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ADULT EDUCATION IN ASIA, AUSTRALIA AND NEW ZEALAND

Current Information Sources - No. 13

February, 1968
Adult Education in Asia, Australia and New Zealand, number thirteen in the Current Information Sources, is a set of abstracts processed in recent months by the ERIC Clearing-house on Adult Education.

These abstracts have been arranged according to geographic locations to give the user current awareness of publications available about that segment of the world, and to facilitate the international exchange of information on adult education. Some of these abstracts will also appear in other ERIC/AE publications under different rubrics, such as methods, processes, etc.

We hope that the usefulness of this publication will prompt more users to send us copies of their studies and other important reference information to improve our services.

February, 1968

CIS-13
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AC 000 046 I ADULT EDUCATION. (UNESCO International directories of education, 4).
TERMS: *directories, *adult education, *international organizations, *federal
government, *voluntary agencies, French language,

ABSTRACT: The purpose of this directory is to facilitate the international exchange
of information on adult education and to stimulate closer cooperation between the
various centers and organizations concerned. The contents consist of an international
chapter, covering the more important non-governmental organizations, and 86 national
entries arranged alphabetically which list official, semi-official, and private bodies
concerned with adult education. The text is in French and English. (pg)
SECONDARY TERMS:

AC 000 976 I DIRECTORY OF FAR EAST TECHNICAL ASSISTANCE PROGRAMS OF U.S. NONPROFIT
ORGANIZATIONS, INCLUDING AGENCIES, MISSIONS, AND FOUNDATIONS. Burgess,
Mary E. Technical Assistance Information Clearinghouse, New York.
66 218p.
TERMS: *directories, *technical assistance, *developing nations, *adult programs,
*organizations (groups), literacy education,

ABSTRACT: Part I of this program guide lists technical assistance agencies and
other organizations for the Far East, together with addresses, telephone numbers,
executive officers, program directors, countries served, and estimated expenditures.
Part II gives program data (organizations, operating and support programs, addresses,
regional representatives, types of assistance) for 16 countries. The summary index
(Part III) lists project categories for individual nations and for the region as
a whole. Of particular interest are the assistance programs in literacy and adult
basic education, agricultural education, rural development, community development,
urban and rural extension, family planning, home economics education, youth work,
economics and business administration, medicine, leadership training, language and
citizenship training, social action education, vocational education, graduate education
and research in development administration, teacher education, and preparation of
educational broadcasters. (ly)
SECONDARY TERMS: adult basic education, teacher education, language instruction,
leadership training, citizenship education, management education, economics, home
economics education, family planning, rural development, urban development, agricultural
education, community development, vocational education, educational broadcasters,
youth programs, medicine, financial support, Asia, Far East,
ABSTRACT: Educational broadcasting in Asia not only serves the pressing needs of primary, secondary, and higher education, but also provides for popularization of knowledge, literacy education, civic education, training and guidance of educators, rural and urban youth programs, and vocational guidance and education. A particular need is seen for national and regional training in techniques of educational broadcasting, organization and planning of programs, and program utilization by adult education leaders and other teachers. In addition to basic training at the national level, a regional institute should be created to provide advanced broadcasting courses and seminars, with emphasis on contributing to education and social development in Asia. Other major needs and recommendations concern preservice and inservice teacher training, broadening of the outlook and skills of women, improved transmission facilities, audience research, and information and program exchange among Asian nations. Document includes an appendix, review of national broadcasting structures, national statistics on radio and television receivers and on provision of adult education and school broadcasts, and a survey of recent and proposed developments in each country. (author/ly)

SECONDARY TERMS: education, adult education, interagency cooperation, teacher education, adult teaching, women's education, regional cooperation, rural development, urban extension, literacy education, surveys, vocational education, Asia,
AC 001 116 C ANNUAL REPORT FOR THE FISCAL YEAR ENDED SEPTEMBER 30, 1966.

TERMS: *annual reports, *foundations, Carnegie Corporation,

ABSTRACT: The financial responsibility of the federal government for the nongovernmental organizations on whose services it depends is discussed. The activities of the Carnegie Corporation in areas of human rights, education, government, and international affairs are reviewed. The Secretary's Report (appropriations and payments and grants for travel) and the Treasurer's Report (financial statements) are included. (aj)


TERMS: *university extension, *higher adult education, *educational objectives, educational needs, adult educators, home economics

ABSTRACT: These conference papers deal mainly with the proper extramural role of universities in Southeast Asia, the extensive adult education program at the University of Hong Kong, extramural education for Philippine women (programs of study and a suggested homemaking curriculum), the philosophy and functions of the University of the Philippines External Studies Program and the contributions of its Labor Education Center to effective trade union education, principles of extramural service to business and industry, impacts of rapid urbanization in Hong Kong, national and international organizations and channels of assistance, and recommendations on program planning and administration of new extramural departments. A UNESCO report ("The Role of Universities in Adult Education") containing guidelines on the nature, mission, educational functions (including preparation of community leaders and adult educators), and organization of extramural programs, is discussed, and the need for a regional Institute for Adult education based in Hong Kong and entrusted with training, research, and clearinghouse functions, is urged. Document includes the conference agenda, the report on a follow-up tour, list of officers, and list of participants (with photo). (ly)

SECONDARY TERMS: education, labor education, program planning, administration, community development, vocational education, women's education, management development, urban extension, program development, professional training, Hong Kong, Philippines, Philippine Women's Univ., Univ. of Hong Kong, Univ. of the Philippines, Southeast Asia,
ABSTRACT: Proceedings of the main conference of the World Confederation of Organizations of the Teaching Profession include opening speeches, a keynote address by the Director-coordinator of Adult Education and Youth Activities for UNESCO, a descriptive and historical outline of adult education in Ethiopia by the director of extension work at Haile Selassie University, and comments by delegates representing Kenya, Uganda, Sudan, Jamaica, Pakistan, Tanzania, the United States, Canada, and UNESCO. This report also includes a special preconference WCOTP assembly (August 6, 1965) featuring addresses on the roles of the WCOTP and UNESCO in promoting literacy, together with a summary of studies conducted in Kenya and Thailand on the practicality of involving the teaching profession in literacy education. Appendixes contain a roster of participants, the 1964-65 report of the Secretary of the Adult Education Committee, and a communication regarding the Teheran World Congress of Ministers of Education on the Eradication of Illiteracy (September 8-19, 1965). (author/ly)

SECONDARY TERMS: professional training, illiterate adults, professional associations, Kenya, Thailand, Ethiopia, UNESCO, WCOTP,

ABSTRACT: Experiences of Jordan, Thailand, Viet-Nam, Ecuador, United Arab Republic, Philippines, Madagascar, Italy, Venezuela, Peru, India, Ghana, and Colombia in their recent experiments in training and employment of school teachers for adult literacy work and community education are analyzed to illustrate the effectiveness of their procedures. Generally 2 methods were used, both pointing to the need for increased numbers of literacy and adult education specialists -- (1) using existing teachers and other experts on a voluntary, part-time basis, and (2) training special adult educators or literacy experts who constitute a special section of the teaching profession. While persons trained in the teaching of adults are needed, the role of the school teacher should not be underestimated for he has the educational background and training, an access to parents through his contact with children, and is aware of community needs and eager to solve the educational, economic, human, and social problems in his environment. (aj)

SECONDARY TERMS: educational planning, developing nations,
ABSTRACT: The Bureau of Cultural Affairs of the State Department has been obtaining an evaluation of the experience of foreign visitors to this country through personal interviews, questionnaires, and group interviews. This project experimented with the laboratory method in the belief that information of great richness could be retrieved. The participants were nine English-speaking Asians, officials in colleges in India and Nepal. The design of the 3-day residential program included an evening of handling anxieties, a day of T group experience, a review of the taped record of this experience, and a brainstorming session where elements of their visit were itemized and categorized. These comments were then taped. Categories included preparation for the seminar, selection of participants, travel arrangements, academic program, visits to schools, colleges, homes, and so forth. The group discussed items which probably would not have been forthcoming through other evaluation techniques. The openness and richness of comments speak well for using laboratory training as a means of retrieving this kind of information.

SECONDARY TERMS: federal programs, student evaluation, student experience, educational experience, emotional experience, field trips, universities, orientation, developing nations, India, Nepal, State Department.
ABSTRACT: In this report on adult education in Nepal, the geographic, ethnic, economic, educational, and political factors affecting social, educational, and economic development are discussed. The extent of progress in national education (including literacy campaigns) since 1951 provides background for a description of the administrative organization and integration of adult education and a discussion of priorities between adult and child education, proposed national and UNESCO-aided literacy projects, and extension of literacy and community education to needy isolated areas. The importance of leadership training and of continuing education centers for literate adults, the value of using existing instructional resources and personnel from all levels of the educational system to serve adults, and the need to strengthen the Adult Education Section of the Ministry of Education are set forth. Also considered is the vital role of local and national Panchayat democracy in the unification and development of Nepal. Specific recommendations are made on university extension, teacher training, and related topics. (ly)

SECONDARY TERMS: literacy, adult basic education, educational policy, public schools, primary education, government role, educational resources, administrative organization, socioeconomic influences, functional illiteracy, environmental influences, rural areas, leadership training, continuing education centers, community education, higher education, Nepal, UNESCO,
THE BEGINNINGS OF EXTRA-MURAL STUDIES IN THE UNIVERSITY OF SINGAPORE (IN Malaysian journal of education, 2(1)1-8, Jun 1965).


TERMS: *university extension, *historical review, *administration, Singapore,

ABSTRACT: This is the background history between the periods of the Asquith Commission in 1945 which made the first definite recommendation for extension education and the establishment of the Extra-mural Studies Department in the University of Singapore in 1964. (sm)

EDUCATIONAL INSTITUTIONS IN SINGAPORE. Yip Weng Kee, ed.


TERMS *vocational education, *adult education programs, *higher education, *guides, Singapore

ABSTRACT: This handbook on the major institutions of vocational and academic higher education in Singapore includes the organizational structure, programs, and course offerings of the Lembaga Gerakan Palajaran Dewasa (adult Education Board). (ly)
The amount and type of industrial education in Japan is seen as a vital factor in Japan's economic success.
ABSTRACT: In the hope that a program of adult education will be implemented to bring remedial education to the farmers of the Western Visayas of the Philippines, the objectives, curriculum, administration, accomplishments, and shortcomings of the present Philippine Adult Education program were reviewed and program proposals are presented in outline form. Recommendations for each provincial program are -- 1) There should be an investigation of the problems and needs of farmers in the community to be served, 2) Participating groups should be encouraged to voice their needs, 3) A follow-through is required to produce effective results after the program is conducted, PACO field men and other government personnel should carry this out, 4) Field evaluation of progress should be conducted regularly. Concepts, tools, and methods of adult education are discussed. (author/aj)

SECONDARY TERMS: program improvement, masters theses, Philippines,
ABSTRACT: Papers and discussions summarized are the concept and philosophy of adult education; literacy (research on literacy in socio-economic development, functional adult literacy and teacher training, and Gram Shikshan Mohim—campaign for eradication of illiteracy in Maharashtra State); communications (audiovisual aids, libraries, and conferences); liberal education for adults; civic participation; training in rural leadership; vocational and professional continuing education; women's education; and government, university, and voluntary agency role in adult education. There are lists of conference participants, staff, and resolutions of the conference. (aj)

AC COL 450 E ADULT EDUCATION IN INDIA. Styler, W.E. 66 DOCUMENT NOT AVAILABLE FROM EDRS 118p.

ABSTRACT: Against a background of mass illiteracy, poor pay and status of teachers, and an alien education pattern, the state governments of India have provided social education for citizenship as well as literacy. Individual and group methods have been used, vidyapeeths (residential colleges) and educational centers have been set up, and All India Radio used in rural areas. Because of overwhelming illiteracy and its connection with community development and the panchayats, which have not been successful, social education has not achieved as hoped. Thinking is turning to concentrating on the 15-30 age group and setting up voluntary village colleges with government support. Since 1958, the Central Board of Workers Education has provided successful courses for workers run by professional education officers and worker teachers and concerned also with literacy. Since 1964, the Universities of Mysore, Poona, and Rajasthan have created departments of adult education, providing lecture series and setting up educational centers in smaller communities. Delhi has started a correspondence course. The Indian Association for Adult Education, a voluntary organization, should become a quasi-government agency to develop a structured system. (This document is available from the Oxford University Press, Oxford, England) (rt)

SECONDARY TERMS: universities, financial problems, social change, illiterate adults, citizenship, age groups, leadership training, voluntary agencies, correspondence courses, teacher evaluation, residential centers, continuing education centers, educational coordination, India, Mysore, Poona, Rajasthan,

TERMS: *adult education, Literacy education, bibliographies, *India, community development, universities, women's education, correspondence study, professional continuing education,

ABSTRACT: Major sections are general education of the adult, literacy programmes and problems and notes, reports, and bibliography.


TERMS: *developing nations, *labor education, *labor unions, India, United States,

ABSTRACT: Sections include—"The director's report," "The human factor in economic growth", "Social objectives of trade unions," and "Workers' education and trade unions in the United States."

TERMS: *developing nations, *economic progress, *educational needs, *social structure, India.

ABSTRACT: Brief analysis of education in India emphasizes the duality of pressures for change from elites, concerned with economic development and solidarity, and from would-be students, concerned with economic and status mobility and maintenance. (aj)


TERMS: *higher education, *university extension, *professional continuing education, evening colleges, correspondence courses, educational needs, *agricultural education, India.

ABSTRACT: The responsibilities of universities for the education of adults are examined in the context of a four-fold scheme of education—academic education, occupational education, education for social responsibility and liberal education.

TERMS: *adult education, *literacy programs, *educational planning, India, Fourth Five Year Plan,

ABSTRACT: This is the report of the National Seminar which was organized by the Planning Commission of the Government of India in Poona in November, 1965 in collaboration with the Maharashtra Government. Within the sector of education, it is adult education and adult literacy that has the most important role to play in promoting social growth and economic development of the general masses of India. It is necessary for India to adopt unorthodox methods of wiping out illiteracy to catch up with the developing changes in the world. One of the campaign movements is the Gram Shikshan Mohin of Maharashtra. The National Seminar was held to provide an opportunity to administrators and workers in the field of adult education to discuss the above movement and some others. They discussed such problems as pre-literacy and literacy program—campaign approach, post-literacy program—libraries and book production and reading material, and organization and administration. (sm)

AN EXPLORATORY EDUCATIONAL SURVEY OF THE PANCHAYATI RAJ (DEVELOPMENT) OFFICERS IN THE STATE OF RAJASTHAN. Draper, James A. * Shrivastava, O.P. Rajasthan. Univ., Jaipur (India). Dept. of Adult Education. JUL 65 EDRS PRICE MF-$0.18 HC-$3.20 80p. illus.

TERMS: *professional training, *extension agents, *university extension, *personnel data, *work attitudes, surveys, extension education,

ABSTRACT: This report summarizes questionnaire data on personal characteristics (age range, marital and family status), service and training (including educational aspirations), living and working conditions and suggestions for improving continuing education, reported by 65 Panchayati Raj (block development) officers, 35 cooperative extension officers, 102 education officers, 62 agricultural extension agents, with opinions on Panchayati Raj from 7 of the 36 State of Rajasthan district collectors. The findings indicate a need to provide more effective learning situations for extension personnel, collect and analyze socioeconomic data on participants, improve living condition of extension officers, and broaden the curriculum beyond immediate vocational needs. The document includes 59 tables. (ly)

SECONDARY TERMS: agricultural extension, developing nations, educational needs, inservice training, Rajasthan, India,
The Vidyapeeths ("seats of learning") -- a series of eight residential colleges for rural youths -- have been established in southern India under the aegis of the Mysore State Adult Education Council. Originated in the 1940's to raise the levels of adult literacy, they have developed into residential colleges based on a combination of the Gurukula-Ashrama (an ancient Indian scheme of educating youths secluded in a forest with a teacher) and the Danish Folk High School movement. Leadership training is an essential part of the Vidyapeeth aims, along with agricultural, social, civic, and cultural education. Three of the eight Vidyapeeths have established their own cooperatives, with similar cooperatives planned for the remainder. Two tables of statistical data are included.
This seminar report features a working paper built around broad discussion topics (objectives of economic development, the Indian economic structure, psychological and social influences, etc.), short papers dealing with elements of educational planning and with problems in manpower development, the Director's address on the need for literacy education. Document includes messages from Indian dignitaries and the roster of seminar participants. (Iy)

SECONDARY TERMS: educational needs, curriculum, educational methods, literacy education, India,

TERMS: *literacy education, *evaluation criteria, *educational objectives, *time factors (learning), *attendance, costs, dropout rate, literacy classes, India,

ABSTRACT: Four criteria are proposed to be used as bases for measurement of success of Indian literacy projects. (1) Progress toward attaining the goal of functional literacy which can be measured quantitatively by number of school years completed and vocabulary improvement. A common, standardized, graded test for functional literacy in each Indian language should be developed. (2) Time and (3) costs of literacy programs, and (4) the popularity of the programs as measured by attendance and dropout rates are other dimensions of the problem. (aj)


ABSTRACT: As a result of the Australian Universities Commission's (AUC) report announcing termination of financial support in 1969 for university adult education programs, the Workers' Educational Association (WEA) issued this statement in criticism. The WEA has not aimed to be a sole provider of adult education; rather it has acted in support of programs of the University of Sydney and encouraged programs by other agencies in vocational training, creative use of leisure, and art education. The WEA has supplied such activities as conferences, symposiums, and non-residential and residential schools. Since World War II, many voluntary agencies have entered the field--the Arts Council, The World Education Fellowship, and the Public Library, and expansion and diversification of adult education has been unprecedented. The AUC proposes ending this structure and basing adult education on colleges of advanced education or administration by a state agency. The AUC proposal would not save money since courses would still be paid for by government and student fees. No single state agency could sustain all the diversified programs which are now carried on vigorously by many agencies. (pt)

SECONDARY TERMS: agencies, continuing education centers, educational quality, educational policy, supplementary education, state agencies, interagency cooperation, state programs, Australia, Workers Education Association,
AC 001 391 I (SEE AC 000 743 C) THE MARTIN REPORT AND LIBERAL STUDIES, AND SEVERAL RELATED PAPERS, WITH DISCUSSION (Title supplied) (IN Australian Association of Adult Education Proceedings, sixth annual conference, Canberra, Aug 28-Sep 1, 1966/24-112).

Encel, S.* and others. 66 83p.

TERMS: *liberal arts, *educational needs, *program descriptions, *educational policy, secondary schools, universities, administration, course organization, organizations (groups), New South Wales, University of New South Wales, Macquarie University, Australia, Great Britain, United States, general education, adult education.

ABSTRACT: Conference papers by Encel, Yelland, Wood, Mitchell, Raybould, and the Crowley Report (Australia), survey Australian secondary school liberal studies programs, discuss and illustrate with specific programs in Great Britain and the United States the role of liberal studies in technical curricula, describe the flexible Macquarie University approach to liberal studies, and relate needs and purposes of liberal adult education to the universities and to the overall Australian educational scene. A special group report evaluates the relevance of liberal studies at the secondary and tertiary levels to adult education. Document includes discussion on individual papers, foldouts (summary of liberal studies programs in the United Kingdom), and references. (ly)


TERMS: *administration, *adult education, *program development, Australia.

ABSTRACT: A report on the 1965 Adult Education Conference in Australia, including all the addresses given at the conference. Topics discussed were the administration and supervision of adult education activities, community needs and educational needs of the adult participant, new courses and activities that could be developed, teaching techniques, administration of urban and rural adult education centers, program curriculum, program development, problems, and recommendations. (pg)
Four papers are included in this section—discussion group schemes and their operation in Tasmania: discussion groups, problems and proposals: discussion group schemes, The C.A.E. Scheme* and discussion groups, University of Sydney type. The Syndicate agreed that greater emphasis should be placed on discussion and group learning, that there should be a full interchange of ideas and material between those directly responsible for discussion groups, that some feedback from groups is essential, and that joint training opportunities for educators in group learning and leadership would be both useful and fruitful. (aj)
The Education Department has recently become responsible for adult education in South Australia, including the South Australian School of Mines and Industry. This decentralization has made general adult education courses available to more adults. Document includes reports on adult education services provided by the State Department of Education, the University of Adelaide, and the South Australian Workers' Association. (aj)

Officers, publications, adult education centers, and regional organizers of adult education organizations in Australia are listed. The directory supplements "The handbook of Australian adult education" published in 1964. (aj)
The Australian university extension movement was responsible for adult education in Australia between 1886 and 1916. After 1913 the Workers' Education Association, a joint university-working class partnership that reflected the educational revival in England, grew in importance and eventually replaced the extension movement as the machinery of adult education. This thesis examines the history and work of the extension movement in urban areas and in the Bush, emphasizing New South Wales, Victoria, and South Australia, and suggests that the movement was stagnant by 1913. The WEA coincided with the needs of the universities themselves and harmonized with the social and political trends of the time and so successfully challenged it. Appendixes describe the Australasian Home Reading Union (1892), and list extension courses offered and enrollment figures. There are tables, figures, and a bibliography. (aj)

Six working papers were presented on program organization in rural Tasmania, in West Oxfordshire, in Queensland, in South Australia's Upper Murray district, and in rural Australia. The courses offered in 1965 at the Wangaratta Adult Education Center are listed. The syndicate concluded that a specific study of motivation for adult education in rural areas should be undertaken. (aj)


ABSTRACT: These papers are concerned with the practical applications of modern language teaching methods to teaching adult education students. Considerable attention has been given to the use of readily available visual and textual materials, and of standard equipment, tape recorders, gramophones and projectors. (aj)


TERMS: *adult education, *educational philosophy, retirement education, adult vocational education,

ABSTRACT: Talks summarized in these proceedings are—"Learning to make a living," "Living or just existing?" "Learning for living in retirement," and "Learning to live in an unknown tomorrow".
ABSTRACT: Separate conference papers discuss aspects of the practice and theory of university adult education in New Zealand—(1) variations by Commonwealth nations, especially Ghana and Australia, on the original British pattern of adult education, (2) changes in the organization and content of New Zealand university adult education during 1915-64, (3) problems in organizing and sponsoring liberal adult education, (4) research and training needs viewed in the context of related activity in France, Great Britain, Australia, British Columbia, and the United States, (5) growing needs for university-sponsored vocational and professional courses (refresher courses for technicians, and managerial continuing education), and (6) the increasingly vital role of universities as the source of innovation and intellectual discipline for the whole adult education enterprise in New Zealand. Committee recommendations are set forth for programs of training and research, vocational and professional education, and liberal studies. Document includes the conference schedule and discussion on the separate papers. (1y)

ABSTRACT: The British attempted to retain their ties with an older culture as they traveled to New Zealand in the nineteenth century. Passengers who could read taught those who could not with books from the ships' libraries. Several ships had Maoris on board and passengers learned the language, as well as practicing French, Latin, and Spanish and working problems in mathematics and chess. Several passengers kept journals and ships' newspapers were common. To the three motives that inspired the rise of adult education in Britain—the religious, scientific, and political—was added the recreational. Leisure time was growing in importance with shorter working hours and study, a means to alleviate boredom during the voyage, later proved useful to settlers in isolated areas. The mechanics' institutes were transplanted in New Zealand, offering instruction in literature and science, recreational lectures, and, most important, reading rooms. The real purpose of mechanics' institutes—the training of artisans in the principles of science—was never seen in New Zealand and eventually the institutes were absorbed by public libraries. Today adult education in New Zealand is a vital part of the national educational system. A variety of subjects is offered and there are residential seminars and summer schools. A national institution has been built upon foundations established in the nineteenth century. (aj)

TERMS: *residential centers, *university extension, *adult students,
*educational trends, *historical reviews, book reviews, filmstrips,
course descriptions, Great Britain, Oxford University,

ABSTRACT: The issue contains the Delegacy for Extra-mural Studies of the
University of Oxford annual report (1965-66), the Delegacy's report to
congregation, book reviews, courses 1964-65, the Bodleian Library educational
film strips, and articles-- "Adult education students," "The changing pattern
of adult education," and "Early days in adult education." (The Rewley House
Papers are published by Oxford University, Delegacy for Extra-mural Studies,
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