficiently in this newly developed area in view of the rapid development of our economy and industries.

(5) Vocational Preparatory Classes Programmes

The Board has been conducting Vocational Preparatory Classes since January, 1969 for students who have completed their primary education. Students join these classes at the age of 14+ and leave at 16+. This is another comparatively new programme initiated by the Board to meet the needs of our economic and industrial development. Its objectives are two-fold: to provide students with the background for a skill or a craft and to conduct specific training in such crafts or technical skills as metalwork, woodwork, basic electricity, cookery, dressmaking, tailoring, etc. The programme is only an orientation for industrial occupations and to prepare students for further technical training in vocational institutes or in industry itself. There are now about 5,000 students enrolled in these classes which are housed in 4 day centres and 2 night centres. It is a 2-year programme requiring students to attend 15 hours of instruction each week. The curriculum comprises 9 hours of practical general subjects on language, mathematics, science and civics and 6 hours of workshop practice. A special committee has been set up to supervise this programme as it is a new and experimental undertaking designed to meet certain particular demands of our industries. It is expected that on leaving these classes, the majority of the students would join the vocational institutes for specific artisan or trade training in the technical education module system. After taking the course, the students are in an advantageous position if they enter into apprenticeship schemes of the industries. The Board is fully aware of the importance and significance of this new project and hence, it has directed much of its human and financial resources to the improvement of the curriculum and teaching of these classes. In order to fulfil its objectives, the Board must seek the guidance and co-operation of the technical education authority and the industries in the planning and administration of this vocational preparatory programme. Careful and systematic revision of the curriculum and syllabuses of these classes must be carried out in the light of our industrial and economic needs as well as studies, research and experiences both of our own and of similar courses in other countries. The Board has conducted some surveys to ascertain the effectiveness of the programme and also to find out employment opportunities for the vocational preparatory classes leavers. Such data and continuous evaluation and improvement of this programme should help to make it a successful undertaking of the Board.

In the past decade, the Adult Education Board was created by an ordinance of the Parliament and firmly established with the support of the government and the people of Singapore. From a basic literacy and language teaching programme, it has been able to expand and develop a great variety of courses, programmes and activities within these ten years. Credit must be given to the leadership of the pioneers of Singapore adult education whose devotion and dedication to the ideals of education and adult education in

particular have laid the solid and sound foundation for the progress of Singapore adult education in the future. It is now up to us and many other voluntary and professional adult education workers to follow their steps and carry on with the further advancement of adult education in our country.

It was a happy coincidence that the Adult Education Board was established in the same year as the Second World Conference on Adult Education which was held in Montreal in 1960. The philosophy of adult education was summed up with vision and force in the declaration of that world conference. The Montreal declaration on adult education provides a fitting conclusion for this brief paper:

"The rapidly developing countries in Asia, Africa and Latin America have their own special problems. For them, adult education, including literacy, is an immediate need, a need so overpowering that here and now we must help adult men and women to acquire the knowledge and the skills that they need for the new patterns of community living into which they are moving. These developing countries have few immediately available resources, and great demands on them.

But it is not only the developing countries that adult education is needed. In the developed countries the need for vocational and technical training is increasingly accepted, but that is not enough. Healthy societies are composed of men and women, not of animated robots, and there is a danger, particularly in the developed countries, that the education of adults may get out of balance by emphasizing too much vocational needs and technical skills. Man is a many sided being, with many needs. They must not be met piecemeal and in adult education programmes they must all be reflected.

Those powers of mind and those qualities of spirit which have given to mankind an abiding heritage of values and judgement must continue everywhere to find, in our changing patterns of day-to-day living, full scope for maturing and flowering in an enriched culture. This and nothing else is the goal of adult education.

We believe that adult education has become of such importance for man's survival and happiness that a new attitude towards it is needed. Nothing less will suffice than that people everywhere should come to accept adult education as a normal, and that governments should treat it as a necessary part of the educational provision of every country."

PLENARY DISCUSSION FOLLOWING DR. TAI CHEN HWA'S PAPER

Question : You have given us a very comprehensive report which prompts me to ask you for more details on the organization of your Committees. Thus to cater for workers in Singapore, would you not have a committee representing workers' education?

Dr. Tai : Any structure is not fixed. We have to modify and make innovations to meet raising demands. For example, besides the eight committees I mentioned which are Board committees, we have a Kindergarten training committee which is a working committee. In this Kindergarten training committee, we have the Specialist Kindergarten Inspector and also a representative from the People's Association that provides kindergarten classes.

When the demand arises, we organise more committees. But on the other hand, coming to your question, I feel that workers would join the various types of courses. I am sure there are many workers who join our language classes. The language specialists teachers in the language studies committee can deal with aspects of language learning. We maintain close contact with the NTUC workers' education projects through the NTUC representatives on our Board.

Question : I think there is much merit in the question raised by the previous contributor. I think the basic responsibility for workers' education should come from the unions themselves because they understand the needs of the workers best especially where ad hoc courses are concerned. These are related to specific needs like trade union organisation. But other organisations should also come in, with perhaps a workers' education committee. This committee could liaise with agencies dealing with workers' education. A co-ordinating body could be set up at the instance of the Adult Education Board, but agencies should come into this co-ordinating body on an equal basis. Such co-ordination is important and necessary.

Question : We have our own courses with a trade union bias and we use trade union officials. In the process we also inculcate a national outlook. We use such organisations like the National Youth Leadership Training Institute, the National Productivity Centre and other organizations. So if the Adult Education Board would initiate the formation of a workers' education committee, I think the NTUC would be extremely pleased.

Question : May I suggest that the Adult Education Board looks into the setting up of a research unit which I think does not exist. Very often we do not know whether the persons for whom courses are provided have benefitted and to what extent. There are lots of areas where basic data are not available.

Chairman : I think there must be further discussion on the question of a workers' education committee but since Mr. Govindasamy is going to speak on the NTUC, possibly he would bring up several points now raised. We could defer discussion on the workers' education committee. With regard to the suggestion on research, we have this very much in mind. We have already started thinking on a research unit for the Adult Education Board.

Dr. Tai : I can't agree more on the need for research. We have carried out a few research projects. One is with the Department of Social Studies and Social Administration of the University of Singapore. We also collaborate with research officers of the Ministry of Education. We did a few research projects on school leavers, vocational preparatory classes programmes, study of the social background of drop-outs, the causes of dropping-out, the demands of industry and the revision of the curriculum. On the language side, there has been work on programming. This is a kind of research. This is not high level research. It is improvement of curriculum and teaching methods and teaching materials. We call this in the old days action research. I think this is very important.

We are short of staff but still we are trying to do something immediately. A Committee within the Board's administration has already been set up and some people trained in research are helping us in the committee. I think we often think of the Adult Education Board as an administrative body, but an administrative body should also be conscious of research. We should be conscious not only of the need for local research but also of research in other countries with similar enterprises, so that we can benefit from them. We also hope that we can make use of the fruits of research of our universities and institutions of higher learning as well as the research unit of the Ministry of Education.

Question : First of all I like to say that the paper given by Dr. Tai shows what an enormous amount of work is covered by the Adult Education Board. I would wish to define what I consider is adult education. I think adult education should be taken to include the education of all those who have left school and those who have never been to school at all, those who are not on the register in other words of being educated. In

one sense the work of the Board up to now has been to educate the already converted, the people who want to be educated. This is a comparatively simple matter, but what about those people who do not want to be educated, people who knew nothing of the benefits of education and are in a sense left out. These are the 14th, 15th year olds that I feel a great deal of effort must be made. These are the people completely cut off from the rest of society. They are an anachronism in a society such as Singapore which is sophisticated and generally an educated society. I feel that this is the kind of education that the research unit must look into, how to help and get in touch with them. Once the demand is created, then provision of the resources can be made. If there is no demand, why provide the resources?

Chairman : What we are trying to do within the framework of the conference is to find what the demand is. This Re-appraisal is in fact a kind of research to see where we are going.

Question : I would like to query what is the purpose of the Adult Education Board because many of its listed activities are also being carried out elsewhere like vocational training and co-ordination.

Dr. Tai : I cannot follow the question very well. The Adult Education Board was the decision of the Legislature which did not make unnecessary ordinances. Besides if you examine what the Board has been doing for the past eleven years, you would see the need. The trend today is the other way round. We need more adult education. UNESCO has developed this term "out-of-school education" and SEAMEO is using the term advocated by many American adult educationalists, namely "non-formal education". We need more life-long education, integrated education, continuous education. This expansion of the realisation of life-long education has never been so much emphasised in the history of education as now. Any adult education agency should be encouraged.

Question : I think the Adult Education Board is the spine of the adult education movement in Singapore. It provides for the largest number of people that any particular organisation does and it is proving this with a very varied and wide programme. It co-operates with other agencies. It is essential that the Adult Education Board maintains its function. With regard to research it should be a multi-disciplinary attempt with wide resources. Adult education research could be under the name of a particular discipline. For example to establish the relationship between adult education and social occupational mobility, it is very important that the research be designed

by a sociologist. Also the architect could research on the design of an adult education centre. The historian might do a history of adult education. May I suggest that perhaps the Adult Education Board could exercise the kind of research areas. Mention has been made of certain categories of people who have not made a demand for adult education. This is where a close relationship between the People's Association and the Adult Education Board would cause these people to be interested in adult education. The People's Association could attract them by arranging group meetings and recreational activities and through such activities lead these people to a realisation of the importance of continuing education.

Question : I would like to take up the point on co-ordination which can build a bridge for the people who have no demand for education. I have all the while the idea that the Adult Education Board should take the leading role in co-ordinating all adult education agencies. I agree that much can be done by the Adult Education Board and the People's Association co-ordinate to cater for the needs of the people who have no access to recreational and educational activities. Some of the 190 odd community centres could be utilised for adult education classes. Language studies and simpler vocational education classes could be conducted in them. The advantage of community centres having classes is that they bring the facilities nearer to the areas of need. The People's Association are already conducting adult education classes but co-operation between the People's Association and the Adult Education Board can do more.

Dr. Tai : We co-operate with many organisations. Thus we have courses organised for the Singapore Tourist Promotion Board. Week-end arrangements for work-shops could be organised. R.T.S. could help to promote comparative study of educational systems. Representatives of international bodies in Singapore, many of whom are specialists in adult education can help us to develop this area. This kind of comparative study should be beneficial. Mention has been made of sociology, the study of human relations. To avoid duplication, the university extra-mural studies department should take the leading part in providing this kind of facility. The reason is that the university has departments of business administration, economics, sociology and lecturer facilities.

Question : Under the provision of the law, nobody can presume to be a tourist guide without a certificate issued by the Tourist Promotion Board. The courses provided by Adult Education Board is an example of providing a need.

Question : With regard to tourist guide courses, there is a movement from the traditional training type for English-speaking guides to those speaking various foreign languages. The Tourist Promotion Board is anticipating the demand for European languages like French and Spanish and has started courses in language classes. Secondly there are hotel courses. Thirdly there are in the university 'Know Singapore' courses. Tourism is the responsibility of every citizen. Before the people can promote, they must know what they promote. One big factor is courtesy and the Adult Education Board in collaboration with the Tourist Promotion Board conducted a course in courtesy. This concerned various personnel directly involved in tourism such as immigration officers, customs officials, health officials who man the various stations at the Airport and other centres of disembarkation.

Question : The Adult Education Board have given benefit. I think it will be more appropriate to say to what benefit. From Dr. Tai's paper, the first point to emerge is that the Adult Education Board has an important message to bring across, namely the idea that education is a life-long activity. I think no other organisation has pushed this attitude as much as the Adult Education Board. Secondly if the Adult Education Board supplements other courses, to what extent should it supplement? Thirdly since the Adult Education Board is able to provide courses at very economic rates, it is an important factor when we think of courses run by private agencies. Fourthly what is the extent of the Adult Education Board's co-ordinating function?

Chairman : Possibly the points just brought up might turn up within the discussion groups and may be incorporated in the recommendations.

The Role of NTUC in Workers' Education in Singapore

*Paper Presented by
MR. N. GOVINDASAMY, Secretary
for Research and Training, NTUC.*

In the short history of the Trade Union Movement in Singapore, the movement has reached a significant milestone. The NTUC has chartered a course for its development as a complete and integral institution of our society.

The first stage of the Post-war development of the trade union movement in Singapore may be broadly characterised as the one in which the movement was deeply involved in the anti-colonial struggle. This stage ended roughly around 1959 when we acquired self-government status.

The 2nd stage was when the trade union movement having acquired power that it never had before, used that power to the maximum advantage and to the interest of only the people it represented. The question of the good of the society and of the country received less consideration than the question of expansion of the membership of the trade union movement and of increasing the benefits of members of the movement.

Around 1966/67, the trade union movement as led by the NTUC consolidated itself and started taking a keener interest in not just remaining as a Bargaining Institution for its members but by wanting to make itself a social institution representing the workers of Singapore. It was at this stage that Workers' Education received a rightful place in the policy of the trade union movement.

Trade union and Workers' Education classes began to be organised with the dual purpose of explaining to trade union leaders the facts of political and economic life in Singapore and of preparing a new generation of well-informed labour leaders equipped with the principles and techniques of Democratic Trade Unionism in the new era of industrial growth and expansion. Education in general, and Adult and Workers' Education in particular, became one of the major pre-occupations of the NTUC from then on.

There are a few national trade union organisations in more developed countries which grow out of Workers' Educational Associations. Trade union movement all over the world aim to carry out a programme of trade union and workers' education as a necessary adjunct to the organisational

activity as a means of promoting better understanding of the tasks of the trade union movement. It has been no different in Singapore. At this juncture, it is interesting to note that the first Chairman of the Adult Education Board was Mr. Devan Nair who is the Secretary-General of the NTUC.

Apart from organising its own Workers' Education and the trade union education courses, the NTUC has demanded representation in various educational institutions providing for adult learners and vocational and technical training institutions. The NTUC is represented in the Adult Education Board, National Youth Leadership Training Institute, the Extra-Mural Studies Department of the University of Singapore and the former Advisory Committee of the Singapore Vocational Institute.

The NTUC realises that every trade union leader must not only possess an intelligent understanding of the economic, social and political facts of life but must also be able to convey his understanding to the rank and file. We wanted to actively participate as a social institution in the decision-making process of national development. Unless, trade unionists develop an appreciation of the socio-economic dimensions of our society and the process of decision-making in our democratic institutions, the trade union movement cannot but lose its influence and impact.

The main objectives of our training programme was two-fold:—

- (1) An intelligent understanding of the social, economic and political facts of life in Singapore; and
- (2) Within the context of such an understanding, vigilance and intelligence in the protection of real interest of workers.

Our educational activities, however, did not confine themselves to trade union courses but also to courses on recreational and semi-vocational subjects.

A number of these recreational and semi-vocational courses were conducted in collaboration with the Adult Education Board.

The trade union movement has time and again made representations to the Government and the International Labour Organisation to allocate more funds for Workers' Education projects. We feel that the expenditure on educational projects is a necessary investment for maintaining and enlarging the political, economic, social and cultural advancement of the workers. The NTUC recognises that the education of workers is a prerequisite for any national development and towards this end we consider the desirability of considerable expansion of vocational and technical education.

Since the inception of our industrialisation programme in Singapore, there has been a strong tendency to see the educational system as a function of economic development and the manpower needs which industrialisation creates. In accordance with this concept on education, the worker forms an important part of the production apparatus in our economic expansion. Our accelerated rate of change from white-collar commercial economy to industrial economy brings about a pressure which has to be relieved through education, in order to transform the workers' mental attitude and social

conduct. Towards this end, the NTUC has organised numerous courses on Productivity, Human Problems on Industrial Development, Work Study, Job Evaluation, Remuneration by Results, Joint Consultative Machinery, Human Relations, etc.

The NTUC considers that Workers' Education is directed to the full development of the human personality which will enable workers to participate intelligently in the life of the community and help them to contribute their best to society. On the other hand, workers education is to be regarded as a prerequisite of economic growth and technology, scientific and cultural progress.

Our workers are the most valuable resources that we have. The trade union movement representing this important section of our community has the right and the responsibility for participating, in shaping the educational policies revised to meet the needs of the workers.

Our educational activity has met some difficulties; one is the reluctance on the part of the employers to grant educational leave. We consider that the worker is entitled to paid leave for a reasonable period of time to participate in courses conducted by the NTUC or other allied workers' education movements. We have made representation to the Government to ensure that educational leave is granted during the period of study.

We feel that we must devise a system of vocational training which will provide the worker with the type of training which will enable him to obtain and keep his selected occupation as well as afford him the opportunity to improve his standard of living. To obtain this goal, effective training must provide opportunities and facilities for retraining of workers whose skills have become obsolete or who are unemployed and are not employed in the old occupations like the redundant clerical workers from the Bases.

Education planning must give much more weight to adult and especially workers' education, in order to effect both immediate changes and improvements in the outlook of the existing labour force. Investments in adult education can bring large increases in production with very little delay.

The majority of our young people leaving school will never have the opportunity for further education except through the Adult Education Board. Further we may expect for the standards of education to rise which will inevitably mean that even those who have received an adequate minimum education will increasingly experience the need for additional education in later life. To cater for this need a comprehensive scheme for adult and workers' education must be drawn up.

In view of the rapid technical and social changes, continuing life-long education will gain more and more importance in the life of every worker. Education has to respond to various targets namely:—

1. It should provide for the adjustment of workers to the changing needs of work and employment;

2. It should make it possible for workers to participate in the cultural aspects of life in the community; and
3. It should also be designed to deal with the human problems of community life and should also create, among adults and workers, an awareness of social, economic and political developments.

This certainly involves a closer co-ordination and integration of the different sections of adult education, as well as a deeper commitment and increased contributions of Government and employers organisations to this sphere. The required comprehensiveness and efficiency of adult education cannot be achieved by the Government alone but only by way of co-ordination between the growing participation of the interested groups of society like the Industrial concerns, employers' organisations, tertiary institutions and the trade unions.

Highlights of some of the Training Courses conducted by the NTUC for its affiliates in the years 1970/71

16 Residential Leadership Training Courses from between 1 week to 2 months were conducted in English and Chinese with the collaboration of the National Youth Leadership Training Institute.

The curriculum for these Courses included:—

1. Trade Union and Its Organisation;
2. Industrial Law and Trade Union;
3. Industrial Relations;
4. Essentials in Leadership;
5. Public Speaking;
6. History and Development of the Trade Union Movement in Singapore;
7. Modernisation of the Labour Movement;
8. Introduction of Politics;
9. Introduction of Economics;
10. Organisation and Conduct of Meetings;
11. Trade Union Organisation and Management;
12. Role of Trade Unions in Singapore;
13. Productivity in Industry.

At the end of 1969, a massive Seminar on Modernisation of the Labour Movement was organised. In the Seminar, the NTUC critically examined its past efforts and drew up plans for the future. As a result, an intensive and an extensive programme of Educational Courses was conducted throughout the Island. The contents of such Courses included:—

1. What is wrong with the Labour Movement today?
2. Why Labour Must Go Modern?
3. The Necessity to rationalise subscription rates;
4. Labour and Co-operation;
5. How to strengthen our own Unions?

In collaboration with the National Productivity Centre, 12 part-time Courses were also conducted on the following subjects:—

1. Work Study;
2. Job Evaluation; (3 courses)
3. Remuneration by Results;
4. Joint Consultative Machinery; (2 courses)
5. Trade Union and Co-operative Management; (2 courses)
6. School Management Programme for Principals of Schools;
7. Balance Sheet Reading;
8. Achievement Motivation.

In addition to these Training Courses conducted by the NTUC, the affiliates organised their own Educational Programme for their members assisted by the Officials of the NTUC.

With the assistance of the Adult Education Board, a series of Recreational and Semi-Vocational Courses in photography, sewing, wood-work, etc. were also conducted.

PLENARY DISCUSSION FOLLOWING MR. N. GOVINDASAMY'S PAPER

Question : I would like to know the strength of membership of your various courses. What do you see are the main obstacles that affect participation in your courses?

Mr. Govindasamy : Workers' education organised by the NTUC went back to 1966 and so it has only a short history. Also we have problems of limited resources, financial and human, and leadership that could devote much time to trade union education. When I was introduced by the Chairman just now as being solely responsible for workers' education in Singapore, he was quite right. I am solely responsible because I am the only person. This has been one of the disadvantages. We have a multi-racial set-up in the NTUC, although people able to conduct trade union courses in the English language are easy to come by. Mr. Conceicao assists me by providing me with some lecturers from the Extra-mural Studies Department. So does the National Productivity Centre. Workers do not consist of the English speaking category only. There is a shortage of people who are academically minded but with the trade union background. This was one reason why we could not have a mass education programme. There are some courses that can be conducted part-time but others we can't. Full-time courses would mean much sacrifice for the worker and his family.

Last year unions were asked to nominate education officers from among their own members. The idea was to teach these potential education officers not only the socio-economic aspects of leadership but also on how to go down to the grass root levels in their own unions. The idea was that they could go back to their unions and conduct courses. At one time, education for trade union officials was done by the NTUC, but now affiliated unions are conducting their own courses with our assistance.

Question : I feel that if trade unions especially the NTUC indicates how earnest they are in this business of education, they would have a kind of lever to pry open employers' pockets. For example, if unions could have an educational levy of a cent a day per worker, this would be 3 dollars and 65 cents per person per year. If this sum could be multiplied by 100,000, you would get \$365,000 with which you could do a lot of things

including putting something aside for a possible labour college. If each individual worker feels that he will be able to make this sacrifice, then employers will be convinced that they should also come in.

Mr. Govindasamy : Money is not much of a problem where workers' education is concerned. I am not asking employers to give financial contribution towards the workers' education programme. I am only asking them for their co-operation. Quite a few employers on finding that some of their workers have been selected for a training course suddenly find out that these workers are indispensable. A man who is a mere cog in the wheel becomes an important person. Also when a worker who is entitled to 2 weeks' annual leave is asked to undergo a course that lasts a month, he is told by the employer that he can have 2 weeks' annual leave and for the other 2 weeks, he will get no pay leave. The NTUC is not in a position to pay for his 2 weeks' no pay leave and the worker himself is unable to afford to lose 2 weeks' pay.

A further question arises. Should a man who has worked a year be penalised by having his annual leave taken away by a training course? I wouldn't want the employer to be involved financially in a worker's education course, but I cannot understand the attitude of an employer who thinks that by attending a trade union course, the worker will make it more difficult for the employer afterwards.

Question : Do you object to the worker sacrificing his annual leave?

Mr. Govindasamy : Of course I object to a worker sacrificing his annual leave for a trade union course, because he is not coming to a trade union course to have a good time. He has to go through a mill.

Question : Can you please tell us more of the failure of training courses where economic motivations should make these courses successful.

Mr. Govindasamy : The re-training courses conducted by the Basic Economic Conversion Department in collaboration with the NTUC were not as successful as we thought they should be for various reasons. These courses were not well thought out. Some of the people who attended these courses were on the wrong side of forty and were not attuned to the fact that they

could change their occupations from white to blue collar jobs. Also the part-time courses that lasted 6 or 8 weeks were not long enough to help them acquire new skills. They requested for a further course which should not be supplied. With their inadequate training, very few got jobs in industry. The NTUC was really not very much involved in these re-training courses.

Question : Why was the NTUC not more involved?

Mr. Govindasamy : We tried, but the courses were organised by 3 different organizations. One of these was the Bases Economic Conversion Unit, the other was the British Government and the third was the NTUC. The programme was such that all wanted to train the workers within a short time. They should really have started re-training 3 or 4 years ago with each course lasting a year or so. Then only a new batch could come in after seeing the practical benefits that could be derived.

Question : Could we have your views on the desirability or otherwise of having a Workers' Education Committee within the Adult Education Board?

Mr. Govindasamy : Two of the AEB members are from the NTUC and we are able to get our needs known to the Board and the Board is able to conduct courses to suit our needs. I don't see how much more a separate Workers' Education Committee can achieve. We have never known the Board to turn down our requests to them to organise certain courses for us. We have always this problem of setting up a committee for this, for that and for the other. I am not keen on the setting up of too many committees. I have found many committees existing in name but not in function.

Question : In order to make workers more aware of the political involvement in Singapore, what do you think the NTUC would do?

Mr. Govindasamy : Our leadership education courses are aimed to create awareness of social, political and economic changes that this country is going through. In the appendix to my speech I mention 16 residential leadership training courses lasting a week to 2 months. The syllabus includes the history and development of the trade union movement, the modernization of the labour movement and introduction to politics and economics. These courses hope to instil political

thinking and political decision-making that would affect every worker. The old concept that a trade unionist should have nothing to do with politics no longer prevails.

Question : I would like to ask Mr. Govindasamy on the feasibility of forming a college in Singapore for workers.

Mr. Govindasamy : There are already facilities available for the workers. The Polytechnic runs, I believe, part-time courses, the vocational institutes as well. I was talking earlier on the folk high schools in Denmark, which also offer technical courses to improve skills. The trade union movement here is not in a position to organise schools and colleges of this nature. You are aware of the shortage of instructors in technical subjects. Even the Government finds it difficult to man its technical schools. Perhaps a bigger organization like the Adult Education Board could think of organising schools of this nature. These schools should aim not only at improving skills but also at those qualities associated with a College of Adult Education.

Question : The courses you listed appear to be for training leadership in the labour movement. What has been done to make the ordinary worker more socially conscious and also increase his participation in cultural activities?

Mr. Govindasamy : As I said earlier on, we have only recently started work and it is not possible with our limited resources to leave such cultural courses to the NTUC. Last year we trained 110 persons as workers' educators, who went back to their own unions to organise courses. Perhaps you have read of how the Amalgamated Union of Public Employees, one of our unions, is organising courses for the rank and file in social concepts, cultural values, and political thinking. The Primary Industries Employees' Union has organised courses for its own members. We want as many unions as possible to organise courses but here again there is a lack of suitable tutorial staff and funds. Ultimately the NTUC may have to think not only in terms of just educating the leadership alone but also the ordinary membership. It is at the workers' level that at the moment we want to do more. With greater awareness by the leadership, it is hoped to do more. The old attitude of "As president of the union, I called for strikes to get many benefits for my members. I never went to any course" prevails. My problem now is to change this attitude and for the leadership

to be aware of the need for education. Once I can change the concept of education, the union leader will go on to organise courses on his own.

- Question** : How do you go about changing attitudes?
- Mr. Govindasamy** : I have to explain that our training courses are really geared towards leadership. It is not an easy task getting the leadership to attend courses. Perhaps my hope is to be able to go round telling leaders that attending courses and seminars is a good thing.
- Question** : Are you saying that you could provide facilities tomorrow if the workers come in?
- Mr. Govindasamy** : I'm afraid not.
- Question** : We would like to hear how you would stimulate demand.
- Mr. Govindasamy** : I would think in terms of stimulating demand by making the leadership more aware of why courses are being conducted. I don't know of any other way of stimulating demand.
- Question** : To what extent has NTUC been providing courses with regard to facilities and fees?
- Mr. Govindasamy** : Courses are held either at Trade Union House or at the National Youth Leadership Training Institute with the use of their facilities and tutorial staff. Some courses are conducted in collaboration with AEB at various centres. A nominal sum of \$5 is charged and even so in most cases the union pays this \$5. We have a reasonably good library at Trade Union House but it is not fully utilised. Books can be found in the different languages.
- Question** : It seems to me after listening to the difficulties faced by Mr. Govindasamy, our people regard the matter of generating adult education among workers of the lower income group as a problem of social development rather than adult education. It is not necessarily the problem of NTUC alone. The People's Association would come in to provide recreational activities which lead to education of an informal sort. There could be talks, discussions, campaigns, rallies. I think workers can be led into education in a gradual way. When I talk of community development I mean having people who are able to work among workers and identify

their needs. We should have people on the ground level so to speak to identify what these needs, are, what sort of recreational and educational needs. Unless there is a bigger realisation of the importance of adult education, your labour leadership and other schemes will be difficult to develop.

Question : It appears to me that the People's Association, the AEB and NTUC share much in common. Their strength lies at the grass-roots. The strength of the NTUC lies in the strength of the individual unions, the strength of AEB lies in the adult education centres and the strength of the P.A. lies in the community centres. How much evaluation has been done by NTUC with regard to the wishes and actual needs of the workers at grass root level?

Mr. Govindasamy : Both speakers have raised very pertinent issues. Very much more could be done by us with regard to evaluation. A course should not be termed successfull just because 25 persons who attended it said what a good course it was. Please bear with me when I say that the AEB is eleven years old while my unit is only 3 years old. When I said that I have money for adult education, I referred to the courses I conduct, but I have not enough money for other work like evaluation. I also earlier said mine is a one-man project. Insufficient research is being done in respect of workers' education. In our 1969 Modernization Seminar we had a session of self-criticism. A number of valid points were brought to the fore. One of these was the lack of funds for the NTUC. In 1970 we advised our affiliated unions to revise their contributions so that they could have higher subscription rates. By this means we would have a bigger share of the subscription of the affiliated unions. Evaluation is tied up with funds and personnel. When we reach the same age as the AEB I would not be standing to apologise for the things we have not done.

Question : We have been talking of courses and classes. Perhaps we need really to think hard on new methodology. We need workshops, symposia, seminars, study groups, all kinds of publications, visual aids, including films and residential courses. All these methods should be fully explored and used. In Singapore T.V. is advancing and in Singapore at present we have INNOTECH. These different approaches should be used to tackle the education of workers.

The Role of the People's Association and its Contribution to Adult Education

Paper Presented by

MR. LEE WAI KOK

Director of People's Association

I. Circumstances under which the People's Association was formed

When the first fully elected government came into power in 1959, it was acutely conscious that the executive instruments of the government were those inherited from the colonial era. Being brought up in the colonial tradition the staff placed adherence to regulations and administrative procedures above consideration of the genuine interests of the public. On the other hand the government was faced with the crucial problem of establishing close links with the people, particularly those who do not speak the English language. There has developed through the years of colonial rule, an attitude to avoid any contact with the government. They believed that involvement in government affairs is a misfortune and shrank from this almost by instinct. It was obvious that this attitude must change if the popular government was to succeed in implementing its socialistic ideals. There was therefore an urgent need to create a two-way communication system whereby the political leadership could tell the people what the government policies were and what actions the leadership intended to take in various fields of activities, at the same time, to know the needs of the people, their views on domestic and external affairs and their opinions on policies and actions of the government. One measure which the government took towards this end was the establishment of the People's Association. By the construction of a large number of community centres, and at least one in each constituency, it was hoped that there would be a convenient meeting place where people and the government leaders can come together.

II. Objectives of the People's Association

On the 1st July 1960, the People's Association was instituted under an act of Parliament with the following objectives:—

- a) To organise and promote group participation in social, cultural, educational and athletic activities for the people of Singapore, in order that they may realise that they belong to a multi-racial community the interests of which transcend sectional loyalties.
- b) To establish such institutions as may be necessary for the purpose of leadership training, in order to instil in leaders a sense

of national identity and a spirit of dedicated service to a multi-racial community.

- c) To carry out other activities as are incidental or ancillary to the objectives above.

It is evident that the People's Association, together with its network of 190 community centres, was intended to be, and is ideally suited for the purpose of social education. Its potential in this field may be more appreciated if it is known that it has as its corporation members 71 major youth, cultural, athletic, educational and charitable organisations in the Republic such as the Adult Education Board, the National Theatre Trust, the Council of Social Service etc.

Since its establishment, however, the People's Association has concentrated its activities on catering for the various social needs of the less-privileged class, as it was this stratum of the society which needs the most attention. Whereas the majority of the middle and upper strata of society had no difficulty of access to all the social amenities and recreational facilities, and were exposed to the various educational processes, both formal and non-formal, an average working class member at that time was denied all these. The main effort of the Association was, and still is, therefore to catalyse a change in the attitudes of these people through the provision of various facilities and services in the community centres. It should be stressed that whilst the schools have contributed a lion's share in educating the younger generations, the task of imbuing a sense of national-consciousness in the older generations constitutes a significant historic mission for the People's Association.

III. Activities Programmes & Response

To achieve the ultimate objective of social education, the people must first of all be induced to come to the community centres. Accordingly a diversified programme of activities was organised. These activities include:

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| Vocational | — Dress-making and embroidery, culinary art, bakery, dress-designing, radio and television repairs, wood-work etc. |
| Sports and games | — Basket-ball, table-tennis, badminton, volley-ball, sepak-takraw, soccer, arts of self-defence, fencing, Chinese and international chess, carrom, draughts etc. |
| Cultural | — Folk-dancing, drama, choral singing, harmonica bands, Chinese orchestras, lion and dragon dances, painting, story-telling etc. |
| Educational | — Language classes, kindergartens, youth leadership courses, youth camps, civic tours, library service, newspapers and television. |
| Hobby | — Photography, gardening, adventurous courses, excursions etc. |

Apart from the regular activities listed above there are also other activities which, though organised less regularly, are nevertheless of equal educational values. These are either to mark a certain occasion, or in response to a governmental campaign. They include anniversary celebrations, game tournaments and championships, national servicemen send-off parties, rallies, exhibitions, talks and forums connected with campaigns such as "keep Singapore clean and green", "mosquito-free" and "pollution-free", "eat more wheat", "family-planning", "anti-cancer", "anticrime", "rugged society", "gracious living" etc.

The most significant indicator of the response of the people to the calls of the People's Association lies in the emergence of a corps of voluntary workers — members of the management committees, the women sub-committees and various ad hoc committees formed for specific purposes.

The management committees deserve special mention. Members of these committees (there is nearly one committee in every community centre) are appointed by the Deputy Chairman of the People's Association Board of Management from amongst local leaders, to help manage the affairs of the community centres. They are usually self-made men who enjoy high esteem in the local or national scene through sheer hard work, dedication and a high spirit of community service. It is worth noting that amongst the 2000 odd management committee members, the majority had received very little formal education. The fact that they, and not the intelligentsia, have come forward to involve themselves actively in community development is no small achievement. It is obvious that the successful tapping of local resources and leadership is a key factor to the success of the work of the People's Association. Through the enthusiastic support of these people, a degree of local participation and greater response never achieved before were obtained. Apart from the basic facilities and a skeletal staff force provided by the People's Association, these committees have added many more facilities and services to the community centres since their appointment.

IV. People's Association as an instrumentality for Adult Education

As laid down in the People's Association Ordinance, 1960, the main objective of the People's Association is to catalyse a much-needed social change amongst the people. The programme of activities organised and the various services provided by the Association can be regarded as aiming at orientating and educating the masses towards national goals. The elaborate programme of activities and the methods and techniques employed to organise them are all part and parcel of the non-formal process of social education.

Athletic

Sports activities are most common in community centres and are well patronised by youths. Besides being a very good pastime, these activities serve to develop an esprit de corps and the fine spirit of sportmanship amongst the participants. By drawing the uneducated and those with little education to the centres through games, they can slowly be integrated into normal social life.

Cultural

In our programme of providing adult education to the masses the People's Association also attempts to orientate the minds of the public towards shaping a national culture and breaking interethnic prejudices. This will not only make the public intellectually, culturally and politically enlightened, but will also render them less susceptible to any anti-national influence. With this aim in mind, cultural activities are organised in the community centres to inject a national cultural identity in the people. The People's Association Cultural Group, comprising a Military Band, a Dance Unit, a Choir, a Singing Troupe, a Chinese Orchestra, a Drama Group and a Girl Bagpipe Band, frequently brings healthy cultural programmes to the doorsteps of the ordinary people. Cultural activities organised at community centre level are also being expanded rapidly to meet the challenge of the seventies. More sophisticated activities such as the introduction of music appreciation and literary activities are being contemplated. Only recently, in order to promote local art and to provide an opportunity for local artists to display their talents, community centres were used as venues for art exhibitions. In this way, the people, especially the lower-income groups are encouraged to learn to appreciate the fine arts, painting, sculptures and other good things in life essential for a gracious living.

Vocational

This category of activities conforms well with the definition of adult education. Housewives, working girls and boys come to participate in various vocational classes offered by the community centres and learn some useful skills beneficial to themselves, their families and the society at large.

Educational

Community centres usually play a major role in the various national campaigns launched by the government. It is in the community centres that policies of the government are vividly and adequately explained to the people by Members of Parliament, Government Officials, Community Leaders and staff of the Association. These campaigns are not only informative but are also essentially educational, in that it helped to inculcate in the people a true sense of community spirit and civic consciousness.

On festive occasions of national or local importance, Members of Parliament and Cabinet Ministers always make it a point to celebrate the occasions with the people. It is customary that the speeches and talks delivered during these occasions and other informal meetings have specific themes relevant to our task of nation-building. In an informal but congenial atmosphere they are often the most effective means of educating the masses towards national goals. They lend themselves very effectively to the transmission of government policies, particularly to an audience whom the impact of the mass media is only peripheral.

By offering opportunities for voluntary participations in the management of community centres, an ever increasing number of citizens is being exposed

to the process of civic education. By serving in management committees and their sub-committees, people from different level of leadership learn to discharge civic responsibilities and have their civic consciousness constantly reinforced. The significant point here is that many of these people would have played a passive role in society, had it not been for the existence of community centres.

V. Gaps and limitations

Notwithstanding comparative good resources and relatively good local participation, the situation is by no means perfect. According to a survey conducted jointly by the People's Association and State & City Planning in 1970 to find out the rate of use of community centres, and the types of activities the people participate in or like to participate in, only 6% of the respondents in the study area were "visitor households" which was defined as one in which there was at least one person aged 13 years or above who has visited the community centres at least once a month. It was also discovered that the majority of the visitors were Chinese-educated, and mostly from the lower-income class. This survey, conducted mainly in the built-up areas, confirms our previous observation. There is a clearly-defined gap between the English-educated and the Chinese-educated as reflected in the visitors to community centres. While the range of activities and facilities currently provided in community centres could meet the requirements of many a Chinese-educated, the English-educated finds them not sophisticated enough. Apart from the limitations of the staff who are mostly Chinese-educated, the physical features of the buildings also constitute a serious delimiting factor towards attracting the more sophisticated classes. They are mostly grossly inadequate by present standard, being small and noisy, and with crude interior decor and furnishings. Gaps also exist between the Association and its corporation members, so much so that the relationship between the two in many cases is merely in name.

In order to realise the full potentiality of the Association, closer liaison and co-ordination between the Association and its corporation members should be effected. Steps have already been taken to pool the resources of People's Association and the National Theatre Trust in the promotion of cultural activities. There has also been much closer liaison between the People's Association and the Adult Education Board, as witness by our participation in this seminar, and our involvement in the organisation of the impending "International Seminar on Adult Education". There is also a change of concept, both in the architectural design of the new community centres and in the range of activities and services to be provided in community centres. The community centre should serve as one of the venues where school children could pursue their various hobbies and inclinations after they leave schools. They should provide a platform where a broad base in various sports and games, cultural and educational pursuits can be created as well as a platform where our future leaders are trained. How these could be achieved would provide much food for thought. I have no doubt your deliberations on this topic will bring forth many useful suggestions and new ideas.

The University and Adult Education

Paper Presented by
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Institutional interest on the part of the university in adult education by way of actual organised provision is comparatively recent. The University of Singapore only started to make significant extramural provisions in 1964 with Nanyang University following very soon after. The circumspection with which the university, in its early days, entered into adult education is perhaps indicated by the time that lapsed between the Carr-Saunders Commission recommending in specific terms the establishment of a Department of Extramural Studies (1948) and the appointment of a Visiting Director of Extramural Studies (1963), and even also by the time-lapse between the appointment of such a director and the formal establishment of the department (1966).

Perhaps the early university was advisedly cautious about entering into an unknown domain of community orientation. It may be wondered to what extent the bulk of the teachers in the university could be committed to an academic philosophy that went beyond undergraduate provision, at the time the university was founded. In any case, there seemed little response to the following view expressed in the Carr-Saunders report:

The community at large endows the university with free time for intellectual work of a kind which must be long sustained in order to be effective, and which therefore seldom yields an immediate economic return. The endowment imposes on the university obligations which may sometimes seem to conflict with one another, since they involve both a certain withdrawal from the dust and sweat of the struggle for existence and at the same time a reaching out for new and ever-widening contacts with the community. If these contacts are not energetically sought and appropriately organised, there is a danger that the academic society may degenerate into an intellectual caste, tainted with the arrogance and snobbery that belong to caste systems.¹

The Carr-Saunders report also, significantly, felt that the university should take a lead in the whole development of adult education . . . seeking renewal of vigour and conviction from the community to which it owes its life." The university, as a whole, did not seem to react with too great alacrity to this view, but a number of individuals in the university motivated very possibly by personal evangelical promptings, as well as a more enlightened view of adult education, joined hands with certain government education department officials and community leaders to establish the

Singapore Council for Adult Education in 1950. Both the Council as well as the Adult Education Board which took its place continued to receive the help of some teachers in the University of Singapore and, when it was established, Nanyang University — such interested persons serving on successive governing bodies and committees of the Council and Board.

It would seem that the university had refrained from participating in the institutional provision of adult education, until a time was reached when circumstances were clearly propitious for such provision. A conjunction of two basic factors was needed: the existence of a sufficiently large potential clientele equipped with a secondary or post-secondary education* who could be motivated to participate in continuing education; and a sufficient number of people at the university sold on the idea of extramural education.

On the university side, it would be fair to point out that the indications given by the Carr-Saunders report about the 'what' and 'how' of extramural provision took on a partly archaic flavour fifteen years later. Carr-Saunders stated:

Extramural courses are not intended to lead to any academic qualification, and they are in no sense alternatives to or substitutes for courses provided inside the university for matriculated students. They are directed to persons who might have profited by university education but who never received it and have passed the usual age for it. They seek to give such persons a chance to feel the play of university influences upon them, and under the stimulus of those influences to unfetter imagination, to refine taste and judgement and to deepen insight. Their main content will be the cultural values enshrined in science, art, and history; their main appeal will be to people who are already concerned to cultivate independent qualities of intelligence and temper, and who think that some experience of intellectual work at university standard might help them.

This kind of extra-mural courses may offer material under numerous and diverse headings which are illustrated, but not exhausted, by the following: music, drama, art, literature, history, geography, philosophy, geology, zoology, botany, physiology, psychology, economics, sociology, political institutions, law, public administration, international relations and current affairs.²

I applaud heartily the view that the university should try to extend its influence to those outside its walls so that imagination may be unfettered, taste and judgement refined, and insight deepened. But the implications that the university should contribute largely to what may be described as the liberal education of adults will not stand the critical test of clientele response. Not that there are none, or even few, who come to university extramural courses whose main intention is to "cultivate independent qualities of intelligence and temper" or who seek to understand the "cultural values enshrined in science, art and history". But the university organisers of adult education cannot help but notice that those courses are well attended which

* See Appendix I

may give knowledge or skills, or modify attitudes, in a way relevant to improved job performance. The table in Appendix II showing enrolment for various types of courses for the years 1968, 1969 and 1970, and the percentage of such enrolment in relation to total enrolment, helps to illustrate this.

However, one should perhaps not make too much of a dichotomy between vocational and liberal orientations. It is hoped that, in university continuing education courses, the intellectual approach is the same as that characterising professional and academic education, namely, marked ideally by expertise, efficiency, critical analysis, lucidity and objectivity.

As to the diversity of topics to be possibly covered by extra-mural courses, referred to by Carr-Saunders, the university has certainly tried to respond to all sorts of tastes and demands as shown by the categories of courses listed in the previous table. Indeed, scrutiny of enrolment shows that not only has the university catered for the interests of *different people*, but that it has also catered to different interests of single individuals. Roughly 20% of enrolments belong to the category of persons who have recorded more than one enrolment.

However, it is possible for the university to think beyond diversity of topics, and in terms of diversity of *provisions*. The university has paid some attention to such diversification, but perhaps more could be done. Currently, apart from the provision of courses consisting of lecture series, the university regularly organises free public lectures frequently featuring visiting experts as speakers. These are well attended. Sometimes public seminars have also been organised. These seminars and public lectures have used both the English and Mandarin media. Of course other departments in the university (both of Singapore and Nanyang) besides the departments of extramural studies of both universities have organised forums and symposiums open to the public, as well as post-graduate conferences and courses for graduates. These may be taken as additions to the sum total of university provisions for the continuing education of adults. Further, the university has in the past, through the Law Faculty, run a part-time certificate course in International Law. Today, the university still provides a part-time course leading to a full law degree. This course, however, has to be taken during normal university hours, and therefore enjoys little popularity. But a part-time course leading to a diploma in business administration is very much a going provision leading to a university award. This course provides tuition in the evenings, and is run by the school of business administration.

The university has, therefore, engaged itself in providing opportunities for part-time study leading to one or two of its awards. This minimal provision compares with what only a few British universities (apart from London) do in providing opportunity to part-time students to work for their degrees; e.g. Manchester takes in "external" students for B.A. (Economics), Durham offers B.Mus., while Belfast also has a degree programme for part-time students. York has approved the principle of part-time study leading to first degrees.

The British have, of course, made a breakthrough in the institution of the Open University at first called the University of the Air! Otherwise the provision of part-time degree opportunity does not compare in any way with provision in North American and Australian universities.

It is possible that we in Singapore have reached an appropriate juncture when a close look should be taken into the feasibility of the university awarding external degrees. It is not fair to accuse the university of not having looked into the matter of further provisions for part-time study leading to degrees. A committee was set up for this purpose, and a survey was also carried out. Possibly the university was not too encouraged by the results of the survey and by the deliberations of the committee. Then again the university perhaps felt that duplication of its provisions into the evenings for part-time students could not be justified (because of the cost) if it were not assured of a good response, and if it feared that the dropout rate might be too high.

However, one way for the university to avoid heavy financial commitment, while at the same time trying to extend opportunities for higher education to those who for social, economic or other reasons missed out on these opportunities, is to institute a system whereby a person will be able to prepare for university degree examinations on his own. I would propose that this provision of external degree opportunity could be basically the same as the provision made by London University for thousands of its own matriculates, but with suitable local modifications.

One of these modifications could be to make it compulsory for students taking the "external" degree to take residential courses that could be scheduled during the university long vacations. Such residential (full-time) courses would be organised annually and could last up to a month. If part-time preparation for university awards were to take a longer period to complete than the normal undergraduate courses, the period of full-time exposure to university regimen, so to speak, through compulsory residential courses, would not be insignificant.

The bulk of the preparation for the "external" examinations would be the student's own responsibility. It would be feasible to expect that reputable correspondence agencies could be negotiated with to provide correspondence preparation for the university's examinations. It might even be a good idea for the University of Singapore (and what I say in this respect may apply to Nanyang too) to investigate the possibilities of the universities themselves providing not only correspondence courses but such courses over radio and television that may help home-study and similar preparation for "external" university awards.

Additionally, the department of extramural studies could organise orientation courses in the evenings throughout term time to guide candidates in their studies. Such terminal courses would supplement the sessional residential courses, where direct contact with the university is concerned.

This scheme makes it unnecessary for part-time, adult students to be given all the tutorials, seminars and lectures, exercises and other assignments given to full-time undergraduates. Indeed it is very likely that attention to the teaching of adult working students would necessitate new approaches; and may well result in improved methods being realised where the teaching of internal students themselves is concerned. The planning committee for the Open University — one of the most creative innovations in contemporary higher education — declared:

New methods of teaching are required to sustain home-based students in their work, and new techniques of assessing and guiding their work must be applied. Many of these methods and techniques arise from recent advances in the psychology of learning and educational technology. These permit the systematic design of courses, the production of effective learning sequences, the creation of appropriate materials, the use of various media to present them, and the continuous assessment of student performance as parts of an integrated educational process, based upon a systems-analysis approach to learning. New techniques of communication, information, and instructional analysis are now available to educators, and these promise to be of special and growing relevance to the Open University in the design and central production of course materials based largely on self-instructional techniques.³

I would imagine that in our reach out for technological development, we should be conscious also of exciting developments in educational technology, and be ready to apply these innovations to the extension of the university's services to increasing numbers of people who may be able to profit in a more and more substantial manner. It is useful to note that our Director of Education, our Director of Adult Education and the Director of the People's Association have at one time or another studied externally for their higher educational qualifications.

It would be sad indeed if individuals of high potential calibre were precluded from emerging to make their appropriate contribution simply because of want of opportunity to obtain a university qualification. There is no doubt that working for an external degree is not easy. The experience is bound to prove gruelling and would be indeed a test of character and stamina. Who would say how much more is needed to ensure that preparation by self-study for a degree is also a means of intellectual training. Only the most disciplined will survive. If it is feared that, such being the case, there will be a high drop-out rate, then steps could be taken through tests and counselling services, to see that those who matriculate are, as far as possible, those who will profit by being allowed to take the university degree examinations. In addition fees could be charged that would discourage frivolous enrolments with scholarships and bursaries offered to those seriously intent on study.

The provision of opportunities for working people to study on their own for university awards will be the most significant step taken by the university since its foundation. It is not one the university will be able

to take without a thorough scrutiny of its possible implications in terms of social effect, methods of implementation (if decision is favourable) financial and staff involvement, and so on. But I believe the social indications are that the time is now propitious for the university to make this scrutiny in an objective and thorough-going manner.

In this connection, the university's commitment to research is as clear in the field of adult education as it is in its other more ostensibly academic preoccupations. It is possible for the resources of the university's arm in adult education, namely, the department of extramural studies, to look into the question of external awards. This sort of research is intended to result in administrative action on the university's part, and not simply in the extension of the frontiers of academic knowledge, but is it less worthwhile?

Where research of a more academic order is concerned, adult education (as an area of academic pursuit) suffers from several disadvantages. Adult education, for example, cannot claim for itself the sort of respectability that is obtained from having a lot of Ph.D's graduating in the discipline. Its practitioners have been more preoccupied with pioneering field work and organisational development than with academic speculation, although a corpus of research findings is developing well in the United States while much study of adult education practice is going on in Britain — as witness the result, for example, in the Open University. A bright encouraging feature is the more universal academic endorsement that is being increasingly given to the study of education. A British vice-chancellor recently observed:

In the last fifteen to twenty years a solid body of research and scholarship has been built up in the study of education as a whole — history, psychology, sociology, philosophy, not to mention curriculum study, teaching methods, comparative education and, increasingly, economics. Very often professional historians, philosophers and sociologists have come to realise what psychologists have known for a long time — that education is a marvellously rich and varied quarry in which to prospect. I believe that adult education has its own riches to discover and yield up, although for a while (a long while) the academic credit will not reflect upon adult education, but upon the appropriate disciplines.⁴

In Singapore work has been done to chronicle the development of adult education. But further research could be undertaken by those working in fields related to adult education. For example, a sociologist could supervise research into the relationship between social-occupational mobility and continuing education.

The value of this particular piece of research will be the objective demonstration it could accomplish of the importance of adult education. However much may be the activity in the field, it may be wondered what portion of this activity is realised as adult education, and that it is this adult or continuing education that can help to mobilise people into new and more fruitful life situations. Despite a lot of adult education activity, a

general subscription to continuing education is still wanting. The potential clientele for various organisations engaged in continuing education is much greater than the actual clientele.

There are important reasons for this. We need a wider understanding of adult education (more people need to know what it is about). We need an understanding of the wider implications of adult education (e.g. that it is not only in the formal classroom context that doses of continuing education are administered). This inadequate general understanding is preventing potential clients from participating; and it is also preventing potential resource people from making the contribution they would make if they understood better.

Apart from research that would demonstrate the importance of adult education, the university could also play a diverse role in other ways. It is useful to take a look at the cliché that the university should make the boundaries of the state the boundaries of its campus. If this were so, not only should the university's provisions be administered over a wider geographical area, its constituents would also have to include far wider categories.

One example of how the university community may provide an extension service that would result in a dramatic, new category of clientele being served would be if the professors could teach in the community centres. This may be quite feasible. What is envisaged is that talks be scheduled in the community centres on topics relevant to community development such as problems of children's education, adolescent psychology, the consumer and the cost of living, delinquency, child care, infant welfare, dietetics, family education, hydroponics, and whatever subjects that ingenuity can suggest. Then we get the best person, the expert, to talk on the topic of his particular interest. The snag is that such talks have to be given in a vernacular medium. But this, while being difficult, will not be impossible.

A few of such talks have already been scheduled. More has to be done to observe how the situation may best be contrived. It is quite unlikely that the atmosphere and circumstances prevailing, when a talk is being given at a community centre, will be anything like an academic condition. For one, mothers who have been persuaded to come will also bring their children along — there being a dearth of creches presently in Singapore. A lecturer will therefore need sound amplification to render him equal to his audience. I think it would be likely also that the teacher will learn as much as his audience. But this experiment in community education would be well worth making. There is scope for cooperation here between the university and the People's Association.

For yet other special categories of persons, the university may make appropriate provisions. For example, part of the university's responsibility would be the education of such of its citizens as are playing leading roles in the community. It would be useful if some of these citizens could be brought together to discuss and study in depth the problems of the community that are of current and intense concern. But the reference, pre-

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viously, to the necessity for more people to understand better about continuing education is relevant here. Because it would be impossible to organise courses, however much there is a real need for such courses, if there is not a widely felt realisation of the need for such provisions.

Once there is this realisation, the categories of clientele could be also identified on the basis of their union or community organisation affiliations. Procedures could be devised which would facilitate the provision of special courses for special groups. Such procedures should provide an incentive to such groups to enter into an adult education relationship with the university, e.g. fee concessions. The value of voluntary organisations in stimulating a clientele response to university provisions has not perhaps been sufficiently realised.

Current provisions already cater for fairly diverse categories of individuals (see Appendix II). Frequently people of various interests and differing attainments enrol for the same course. This places an additional burden on the lecturer, and may result in some impatience in some participants and bewilderment in others. Currently it does not seem feasible to provide a counselling service to reduce glaring differences in aim and ability. But such aspects of educational administration and guidance will have to feature in the improvement of university provisions.

Reference has already been made to the diversity of topics featured in extramural programmes. Effort should be made to popularise courses of a cultural or liberal educational content. But attention has always to be continually paid to the "aproposness" of courses. There must always be a demonstration of the university's awareness of events taking place in the national and international context. In the past the university has run courses on the split currency, world monetary institutions, the stock exchange, industrial health, quality control, banking and commercial procedures relevant to the detection of commercial crimes, urban planning and sociology etc. These courses have been a response to university assessment of what was needed as well as of what was topical. This sensitivity has to be maintained.

Then there is the question of diversity of educational modes. Most courses are conducted through the use of the expository lecture method. A few have utilised programmed approaches, case-histories are used occasionally, and of course audio visual aids and discussion feature importantly. Given the current peripheral condition of understanding of adult education (even of educational techniques among many university teachers), a revolution in adult education methods and teaching practice can hardly be expected.

One fruitful area that may be exploited, however, is that of residential education. Many do not understand fully the educational value of residential courses. They seem to think that residence is convenient for those who live very far away, and that since, in Singapore, we are not far from any place, residence is unnecessary. The value of a residential course lies in the gesture of isolating oneself from one's normal environment, in order to

relate oneself as "totally" as possible to the learning situation. A very important aspect of this learning situation is the social or group atmosphere which helps learning. Nobody who has watched participants leave after a carefully planned residential course, and noted their pleasure (and indeed in some cases near-euphoria) can have much doubt about the value of a residential course.

A continuing education residential centre should therefore feature prominently in any plan for the development of university adult education. In this respect thought should also be given to the question of decentralising university provisions. In other words the possibility of obtaining adult classroom accommodation (or of building such accommodation) in various centres of population throughout the island has to be looked into. In attempting to carry the university outside the walls, note should be taken of the possibility that not all courses may be successful if given, so to speak, a local habitation. It may be more than a shrewd hunch that some people *prefer* to go to the university for evening classes.

At this juncture, it would be useful to revert to one or two previous references in this account, in order to illustrate yet another aspect of the relationship between the university and continuing education. Reference has been made to the possibility of the university's participation in a community extension service; to the university's duty to educate leading citizens; to the use of the resources of certain university departments to do research into the relevance of continuing education for development. Currently staff from very many departments in the university are helping to teach extramural courses. It would appear that the university's adult education agency has helped, and hopes further to help, in the university adjusting itself to social need.

It may be argued that, as a result of social pressure and the realisation of the necessity for the university's material and demonstrable commitment to social concerns, it is the entire university which faces the community and its institutions (including its bureaucracy). However, the basic functioning unit in a university is the subject department. For a coordination of all departments towards a community orientation, it would require an administrative entity made out of the public relations office, the department of extramural studies, and a new bureau for the realisation of relevant academic activity. This combination is not impossible, but seems quite improbable. It must be left to each department to work out its own adjustment to community needs, and to university adult education department to turn the university's face in the direction of the higher educational needs of the community.

Significant for the maintenance of high standards of continuing education provisions is the training of managers, organisers, and workers in adult education. If there is success in making people feel that adult education is important for development, then the demand for adult education services will increase. In which event, the provision will have to be better organised and should assure greater sophistication. It should also be remembered

that, in adult education, the supply very often creates a greater demand, if circumstances are favourable.

Where university adult education provisions are concerned, it would appear that since the inception of the department of extramural studies, circumstances have been favourable to the development of university continuing education provisions (see Index III). If other adult education sectors show a similar growth rate, then the demand will be great indeed.

Who, therefore, will be responsible for the training of adult educators, when the time comes for such training to be introduced? It has been the practice in other countries for the university to administer training and academic programmes leading to a post-graduate diploma and higher qualifications (in the U.K.) and to M.A.'s and Ph.D.'s (in North America). Other shorter courses are also organised by the university in collaboration with educational agencies. It would be helpful to think out our own options early. The university in Singapore has chosen to slough off its teacher education roles, retaining only a marginal responsibility. Personally, I think it is a pity that the university has not interested itself in the study of education.

But, even here, inasmuch as the university (of Singapore) collaborates with the Teachers' Training College in teacher-training, so this principle of cooperation with other agencies should be maintained in respect of other educational activities.

The continued application of this principle could be directed towards the following additional collaborative enterprises: (a) the setting up of a coordinating body for adult education in Singapore; (b) as a corollary to (a), the establishment of a clearing-house of information on adult education; (c) following also from both (a) and (b), the publication of an adult education journal.

The Adult Education Board has shown its initiative in convening this conference. The university has played its small humble consultative role in the structure of this conference. Further collaborative activities would be a continuation of the good relations between the two bodies. But it is important to involve, if possible, in a more formal (institutionalised?) way, other adult education agencies. Maybe, the grouping would be initially small, but the agencies represented at this national conference could be sounded for their interest in a joint congress, or some such permanent coordinating body.

There is a fast growing interest in adult education in several countries in the region. Regional meetings will be held more and more frequently to discuss adult education problems. It would be useful for a Singapore representation to be truly representative of the whole field of adult education in Singapore.

In this the university's cooperation will not be found wanting.

UNIVERSITY OF SINGAPORE

Department of Extramural Studies

An analysis of enrolment for courses conducted between
January 1969 and June 1970
according to sex, age, occupation and qualification

	Sex		Age		Occupation		Qualification								
	Jan/June 1969	Jul/Dec 1969													
Male	1800	1745	1743	15/19	143	94	126	Educationists	800	511	430	Primary	1	—	2
Female	912	788	740	20/24	520	500	641	Executives	469	78	338	Secondary	80	83	119
				25/29	567	589	523	Office Staff	306	480	327	Sch. Cert.	678	629	410
				30/34	508	519	423	Professionals	305	275	270	H.S.C.	252	451	474
				35/39	330	299	221	Students	130	382	151	Prof. Dip.	444	329	386
				40/44	200	147	115	Housewives	101	130	69	Undergrad.	28	32	66
				45/49	120	96	76	Technicians	62	164	92	Graduate	398	355	434
				50/54	50	56	41	Jr. Executives	92	34	274	Post-grad.	55	77	43
				55/59	17	14	22	Others	119	86	96	Not stated	776	555	549
				60+	7	11	20	Not stated	328	371	436				
				Not stated	250	206	276								
Total	2712	2511	2483	Total	2712	2511	2483	Total	2712	2511	2483	Total	2712	2511	2483

APPENDIX II

Enrolment for various types of courses and the percentage of each category of enrolment in relation to total enrolment for the years 1968, 1969 and 1970.

Types of Courses	1968		1969		1970	
	Enrolment	%	Enrolment	%	Enrolment	%
1. Art and Culture	388	11.1	299	5.7	212	4.1
2. Economics and Business Administration	689	19.7	1602	30.7	1857	36.1
3. Education	198	5.7	382	7.4	255	4.8
4. Health and Medicine	371	10.6	633	12.1	511	9.9
5. Journalism	110	3.1	72	1.4	66	1.3
6. Language and Literature	252	7.2	619	11.8	618	12.0
7. Law	289	8.3	604	11.6	349	6.8
8. Politics and History	552	15.8	235	4.5	96	1.8
9. Psychology	260	7.5	118	2.2	275	5.5
10. Science and Technology	264	7.5	429	8.2	782	15.2
11. Sociology	122	3.5	230	4.4	127	2.5
Total	3495	100.0	5223	100.0	5148	100.0

APPENDIX III

Growth of course provision and enrolment

Year	No. of courses	Enrolment
1964	64	2149
1965	41	1830
1966	47	2401
1967	47	2246
1968	61	3495
1969	95	5223
1970	118	5148
1971 (anticipated)	150	5600

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1. Sir Alexander Carr-Saunders, **Report of the Commission on University Education in Malaya** (Kuala Lumpur, Government Printer, 1948). Section on "Extra Mural Work".
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4. W.A.C. Stewart, "The university's commitment to adult education", **Adult Education** (N.I.A.E. Great Britain), Vol. 43, No. 2, July 1970, p. 111.
Professor Stewart is Vice-Chancellor, University of Keele, Staffordshire.

Acknowledgement should also be made of help given in appendixes by Mr. Ng Kim Soon, Administrative Assistant in the Department of Extramural Studies.

PLENARY DISCUSSION FOLLOWING MR. LEE WAI KOK'S AND MR. J. F. CONCEICAO'S PAPERS

- Question** : I have a query directed at Mr. Conceicao. The demand for external degrees is great especially among teachers. The whole emphasis of this Conference has been to serve the people better, how to provide adult educational needs in their various forms. The University of Singapore should look more closely into external degree possibilities. The new semester structure of the University with its long vacation could be utilised for part-time degree courses. Week-end classes, lectures and seminars of various types could be used for such courses.
- Mr. Conceicao** : The University must be assured of sufficient funds for such a move. The University had a committee meeting on this matter, but the Committee came up with some rather discouraging views. The University's own experience of opportunities offered to part-time studies has not resulted in too enthusiastic a response. The University is an institution that does not launch something and then suddenly finds that it is left holding a baby which is not too healthy. It is up to the adult education sector to make certain recommendations and feasible suggestions to induce the University to undertake research into feasibilities.
- Question** : I like to say something as a representative of the Singapore Teachers' Union. If there is to be a feasibility study, one can rest assured that a large portion of teachers is very concerned about the need.
- Question** : All of us here recognise the contribution of the People's Association. But, despite the objective of trying to promote a sense of national identity and the realization of a multi-racial society, certain studies have shown that the clientele of the community centres tend to be from one ethnic group. This is also true of the Management Committees, meetings of which are normally conducted in one vernacular. Perhaps, the People's Association could make a careful study on the problems hindering the social integration, and through its programmes on adult education, find ways and means of overcoming such problems.
- Mr. Ng Yew Kang** : I must admit that at the moment, we are unable to achieve the ultimate purpose of drawing every individual of every racial group to patronize our com-
(for Director, People's Association)

munity centres and to participate in the centres' activities. Nevertheless, it has never been our intention that these community centres or their activities be organised for sectional purposes. It has always been our emphasis that the various races must come in and be integrated in the programmes. The fact is that at the moment, 75% of the population is Chinese-educated. English is more a common language for the various races than Chinese. We do have in certain areas some Malays who can understand some Chinese but they will never be so good in Chinese as to be able to participate fully in a programme. In the centres we have a mixture of Chinese, Malay and Indian participants. It is the same in the membership of the Management Committees. At their meetings, some arrangement is made so that all members of these committees can have the gist of what goes on. The problem of languages is a serious one. The People's Association can increase its activities in the sphere of language studies. We have been encouraging our staff to possess qualifications in a second language so as to better establish rapport with the community they serve.

Question : The problem is partly due to the concept of the community centre. The service at present provided by a community centre is elementary. It should not only provide facilities for recreation but also for education. More things should be happening at community centres, such as providing indispensable services. Once people can come to the community centre, possibilities can be built up. The management of the community centres at present depends on the People's Association; on the other hand, the community may like to do things their own way. I think this problem must be resolved.

Mr. Ng Yew Kang : The idea of the community centre being a service centre providing the basic needs is generally a good idea. In fact some thought had been given in this direction. The present structure of the community centre appeals to a certain category of people; others do not go to the centres because of the lack of appeal. The policy on management committees is to encourage local participation within the general framework of policy. In fact the management committees are given quite a free hand to do whatever is essential for the local community they serve. There is however much scope for the more educated people, the

professionals and the upper income groups to get more involved in the work of the community centres.

Question : I would like to ask whether it is true that the policies of government are vividly and adequately explained in community centres. Would the mass media be more effective in getting the people to respond?

Mr. Ng Yew Kang : The earlier suggestion that the University dons could come to community centres to give talks on their specialities is a good one, although the professors might not expect quiet and respectful audiences. However there are people who would not have the chance of listening to a professional, a university professor or an expert. Professors using community centres would be near to the people. They would serve the very useful purpose of up-grading educational standards.

With regard to the relative effectiveness of the mass media communication and the community centres in influencing the masses, I feel the latter could be a more powerful instrument. A great number of the illiterate people may not understand what has been propogated over the mass media. No doubt, a survey may show an insignificant percentage of the community visiting the community centres regularly. But occasionally, the various functions like the National Day celebrations organised by the community centres never fail to receive an enormous response. During these functions, certain selected topics such as the Government campaigns are clearly explained to the audience by the political leadership. The impact on these people, I feel, is very much greater than that of newspapers. In this way, the community centres are ideal places for social education.

Question : Can we say that one of the attractions of the community centre is the TV set? What do you think of the organisation of adult education classes in community centres using TV programmes?

Mr. Ng Yew Kang : I think TV as an educational medium is most useful, but I think that the face-to-face contact is still the more effective way of education.

Question : I want to speak on my own experience of community centres. First there is the matter of control of the Centres by the People's Association. There are insufficient directors for the person-to-person contact. The kind of programmes that are worked up are of a low level, even the educational programmes. The

quality needs to be improved to attract other groups. Certain types of adult education courses in existence would not attract the type of people you want to. Part of this problem lies in improving the likelihood of the lower income groups. I think we should work towards a classless society, and this can be done through community centres. While you provide facilities you must also have the quality.

With regard to university dons coming to the community centres, this would be a waste of expertise. Also there is a need for community centre staff speaking other languages besides their own. It is only then that we'll be able to get in people of other communities.

Mr. Conceicao : University professors by going down to the grass roots, so to speak, would have a better and clearer idea of needs. Whether it is a university professor or someone of intermediate level, the person who comes to speak at a centre has to have expertise. Then he will be able to explain complicated things simply. That is why I feel a person with a wealth of information on his subject is necessary. Regarding my own experience, I got a very senior official from the Kandang Kerbau Maternity Hospital to speak at the Katong Community Centre on family education. I got the President of the Consumers' Association to speak; also a very senior official of the Blood Donation Unit. One of the best artists in Singapore talked on Chinese calligraphy. Generally the response was good with an audience number ranging from 30 to 150. The latter figure included persons standing outside the centre. When I used the term 'university professor', I was trying to dramatise the situation. Any professional person, including top civil servants, who could speak a local dialect like Hokkien, especially those dealing with public policies, should go to community centres to explain these policies in simple terms in a discussional situation. Thus not only would people learn more of government policy, the civil servants themselves would also learn about reactions to government policy.

Mr. Ng Yew Kang : On the question of control, the P.A. directorate would like to go to the community centres more frequently. We have in fact taken note of this. Two years ago the directorate had made it a point of going to every constituency to conduct 2 series of meetings. One series were meetings with Management Committees, where the directorate listened to suggestions on im-

provement of activities. The other series were meetings with the organising secretaries. With 58 constituencies the 2 series became taxing. At the moment pressure of work has prevented more attendance at such meetings. Nevertheless with the present system of inspectors and supervisors, we are hoping that they are able to sense the actual situation in the community centres and feed it back to Headquarters. This system may not be 100% successful but much thought has been put into the scheme. The quality of courses is related to fees payable by participants. Some of the fees for classes in community centres are only 50 cents a month. However a recent Chinese cooking course conducted by the chief of a well-known restaurant attracted a large application although the course fees were high. The tendency now is to have the two categories of courses. One serious problem concerns instructors. We are looking forward to more ideas from a wider cross-section of the society. If people do not have time to participate in management committees, they can still provide the supporting service for the management committees by serving in sub-committees.

Question : We teachers are willing to co-operate in promoting adult education. So the problem of finding teachers might be partially solved.

Question : There are certain basic needs common to all income groups. One of this is involvement, recognition. No matter how busy a person is, if he is wanted, honestly required, he will find the time to participate. In my Association, we involve people in planning, in our work, in all activities. Involvement creates a dynamic organisation. This involvement is not an easy process. You need professional staff, staff capable of involving people. Skills to run activities is not enough. Involving people would concern interpersonal relationships. Two criteria are essential in the selection of staff, one is technical skill, the other is relational skill. May I ask whether the People's Association is involving people?

Mr. Ng Yew Kang : The management committees, women sub-committees and the youth sub-committees of the community centres involve a large number of people. We are also concerned with refresher courses, orientation programmes and leadership training courses for our staff. We are fully aware of the fact that the role of an organiser at a centre goes beyond technical skills.

GROUP DISCUSSION REPORTS

ADULT EDUCATION BOARD: RETROSPECT AND PROSPECT

By

DR. TAI CHEN HWA

Group A

Chairman : Miss Tan See Lai

Rapporteur : Mr. Ho Wah Kam

(1) Problems experienced by various adult education agencies in Singapore

The first part of the discussion was devoted to the identification of the problems experienced by various adult education agencies. In the course of discussion, three main problem areas were identified:

- (a) The work of at least two agencies has been restricted by the lack of facilities in terms of space and equipment for higher level technical training.
- (b) The lack of motivation among students. School leavers are seldom motivated towards any particular discipline, and they also seem to lack the basic knowledge about industries. Linked with this is the problem of their not having the right attitudes to work and blue-collar jobs.
- (c) Another agency has the problem of coping with demands for its more popular courses — especially those of language and handi-craft. This agency would like to have assistance in the way of professional help from A.E.B. and other adult education agencies.

(2) Quality Adult Education

- (a) The term 'quality' was taken to suggest general improvement along the lines of having more efficient courses, making fuller use of audio-visual teaching aids, improving facilities for the training of adult educators, and equipping adult education instructors with a better understanding of adult education principles and adult psychology.
- (b) In the spirit of improving quality, the A.E.B. has been working towards improving methods of instruction and instructional materials. As a case in point, special language materials have been designed for adult learners in basic language classes. Such programming to meet immediate and special needs of students is being applied to other courses as well.

- (c) Again, with the aim of improving quality, the A.E.B. has at the moment a team of teachers who have been specially trained in adult education on its full-time staff.
- (d) The term 'qualities' in the phrase 'development of qualities' found in Question 3 of the Guidelines was taken to mean those qualities referred to in the discussion as civic, spiritual or 'eternal' values. It was generally agreed that there should be a better balance between utilitarian and non-utilitarian courses in adult education.

(3) Research in Adult Education

It was suggested that before any decision could be made on the setting up of a research unit in A.E.B., there was need (a) to look into research facilities already existing in various educational institutions, and (b) to spell out carefully its terms of reference. There was general support for having adult education research, and although no formal recommendation was made what was finally agreed upon was that the A.E.B. could look into the possibility of building up a research unit.

(4) Summary of Suggestions

- (a) There should be more co-operation between A.E. B. and other adult education agencies, particularly in conducting courses in specialized fields, essentially to avoid duplication of effort. This co-operation can be in the way of sharing professional expertise and facilities.
- (b) The curriculum of A.E.B. courses should also be directed towards attitudinal development of participants.
- (c) The A.E.B. look into the area of informal education directed towards gracious living. More specifically, the suggestion was that the A.E.B. produce mass radio or T.V. programmes for the less sophisticated housewives aiming at developing desirable social attitudes and skills such as good home management.
- (d) The A.E.B. look into the possibility of building up a research unit.

Group B

Chairman : Mr. Albert Low
 Rapporteur : Mr. Chandra Mohan

The group selected 5 topics for discussion:-

- (i) Adult Education as a life-time process
- (ii) Supplementing and Adding to the work of other organisations
- (iii) Economic Courses
- (iv) Co-ordinating agency for adult education
- (v) Research and Evaluation

(i) Life-time process

There was agreement that the Adult Education Board should be recognised as the best institution that could promote education as a life-time process. It could promote this process by continuing to organise courses that are both utilitarian and non-utilitarian in character. Both courses are necessary, the would-be student should be allowed the opportunity of enrolling for different types (utilitarian or non-utilitarian) of courses at different points in his life time.

It was recommended that the A.E.B. look into ways and means of motivating youngsters, 14+ to 16+ to attend classes.

This to be done without losing sight of providing for those who are either educationally 'indolent', or those who feel that their education are at a standstill, by virtue of their energies being sapped by earning a living.

In this connection it was recommended that employers should be encouraged to give time off to workers to attend A.E.B. classes.

Part-time training, more extensive use of mass media, correspondence courses — these should be made use of to cater for above categories.

(ii) Supplementary and Adding

A.E.B. to recognise that it is the appropriate agency that could both supplement and add to the work of other adult education agencies.

Recommended that A.E.B. study the total needs of the community, and other agencies, identify areas of deficiency and where possible render help. Help could come in the form providing instructors or the granting of funds.

(iii) Economic Courses

A.E.B. courses are economical (and subsidised). Therefore its special appeal to large numbers of our population. This arrangement of small fees to continue.

(iv) Co-ordination

Recommendation that A.E.B. devote more energies to emerge as the co-ordinating agency, working in close liaison with other agencies that do adult education work.

That it should take the initiative in calling for a first meeting with other adult education agencies, so that areas and spheres of activity could be mapped out, and general guidelines of approach and responsibility agreed upon, that the above arrangements grow into a Higher Council, co-ordinating all adult-education work in Singapore.

(Problem of duplication was discussed. There was acceptance that some duplication was inevitable — for reasons of different fee rates, different

social groups, different locations, levels of instruction etc. — but that there was need for vigilance against unnecessary duplication. It would be the task of the A.E.B. as a co-ordinating body to minimise duplication).

(v) Research

Firm recommendation that a research and evaluation unit is a must. A unit such as this could provide feed-back, — spot-lighting trends, and sketch out areas of strength and weaknesses.

It should then be possible to examine continuously and in depth basic questions, like, what is the changing role of adult education, into what areas should A.E.B. move what proportion of courses should be utilitarian, how much more should be organised to promote "gracious living" and what should the A.E.B. retain, what should it abandon, what should it redirect to other agencies.

Perhaps an interim measure is to co-ordinate with the Research Unit of the Ministry of Education, with the additional involvement of the University of Singapore.

Along with research work, the findings, and related articles should be published in an adult education journal.

NATIONAL TRADE UNION CONGRESS AND WORKERS' EDUCATION

By

MR. N. GOVINDASAMY

Secretary of Research Training of N.T.U.C.

Group A

Chairman : Professor Wai Pek Lok

Rapporteur : Mr. S. Balachandra

The group focus attention on two aspects: first, the specific problems faced by the N.T.U.C. and other adult education agencies, and second, to suggest possible solutions to the problems mentioned.

Members raised the following problems:

- (1) There is the problem of priority in getting management co-operation and support in giving workers opportunities to further their training and giving them time off to attend special classes with a blessing from the management.
- (2) The need of re-orientation of workers to life-long education on long-range objectives.
- (3) There is an acute need of qualified teachers, instructors and specialists to meet the various and specific needs in workers' education.
- (4) There is an acute problem of finding suitable accommodation to conduct courses. It was felt that the physical factors of the community centres are such that courses on a wide range of subjects could not be conducted.
- (5) There are many difficulties of getting workers to attend courses. The time factor, the transport problem, and the differences in needs among individual industries are cases in point. To ask industries to send workers for education without encouragement from top management is difficult in getting workers to take active participation.

The Group suggested possible solutions to problems and difficulties is as follows:

- (1) There is common agreement that a Research Unit is very essential to gauge the needs of workers in various areas in the Republic. Jurong Town was mentioned as a possibility and serving also as a Laboratory. Since there are divergent groups doing research on their own, there is an urgent need for co-ordination for a joint venture through Research. The groups may

include private organisations, the churches, A.E.B. and the N.T.U.C. and the institutions of higher learning and the universities.

- (2) In the discussion on the accommodation problem, for the foreseeable future the group suggested that the Housing and Development Board might be approached to provide a few flats for the purposes of instruction in certain industrial estates for workers' education.

The A.E.B. may find it desirable in the long run to set up regional centres for adult education for workers with specialists invited to start off in the right direction for workers' education.

- (3) Modern technological devices may be used for workers' education such as visual aids, radio and T.V. in particular. These devices should be considered as top priority in order to reach the large number of workers when they are at home after work.
- (4) The A.E.B. should look into the establishment of a College of Adult Education to train professional men and women to meet the great diversity of needs in workers' education.
- (5) A survey conducted by interviews on a person-to-person basis to find out the actual and real needs of workers before a plan of action on education for implementation is both urgently needed and quite practical.

Group B

Chairman : Mr. Robert A. Edis
Rapporteur : Miss Teo Lim Tzur

Topic 1: Seeking Solutions to Difficulties:

Difficulties of the various adult education agencies:

- (1) To generate an interest for adult education.
- (2) The classroom method is not ideal, as those who have dropped out of schools dislike attending courses in a classroom atmosphere. This approach to them is dull and unstimulating.
- (3) Lack of proper training facilities in the educational organisations and the inability to rent these facilities cheaply.

Solutions forwarded:

- (1) Make a change in the method of teaching. This should be undertaken on an informal basis. For instance, community centres could be utilised to draw workers into discussion groups during their leisure hours to generate an interest in education. Once this is created the introduction of educational courses can be followed up.

- (2) It was suggested that the Adult Education Board provide the training facilities and syndicate rooms in schools which could be utilised in the evenings.

Professional centres which have facilities that are not fully utilised could also be roped in to help in this provision. However, course and rental fees should be kept minimal.

Topic 2: How could the NTUC suggest ways of implementing its targets?

Topic 3: What are the ways in which the NTUC could co-ordinate with other agencies?

- (1) It was the opinion of the group that the N.T.U.C. should not be solely responsible for implementing the targets mentioned in topic 2. This would press too many a demand on it.

These objectives should be the concern of the whole community. The activities of other organisations are presently geared towards meeting these aims; for instance,

- (a) The People's Association and the National Theatre are stimulating the cultural interests in our community.
 - (b) The National Youth Training Institute is offering courses to create an awareness of the social, economic, and political developments to different sections of the people.
 - (c) The National Service can effect the most potent form of education through its community projects by injecting social and political talks in their educational programmes.
- (2) However there was some slight discussion among members as to whether the Union as opposed to the other agencies is the most effective arm in reaching the workers.
- (3) But the general consensus was that the N.T.U.C. use and publicize these programmes to its workers rather than set up its own courses for what are already done elsewhere.
- All organisations should be responsible for these objectives and should collaborate with the N.T.U.C. towards such ends.
- (4) Since the N.T.U.C. does not represent the majority of workers, it was suggested that the People's Association could play a bigger role in reaching out to the workers at root level.
- (5) Psychological studies are important in ascertaining adults' attitudes towards learning and the desire to learn. Only then can organisations attain an understanding of the educational process to reach out to those who do not realize the benefits of education.
- (6) It was suggested that since workers are more concerned with fighting at survival levels that N.T.U.C. improve the economic well-being of workers first before considerations on education can be followed up. Basic needs should be attended to first before other aspects of social well-being can be introduced.

- (7) Training in the industrial sector could be tied up with adult education. Training at managerial levels may generate a realization of the usefulness of workers' education. This process could then spread down the line.

Summary:

- (1) It was proposed that alternative means of teaching will be more attractive to trade union movements and to others who are afraid of the classroom method. Therefore the classroom method should be removed.
- (2) There are already many facilities for adding to the cultural aspects in the community and for creating social, economic and political developments. These should be used and publicized by the N.T.U.C. to workers rather than for it to set up its own programmes for what are undertaken elsewhere.
- (3) The study of adult education is an important need in Singapore towards the understanding of the educational process to be used, and to reach out to those who need to be educated.

THE CONTRIBUTION OF THE PEOPLE'S ASSOCIATION TO ADULT EDUCATION

By

MR. LEE WAI KOK

Director of People's Association

Group A

Chairman : Mr. Tay Kheng Soon
Rapporteur : Mr. Soh Hock Kee

The group discussed four topics:—

(a) Concept of Community Centres as a Service to Educational Centres

The group recommended that activities at the Community Centres should be upgraded and widened to cater for all sections of the people with a view to using community centres as educational centres and this concept could be implemented in stages at selected community centres.

(b) How to stimulate more creative participation from lower-income groups, middle-income groups and intellectual/professional groups?

The group recommended that (a) membership system be introduced to provide easy identification of people who belong to the different community centres; (b) some kind of training facilities be made available to members of Management Committees.

(c) Evaluation of P.A. Activities

The group recommended that there should be a system of evaluating its social and cultural programmes.

(d) Training of Community Leaders

The group recommended that leaders should be given opportunities to learn new methods and techniques from resource people who have returned from overseas training.

THE UNIVERSITY AND ADULT EDUCATION

By

MR. J. F. CONCEICAO

*Director of Extra-Mural Studies Department,
University of Singapore.*

Group B

Chairman : Mr. Lim Chew Swee
Rapporteur : Mr. Douglas Koh

- 1. Programmes to improve quality of adult education in Singapore.**
 - (a) Devise a training programme for teachers in adult education with knowledge content.
 - (b) Methodology: Use of mass media methods (e.g. video tapes).
 - (c) Closer supervision of adult education teachers.
 - (d) Organisation of Seminars, meetings on specific teaching methods to be used by adult educators.
 - (e) Compilation of a national register of adult educators.

- 2. Research service to adult education agencies**
 - (a) Types of research required:
 - (i) Evaluation of programmes currently organised.
 - (ii) Ascertainment of requirements and needs of different adult groups.
 - (iii) Methodology.
 - (b) Which agency to conduct the research?

The two Universities in consultation with other adult education agencies should undertake the task of research.

- 3. Feasibility of the organisation of external degree courses**

The Universities should be urged to start external degree courses.

- 4. Should the Universities organise personal enrichment courses?**

The Universities should continue to conduct personal enrichment courses. Radio Television Singapore should also promote this type of courses in conjunction with the Universities in order to bring it to a wider public.

FINAL STATEMENT BY MR. G. G. THOMSON

The Final Statement was made by Mr. G. G. Thomson who said that the Conference had covered a wide area. It was a good conference and he had enjoyed taking part in its gestation. It was not the kind of Conference to make people stop thinking; since it ensured that from now onwards, the participants would think more collectively and more clearly on the issues. During the discussions the NTUC and the People's Association had been most tolerant of remarks on how these organizations should conduct their own business, for, the participants were concerned not with the organizations themselves but with their specific contributions to adult education. He noticed that one specific attribute of adult education difficult to define was the attitudinal change that such education would bring about. This is not something that could be put in a syllabus. Also a thing like gracious living could not be defined. It is a matter of communication of attitudes, an indication of new ways of life. Yet gracious living is essential; because, without it, mere accumulation of knowledge would fully fructify in human terms.

One of the speakers had said that adult education was only one aspect of the general social problem. All present were taking part in the greater venture of building a new exciting society; and education was only one of the means by which this could be done. We should remind ourselves from the beginning that education was a means and not an end. For an explicitly intellectual government, education was more necessary in order to give support in depth, not emotional support, not the depth of wild acclamation easily forgotten, but sustained intellectual depth. The Government had set this standard and would accept this standard of judgement for themselves.

It was eleven years since the Adult Education Board had been established. It was set up with the prime motive of eradicating illiteracy; but the Conference, as the Conference chairman had indicated on the Opening Night, was convened to define new needs, new goals and new aspirations. This was necessary, because the pattern of living had changed and the present task was to review, revise, restructure. The Conference had achieved its task.

Quality had been a key point in the discussions. The definition of quality required further thought. Some years ago a well-known judge had asked "What is truth?" and had not waited for an answer. The participants had not confused three distinct things, namely, the quality of means, the quality of technical aids, and the quality of teaching. All had agreed that there should be a proper balance between technical and non-technical adult education, and the Adult Education Board, like other educational groups, must keep this balance.

Referring to the Adult Education Board chairman's address, the speaker said that the chairman had reminded the Conference that the first task of the Board was in languages. The biggest problem in Singapore was the

achievement of bi-lingualism in depth. The Adult Education Board was keeping its focus not only on bi-lingualism as the faculty of using particular patterns of sounds and visual symbols but also as the faculty of making different races meet.

The Adult Education Board's chairman had set the pace for the whole conference with his definition of adult education as a life-long, continuous, integrated education, creative in its content and co-operative in its method. The Conference had carried this definition of adult education through into its discussions.

The speaker said he would try to summarise not what the participants had agreed as definitive answers, but what they had agreed as problems to be worked on. The Conference had been called a higher conference; but degrees of seniority were inapplicable because in a climate of voluntarism, big organizations and smaller organizations should come together on a pattern of equality to exchange and share experiences. Each of the organizations represented at the Conference retained its own sovereignty. With regard to the Board, tribute should be paid to it. After 11 years of its existence, nobody had said that the Board had not done enough. Nobody had suggested that it should be replaced. It had always been ready to help to do work for and with other people. The discussion had pointed to the role of the Adult Education Board in keeping an over-all view of the growth of adult education. The Board could identify needs and doubts; it could reinforce when reinforcement was necessary; and withdraw when a body already in the field was carrying out what it planned to do. The second role of the Board was one of co-ordinating, guiding and directing in a climate of voluntarism. The third role was in terms of co-operation, complementary and supplementary information and stimulus, and in new dimensions of research. The point was frequently made that one reason why the Board must continue to be active in the field of adult education was that it provided adult education at a cost within the means of the majority of the people.

A distinction which would be useful for the future would be that between the consumers of adult education and the producers. In business, each company trades its surplus with the other. Similarly we should recognise specific skills in different groups and arrange this trading. As an illustration, the NTUC to satisfy its own special needs must be a producer of adult education but for other needs it encouraged its unions to be consumers of other people's production. The NTUC should stimulate demand and make use of the services of other adult education agencies. This concept of producer and consumer was a useful one in deciding how to fill a specific gap or need.

Again adult education agencies should not be rigidly functional. A little duplication was a part of the spice and variety of life. Absolute non-duplication could not be achieved. In terms of co-ordination, no one must dictate to the other but, in a kind of educational fraternity, there must be give-and-take. In this spirit of fraternity, the Board should provide a better education for a longer period for a larger number of people in more subjects.

There had been a fascinating agreement on the need for research. Research like the Christian sense of sin is the preliminary to reform and all had felt that there were gaps that research must penetrate. Words and phrases that kept coming back again and again in the discussion were "assess", "evaluate", "explore", "data-collecting", "feed back", "feel the ground". Two other ideas connected with research came out quite clearly. Research must be continuous; research must be in depth. We must also accept the point that research implies criticism, positive criticism. Those who do not encourage research give the impression that either they have a guilty conscience or feel that the effort demanded of them was going to be too great. Since the climate in Singapore was not strong academically or administratively in favour of research, this insistence on the need for research was one of the strongest points made at the Conference. Not only the Board but the university should be concerned with research at its maximum depth at its earliest possible opportunity.

With regard to the basic question of stimulating demand, another speaker had referred to the need to go down into the grass roots to assess this demand. All organizations including political and educational ones, are sensitive to the need for working with equal and creative co-operation with the people on the very ground level. It was however still a problem not resolved, namely, as to which should come first, namely, the resource or the demand. Some had said that if the resource was there, the demand was also there. Others suggested that the demand must first exist. Thus as in the case of university adult education, the university would not move unless there was proven demand but the problem, as all business men know, is that one cannot prove demand unless the product is ready. Many people do not buy a pig in a poke. They would like to see the real pig first before they pay out their money. There is however some point in the observation that demand is not stimulated unless there is a climate of education. There is indeed a real need for a climate of education in its broadest sense apart from the acquisition of technical skill. Relevant was the reference made by another speaker to a "palace of education". If education exists in inadequate buildings, there might be a suggestion that it was not of importance since people like big brigades to look big. If a big adult education centre does not exist in Singapore nor a regional centre, then people would not give to adult education the same degree of priority we would like them to give.

On the financing of adult education, it had been mentioned that in the NTUC this was not a problem. It was not financial but human resources that mattered and that was why the offer of the teachers' unions and SPUR to give assistance in human resources was gratifying. If the teachers' unions would bring the full force to bear there would be no lack of human resources.

A sustained public relations campaign on adult education was needed in which all resources could be pooled together to stimulate the appetite. This would be an exercise in mutual reinforcement.

Other points raised at the Conference included that of the "new" adult education groups whose appetites had to be stimulated. One speaker

had mentioned adult education provision for Malays. Although participants should not think communally, adult education must still face up to its problems. Another of these points concerned working class women. Another concerned women with leisure. Radio and Television and libraries would have appeal for this latter group. In terms of buildings there had been some criticism of the standard of buildings but the good point had been made that in its planning of flats, the Housing and Development Board should make specific provision for adult education centres. Professional organisations too should make their buildings available for adult education purposes. The old suggestion of sharing school buildings between school and adult education had also been made. Adult education would not have advanced to what it was today if primary and secondary school buildings had not been available.

On the question of methodology, the Conference did not specifically raise new issues, although it was emphasised that there must be new methods with the fullest use of audio-visual aids. The formal classroom method however must not be completely pushed aside. On the question of retraining, one speaker had given as a reason for failure — inadequate preparation, inadequate imagination, inadequate length of course, inadequate practice. In terms of deficient retraining, the fault did not always lie with the buildings, but with those who took part. The more we could educate the educators before the educators educate others, the less wastage there would be.

With regard to a college for adult education, if the university would take this up, this would be a major field for development. Whether this college of adult education would be residential or not, was not developed by the particular group that discussed this problem. On university adult education, there was universal agreement that external degree studies should be introduced. Again on the problem of buildings, the speaker said that in the whole of Toa Payoh housing estate, there was not one good medium-sized lecture hall. This only emphasised the odd gap in thinking that provision for education is institutionalised in terms of school buildings only. If our city planners do not readily think in terms of adult education, they should be goaded by adult educators apparently in their own selfish interest but really in terms of social need.

Mr. Thomson concluded his summing up by saying that he had only picked up a few main points while listening to the main speeches, the plenary discussions, the group discussions and private conversation. He would like to end on the note that though adult education was a service and a process, it should never be forgotten that adult education was also self education. The task of adult education must be to give the climate, the appetite, the opportunities, the tools for self education which was the purpose of any democratic community. No democracy is stronger than its adult education provision. Adult educators were laying the firm and solid foundation for a democratic community.

Concluding Address

By

DR. TAI CHEN HWA

Chairman, Adult Education Board

At the conclusion of our National Conference on Adult Education, we should perhaps examine if we have achieved the objectives of this conference as they are specified by the Steering Committee. It is obvious that all the 4 objectives listed in the Conference Programme have been explored in considerable depth. Numerous common problems have been discussed; much consensus of opinion for possible solutions of such problems have been reached; and many new areas of commitments and ways and means to improve the quality of adult education have been suggested. What strikes me most is much of this is accomplished in such a constructive manner and friendly atmosphere.

We are fully aware of the fact that adult education work is indeed a formidable task and that many of its problems do not have easy solutions. This conference has certainly provided us the inspiration and opportunity to re-affirm the principles and ideals of adult education. It has also given us a chance to share our experiences and exchange our ideas. Personally speaking, I have learnt and benefited a great deal from this experience. This may also be true to many of you. I have no doubt that the professional contact and personal friendship established among fellow members of this Conference during the last 3 days will continue and through them, closer cooperation will be promoted among our institutions.

Before I conclude, please allow me, on behalf of all the participants of the Conference, to convey our most sincere thanks to the Chairman and members of the Organising Committee of the Conference and all those of its working committees, the most efficient and hard working secretariat and all those who have helped to make this conference such a success.

With your permission, Madam Chairman, I now declare this Conference closed.

PROGRAMME

THURSDAY, 23rd September 1971

Opening Ceremony

**Venue: Cultural Centre
Canning Rise
Singapore 6**

- 6.00 p.m. — Registration of Delegates and Observers
- 7.00 p.m. — Address - - - Dr. Nalla Tan
Conference Chairman
- Welcome Address - - Dr. Tai Chen Hwa
Chairman, Adult Education Board
- Opening Address - - Dr. Lee Chiaw Meng
Minister of State (Education)
- A Selection from *Saya Magazine* by Katong Convent
Choral Speakers
- 7.45 p.m. — Reception

FRIDAY, 24th September 1971

FIRST DAY — MORNING SESSION

**Venue: Ladyhill Hotel
1 Ladyhill Road
Singapore 10**

Chairman: Dr. Nalla Tan

- 9.00 a.m. — Paper on "Adult Education Board: Retrospect and Prospect" by Dr. Tai Chen Hwa, Chairman of the Adult Education Board
- 9.30 a.m. — Plenary Discussion
- 10.45 a.m. — Coffee Break
- 11.15 a.m. — Group Discussions
- 12.30 p.m. — Lunch (Ladyhill Hotel Coffee House)

FRIDAY, 24th September 1971

FIRST DAY — AFTERNOON SESSION

Venue: Ladyhill Hotel
1 Ladyhill Road
Singapore 10

Chairman: Mr. Lim Seah Eng

- 2.00 p.m. — Paper on "National Trade Union Congress and Workers' Education", by Mr. N. Govindasamy, Secretary of Research and Training, N.T.U.C.
- 2.30 p.m. — Plenary Discussion
- 3.30 p.m. — Group Discussions
- 4.45 p.m. — Tea (Ladyhill Hotel Coffee House)

SATURDAY 25th September 1971

SECOND DAY — MORNING SESSION

Venue: Ladyhill Hotel
1 Ladyhill Road
Singapore 10

Chairman: Dr. Peter H. H. Huang

- 9.00 a.m. — Paper on "The Contribution of the People's Association to Adult Education" by Mr. Lee Wai Kok, Director of the People's Association.
- 9.30 a.m. — Paper on "The University and Adult Education" by Mr. J. F. Conceicao, Director of Extra-Mural Studies Department, University of Singapore.
- 10.00 a.m. — Plenary Discussion
- 11.00 a.m. — Coffee Break
- 11.30 a.m. — Group Discussions
- 12.30 p.m. — Lunch (Ladyhill Hotel Coffee House)

SATURDAY, 25th September 1971

SECOND DAY — AFTERNOON SESSION

**Venue: Ladyhill Hotel
1 Ladyhill Road
Singapore 10**

Chairman: Dr. Nalla Tan

- 2.00 p.m. — Final Recommendations by Discussion Groups.**
- 3.15 p.m. — Final Statement by Mr. George G. Thomson, Chief Rapporteur.**
- 4.15 p.m. — Concluding Address by Dr. Tai Chen Hwa, Chairman of the Adult Education Board.**
- 4.30 p.m. — Tea (Ladyhill Hotel Coffee House)**

Organising Committee

Chairman: Dr. Nalla Tan
Members: Mr. P. Ramasamy
Dr. Peter H. H. Huang
Mrs. Evelyn Lim
Mr. S. Narayanaswamy
Mr. Lim Seah Eng
Mr. Anthony Teo
Miss Teo Lim Tzur
Mr. Fong Tiew Weng
Miss Liew Siop Hai
Mr. George G. Thomson
Secretary: Mr. Soh Hock Kee

Conference Working Committees

Conference Steering Committee

Dr. Nalla Tan	<i>(Chairman)</i>	Mr. Lim Seah Eng
Mr. Soh Hock Kee	<i>(Secretary)</i>	Mr. George G. Thomson
Mr. P. Ramasamy		Mr. Cheong Hock Hai
Mrs. Evelyn Lim		Mr. Fong Sing

Secretariat

Mr. George G. Thomson	<i>(Chairman)</i>	Mr. Tan Bah Chee
Mr. D. T. DeWind	<i>(Secretary)</i>	Mr. Chan Ching Yong
Mr. S. Narayanaswamy		Mr. Chong Swan Sek
Dr. Peter H. H. Huang		Mr. Chew Keng Sung
Mr. James Villanueva		Mr. Sim Whoo Kok
Mr. Ling Sing Wong		Miss Chang Jit Yang

Reception Committee

Mrs. Evelyn Lim	<i>(Chairman)</i>	Mr. Osman Mohd.
Mr. Tan Choon Tee	<i>(Secretary)</i>	Mr. Fong Tiew Weng
Mr. Lim Seah Eng		Miss Teo Lim Tzur
Miss Liew Siop Hai		Mr. Tan Yu Wah
Mr. Tai Yong Chai		Mr. Leong Chin Han
Miss Tan Ee San		Mdm. Teng Kai Bin
Mr. Fong Weng Kee		Mrs. P. R. Ramachandran

List of Delegates and Observers

Adult Education Board

Dr. Tan Chen Hwa
Mr. A. P. Nair
Mr. Cheong Hock Hai
Mr. Tan Choon Tee

Chinese Chamber of Commerce

Mr. Hauw Sing King

Chinese Y.M.C.A.

Mr. Albert Low

Economic Development Board

Mr. Tay Yong Wee

Extra-Mural Studies Department University of Singapore

Mr. J. F. Conceicao
Mr. Lim Hoy Pick

Extra-Mural Studies Department Nanyang University

Professor Wai Pek Lok

Junior Chamber of Commerce

Mr. Tan Sek Yam

Malay Youth Literary Association

Mr. Kamarudin Ali

Malaysia-Singapore Airlines

Mr. V. Cyril De Silva

Methodist Youth Fellowship

Mr. David Wee Cheng Swee

Ministry of Defence

Miss Elaine Liu Shou Ping

Ministry of Education Education Department

Mr. Wee Chuan Hong

Ministry of Education Technical Education Department

Mr. Lucas Khoo
Mr. Wong Sang Hum

Ministry of Labour

Mr. Roch Goh Peng Wee

National Library

Mr. Douglas Koh

National Productivity Centre

Miss Teo Lim Tzur

National Trades Union Congress

Mr. N. Govindasamy
Mr. V. Jayakody
Mr. Tan Soon Yam

National Youth Leadership Training Institute

Mr. Tan Kin Hian

National Safety First Council

Mr. Ho Lim Hui

Ngee Ann Technical College

Mr. S. Balachandra

People's Association

Mr. Lee Wai Kok
Mr. Soh Teow Seng
Mr. Ng Yew Kang
Mr. Chuang Ting Lan

Police Academy

Mr. Jacob Leong Yeng Tin

Port of Singapore Authority

Mr. J. Menon

Public Utilities Board

Mr. P Wong Park Yaw

Radio Television Services

Mr. S. Chandra Mohan

Ramakrishna Mission

Miss Ragubir Kaur

Singapore Armed Forces Institute

Lt. Col. M. S. Gill

Singapore Council of Social Service

Dr. Sharom Ahmat

Singapore E.T.V. Service

Miss Tan See Lai

Singapore Institute of Management

Mr. Lim Chew Swee

Singapore Institute of Personnel Management

Mr. Lim Boon Tong

Singapore Planning and Urban Research Group

Mr. Tay Kheng Soon

Singapore Teachers' Union

Mr. Anvar Gulam
Mr. Woon Sui Cheong
Mr. Leng Keong Beng
Mr. Lim Seah Eng
Mr. R. Mosbergen

Singapore Polytechnic

Mr. Robert A. Edis

Singapore Tourist Promotion Board

Mr. Michael Koh Chee Kiang

Supervisory and Management Training Association of Singapore

Mr. Lee Fook Hong

Teachers' Training College

Mr. Ho Wah Kam

The T.W.I. Alumni of Singapore

Mr. Soh Chuan Hock

Y.M.C.A.

Mr. Goh Kee Siang

Y.W.C.A.

Mrs. Helen Hwang

Observers

Mr. Tan Teng Wai (R.E.L.C.)

Dr. Clifford L. Larsen (Asia Foundation)

Mr. Joel Anthony Fischman (U.S.I.S.)

Mr. Peter Sandiford (British Council)

Dr. Hans Muller (Friedrich-Ebert-Stiftung)

Mr. E. Krisch (I.L.O.)

Mr. H. C. Pooties (I.L.O.)

Mr. Ly-Chanh-Duc (Innotech)

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JUL 10 1972

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