This annotated bibliography aims at bringing together most of the English-language materials on adult education in Continental Europe published during the 25 years since the end of the Second World War. In accord with the variety of concepts and differences of opinion on definitions of what does or does not constitute adult education, which abound among European adult educators in the countries covered, and wishing to make the bibliography as broad and useful to as wide a field as possible, the broadest possible concept of adult education verging on education of adults was used in selecting items for inclusion in the bibliography. Subjects include vocational education for adults, training in business and industry, adult secondary and university level credit study, activities of museums, art galleries and libraries, and liberal adult education. Most of the material covered by this bibliography is mainly descriptive, including many observations and impressions of English and North American adult educators visiting European countries. The bibliography is organized by country, with a section on Europe and a section on Scandinavia. A total of 25 countries is covered. A list of periodicals systematically searched for materials is included. A total of 857 annotations are entered in this bibliography. An additional 102 sources available in Joint Publication Research Service Periodicals in microfilm only are included. (Author/CK)
ADULT EDUCATION IN CONTINENTAL EUROPE: AN ANNOTATED BIBLIOGRAPHY OF ENGLISH LANGUAGE MATERIALS 1945-1969

Jindra Kulich
ADULT EDUCATION IN CONTINENTAL EUROPE

AN ANNOTATED BIBLIOGRAPHY OF ENGLISH-LANGUAGE MATERIALS

1945 – 1969

JINDRA KULICH

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FOREWORD

It was said of one novelist that even if he were the compiler of a telephone book he would succeed in putting it in exciting prose. So far as we know, there has been no such claim for a bibliography. However, we are convinced that there will be avid readers for this volume, readers in several countries, readers who will find it a valuable guide to their further study and research.

Because of his gift with languages, and his own diligence, Professor Jindra Kulich has been extremely productive in assisting adult educationists in many countries keep in touch with important developments which might otherwise escape them. He has himself written monographs on training adult educationists in four countries and contributed reviews of books in several languages to half a dozen journals. This present work will now take its place, along with studies at Charles University in Prague and the University of Liverpool, in putting in some perspective the wealth and variety of writing about adult education that can be found in Europe. It may speed the day when the publication of any important work in any language will be followed quickly by the distribution of an abstract and when most of the important works will be found in some translation.

While much research in adult education is still at a rather elementary stage it is significant how much cooperation has been obtained over institutional and national boundaries. The material was gathered by Professor Kulich at seminars in several countries; it is now published as a joint venture by two universities. We are all working toward a much wider extension of such collaboration.

J. R. Kidd
Department of Adult Education
The Ontario Institute for Studies in Education
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INTRODUCTION

Interest in adult education abroad and in the comparative study of adult education has grown rapidly in the last few years, as is evidenced among others by the increasing number of international conferences, associations such as the International Congress of University Adult Education, the publication of Convergence, An International Journal of Adult Education, and the growing number of Comparative Adult Education courses offered by North American and European universities.

The adult educator and student interested in European adult education has been hindered in his study by the seeming lack of English-language materials about the various European countries. References which could be found in the available bibliographies and periodical indexes were rather scanty, and since much of the material which is available appeared in other than adult education and education journals, the wealth of material remained largely unknown.

This bibliography aims at bringing together most of the English-language materials on adult education in Continental Europe published during the twenty-five years since the end of the Second World War. The British Isles were consciously left out as sufficient bibliographical assistance already is available. There is a considerable overlap of coverage, especially with respect to the folk high schools; however, as many sources as possible were included in the bibliography to give access to alternate sources available locally on the same topic.

In accord with the variety of concepts and difference of opinion on definitions of what does or does not constitute adult education, which abound among European adult educators in the countries covered, and wishing to make the bibliography as broad and useful to as wide a field as possible, the broadest possible concept of adult education verging on education of adults was used in selecting items for inclusion in the bibliography. Thus vocational education for adults, training in business and industry, adult secondary and university level credit study, as well as activities of museums, art galleries and libraries inasmuch as these involve specific planned educational programs
for individuals or groups of adults, have been included in addition to liberal adult education through university extension and evening classes and through voluntary organizations.

The relative accessibility of the materials through university and public libraries was considered in the selection of items. Thus personal visit reports and conference papers in typescript or mimeographed form were not included unless actually published. Similarly, books and periodicals in very limited circulation which are likely to be found only in the national libraries were excluded. A variety of illustrated weekly, fortnightly and monthly periodicals published especially in Eastern Europe (such as Soviet Union, Polish Weekly and Rumania Today) which are a good source of articles on adult education were not included since most libraries keep only current issues of such periodicals. Doctoral dissertations listed in Dissertation Abstracts were included, while master theses were not included. Materials available only on microfilm or microfiche were not included. (However, the valuable sources available through the Joint Publications Research Service of the U. S. Government, available only on microfilm are listed, without annotation, at the back of this bibliography.)

General histories of education and accounts of educational systems in the countries covered were included only if the material contained major chapters on adult education; sources containing only passing references to adult education were included only if materials available in English on adult education in that country are limited.

Most of the material covered by this bibliography is mainly descriptive, including many observations and impressions of English and North American adult educators visiting European countries. This reflects the early stage of development of the study of adult education abroad which only very recently ventured into the beginnings of proper analytical and comparative research studies. In this respect, the bibliography can also serve as a basis for a historical assessment of the development of the study of adult education in Europe by English speaking colleagues.
The bibliography is organized by country, with a section on Europe and a section on Scandinavia. Materials covering two or more countries in separate sections are listed under each country covered in the source, while materials concerned with and organized by one or more aspects of adult education (such as education of women, workers' education, etc.) as it occurs in several countries are listed only under Europe or Scandinavia. Germany is sub-divided into three categories, (a) Germany (pre-1945), (b) East Germany (German Democratic Republic), and (c) West Germany (Federal German Republic). The Soviet Union is sub-divided into (a) Russia (pre-1917) and (b) U. S. S. R.

Within the geographic-political (and in the case of Germany and the Soviet Union also historical) categories, the bibliography is sub-divided into categories of the various institutions, methods and techniques, and subject matter, with each source listed in full as the main entry in the major applicable sub-category and cross-referenced by number under any other applicable sub-category. Due to the great variety of especially institutional backgrounds in the divergent political, social, economic and cultural settings of the countries covered, the sub-categories are not clearly definable and mutually exclusive, and all categories cannot be equally applied to all countries covered.

Since the bibliography is a listing of English-language sources available about adult education in Europe rather than a bibliography of authors, each entry is listed in full only once, as the main entry, under the name of the first author given for each source. An Author index lists all entries by author and by countries he has written about, giving item numbers only.

A list of periodicals systematically searched for materials is included to enable the reader to look for materials in periodicals not available to the compiler.
LIST OF PERIODICALS SEARCHED SYSTEMATICALLY*

Bibliographical Periodicals

Australian Education Index
British Education Index
Canadian Index
Cumulative Book Index
Current Index to Journals in Education
Dissertation Abstracts
Education Index
Indian Education Abstracts
International Bibliography of Periodical Literature
International Bureau of Education, Annual Education Bibliography
International Bureau of Education, Bulletin
International Index to Periodicals
Publications of the Office of Education
Research in Education (ERIC)

Adult Education Periodicals

Adult Education (Australia)
Adult Education (England)
Adult Education (U. S.)
Adult Education Bulletin
Adult Education Journal
Adult Education in Finland
Adult Leadership
ASPBAE Journal (Asian-South Pacific Bureau of Adult Education)
Australian Journal of Adult Education
Continuous Learning
Convergence
Food for Thought
Further Education
Indian Journal of Adult Education
International Bulletin of Workers' Education
International Journal of Adult and Youth Education
(foremally Fundamental and Adult Education)
Journal, International Congress of University Adult Education
Journal of Cooperative Extension (since 1970 Journal of Extension)
Notes and Studies (European Bureau of Adult Education)
NUEA Spectator (National University Extension Association)
Scottish Adult Education
Studies in Adult Education
World Association for Adult Education, Bulletin

* A few articles in several other periodicals were included in the bibliography but the periodicals were not available to the compiler and were not searched systematically.
Education Periodicals

Australian Journal of Education
Australian Journal of Higher Education
(formerly Educand)
British Journal of Education Studies
Comparative Education
Comparative Education Review
Education (England)
Education (U. S.)
Education Canada
(formerly Canadian Education and Research Digest)
Education in France
Education Panorama
Educational Forum
Educational Record
Educational Television International
Foreign Education Digest
Harvard Education Review
Higher Education and Research in the Netherlands
Higher Education Journal
History of Education Quarterly
(formerly History of Education Journal)
Home Study Review
Industrial Training International
International Journal of Health Education
International Review of Education
Journal of Education (London)
Journal of Educational Thought
Journal of Higher Education
Junior College Journal
Liberal Education
Pedagogica Historica
Phi Delta Kappan
Scientia Pedagogika
School and Society
School Review
Sociology of Education
Soviet Education
Teachers College Record
Technical Education and Industrial Training
Times Educational Supplement
Trends in Education

Library Periodicals

International Library Review
Journal of Librarianship
Journal of Library History
Library Quarterly
Libri, International Library Review
Unesco Bulletin for Libraries
Humanities and Social Science Periodicals

American Journal of Economics and Sociology
American Scandinavian Review
American Scholar
Antioch Review
Balkan Studies
Bulletin of Hispanic Studies
Canadian Slavonic Papers
Canadian Slavonic Studies
Central European History
Community Development Bulletin
Community Development Journal
Comparative Studies in Society and History
Contemporary Review
Current History
East Europe
East European Quarterly
Economic Development and Cultural Change
French Historical Studies
French Review
Germanic Review
Hispania
History Today
History, Journal of the Historical Association
Institute for the Study of the U. S. S. R., Bulletin
International Development Review
International Journal of Comparative Sociology
International Journal of Nursing Studies
International Labour Review
International Nursing Review
International Review of Social History
International Social Science Journal
International Social Work
Italica
Journal of Central European Affairs
Journal of Communication
Journal of Contemporary History
Journal of Modern History
Journal of Social History
Journal of the History of Ideas
Journal of World History
Minerva
New Hungarian Quarterly
Oxford Slavonic Papers
Past and Present
Polish Perspectives
Polish Review
Polish Sociological Bulletin
Romania
Rumanian Review
Russian Review
Scandinavian Studies
Slavic and East European Journal
Slavic and East European Studies
Slavic Review
Slavonic and East European Review
Social Research
Social Service Quarterly
Society and Leisure
Soviet Studies
Soviet Review
Studies in Soviet Thought
Studies on Soviet Union
Survey, A Journal of Soviet and East European Studies
Unesco Chronicle
Unesco Courier
Yugoslav Survey
### List of Categories Used Throughout the Bibliography

(Not all categories could be applied to all countries covered)

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EUROPE

1 (a) Bibliographies; directories

Bibliography of major adult education journals published in Europe.

The directory lists adult education organizations and institutions in most European countries. Address, number of staff, objectives, activities and publications are given.

First world survey since 1929 of organizations, programs and selected publications on adult education in fifty countries. Most European countries are included in the directory.

Bibliography of bibliographies on adult education published since 1920. Most entries are in foreign languages, with annotations in English. Covers many European countries.

2 (a) General overviews; collections of writings; yearbooks

Trends and ideas developing in several countries in Western Europe are sketched in this issue. Full articles cover Scandinavia and Germany.

Abstracts of some of the papers delivered at the Council of Europe conference on research in adult education held at Liverpool in July 1969. Countries covered are England, France, Switzerland, West Germany and the Scandinavian countries.


This publication presents an overview of new trends in Western Europe in the areas of vocational education, human and social sciences, community development, leisure, arts, permanent education, and methods and techniques.


Impressions of European adult education gathered during a tour of adult education institutions.


Analysis of trends in adult education since the International Conference on Adult Education held at Elsinore, Denmark in 1949.


A collection of articles on adult education in many countries by staff and students of the International People's College.


A report on the proceedings of the Conference.


Report on the European seminar on adult education held at Mondsee, Austria.


Emerging trends and new directions in adult education in Western Europe towards education permanente.


Sketches of developments in Italy, Austria, Scandinavia, U. K., Switzerland and some international aspects of European adult education.


Proceedings of a regional conference held at Prague, Czechoslovakia, March 29 - April 6, 1965.


A collection of speeches and reports prepared for the 1949 International Adult Education Conference at Elsinore, Denmark.


Report of the International Conference held at Elsinore, Denmark. Problems and experience of adult education in Western Europe and North America are prominent in the report.


The Yearbook contains annual reports on developments in many European countries, often containing a brief reference to adult education.

An analysis of reports from 35 Member States and 17 non-governmental organizations at the occasion of the Second World Conference on Adult Education in Montreal, 1960. European countries represented in the analysis: Austria, Bulgaria, Denmark, Finland, France, Netherlands, Norway, Rumania, Spain, Sweden, Switzerland, and West Germany.


Brief impressions of adult education activities in East Europe gleaned from discussions with East European delegates at a Unesco seminar on adult education, held in Warsaw.


Canadian impressions from a tour of adult education institutions in Western Europe.

See also numbers 3, 28, 67, 71, 78.

2 (b) History of adult education


History of residential adult education, from the Danish folk high schools to the modern university conference center, with emphasis on developments in the last thirty years in the United States. Appendix contains a selection of the most important educational ideas of N. F. S. Grundtvig, translated into English by John Gunderson.

An historical overview of the development of adult education since pre-literate man. Part II covers Western Europe up to the Industrial Revolution.

See also numbers 29, 30, 36, 47, 66, 68, 76.

2 (c) Comparative studies


A comparative study of planning, facilities and recent experimental projects.


An attempt at a comparative analysis of primarily European adult education trends.


The study covers historical development of adult education in England and Wales, United States and Germany as well as selected developing countries. Some comparison is made and references to several European countries appear throughout the book.


A comparative study of the historical development of adult education in Denmark, England, Germany and U. S. A.

See also numbers 39, 40, 45, 47, 49, 67, 69, 75, 81.
3 (a) State and adult education; legislation


Survey of legal provisions and other agreements governing educational leave in 16 member countries of the Council of Europe; proposals for the harmonisation of educational leave provision among member countries.


Overview of legislative measures and private control of correspondence education provisions in West European countries; proposal of general rules applicable to members of Council of Europe.

See also number 39.

3 (b) Financing of adult education


Report on a conference on financing adult education, organized by the Swiss Government in co-operation with the Council of Europe at Rüschlikon, October 7-12, 1968.

See also number 39.

4 (a) International organizations; international co-operation


A brief description of the goals and activities of the Centre, established at Prague, Czechoslovakia, in 1968 by the Czechoslovak Academy of Sciences with Unesco support.

Brief overview of the rationale for the foundation of the Bureau and the activities of the first five years.


Brief history of developing international co-operation in Western Europe since 1948 and especially since the foundation of the Council for Cultural Co-operation of the Council of Europe.


Report of activities during the two-year period.


A survey and analysis of the contribution of adult education toward European integration.

See also numbers 2, 3, 41.

4 (b) State-wide adult education systems and organizations

See numbers 2, 3.

4 (d) Local level adult education institutions and organizations


A comparative study of the provision of sports, cultural and educational activities for adults in fourteen European countries and in Canada and the United States.
5 (a) Adult educators; staffing; training


A comparative report on the status, recruitment and professional training of adult educators in Belgium, France, Netherlands, Norway, U. K. and West Germany.


Brief report on a conference held in Belgium and the Netherlands from April 23 - May 5, 1960.


National reports on training in West Germany (p. 12), Austria, (p. 15) and Denmark (p. 28).

6 (a) Research; theory of adult education


First attempt at a conceptual framework for comparative study of adult education; reports on adult education in several countries.

Overview of research conducted in Finland, West Germany, Netherlands, and Yugoslavia into the relationships between leisure and work, leisure and the family, and leisure and social life.

See also numbers 6, 7, 28, 31, 33, 34, 51, 59, 69, 70, 77, 79.

7 (a) Folk high schools; residential adult education


Parts of this study, specifically Chapter 9, refer to adult residential education.


Record of the Conference proceedings.


An account of the relative success and failure of the transplants of the Danish prototype in Scandinavia, Europe, and overseas.


Influence of the Danish folk high school idea on adult residential education in other European countries and overseas.


Issue organized around the theme of the folk high school in the modern science-dominated world. Contributions delivered at the meeting of the Residential Adult Education Section of the European Bureau of Adult Education, held at the Krogerup Folk High School in Denmark, in August, 1964.

See also numbers 11, 25.
8 (a) University extension; universities and adult education


Report on the Regional European Seminar at Bangor, North Wales, held September 1-14, 1956 under the auspices of the U. K. National Commission for U. N. E. S. C. O.


Proceedings of a conference organized by the Government of Norway under the auspices of the Council of Europe and held at Oslo, October 15-20, 1962.


Report on the seminar, held at Bangor, September 1-14, 1956, and attended by West European delegates.

9 (a) Palaces of culture; cultural houses; village cultural centers

See number 56.

9 (b) Voluntary associations; societies; clubs


Information on club-type adult education activities in Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Rumania, U. S. S. R., and Yugoslavia.


Proceedings of the seminar held at Prague, Czechoslovakia, July 24 - August 1, 1960, under the auspices of the Czechoslovak Unesco Commission.
9 (c) Study circles; discussion groups


Historical study of the development since 1920 of listening groups in conjunction with radio and television in over thirty countries, many of these European.


This survey of literature on listening groups is also a history of the development of this method, including references to several European countries.

10 (a) Correspondence study; independent study; self-learning


Survey of thirteen experiments in the television (radio), correspondence, and face-to-face combined systems in Belgium, France, Italy, Netherlands, Norway, U.K. and West Germany.

See also numbers 32, 60, 61.

11 (a) Adult education through radio and television


Proceedings of the Second Seminar on Direct Teaching by Television, held at Scheveningen, in 1968.


Description and analysis of the status of instructional radio and television programs for adults in East Germany, France, Poland, U.K., U.S.S.R., and West Germany.

A collection of papers on cultural broadcasting around the world, including many European countries.

See also numbers 57, 58, 59.

14 (a) *Community development*


Survey of community development programs in Western Europe in the 1950's.

64. Stensland, Per and Carol. "Community Development in Western Europe". *Adult Leadership,* vol. 8, No. 2, (June, 1959), pp. 38-42.

"How various types of community development programs are helping to rejuvenate democracy in Western Europe."

See also number 8.

15 (a) *Literacy; adult basic education*


This study traces the development of literacy from classical times to the eighteenth century and from the Industrial Revolution to date.


Historical overview of adult basic education citing examples from antiquity to the twentieth century both in Europe and overseas.

The first part of the report presents a world-wide comparative study on literacy training and provision for adult education, while the second part presents national reports, including all European countries with the exception of Albania and East Germany. (The more comprehensive national reports are listed further on under country headings.)


Historical overview of the growth of literacy primarily in Europe.


A preliminary statistical study of available census data since 1900; includes ten European countries (each listed further on under country headings) as well as cross-national comparisons and summaries.

70. -----. **World Illiteracy at Mid-Century.** (Monographs on Fundamental Education, No. 11.) Paris: Unesco, 1957.

This statistical study of illiteracy includes data and analysis on some European countries.


Contains reports on Albania*, Austria, Belgium, Czechoslovakia, France*, West Germany, Greece*, Hungary*, Norway*, Spain*, Sweden*, and U.S.S.R.*. (Asterisk indicates entry under country heading; reports on countries without asterisk too brief to warrant separate entry.)

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15 (c) Post-secondary education; higher education

See numbers 52, 53, 54.
16 (a) Vocational and technical education; apprenticeship


A pre-conference report prepared for a conference on adult education and industrial training, organized by the Secretariat of the European Countries and the European Bureau of Adult Education.


Comparative study of the responsibility for vocational training in Britain, France, Italy and West Germany.


Analysis of the characteristic features of adult vocational training systems in Western Europe.


See also number 8.

16 (b) Training in business, industry and government

See numbers 72, 73, 74, 75.

16 (c) Continuing education in the professions; in-service training

See number 72.
16 (e) Agricultural extension; rural adult education


Analysis of the relationship between education and development of agriculture during the 19th and 20th centuries.

20 (a) General education; humanities; liberal arts

See number 8.

20 (b) Languages


Rationale for, trends in, and future prospects of teaching modern languages to adults in Western Europe.

20 (c) Science education


Main papers read at the Unesco seminars held at Prague, Czechoslovakia, June 27 - July 3, 1962.

20 (d) Civic education; political training; political indoctrination


Report on a project designed to assess how, to what extent, and in what areas of community public affairs people become involved in Czechoslovakia and Yugoslavia (among other countries).

This report of the international conference held in 1952 in Hamburg includes addresses and papers on adult education in six European countries. All eight papers are listed under individual country headings further on.

See also number 64.

20 (e) Family life education; parent education


The survey includes discussion and comparison of parent education in France, West Germany, Great Britain and the U.S.A. Brief descriptions of parent education in other countries also are included.

See also number 64.

20 (f) Consumer education; co-operative education

See number 64.

20 (h) Physical education; sports; recreation

See numbers 27, 36, 46.

20 (j) Hobbies; arts and crafts

See number 8.
2 (a) General overviews; collections of writings; yearbooks

A brief overview of adult education in Denmark, Norway and Sweden.

A visitor's impressions of adult education in Scandinavia, re-visited after 20 years.


Adult education in Denmark, Finland, Norway and Sweden is described in the four sections of this book. (The sections also were published as separate booklets.)

A survey of the rationale and organization of informal adult education in Denmark, Norway, and Sweden.

2 (b) History of adult education

See numbers 87, 91, 92, 93.
2 (c) Comparative Studies


Comparative analysis of the spread of the folk high school idea and its application in Denmark and abroad.

5 (a) Adult education; staffing; training


Article describing the Scandinavian Seminar, designed to introduce foreign educators to adult education in Scandinavia, primarily to folk high schools, through study in Scandinavia.


A brief description of the Scandinavian Seminar, a study program abroad operating throughout Scandinavia and using primarily the folk high schools as base of operation.

6 (a) Research; theory of adult education


Overview of adult education research carried out in Denmark, Finland, Norway and Sweden.

7 (a) Folk high schools; residential adult education


Brief history of the development and variations of the folk high schools in Denmark, Finland, Norway and Sweden. Lists schools existing in each country in 1955.

An outline of the roots and the spread of the folk high school idea in Scandinavia.


Overview of the historical background and the development of residential adult education in Scandinavia, England and U.S.A., pointing out its relevance to Australia.

See also numbers 87, 88, 89.

9 (c) Study circles; discussion groups


Description of the study circle method, illustrated by examples from Scandinavian countries.

10 (a) Correspondence study; independent study; self-learning


Brief survey of correspondence schools in Denmark, Finland, Norway, and Sweden.

20 (h) Physical education; sports; recreation


Outline of recreation facilities for children and adults provided in Denmark, Norway and Sweden.
ALBANIA

2 (a) General overviews; collections of writings; yearbooks


Brief analysis of the consequences of the new legislation on education passed in August 1946; contains a section on adult education.

2 (b) History of adult education


Historical account of the role of literary, cultural and educational clubs in the Albanian national revival.

3 (a) State and adult education; legislation

See numbers 99, 101.

3 (b) Financing of adult education

See numbers 99, 101.

4 (b) State-wide adult education systems and organizations


A study of the development of the educational system of Albania since 1944. References to adult education can be found throughout the book but there is no specific chapter or section devoted to adult education in Albania.

See also number 100.

9 (b) Voluntary associations; societies; clubs

See numbers 98, 100.
15 (a) Literacy; adult basic education


Report on the contribution of the Union to literacy training.

18 (a) Education of Women

See number 100.

20 (h) Physical education; sports; recreation


State support for physical education and sports, and the development of mass sport activities for adults in Albania since the Second World War, are described.
AUSTRIA

1 (a) Bibliographies; directories

See number 102.

2 (a) General overviews; collections of writings; yearbooks


Background of adult education and organizations and agencies active in adult education in Austria in 1950.


Impressions of Austrian adult education gathered during a tour of European adult education institutions.


A brief overview of adult education institutions and of their activities.


An account of post-war reconstruction of adult education in Austria.

4 (b) State-wide adult education systems and organizations

See number 102.

4 (c) Regional adult education systems and organizations

See number 102.
4 (d) Local level adult education institutions and organizations


An account of the reconstruction of adult education institutions in post-war Vienna.


An account of the reconstruction of adult education institutions in post-war Vienna.

See also numbers 102, 110, 111.

6 (a) Research; theory of adult education

See number 108.

9 (c) Study circles; discussion groups

See numbers 110, 111.

16 (b) Training in business, industry and government

See number 108.

16 (d) Retraining; upgrading


Report on the investigation of the use of the discovery method in retraining older workers; pages 31-34 cover the Austrian demonstration project.
19(a) Workers' education; labour union education


Brief note on the support of adult education and cultural activities by the Austrian Trade Unions.

See also number 112.

20(a) General education; humanities; liberal arts


Description of the three-year integrated systematical general education program for adults.


Description of the three-year integrated systematical adult study program "the school of life".

20(j) Hobbies; arts and crafts


Article on the work of the Fine Arts Section of the Education Department, Austrian Federation of Trade Unions.
BELGIUM

1 (a) Bibliographies; directories

See number 113.

2 (a) General overviews; collections of writings; yearbooks


Background of adult education and organizations and agencies active in adult education in Belgium in 1950.

2 (b) History of adult education


Historical account of the educational activities of the Catholic and the socialist trade unions since the early 1920's.

See also numbers 117, 120.

3 (b) Financing of adult education


Brief outline of the activities of political parties in citizenship education, and of state aid to these activities.

4 (b) State-wide adult education systems and organizations

See numbers 113, 115.

4 (c) Regional adult education systems and organizations

See number 113.
4 (d) Local level adult education institutions and organizations

See numbers 113, 115.

5 (a) Adult educators; staffing; training


A report on the status, recruitment and training of adult educators in Flanders.

9 (b) Voluntary associations; societies; clubs

See number 115.

15 (a) Literacy; adult basic education


Statistical data on the extent of illiteracy.

16 (a) Vocational and technical education; apprenticeship


Overview of adult vocational training through short-term courses in training centers.

16 (b) Training in business, industry and government


Vocational rehabilitation and case studies of the training of staff of the Belgium National Railways Co. and of training foremen in various companies.
16 (d) Retraining; upgrading

See numbers 118, 119.

19 (a) Workers' education; labour union education


Development of the labour movement since mid-1800's, including its social and educational activities.


Outline of the work of the educational organization of the Belgian Socialist Party.

See also number 114.

20 (a) General education; humanities; liberal arts


Brief description of the provision of cultural programs for adults.

20 (d) Civic education; political training; political indoctrination

See number 115.
BULGARIA

2 (a) General overviews; collections of writings; yearbooks


Brief outline of post-war educational reforms, including adult education.


Includes brief sections on out-of-school activities.

2 (b) History of adult education

See numbers 123, 126.

4 (b) State-wide adult education systems and organizations

See number 125.

15 (a) Literacy; adult basic education


National report on the provision for literacy training and primary and secondary schooling for adults.


Statistical data on the extent of illiteracy.

16 (a) Vocational and technical education; apprenticeship


A brief note on vocational education, including adult vocational education.
CZECHOSLOVAKIA

1 (a) Bibliographies; directories


This issue of the Unesco *Education Abstracts* lists 109 Czech and Slovak original items with brief English annotations.

See also number 136.

2 (a) General overviews; collections of writings; yearbooks


A visitor's impressions of the new possibilities for adult education in Czechoslovakia before August 1968.


A general overview of the organization of and activities in adult education and general cultural work.


General outline of the facilities of adult education sponsored by the Revolutionary Trade Union Movement.


A brief sketch of the reconstruction of adult education in post-war Czechoslovakia.


A letter from the General Secretary of the Masaryk Institute of Adult Education in Prague outlining re-vitalization of adult education after the war.
2 (b) History of adult education


Background of adult education and organizations and agencies active in adult education in Czechoslovakia in 1950.


Outline of post-war reconstruction of adult education in Czechoslovakia.


The role of the physical culture and citizenship education organization "Sokol" in the cultural and political revival of the Czechs and Slovaks in the nineteenth century, and its role in the new Czechoslovak state after 1918.

See also numbers 135, 142, 147.
2 (c) Comparative studies

See number 149.

3 (a) State and adult education; legislation


Analysis of the fluctuation of Communist Party control of adult education during the first two post-war decades.


The articles collected in this volume deal with the socio-political framework, the organization of adult education and the psychological and sociological problems of adult education in Czechoslovakia in the mid-1960's.

See also numbers 134, 142.

4 (b) State-wide adult education systems and organizations

See numbers 130, 136, 139, 140, 142, 157.

4 (c) Regional adult education systems and organizations

See number 130.

4 (d) Local level adult education institutions and organizations

See number 130.
5 (a) Adult educators; staffing; training


Outline of the provisions and organization of nation-wide training scheme for professionals and volunteers in adult education and cultural work.


The study presents a brief historical overview of adult education, organization of adult education, an analysis of the role of adult educators, provisions for training and brief review of research.


Description of the organization, aims and curriculum of nation-wide training system of professional and volunteer adult educators and cultural workers.


The principles of a nation-wide system of training voluntary and professional adult educators.

See also number 139.

6 (a) Research; theory of adult education


An English summary of the Czechoslovak national study for an international comparative study of leisure. Statistical data collected from 66 organizations and associations and 50 publications is analyzed.

Report on the state of adult education research in Czechoslovakia in the 1960's.


Discussion of the ideas of Comenius (1592-1670) as these relate to continuing education.

See also numbers 140, 142, 150.

9 (a) Palaces of culture; cultural houses; village cultural centers


The report includes basic outline of tasks, program, and organization of club-type adult education institutions.

See also number 130.

9 (b) Voluntary associations; societies; clubs

See number 138.

10 (a) Correspondence study; independent study; self-learning

See number 151.

11 (a) Adult education through radio and television


The chapter on Czechoslovakia, by C. Tahy, describes educational as well as general cultural programming of the state television system.

Description of general educational programs and of specific instructional radio and television broadcasts with reference to trends and research.

12 (a) Libraries


Analysis of the role of public libraries since 1950, including intensive individual and group work with the reader.


Overview of the role, under Party control, of library service to the individual reader and to groups.


Includes brief outline of the work of public libraries in reader services and group activities.

15 (b) Secondary education


Description of part-time secondary school and university credit programs for adults.


Outline of the instructions for organization of the part-time secondary schools for workers.

15 (c) Post-secondary education; higher education

See numbers 156, 156.

16 (a) Vocational and technical education

See number 156.

16 (d) Retraining; upgrading

See number 154.

19 (a) Workers' education; labour union education

See number 131.

20 (d) Civic education; political training; political indoctrination

See numbers 138, 139.

20 (g) Health education


20 (h) Physical education; sports; recreation

See number 138.
DENMARK

1 (a) Bibliographies; directories

See number 159.

2 (a) General overviews; collections of writings; yearbooks


An account of present-day adult education in Denmark as it grew out of its historical roots.


Background of adult education and organizations and agencies active in adult education in Denmark in 1950.


Brief report on training of professional adult educators; accommodation; adult education and mass media; reaching new social groups; and education and retirement, for the European Bureau of Adult Education Conference, held on November 19-24, 1963.


This section describes the development of and present situation of the residential folk high school, night schools and other institutional forms of adult education in Denmark.

Offprint from Ragnar Lund, ed., *Scandinavian Adult Education*.


Brief outline of the task and difficulties of adult education work in Greenland.


The book contains description of the folk high schools, evening schools, people's university and other adult education activities.

See also numbers 183, 230, 232.

2 (b) History of adult education


Brief analysis of the role of the folk high schools in Danish revival in the second half of the nineteenth century.

167. Frisch, Hartvig. "100 Years of the Danish Folk High School Movement". *Unesco Courier*, vol. 2, No. 6, (Supplement), (July, 1949), pp. 6, 8.

Address of the then Minister of Education in Denmark at the Unesco First World Conference on Adult Education at Elsinore, Denmark, 1949.


Brief description of the disruption of adult education during German occupation.


The historical roots of the Danish folk high schools.

Historical overview of the Danish folk high schools from the 1840's to the 1940's.


An article commemorating the foundation of the first folk high school at Rodding in 1844.


The development of the Danish folk high schools in Denmark and the influence of the folk high school idea abroad.


The history of the development of adult education in Denmark with some reference to its influence on adult education abroad.

See also numbers 180, 187, 192, 208, 211, 213, 215, 219, 221, 223, 237.

2 (c) Comparative studies


Analysis of the similarities and differences of the folk high schools in these two countries.

See also number 173.

2 (d) Biographies


The life and thought of the father of the Danish folk high school idea.

Biography of N. F. S. Grundtvig and exposition of his historical-ecclesiastical and educational views.


Provides the broader background and context for the birth of the folk high school idea.


Biography of the father of the Danish folk high school idea.


An obituary outlining Novrup's contributions to the field of adult education in Denmark and abroad.


The historical and spiritual background of the Danish folk high schools.


An analysis of the theological/philosophical development of the father of the Danish folk high school idea, N. F. S. Grundtvig.


The relevance of Grundtvig's educational thought to the world after the Second World War.

See also numbers 109, 190.
3 (a) State and adult education; legislation


A very brief overview of the development of adult education institutions followed by an analysis of the recent Danish legislation on adult education.


Analysis of legislation on adult education, effective in 1969.


Full translation into English of the Danish legislation on adult education of June 6, 1968, effective August 1, 1969.

See also number 215.

3 (b) Financing of adult education

See numbers 183, 184, 185.

4 (a) International organizations; international co-operation


A very brief outline of the historical background and the present state of the residential folk high schools.

See also numbers 172, 203, 210, 214, 216, 230.

4 (b) State-wide adult education systems and organizations

See numbers 159, 236.
4 (c) Regional adult education systems and organizations

See number 159.

4 (d) Local level adult education institutions and organizations

See number 159.

5 (a) Adult educators; staffing; training

See number 160.

6 (a) Research; theory of adult education


A brief overview of the educational ideas of N. F. S. Grundtvig, the father of the Danish folk high schools.


Re-interpretation of Grundtvig's educational ideas for modern American society and adult education.


Edited excerpts from Grundtvig's writing, with historical notes by H. J. Alford.


The philosophical, religious and pedagogical thought of N. F. S. Grundtvig and his concept of the Danish folk high school.

See also numbers 175, 176, 177, 181, 182, 219.
7 (a) Folk high schools; residential adult education


Analysis and evaluation of the role of the residential folk high school in the light of the social, economic and human problems of modern society.


A re-issue of a study of the role of the Danish folk high school in the transformation of the rural community and agricultural production in Denmark in the late nineteenth century. First published in 1927.


Brief analysis of the changing trends among the Danish folk high schools following the shift of population from agricultural to industrial and service occupations.


The changing folk high school meeting the needs of modern Danish youth.


Examination of possibilities of application of the Danish folk high school idea in rural developing countries.


Assessment of the vitality of the modern folk high school and of its problems in a changing society.
197. -----. "The Importance of the Folk High School in Modern Denmark". *Danish Foreign Office Journal*, No. 54, (October, 1965), pp. 21-23.

A reassessment of the role of the Danish folk high school in the changing society.


Danish folk high schools changing in order to help young adults adjust to modern technical environment.


Brief article on the modern folk high schools.


Impressions of a New South Wales lecturer.


Examination of the present situation, and indication of trends and possibilities of future developments of the Danish folk high schools.


The historical roots and the changing role of the Danish folk high schools.


A statement of purpose and goals for the international folk high school.


Brief description of the folk high schools.
The need for change facing the established folk high schools under the challenge of changing economic, social and political conditions is outlined by an American visitor.

A brief outline of the historical roots and development, with some examples of influence abroad, of the Danish folk high school.

The work of the International People's College at Elsinore as experienced by a group of British students.

Brief article on the folk high schools.

The historical roots and the current state of the Danish folk high schools with inferences for American education in the post-Sputnik era.

Student impressions and viewpoints about the international folk high school at Elsinore.


This revised edition of *Denmark: A Social Laboratory*, published in 1939 and re-issued in 1948, analyses, among others, the role of the Danish folk high schools in the social, economic and political development of Denmark.


History of the international folk high school at Elsinore.


Brief description of the historical roots and the present-day situation of the Danish folk high schools.


Analysis of the ideological background, historical development and present situation and role of the Danish folk high schools.


The changing clientele of the Danish folk high schools.


Outline of the history of the Danish folk high schools.


Outline of the history of the Danish folk high schools.

This study includes an outline of the status of residential adult education in Denmark in the mid-1950's.


Description of the socio-ideological foundation and the historical development of the Danish folk high schools.


The appeal of the folk high schools seen by an Englishman.


The appeal of the folk high schools seen by an Englishman.


Assessment of the Danish folk high schools in the mid-1960's by an Australian observer.

See also numbers 162, 163, 165, 166, 167, 169, 170, 171, 172, 174, 175, 176, 177, 178, 180, 186, 187, 189, 233, 239.

8 (b) Night schools; evening institutes

See numbers 162, 163, 165, 237.

8 (c) Volkshochschulen; people's and workers' universities

See number 165.

9 (b) Voluntary associations; societies; clubs

See numbers 162, 163, 165, 166, 237.
9 (c) Study circles; discussion groups

See number 237.

10 (a) Correspondence study; independent study; self-learning


Overview of the position of correspondence schools in Denmark.

11 (a) Adult education through radio and television

See numbers 160, 163.

12 (a) Libraries


Outline of adult education activities conducted by public libraries.

See also number 163.

15 (a) Literacy; adult basic education


A brief description of the work of the Koefoed School among young men from the rural areas who have drifted to Copenhagen.

15 (d) Education permanente; life-long learning


Danish trends toward education permanente seen within European framework.
16 (a) Vocational and technical education; apprenticeship


Brief outline of the Danish apprenticeship system.


Two chapters of this book are concerned with education of adults: Technical Education and Trade Training (pp. 33-54), and Adult Education (pp. 83-105).

16 (d) Retraining; upgrading

See number 229.

16 (e) Agricultural extension; rural adult education


The influence of the Danish folk high schools on the farmers co-operative movement.

See also numbers 166, 192, 195, 215, 223.

19 (a) Workers' education; labour union education


Overview of the background, organization and activities in workers' education.


Educational work of the welfare officers assigned to ships in the J. Lauritzen Shipping Company fleet.

Brief overview of the work of the Danish W. E. A.


Outline of the development of educational activities for workers through study circles, night schools, summer courses, and youth clubs.

20 (a) General education; humanities; liberal arts


One Dane in seven attends leisure-time courses unconnected with vocational training.

See also numbers 160, 229, 235.

20 (c) Science education

See number 192.

20 (d) Civic education; political training; political indoctrination


Brief analysis of self-government and citizenship education in the folk high schools.

See also numbers 166, 186, 203, 210, 214, 216.

20 (e) Family life education; parent education

See number 220.
FINLAND

1 (a) Bibliographies; directories

See number 242.

2 (a) General overviews; collections of writings; yearbooks


Overview of the work of the four main bearers of adult education in Finland: folk high schools, civic institutes, voluntary associations, and public libraries.


Brief outline of adult education in Finland.


Background of adult education and organizations and agencies active in adult education in Finland in 1950.


Brief situation report on adult education in the late 1960's.


This section gives a broad overview of the Finnish adult education including the residential folk high schools, evening institutes, libraries, radio and correspondence study.
2 (b) History of adult education


The historical development to present time of the study circle movement.

247. "Popular and Adult Education in Finland". _Notes and Studies_, No. 11-12, (September, 1959), pp. 10-14.

Historical outline of the development of adult education in Finland since the late nineteenth century.

See also numbers 262, 263, 266, 296.

3 (a) State and adult education; legislation


Analysis of the relationship between the state and adult education, especially with respect to legislation and financial support.

3 (b) Financing of adult education

See numbers 240, 248.

4 (a) International organizations; international co-operation

249. Oittinen, R. H. "Finnish Contacts Abroad in the Sphere of Liberal Adult Education". _Adult Education in Finland_, vol. 1, No. 1, (Summer, 1964), pp. 4-10.

Brief overview of Finnish adult education organizations and institutions, and of their contact with similar organizations abroad.

See also number 264.
4 (b) State-wide adult education systems and organizations


The role and activities of the umbrella organization of the local civic workers' institutes.

See also numbers 242, 280, 297.

4 (c) Regional adult education systems and organizations

See number 242.

4 (d) Local level adult education institutions and organizations

See number 242.

5 (a) Adult educators; staffing; training


Brief description of the graduate program in Adult Education offered by the University of Tampere.


Outline of the provisions for continuing education of adult educators, especially summer seminars on adult education organized by the summer universities.


The status, training and continuing education of the teachers employed by the residential folk high schools.

See also number 240.
6 (a) Research; theory of adult education


A brief review of research and theoretical writing in the areas of philosophy and history of adult education as well as of empirical studies.


An outline of the interrelationship between education and discussion since ancient Greece to present-day Finland.

256. ------. "To Set up Aims in Adult Education". *Adult Education in Finland*, vol. 5, No. 2-3, (1968), pp. 3-9.

Discussion of the freedom and constraints in establishing organizational and institutional goals for adult education in Finland.


A Finnish view of the learning society in which education permanente is the rule.


A survey of the socio-economic characteristics of students attending the folk high schools.

7 (a) Folk high schools; residential adult education


Brief note on the role of the folk high schools in asserting Finnish cultural independence.


The current position and role of the Finnish folk high schools in character building and moral education of young adults.

Brief description of the folk high schools.


A study of the historical development since 1868 and of present situation of the folk high schools in Finland.


A study of the development and the present role of the provincial folk schools in Finland.


Story of the Viittakivi International Folk College, established in 1951 with the assistance of the American Friends Service Committee.


Description of distinguishing characteristics of the Finnish folk high school.

See also numbers 240, 244, 258, 295.

8 (a) University extension; universities and adult education


Analysis of the historical basis for the lack of a well developed university extension movement in Finland.
8 (c) Volkshochschulen; people's and workers' universities


Description of the development of the civic and workers' institutes since 1899.

268. -----. "Worker's and Civic Institutes in Finland". *Adult Education in Finland*, vol. 1, No. 1, (Summer, 1964), pp. 11-13.

A brief description of this Finnish contribution to adult education.


Description of the educational activities and physical facilities of a typical workers' institute.


An analysis of the participants in, and activities of, the Helsinki Workers' Institute.


Brief description of the work of the civic institutes and the workers' institutes.

See also numbers 240, 244, 250, 295, 301, 302, 303, 304.

9 (b) Voluntary Associations; societies; clubs


Description of non-credit summer holiday courses for adults organized by the Society of Popular Culture.

Description of the cultural and educational activities of the Swedish ethnic minority in Finland.


The historical development and the present role of the Friends of the Swedish Primary Schools.

See also numbers 240, 276.

9 (c) Study circles; discussion groups


Discussion of the advantages and disadvantages of adult education through voluntary organizations.


Description of the present-day activities of a variety of study circle associations.


Group study based on correspondence courses is the most popular activity of the Finnish W.E.A. The article describes this study circle method.


Description of the activities of the W.E.A. in the two main areas of its interest, the study circles and the broad cultural activities.

See also numbers 240, 246, 255.
10(a) Correspondence study; independent study; self-learning


Description of education by correspondence which in Finland involves 3 per cent of the population over 14 years of age.


Brief listing of the scope of activities of the seven correspondence institutes in Finland.


Description of the directed independent study, combining correspondence with short-term group seminars, and combining the resources of a correspondence institute and local secondary school.


The role of correspondence instruction for business, industry and agriculture.

See also numbers 244, 277.

11(a) Adult education through radio and television

See number 244.

12(a) Libraries


The organization and scope of activities of the public libraries.

The task and the role of the public library in modern Finland.

See also numbers 240, 244.

15(a) Literacy; adult basic education


Statistical data on the extent of illiteracy.

15(b) Secondary education

See number 281.

15(c) Post-secondary education; higher education


The role, task and organization of the summer universities.

See also numbers 251, 252.

15(d) Education permanente; life-long learning

See numbers 257, 298.

16(a) Vocational and technical education; apprenticeship


The necessity for an examination of the need for vocational training of adults in Finland is stressed in this article.
16(b) Training in business, industry and government


Description of the training activities of business enterprises and their relationship to vocational, technical and higher education.

See also number 282.

16(c) Continuing education in the professions; in-service training


Description of the rationale, planning and organization of in-service training for nursing personnel in the hospital.

16(d) Retraining; upgrading


Discussion of the urgent need for adult education aimed at the upgrading, updating and retraining of the adult population.

See also numbers 291, 300.

16(e) Agricultural extension; rural adult education


Outline of the provisions for the training and re-training of the farming population.

See also number 282.
19(a) Workers' education; labour union education


A brief listing of six institutions run by or affiliated with the Finnish labour movement.


Outline of the organization and activities of the Finnish W.E.A.


Brief outline of the concern for cultural activities and legislation on the part of the Finnish W.E.A.


Activities of the workers' evening institutes and residential colleges.

296. ----. "The Worker's Educational Movement in Finland". *Adult Education in Finland*, vol. 2, No. 1, (Spring, 1965), pp. 4-8.

Development of workers' educational movement since the 1860's.

297. "Workers' Educational Association--the Study Center of the Workers' Movement". *Adult Education in Finland*, vol. 6, No. 1, (1969), pp. 4-6.

Outline of the role and task of the Finnish W.E.A.


Position statement of the Finnish W.E.A. on education permanente.

See also numbers 230, 267, 269, 270, 277, 278.
20(a) General education; humanities; liberal arts


A philosophical treatment on the need and aim of ethical education of adults.


Discussion of the relationship between liberal and vocational adult education in Finland.

20(b) Languages


Discussion of the importance of and provisions for the study of foreign languages in the civic and workers' institutes.

20(d) Civic education; political training; political indoctrination


Examination of the role and limitations of the civic and workers' institutes in citizenship education.


Outline of the role of the civic and workers' institutes in educating the citizens to be active, responsible and co-operative individuals.

See also numbers 259, 260.
20(g) Health education


Outline of the role of the civic and workers' institutes in therapeutic mental health.

20(k) Art, drama; music education


Discussion of the role of art, drama and music in the Finnish labour movement.
FRANCE

1 (a) Bibliographies; directories

See number 306.

2 (a) General overviews; collections of writings; yearbooks


Background of adult education and organizations and agencies active in adult education in France in 1950.


Outline of the post-war rationale and the tasks of adult education in France.


Outline of the educational and cultural activities for adults covered by the French term 'culture populaire'.


A study of the historical roots and the present conditions and organization of adult education in France.


Developments in adult education since 1964. The article brings up-to-date Titmus' book Adult Education in France.

2 (b) History of adult education


Educational activities of the guild of Master Scriveners of Paris during the 18th century.

The concept of the library as a center for civic adult education generated in the aftermath of the French Revolution.


Historical account of the educational activities of the freemasons.


The chapter contains references to reorganization of adult education and recreational activities in the Southern Zone under the Vichy regime as well as in the Northern Zone, occupied by Germany.


Historical analysis of the Catholic program of mass re-education after the fall of the Commune in 1870.


Education of women in France from the foundings of St. Cyr (1686) through the revolution.


People's university and social education activities of the French Radical Party.


History of the public lectures on economics organized by private organizations and towns from 1860 on.

Historical overview of the development of adult education in France.


Historical analysis of the activity of workers' clubs and unions in political discussion, agitation and action.

See also numbers 309, 321, 331, 359, 360.

2 (c) Comparative studies

See number 360.

3 (a) State and adult education; legislation


The article traces the evolving state support for adult education in France since 1936.

See also numbers 306, 309, 326, 334, 353, 354.

3 (b) Financing of adult education

See numbers 334, 353.

4 (a) International organizations; international cooperation


Account of educational travel and programs of exchange of rural population between France and the Netherlands.
4 (b) State-wide adult education systems and organizations


The aims and tasks of the Institute National pour la Formation des Adultes, established at Nancy in October of 1963.

See also numbers 306, 309.

4 (c) Regional adult education systems and organizations

See numbers 306, 309.

4 (d) Local level adult education institutions and organizations

See number 309.

5 (a) Adult educators; staffing; training


A report on the status, recruitment and training of adult educators in France.


Description of the provision for training of professional adult educators.

6 (a) Research; theory of adult education


Review of literature in West Germany and France pertaining to interdependence of general and vocational education, legislation on vocational training, and study leave for workers.

The undertitle "Reflections on a French Summer School and French Educational Theory" gives an indication of the content.


Discussion of the philosophical-social background of the post-war culture and the people movement (Peuple et Culture).

See also numbers 316, 323, 332.

7 (a) Folk high schools; residential adult education


Description of an experience in the residential centre of the French intellectuals, "Cercle Culturel".

330. Sim, Alex. R. "France Has a People's College". *Food for Thought*, vol. 11, No. 4, (January, 1951), pp. 22-23.

A brief article on the French adult residential centre, Le Centre Educatif des Marquisats.

8 (a) University extension; universities and adult education


Historical account of some of the attempts to provide higher education for adults.


Outline of the contribution to workers' education through the activities of the Institut du Travail, established in 1955 in the Strasbourg Faculty of Law and Political Science.

See also numbers 317, 327, 355.
9 (a) Palaces of culture; cultural houses; village cultural centres


Description of the rationale of the cultural centres and of their activities in citizenship education.


Outline of the organization, aims and financing of some twenty houses of culture built since the Second World War.


The rationale for, and the organization and work of the cultural youth centres established during the 1950's throughout France.

9 (b) Voluntary associations; societies; clubs


Brief description of the beginning of the rural tele-clubs.

See also numbers 313, 320, 328, 329, 338, 339, 340, 342, 345, 346.

10(a) Correspondence study; independent study; self-learning


Overview of the public and the private provision of correspondence education to school-age and adult clientele at all levels of education.

See also number 341.
11(a) Adult education through radio and television


Comparative description of UNESCO supported experiments in communication through television and tele-clubs in France, Japan and India.


Description of the French Tele-Club experiment in the 1950's.


Account of the experiment and a sociological study of the French tele-club movement.


The study covers Netherland, East and West Germany, and France, with some references to Great Britain.


Description of collective television viewing through tele-clubs in rural areas.


Outline of the rationale and organization, and samples of programming.

Description and analysis of the status of instructional radio and television programs for adults. The article deals also with East Germany, Poland, U.K., U.S.S.R., and West Germany.


The use of television clubs as a replacement for film clubs in rural areas of France formed a new adult education movement in the 1950's.

See also number 336.

11(b) Press; publishing


Description of the aims and rationale of the publication series Regards Neufs (Looking Afresh) published for group leaders in educational, cultural and sport circles by the Peuple et culture organization.

12(a) Libraries

See number 312.

13(a) Museums; art galleries; theatres


A descriptive study of programs, personnel and budgets of art museums in France, with evaluation of the major functions of museum-based adult education.
15(a) Literacy: adult basic education


National report on adult education and literacy.


Statistical data on the extent of illiteracy.

15(b) Secondary education

See number 337.

15(c) Post-secondary education; higher education

See number 337.

15(d) Education permanente; life-long learning


Overview of the provisions for socio-economic advancement through state and private institutions and activities, with a proposal for a synthesis and the construction of a national system of permanent education.

16(a) Vocational and technical education; apprenticeship


Brief outline of the organization at various levels of schooling and training, including education of adults.

Outline of the adult vocational training systems in France is presented on pp. 17-18.


Overview of the legislation, organization and development of adult vocational training since 1945.


Overview of the state regulations and organization of adult vocational education.

See also number 326.

16(c) Continuing education in the professions; in-service training


Outline of the involvement of universities in continuing professional education.

16(e) Agricultural extension; rural adult education


Description of the rationale for and activities of the Maisons Familiales.


A brief description of rural adult education for young adults.

See also number 322.
18(a) Education of women


Analysis of the changing status of women and new provisions for the education of women in post-war France.

See also number 316.

19(a) Workers' education; labour union education


French revival of the ancient international association of workers, the Compagnonnage, providing training in a trade and an "apprenticeship to life" for young workers.


Historical analysis of the impact of worker education on society in France, with some comparisons drawn to the same phenomenon in England.


Outline of the trade union education of members by the educational centre of the trade union federation.


Overview of the activities of the Centre d'Education Ouvriere in workers' education and education for trade unionists.

Analysis of the educational program of the Confederation as a response to the changing social and economic conditions of the workers.

See also numbers 311, 320, 332.

20(a) General education; humanities; liberal arts

See numbers 318, 326, 351.

20(d) Civic education; political education; political indoctrination


Brief analysis of post-war French attitudes and the role of adult education in forming or changing these attitudes.

See also numbers 315, 317, 320, 333.

20(e) Family life education; parent education


Overview of parent education activities and research conducted by the School for Parents and other associations.

See also number 322.

20(i) Religious education

See number 315.
GERMANY (1)
(Pre-1945)

1 (a) Bibliographies; directories


The bibliography includes selected German language sources on adult education (some with abstracts) published during or concerned with the pre-First World War and the Weimar Republic periods. (Post 1945 documents also are listed.)

2 (a) General overviews; collections of writings; yearbooks


The book contains a chapter on adult education (pp. 135-148) describing Allied and German attempts at the establishment of new and the reconstruction of old adult education institutions.

2 (b) History of adult education


A chapter covers historical development and situation after the Second World War in Germany.


Analysis of the social, political and economic forces in Germany, in the first half of the nineteenth century, which generated adult education.


The development of adult education in Germany as influenced by internal and external factors.

The history of the development of adult education in Germany with some reference to foreign influence on German adult education.

See also numbers 367, 372, 373, 374, 375, 376.

2 (c) Comparative studies

See numbers 368, 371, 375.

7 (a) Folk high schools; residential adult education


Description of the residential and non-residential folk high schools in Germany during the 1920's.

8 (a) Volkshochschulen, people's and workers' universities

See number 372.

9 (b) Voluntary associations; societies; clubs


Historical analysis of the rationale and growth of the Society and its branches in the 1920's and 1930's, and its contribution to Nazism.

12(a) Libraries


Re-examination of Luther's position on libraries.
16(a) Vocational and technical education; apprenticeship


Comparative study of the response of the educational systems under the pressure of changing technical and economic conditions.

20(h) Physical education; sports; recreation


Analysis of the activities and significance of the Kraft durch Freude (Strength through Joy) organization, an affiliate of the German Labour Front.

20(i) Religious education

See number 374.

20(j) Hobbies; arts and crafts

See number 376.

GERMANY (2)

(East Germany)

1 (a) Bibliographies; directories


The bibliography includes selected German language sources on adult education (some with abstracts) in East Germany, (1945-1968). (Documents on adult education in pre-Second World War Germany and on adult education in West Germany since 1945 also are listed.)
2 (a) General overviews; collections of writings; yearbooks


Contains references to part-time formal adult education and to informal adult education.

See also number 382.

2 (b) History of adult education

379. Hartmann, H. "Adult Education is Thriving in Germany". *Education (U.S.)*, vol. 69, No. 8, (April, 1949), pp. 518-521.

Outline of the post-war reconstruction of adult education in all four sectors of Berlin. (American, British, French, and Russian).


The chapter includes brief reference to adult education activities supported by the Soviet Army of Occupation in the immediate post-war period.


Outline of Post-war adult education in Russian Occupation Zone in Germany.

See also number 383.

2 (c) Comparative Studies


Exposition of the East German and West German point of view regarding post-war developments in adult education in East Germany.

An analysis of the historical background and the present state of adult education in East Germany, with comparative analysis with adult education in West Germany.

3 (a) State and adult education; legislation

See number 388.

5 (a) Adult educators; staffing; training


Description of the provisions for training of adult educators and cultural workers within the framework of adult education in East Germany as it developed since 1945.

8 (a) University extension; universities and adult education


Account of the considerable involvement of the universities in East Germany in adult education.

8 (c) Volkshochschulen; people's and workers' universities

See number 383.

10(a) Correspondence study; independent study; self-learning


Includes Netherlands, East and West Germany, and France with some reference to Great Britain.
11(a) Adult education through radio and television


Description and analysis of the status of instructional radio and television programs for adults. The article deals also with France, Poland, U.K., U.S.S.R., and West Germany.

15(b) Secondary education

See number 378.

15(c) Post-secondary education; higher education

See numbers 378, 385, 387.

16(a) Vocational and technical education; apprenticeship


Analysis of the Ordinance of August 28, 1958.

See also number 378.

GERMANY (3)

(West Germany)

1 (a) Bibliographies; directories


An annotated bibliography of original German language materials on adult education in West Germany since 1945.

The bibliography includes selected German language as well as a few English language sources on adult education (some with abstracts) in West Germany (1945-1968). (Documents on adult education in pre-Second World War Germany and on adult education in East Germany since 1945 also are listed).

See also number 395.

2 (a) General overviews; collections of writings; yearbooks


Outline of the rationale, organization and clientele of adult education in West Germany.


Exposition of the task, the ways and means, and the prospects and dangers of West German adult education.


Report on a British Council Study Tour to Germany, and observations of one participant about adult education and young adults in West Germany.


Brief account of adult education institutions in West Germany.


Background of adult education and organizations and agencies active in adult education in West Germany in 1950.


This concise outline of the West German educational system contains sections on vocational and academic adult education.

Brief outline of the organization and content of adult education.


Brief outline of post-war adult education.


Observations on post-war development of adult education in West Germany, based on a report of a British visiting party in 1955.

2 (b) History of adult education


Overview of the post-war reconstruction of adult education in the U.S. Zone of Occupation.


The chapter includes reference to adult and youth rehabilitation work in the U.S. Zone of Germany in the immediate post-war period.


Sketch of the situation of higher technical, vocational, and adult education in West Germany during the years after the Second World War.


The chapter includes brief outline of adult education reconstruction in the British Occupation Zone of Germany in the immediate post-war period.
Outline of the post-war reconstruction of adult education in all four sectors of Berlin (American, British, French and Russian).

Brief account of adult education in the immediate post-war period.

Re-education and cultural activities for youth and adults organized by the French Military Government in the French Occupation Zone in Germany during the early post-war period.

Overview of the development of adult education in West Germany since 1945.

Brief analysis of trends in post-war adult education in the Western occupation Zones in Germany and how North American adult educators can assist further development.

Contains a chapter on adult education which outlines the historical development to recent times and a chapter on physical education which gives an overview of the historical background of the physical education and sport associations which played an important part in German social and cultural life.

The chapter includes reference to the people's universities and cultural activities imported by the French Military Government in the immediate post-war period.

Outline of the revival of adult education in the British Zone of Occupation as seen by an English visitor.


Description of individual reader services and cultural and educational group activities offered by the U. S. Information Service centres in the U. S. Occupation Zone of Germany.

See also number 413.

2 (c) Comparative studies


Analysis of the historical background and the present state of adult education in West Germany, with comparative analysis with adult education in East Germany.

See also numbers 444, 445.

3 (a) State and adult education; legislation

See number 417.

4 (a) International organizations; international co-operation

See number 457.

5 (a) Adult educators; staffing; training


Brief description of the training of teachers of adults in West Germany.

Report on the status, recruitment and training of adult educators in West Germany.

See also number 416.

6 (a) Research; theory of adult education


Outline of the pioneering research and training activities in adult education organized since 1950 by the Institute of Pedagogy and Psychology of Kiel University.


Review of literature in West Germany and France pertaining to interdependence of general and vocational education, legislation on vocational training, and study leave for workers.


Brief report on an experiment with foreign language teaching as an integral part of long-term programs in citizenship education.

See also numbers 423, 430, 440.
7 (a) Folk high schools; residential adult education


Brief outline of the work of the protestant church residential adult colleges, offering short-term courses.

See also number 459.

8 (a) University extension; universities and adult education


Analysis of the traditional lack of involvement in adult education on the part of the German universities and indication of new trends in this area.


Account of the first tentative steps of some West German universities toward involvement in adult education, as seen by an American adult educator.


Outline of pioneering research and training activities in adult education organized since 1950 at the Johann Wolfgang Goethe University at Frankfort.


Exposition of the German view of the relationship between universities and adult education.


Consideration of the relationship between the Volkshochschulen and the universities serving adult education in West Germany.

A report of a conference held at Oxford in December 1952. Contains references to the situation of adult education in Germany.


Description of the tentative beginnings of the involvement of West German universities in adult education.

8 (c) Volkshochschulen; people's and worker's universities


The need for and provisions of adult education in West Germany, especially through the people's universities.


Description of the role and work of the Volkshochschulen in post-war Germany, exemplified on the example of the Ruhr area.


A position paper on the task and role of the West German Volkshochschulen. Text in German (pp. 3-11), English (pp. 13-19), and French (pp. 21-28).


Overview of the development since 1945 and of the current organization and activity of the West German evening institutes.


Account of the conference, and of problems and issues raised, as perceived by an English observer.

Overview of the reconstruction of the folk high schools in post-war Germany.

See also numbers 413, 425, 446.

9 study circles; discussion groups

10(a) Correspondence study; independent study; self-learning


Includes Netherlands, East and West Germany, and France with some reference to Great Britain.

11(a) Adult education through radio and television


Brief description of the "Funk-Kolleg" organized jointly by the Frankfurt University and the State Radio of Land Hesse.


Description and analysis of the status of instructional radio and television programs for adults. The article deals also with East Germany, France, Poland, U.K. and U.S.S.R.

12(a) Libraries


Includes historical background and immediate post-war situation of German libraries; also activities of U.S.I.S. operated "Amerika-Häuser".

Description of the development of public library services in the post-war period with a sketch of historical background since 1828.


Description in some detail of post-war library adult services in West Germany and England, with a brief note on Denmark.

See also number 412.

15(b) Secondary education

See number 396.

15(c) Post-secondary education; higher education

See numbers 396, 436.

15(d) Education permanente; life-long learning


Overview of present educational provisions and of social, educational and individual needs, with a proposal for a development of a comprehensive system of formal and informal permanent education.

16(a) Vocational and technical education; apprenticeship


A brief outline of the part-time vocational schooling of the young adult worker.

Description of innovative training schemes in two industrial concerns.


Outline of the organization of in-plant training, vocational school training and further training.


Brief outline of adult vocational training in West Germany, with some comparisons with France.


A comparative study of the response of the educational systems under the pressure of changing technical and economic conditions.


Description of vocational adult education carried on in the West German evening institutes.

See also number 396.

16(b) Training in business, industry and government

See number 443.

16(c) Continuing education in the professions; in-service training

See number 443.
16(d) Retraining; upgrading

See number 417.

19(a) Workers' education; labour union education


Description of a post-war West German attempt at reaching the working class and involving the workers in general and political education.


Account of the development of trade union based adult education activities in post-war West Germany.


Overview of the contribution of the West German trade union federation to educational and cultural work among the working population.


Overview of problems faced by instructors of trade union leaders in West Germany.


Comprehensive account of adult education activities of the trade unions in post-war Germany.


Brief description of West German attempts at the provision of adult education for workers.

Description of efforts of the West German trade unions in introducing the group discussion method, and of difficulties encountered.


Overview of the varied educational activities of the West German Trade Union Federation.


Brief description of the provision of adult education to workers in West Germany.


Brief outline of the "Arbeit und Leben" program of the West German trade unions.

See also numbers 419, 441.

20(a) General education; humanities; liberal arts

See numbers 409, 417, 447.

20(b) Languages

See number 419.

20(d) Civic education; political education; political indoctrination


Description of the role of adult education in fostering the European idea in West Germany.

Overview of the post-war development of adult education in West Germany, with special reference to citizenship education and the changing methodology.


Brief assessment of the potential of the Heimvolkshochschulen (residential folk high schools) in citizenship education.


Outline of the problems and pitfalls of re-education, primarily in the British Zone of occupation.


Analysis of citizenship training in the Western Occupation Zones and subsequently in West Germany in the late 1940's and early 1950's.


Analysis of the role of adult education in the post-war development of democracy in West Germany.


Brief analysis of post-war development of adult education in West Germany and assessment of its contribution to the democratic way of life.


Outline of trade union educational activities in civic re-education in post-war Germany, particularly...

A section on adult education contains brief articles on the state of adult education and on citizenship and international education programs for adults.

See also numbers 411, 419, 447.

20(h) Physical education; sports; recreation

See number 409.

20(i) Religious education

See number 420.

20(k) Art; drama; music education


Observations of a Scottish educator about the arts, education, and adult education in Hamburg and Northern Germany.
GREECE

1 (a) Bibliographies; directories

See number 467.

2 (a) General overviews; collections of writings; yearbooks


Background of adult education and organizations and agencies active in adult education in Greece in 1950.

2 (d) Biographies


Study of the life and work of A. Korais.

3 (a) State and adult education; legislation

See number 480.

4 (b) State-wide adult education systems and organizations

See numbers 467, 480.

4 (c) Regional adult education systems and organizations

See number 467.

4 (d) Local level adult education institutions and organizations

See number 467.
12(a) Libraries


Brief description of the beginnings of lending public libraries in the late 1940's.

See also number 475.

14(a) Community development


Three glimpses of community development in Northern Greece.


Overview of the work of the committee.


Analysis of the Epirus Development Project methods and techniques.


Brief overview of the U.N. Experiment in community development in post-war Greece.

474. Waller, Ross D. "A Traveller's Impressions: Community Development and Adult Education in Greece, Italy and Turkey". *Community Development Journal*, No. 4, (October, 1966), pp. 8-15 (Greece pp. 11-13).

Brief outline of recent developments in Greece.

See also number 475.
15(a) Literacy; adult basic education


Brief description of the activities of a social and welfare club centering around the Hestia Philias, first settlement house established in Greece (1955).


Manual for literacy training field workers, based on experience gained in setting up rural adult centres throughout Greece.


National report on the provision for literacy training and primary and secondary schooling for adults.


National report on literacy training.


Statistical data on the extent of illiteracy.


Excerpt from a report on the activities of the Ministry of Education in Greece, 1962.

See also numbers 470, 472.

16(e) Agricultural extension; rural adult education

See number 476.
1 (a) Bibliographies; directories

See number 483.

2 (a) General overviews; collections of writings; yearbooks


The book describes historical development of adult education in Hungary as well as the organization of adult education since the last war.


Section on cultural and educational activities (pp. 291-319) contains information about various adult education activities.


Background of adult education and organizations and agencies active in adult education in Hungary in 1950.


A brief description of post-war reconstruction and reorganization of adult education.


The chapter includes references to adult education and cultural activities at the turn of the decade.


Description and analysis of the comprehensive educational system in Hungary, including adult education and cultural activities.
2 (b) History of adult education

See number 481.

4 (b) State-wide adult education systems and organizations

See numbers 481, 483.

4 (c) Regional adult education systems and organizations

See numbers 481, 483.

4 (d) Local level adult education institutions and organizations

See numbers 481, 483.

5 (a) Adult educators; staffing; training


Description of the training of adult educators in teacher training colleges in Hungary.

7 (a) Folk high schools; residential adult education

See number 497.

8 (b) Night schools; evening institutes

See number 495.

8 (c) Volkshochschulen; people's and workers' universities


Description of the work of these evening institutes organized by the T.I.T.(the Society for the Dissemination of Scientific Knowledge).
9 (b) Voluntary associations; societies; clubs


The story of the Pesterzsebet Cultural Hall in Budapest, established and operated by the Hungarian Iron Workers' Union.

12(a) Libraries


Survey of the rapid increase of the distribution and use of books in the villages since 1945.

15(a) Literacy; adult basic education


National report on the provision for literacy training and primary and secondary schooling for adults.


National report on literacy training.


Statistical data on the extent of illiteracy.

15(b) Secondary education


The chapter includes reference to the establishment of Workers' Schools in 1945.

See also numbers 481, 496.
15(c) Post-secondary education; higher education

See numbers 481, 496.

16(a) Vocational and technical education; apprenticeship

See number 496.

16(d) Retraining; upgrading


Description of an experiment in up-grading economists through evening classes, held in Budapest during 1962 and to be expanded into the provinces later.

19(a) Workers' education; labour union education


A brief outline of the academic and vocational adult education for workers.

See also numbers 488, 489.

20(a) General education; humanities; liberal arts

See number 488.

20(d) Civic education; political education; political indoctrination


Reflections on experience in a residential Communist Party School for political and ideological re-training.
Health education


Outline of the organization, methodology and assessment of health education for children, youths and adults.
2 (a) General overviews; collections of writings; yearbooks


Brief outline of education in Iceland, including adult education.

2 (b) History of adult education


This brief historical outline includes references to the importance of informal out-of-school education and education of adults.
ITALY

1 (a) Bibliographies; directories

See number 502.

2 (a) General overviews; collections of writings; yearbooks


The chapter includes a brief outline of adult education and literacy work.


Background of adult education and organizations and agencies active in adult education in Italy in 1950.


Contains information about adult literacy and vocational training.

2 (b) History of adult education

See number 518.

3 (a) State and adult education; legislation


Overview of new Italian legislation passed in 1947 and 1948.

See also number 506.
4 (b) State-wide adult education systems and organizations


Description of the associations federated in the Union and of its activities.

See also numbers 502, 511, 516, 535.

4 (c) Regional adult education systems and organizations


Description of activities in adult education of the Ministry of Education, the social centres, and the Unione Nazionale per la Lotta contro l'Analfabetismo (UNLA).

See also numbers 502, 552.

4 (d) Local level adult education institutions and organizations

See number 502.

5 (a) Adult educators; staffing; training


Story of a pilot training project for local volunteer social workers.

6 (a) Research; theory of adult education


Overview of research activities and field projects in welfare and education of workers undertaken by the Societa Umanitaria, established in 1893.

Development of the Italian reading-matter index by the Italian Society for Popular Culture.

See also numbers 518, 537, 574.

7 (a) Folk high schools; residential adult education

See number 553.

8 (a) University extension; universities and adult education


Analysis of the historical-ideological background for the lack of involvement of Italian universities in adult education.

8 (b) Night schools; evening institutes


Description of the literacy work of the National Union for the Eradication of Illiteracy, established in 1947.

See also number 543.

9 (a) Palaces of culture; cultural house; village cultural centres


Brief overview of the activities of the British Institute in Florence during its 43 years; includes mention of public lectures, concerts and exhibits.

Story of the first Sardinian Popular Culture Centre, set up in the village of Santu Lussiggin.

See also numbers 525, 545.

9 (b) Voluntary associations; societies; clubs


Brief description of the work of the Societa Umanitaria.


Description of community development action through the Italian Institute for Community Centres in the Canavesa region.


Brief historical overview of the work of the National Union for the Eradication of Illiteracy.

See also numbers 505, 508, 549, 553.

10(a) Correspondence study; independent study; self-learning


Summary of the views of St. Bernardino (fifteenth century) on independent study.
11(a) Adult education through radio and television


Description of the cultural and educational radio programs of Italian State Radio.


Description of the Italian experiment at adult literacy training through television by using listening and viewing posts in the rural areas of Italy.


Overview of the secondary and literacy programs of the state television network.


Story of the campaign to eliminate illiteracy in Italy through the use of television listening and viewing posts.

See also number 545.

14(a) Community development


Brief view of Dolci's philosophy and work in community development in Western Sicily.


Outline of work sponsored in the town of Menfi, Sicily, by the British Committee for Danilo Dolci.

The Danilo Dolci concept and practice of community development through 'doposcuola' (social centre).


Overview of the work of Danilo Dolci.


Community development work organized by the National Youth Secretariat among the rural young adults of the interior of Southern Italy.


Story of the community development project initiated by Domenico Sartor in the Treviso Province.


Outline of experiments in adult education and community development in rural Southern Italy in the early 1950's.


Description of the ICA and European Productivity Agency project in economic community development in Sardinia.


Overview of Italian projects in literacy, basic adult education, and community development.

A glimpse of recent developments in Italy.


Description of successful community development approaches in Southern Italy.

See also numbers 515, 536, 548.

15(a) Literacy; adult basic education


Brief outline of the literacy work of the National Union for the Eradication of Illiteracy.


Description of successful literacy and community development programs in Italy since 1947.


The problem of relapse into illiteracy and a sketch of preventive steps taken in Italy as presented in an address to the Conference held in 1962 in Rome.


Description of the 1956 adult basic education experiment among disadvantaged on the outskirts of Rome.

Description of educational and social activities of the Don Orione settlement aimed at migrant workers seeking work in Turin.


National report on the provision for literacy training and primary and secondary schooling for adults.


Statistical data on the extent of illiteracy.


Brief description of literacy education in Southern Italy.


Contains a section on literacy training and evening classes for adults (pp. 31-39).


Outline of the post-war struggle for literacy among children and adults.


Overview of literacy training through television and reading centres under the assistance of the 1961 Education Act.


Report on the progress of and problems met in the literacy campaign in Italy, presented to the conference at Rome in 1962.


Story of literacy training and community development in a small town in Sardinia.


Story of the centres of the National Union for the Eradication of Illiteracy.


Outline of literacy work in the 1950's and early 1960's.

See also numbers 503, 508, 509, 511, 513, 514, 517, 520, 521, 522, 532, 552.

15(d) Education permanente; life-long learning


Overview of the present situation of adult education and analysis of future prospects.

16(a) Vocational and technical education; apprenticeship

See numbers 503, 527.

16(d) Retraining; upgrading

See number 504.
16(e) Agricultural extension; rural education


A brief outline of the work of the National Union for the Eradication of Illiteracy (UNLA).

See also numbers 523, 529, 530, 542.

18(a) Education of women

*See number 507.*

19(a) Workers' education; labour union education

*See number 539.*

20(d) Civic education; political education; political indoctrination


Brief description of residential civic education courses for young adults organized by the Movement for Civic Co-operation.

See also number 550.
LUXEMBURG

16(a) Vocational and technical education; apprenticeship


Includes limited references to educational activities of the occupational chambers and of the Economic and Social Council.
NEUTHERLANDS

1 (a) Bibliographies; directories

See number 556.

2 (a) General overviews; collections of writings; yearbooks


Overview of educational travel for young adults in the Netherlands.


Background of adult education and organizations and agencies active in adult education in the Netherlands in 1950.

2 (b) History of adult education


Historical outline of the development of adult education since the late 19th century.

See also numbers 559, 560.

3 (a) State and adult education; legislation

See numbers 566, 573.

4 (b) State-wide adult education systems and organizations

See numbers 556, 570, 573, 574.

4 (c) Regional adult education systems and organizations

See number 556.
4 (d) Local level adult education institutions and organizations

See number 556.

5 (a) Adult educators; staffing; training


Report on the status, recruitment and training of adult educators in the Netherlands.

6 (a) Research; theory of adult education

See numbers 570, 571.

7 (a) Folk high schools; residential adult education


Brief outline of the development of the Dutch folk high schools since their beginning in 1931.


Outline of the development of the Dutch residential folk high schools from the 1930's to the present time.


Post-war development of the Dutch adaptation of the Danish folk high school idea.


Brief description of the Dutch folk high schools.

The influence of folk high schools in Denmark and Sweden on the development of the Dutch folk high schools.

9 (b) Voluntary associations; societies; clubs


Brief outline of the background, rationale and activities of the clubhouses established specifically for young unskilled workers in Dutch industrial centres.

10(a) Correspondence study; independent study; self-learning


The study includes Netherlands, East and West Germany, and France with some reference to Great Britain.


Description of the voluntary accreditation system in the Netherlands.


Description of the work of the Nederlands Talen Instituut (The Netherlands Institute of Languages) through correspondence.


Brief outline of the work of one of the largest correspondence schools in the Netherlands.

Description of the structure, organization and activities of the largest private correspondence school in the Netherlands.


The book includes a brief overview of correspondence education with an extensive list of Dutch correspondence schools and courses offered, as well as three articles on the correspondence education method.

14(a) Community development


Part I of the article gives general overview of post-war development of community development; part II presents a case study of a specific experimental project.


Brief outline of the organization, purpose and activities of the Institute established in 1965.

16(a) Vocational and technical education; apprenticeship


Translation of the Dutch manual on vocational training of adults; covers organization, types of training, financing and rehabilitation training.


Outline of the adult vocational training system in the Netherlands is presented on pp. 18-19.
16(b) Training in business, industry and government

575. "New-Style Human Relations: Seven-Year-Old Netherlands Institute". 
Outline of the human relations residential seminars for business and 
industry managers organized by the Netherlands Industrial Training 
Institute at Zeist.

16(d) Retraining; upgrading

See number 573.

19(a) Workers' education; labour union education

See number 564.
NORWAY

1 (a) Bibliographies; directories

See number 579.

2 (a) General overviews; collections of writings; yearbooks


Overview of a variety of adult education activities ranging from people's university through libraries and rural cinema service to correspondence study.


Revised edition of a booklet published originally in 1957 by the Royal Norwegian Ministry of Foreign Affairs, Office of Cultural Relations. Covers historical development; the state and adult education; adult education institutions; cultural organizations; voluntary organizations; and international co-operation.


The chapter covers development of adult education in Norway from early beginnings to 1939 and from 1939 to the post-war period. It also gives an overview of the economic conditions of adult education in post-war Norway.


Background of adult education and organizations and agencies active in adult education in Norway in 1950.


National report presenting an outline of adult education.
2 (b) History of adult education

Account of the reconstruction of adult education in Norway after the Second World War.

Historical outline of the development of adult education in Norway since the late 19th century.

Beginning of the folk high schools in Norway as seen mainly through the reminiscences of Kristian Prestgard, a Norwegian-American.

Brief historical overview of the development of the folk high schools.

See also numbers 577, 590.

3 (a) State and adult education; legislation


See also number 577.

3 (b) Financing of adult education

See numbers 577, 578.
4 (a) **International organizations; international co-operation**


Description of the activities of the Norwegian folk high schools in the broad field of education for international understanding.

See also number 577.

4 (b) **State-wide adult education systems and organizations**

See numbers 577, 579, 597.

4 (c) **Regional adult education systems and organizations**

See numbers 577, 579.

4 (d) **Local level adult education institutions and organizations**

See numbers 577, 579.

5 (a) **Adult educators; staffing; training**


Report on the status, recruitment and training of adult educators in Norway.

7 (a) **Folk high schools; residential adult education**


Statistics on teachers, pupils etc. in the folk high schools as of October 1, 1968.


Historical background of the folk high schools and their significance in the 1960's. Some parallels are drawn to the American junior college movement.


Observation on the changing individual and societal needs in Norway and implications for the folk high schools as seen by an American visitor.


Analysis of the influence of Grundtvig's ideas on the modern Norwegian folk high school.

See also numbers 577, 583, 584, 586.

8 (a) University extension; universities and adult education


Outline of the organization, scope of activities and historical development of the extension service provided by university students throughout Norway.

Description of new developments in university extension work and in the work of several voluntary adult education associations.

See also number 595.

8 (c) Volkshochschulen; people's and workers' universities


Outline of the rationale, organization and activities of the Norwegian evening institutes organized by the Studenternes Friundervisning (now Folkeuniversitetet - people's university).

See also numbers 577, 593.

9 (b) Voluntary associations; societies; clubs

See numbers 577, 594.

9 (c) Study circles; discussion groups

See numbers 577.

10(a) Correspondence study; independent study; self-learning


Description of the organization and content of correspondence education in Norway since 1945.

597. Mortensen, Ernst G. "Correspondence Education in Norway: the NKS". *Home Study Review*, vol. 1, No. 1, (Spring, 1960), pp. 4-5.

Brief outline of the work of the NKS (Norwegian Correspondence School), founded in 1914.
15(d) Education permanente; life-long learning


Analysis of the place of adult education in the total educational provision, its organization and finance, and future scope of adult education.

19(a) Workers' education; labour union education

See number 585.

20(b) Languages


Brief, illustrated, account of English classes on-board of the morning suburban train from Eidsvoll to Oslo.

20(d) Civic education; political education; political indoctrination

See number 588.
POLAND

1 (a) Bibliographies; directories

See number 603.

2 (a) General overviews; collections of writings; yearbooks


Impressions of post-war adult education in Poland as seen by a British visitor.


Brief outline of adult education in Poland.


Chap 14, Adult education, (pp. 75-80), includes description of the aims and organization of adult education.


Background of adult education and organizations and agencies active in adult education in Poland in 1950.

See also number 606.

2 (b) History of adult education


The chapter includes references to underground adult education activities during the German occupation in Second World War as well as to adult education development in the immediate post-war period.


Historical study of the development of adult education in Poland from 1795 to 1948.

3 (a) State and adult education; legislation

See number 607.

3 (b) Financing of adult education

See numbers 601, 603, 626.

4 (c) Regional adult education systems and organizations

See numbers 601, 603.

4 (d) Local level adult education institutions and organizations

See numbers 603, 609.

6 (a) Research; theory of adult education

See numbers 611, 624, 625.
7 (a) Folk high schools; residential adult education


Account of the re-establishment of the folk high schools in post-war Poland.

8 (a) Night schools; evening institutes

See numbers 619, 627.

9 (a) Palaces of culture; cultural houses; village cultural centres


Description of the work of the cultural centre at Roznica.

9 (b) Voluntary associations; societies; clubs


Analysis of the key role played in the Polish ferment of 1956 by the discussion and action clubs of the students and intelligentsia.

10(a) Correspondence study; independent study; self-learning

See numbers 616, 619, 621.

11(a) Adult education through radio and television


Report on the pilot project carried out by the government of Poland in co-operation with Unesco.

Description and analysis of the status of instructional radio and television programs for adults. The article deals also with East Germany, France, U.K., U.S.S.R., and West Germany.


Description of broadcasts popularizing science, literary broadcasts and musical broadcasts of the Polish State Radio.


First report on a pilot project undertaken during 1966-68 with Unesco assistance.


Description of higher education programs available since 1966 to adult part-time students through Polish State Television.

See also number 627.

12(a) Libraries


Description of the role of public libraries and of ways and means of intensification of their individual reader service and group activities.


This article includes brief description of the role of public libraries in the post-war literacy campaign.
15(a) Literacy; adult basic education


National report on provision for literacy training and primary and secondary schooling for adults.

See also number 617.

15(b) Secondary education


Brief description of courses, methods, aims and examinations in adult evening and correspondence schools.

See also number 618.

15(c) Post-secondary education; higher education


Statistical information on higher education including part-time programs for adults (workers).


Outline of proposed changes in higher technical education, including extra-mural and correspondence study.

See also number 612.

16(a) Vocational and technical education; apprenticeship

See numbers 614, 615, 623.
16(b) Training in business, industry and government


Analysis of the educational and social-political functions of the industrial enterprise both within the enterprise and in the community.

See also numbers 614, 615.

16(d) Retraining; upgrading


Outline of the provisions for training of disabled persons, particularly adults.

16(e) Agricultural extension; rural adult education


Overview of current Polish research on the diffusion and adoption of innovations in agriculture.


Analysis of the process of modernization (technological change) and mobilization (political, social, economic and cultural change) of the peasants after 1945.

See also number 605.

20(a) General education; humanities; liberal arts


Outline of ways and means of popularization of science and knowledge.

See also number 622.
20(d) Civic education; political training; political indoctrination


Description of Communist Party ideological training of youth and adults through mass media and party schools.
2 (b) History of adult education

Description of the Cenaculo lecturing circle and didactic publications of Ortigao as a part of public education plan for national reform.

2 (d) Biographies

See number 628.

9 (b) Voluntary associations; societies; clubs

See number 628.

15(a) Literacy; adult basic education

National report on provision for literacy training and primary education for adults.

Statistical data on the extent of illiteracy.
2 (a) General overviews; collections of writings; yearbooks


Brief section describes the organization of adult education.

2 (b) History of adult education


Historical analysis of the contribution of the intelligentsia to popular education and enlightenment in the second half of the eighteenth century.

2 (d) Biographies

See number 632.

4 (c) Regional adult education systems and organizations


Brief note on adult education in Rumania.

8 (b) Night schools; evenings institutes

See number 640.

10(a) Correspondence study; independent study; self-learning

See number 640.
11(a) Adult education through radio and television


Overview of cultural and educational broadcasts of the Rumanian State Radio.

12(a) Libraries


Outline of the role of the rural libraries in literacy work and general cultural work in the villages.

15(a) Literacy; adult basic education


Outline of literacy training programs in post-war Rumania. (Contribution to the International Seminar held in Bucharest, June 6-12, 1960.)


Discussion of the causes for illiteracy in Rumania and outline of methods used to overcome them.


National report on provision for primary and secondary schooling for adults.


Analysis of the problems of illiteracy prior to 1945 and of literacy campaign as part of the post-war educational reform.

See also numbers 632, 635.
15(b) Secondary education

Description of educational reform following the Educational Reform Act of 1948; includes references to evening, correspondence and special workers' schools.

See also number 638.

16(e) Agricultural extension; rural adult education

See number 635.

20(a) General education; humanities; liberal arts

See number 634.
SPAIN

1 (a) Bibliographies; directories

See number 643.

2 (a) General overviews; collections of writings; yearbooks


Includes a two-page overview of literacy training and other adult education.


Contains references to vocational education, training in industry, agricultural extension and adult education.


Background of adult education and organizations and agencies active in adult education in Spain in 1950.

2 (b) History of adult education


4 (b) State-wide adult education systems and organizations

See numbers 643, 647.

4 (c) Regional adult education systems and organizations

See number 643.
6 (a) Research; theory of adult education

See number 644.

9 (a) Palaces of culture; cultural houses; village cultural centres

See number 644.

9 (b) Voluntary associations; societies; clubs


Brief description of the activities of the Spanish "free university" at Madrid.

12(a) Libraries


Outline of the cultural and educational activities of the public library at Almeria, Andalusia, opened in 1947.

15(a) Literacy; adult basic education


Description of literacy campaigns organized by the National Anti-Illiteracy Board, established in 1950.


National report on provision for literacy training and primary education for adults.

National report on literacy training.


Statistical data on the extent of illiteracy.

16(a) Vocational and technical education; apprenticeship


Overview of the educational system, including adult vocational training. Followed by two articles on specific aspects of adult training in subsequent issues.


Description of the organization and courses offered through the centres.


Account of the shifting trend from youth to adult vocational education during the 1960's.


Description of the organization and curriculum of the workers vocational schools established in 1956 to train skilled workers and technicians.


Brief description and pictures from the vocational school at Zamora.

See also number 642.
16(b) Training in business, industry and government


The article covers apprenticeship in industry and accelerated training of adults.

See also number 642.

16(d) Retraining; upgrading

See number 656.

16(e) Agricultural extension; rural adult education

See number 642.

18(a) Education of women

See number 659.

19(a) Workers' education; labour union education


Abridged translation of a Spanish article describing the four workers' universities offering courses in the humanities, vocational training, technical training and social adjustment.

See also numbers 652, 654, 655, 656.

20(b) Languages


Brief description of rapid expansion of foreign language teaching in Spain since 1945.
20(d) Civic education; political education; political indoctrination


Outline of educational activities of the women's section of the Falangist Party since its establishment in 1934.
1 (a) Bibliographies; directories

See number 666.

2 (a) General overviews; collections of writings; yearbooks


Contains a chapter on adult education (pp. 83-89), followed by a chapter on the folk high schools (pp. 89-91).


This introduction to adult education in Sweden describes the historical background, eleven representative institutions, universities and adult education, the types of study circles, and the state and adult education.


Adult education in Sweden as seen by an American visitor.


The section describes the historical backgrounds of Swedish adult education and the present work of study circles, lecture societies, residential folk high schools and other institutions.


Overview of the present state of Swedish adult education, including scope and objectives, and institutions engaged in adult education.


Background of adult education and organizations and agencies active in adult education in Sweden in 1950.


National report presenting an outline of adult education.

See also number 674.

2 (b) History of adult education


The chapter includes references to war-time relief work, army education, and vocational and adult education during the Second World War.

See also numbers 661, 663, 664.

2 (c) Comparative studies


Analysis of the similarities and differences of the folk high schools in these two countries.

See also number 670.
3 (a) State and adult education; legislation


Comparison of the relationship between voluntary agencies and the state in the post-war period.

4 (a) International organizations; international co-operation


Brief article on the international contacts of the Swedish folk high schools.

4 (b) State-wide adult education systems and organizations

See numbers 661, 663, 664, 665, 666, 674, 697, 699.

4 (c) Regional adult education systems and organizations

See numbers 661, 663, 664, 665, 666, 674, 697.

4 (d) Local level adult education institutions and organizations

See numbers 661, 663, 664, 665, 666, 674, 697.

6 (a) Research; theory of adult education


Analysis of the educational background and the involvement of Swedish parliament members in adult education, seeking a correlation between adult education and change in a democratic social structure.

Analysis of the effectiveness of fifteen selected schools in the area of personality development and citizenship training of young adults.


See also number 670.

7 (a) Folk high schools; residential adult education


Brief description of the folk high schools.


The social role of the Swedish folk high schools as seen by an Australian observer.


Brief description of the Swedish variation of the Danish folk high school.


Analysis, from English point of view, of the relevance of the Swedish folk high schools to industrialized urban population; includes a comparative study of costs of adult residential schools in Sweden and England.

Description and analysis of the present situation of the Swedish folk high schools in the changing educational scene, with brief reference to historical roots and future prospects.


Brief article on the Swedish adaptation of the folk high school idea.


Description of short-term residential adult education programs of the Institute, established by the Swedish Paper Mills Association for human relations training.


Brief article on the Swedish adaptation of the folk high school idea.


Brief outline of the historical roots and current activities of the "people's university" organization.

See also numbers 660, 661, 663, 664, 669, 671, 673, 702.

8 (a) University extension; universities and adult education

See numbers 661, 684, 685.
8 (c) Volkshochschulen; people's and workers' universities


Outline of the historical development and post-war situation of the university extension services of the university student organization "Folkeuniversitet".


History of the people's university, organized by university students in the 1930's to bring evening classes to adults in the community.

See also numbers 661, 663, 664.

9 (b) Voluntary associations; societies; clubs

See numbers 661, 663, 664, 681, 704, 705.

9 (c) Study circles; discussion groups


Description of both the informal discussion circles and of the more formalized teaching circles.

See also numbers 661, 663, 664, 702.

10(a) Correspondence study; independent study; self-learning


A brief prepared by a committee set up by the NKI Correspondence School at Stockholm, proposing university level correspondence education.

Brief outline of the activities of the private correspondence schools in Sweden.


Overview of public and private provisions for correspondence education at all levels of schooling.


Description of tailor-made correspondence programs for commercial enterprises, prepared by the Hermods Correspondence Institute.


Description of the work of the NKI Correspondence School at Stockholm.


Outline of organization, methods and techniques, as well as of subjects studied through correspondence.


Historical background and current activities in academic, business and vocational correspondence education of the Hermods Correspondence Institute, established in 1898.

See also numbers 661, 663, 664.
11(a) Adult education through radio and television


Brief description of educational programs of the Swedish State Broadcasting System.

See also numbers 661, 663, 664, 702.

15(b) Secondary education


Description of the work of the secondary school for adults in Norrköping.

See also number 689.

15(c) Post-secondary education

See numbers 687, 689, 693.

15(d) Education permanente; life-long learning


Brief overview of the formal educational system and of adult education, of trends in policy and problems connected with the expansion of education.

16(a) Vocational and technical education; apprenticeship


Outline of provisions for full-time and part-time vocational training at the local, county and central level.

Outline of private and state systems of adult vocational training.


Brief description of the state-organized vocational training of adults.

See also numbers 689, 693.

16(b) Training in business, industry and government

See numbers 681, 690.

16(d) Retraining; upgrading


Report on the investigation of the use of the discovery method in retraining older workers; pages 53-64 cover the Swedish demonstration project.

See also number 701.

18(a) Education of women


Brief description of upgrading, retraining and informal adult education opportunities for women.

19(a) Workers' education; labour union education

See number 692.
20(a) General education; humanities; liberal arts

See numbers 673, 676, 701.

20(d) Civic education; political education; political indoctrination


Education for democracy through radio, discussion groups and folk high schools is outlined.


Brief analysis of the social role of adult education in Sweden.

See also number 673.

20(f) Consumer education; co-operative education


Includes a brief description of adult education activities of the Cooperative Federation.


Outline of the organization of courses for employees and members of the producer and consumer co-operatives, offered by the co-operative school operated by the Swedish Co-operative Union.

20(k) Art; drama; music education


In the late 1950's, music and the arts constituted 23.5 per cent of total study-time in adult education. The article highlights this involvement of Swedish adult education in the arts.
SWITZERLAND

1 (a) Bibliographies; directories

See number 707.

2 (a) General overviews; collections of writings; yearbooks


Background of adult education and organizations and agencies active in adult education in Switzerland in 1950.


Brief outline of the development of Swiss adult education since the early 19th century.

2 (b) History of adult education

See number 708.

3 (a) State and adult education; legislation

See number 710.

3 (b) Financing of adult education


An interview with Brian Groombridge examining the implications of the self-supporting adult club-schools, sponsored in Switzerland by the MIGROS Cultural Union.

4 (b) State-wide adult education systems and organizations

See number 707.
4 (c) Regional adult education systems and organizations

See number 707.

4 (d) Local level adult education institutions and organizations

See number 707.

9 (b) Voluntary associations; societies; clubs

See numbers 709, 712.

16(a) Vocational and technical education; apprenticeship


Analysis of problems of vocational training and summary of proposals for new legislation.


Brief outline of the organization of vocational training.

16(b) Training in business, industry and government

See number 713.

20(f) Consumer education; co-operative education


Description of the comprehensive day and evening courses, organized in many parts of Switzerland by the Club-Schools sponsored by the Migros Co-operatives.
Brief outline of courses for employees and members of co-operative societies offered by the Swiss Union of Consumers' Co-operative Societies and other co-operative associations, as well as by universities.
2 (b) History of adult education


References to literacy schools and early education of adults in Russia are made throughout the text. Tables include statistics on literacy before the 1917 revolution.


Comprehensive overview of the development of education, including education of adults, in Russia from the 11th century to the First World War.

See also numbers 716, 717, 718, 719, 720, 721, 722.

2 (d) Biographies


Analysis of Rubakin's concept of the "people" and his contribution to popular enlightenment among the peasants in the 1880's, primarily promoting self-education.

3 (a) State and adult education; legislation


Historical analysis of the development of education in Russia as an instrument of national policy since 1700, with emphasis on developments from 1860 to 1917. References to education of adults appear sporadically throughout the book.
3 (b) Voluntary associations; societies; clubs


Historical analysis of the various discussion and literary circles and semi-educational societies.

10(a) Correspondence study; independent study; self-learning

See number 716.

15(a) Literacy; adult basic education


Analysis of literacy and schooling data in the 1897 census in Imperial Russia.


Historical analysis of the brief period of the rapid development of sunday schools in Russia, particularly in St. Petersburg.

See also number 714.

17(a) Armed services education


The history of the school for soldiers and their sons, established by Bentham at Kudarinskaya in the Irkutsk region in the 1790's.
2 (a) General overviews; collections of writings; yearbooks


This selection of articles from the first five years of the periodical Soviet Education contains numerous references to the education of adults in the Soviet Union.


Analysis of the development of adult education in Soviet Union since the 1920's as a response to changing social, political and economic needs.


Brief overview of the rationale and provision of adult education in the Soviet Union. Original article in Russian. Full English translation in Convergence Translation Series.


Statistical data on school education, higher education, scientific institutions, libraries, clubs, museums, theatres, cinemas and the press in the component Republics of the U.S.S.R. Comparisons of 1928, 1940 and most recent data before 1958.


Assessment of progress towards the goal of providing, by 1970, eight-year schooling for working young adults.

This general work on the education system in the Soviet Union includes a chapter on adult education as well as various references to the education of adults.


Contains extensive references to adult education in the school system, in industry and the military, informal adult education, and political schooling.


An overview of the organization of adult education in the Soviet Union. The pamphlet is published in Russian (pp. 3-29), French (pp. 33-60) and English (pp. 63-88).


Overall view of education in the Soviet Union as seen by an English visitor.


Travellers impressions of adult education during a tour of Soviet Union in 1960.


Overview of formal and informal adult education institutions and programs in the Soviet Union.

General account of leisure and adult education activities in the U.S.S.R.


A study of the evening and correspondence programs for adults in the part-time general elementary-secondary schools, part-time higher education, and informal adult education.


This pamphlet is a report on adult schools, libraries, the Society for the Dissemination of Knowledge, and book distribution and sale in the Soviet Union.


Brief overview of education of adults, based on a tour of the Soviet Union.


Contains references to part-time formal adult education at all levels, on-the-job training, and informal adult education and cultural activities.


Overview of the organization of formal and informal adult education. Original article in Russian. Full English translation in *Convergence Translation Series*. 
2 (b) History of adult education


Brief historical overview of the development of adult education in the Soviet Union since 1917.


Description of the campaign to eradicate illiteracy. Includes articles on organization, curriculum, methods, textbooks and aids, and guidance.


The story of the Soviet success in literacy training from 1917 to the 1950's.


Brief account of the literacy campaign in the 1920's and 1930's.


The story of the Soviet literacy campaign in the 1920's and 1930's.


Also in *Indian Journal of Adult Education*, vol. 21, No. 9, (September, 1960), pp. 12-14, 16.

The rationale of adult education in the U.S.S.R. as it developed since 1917.


The chapter includes references to literacy work, workers' schools, and cultural institutions developed since 1917 through to the period after the Second World War.

Historical analysis of the Faculties of Special Purpose through a case study; these faculties were to provide individualized upgrading and training of managers in industry as well as of Party and government officials.


Historical analysis of the success and failure of the literacy campaign in the U.S.S.R.


Description of the provision of part-time and correspondence courses from the turn of the century to the late 1950's.


Brief description of the literacy campaign in Soviet Russia during the 1920's and 1930's.


Brief outline of the literacy campaign of the 1920's and 1930's.


Discussion of pre-employment and in-service vocational-technical training from the 1920's to the 1950's.

Outline of the literacy drive and construction of written languages among the non-Russian ethnic groups in the period between the two world wars.


The story of the literacy campaign of the 1920's and 1930's as presented in an address to the conference held in 1962 in Rome.


The story of the literacy campaign of the 1920's.


This study of the Rabfak (college-preparatory schools) traces the background, history, organization and achievements of these schools which were in existence 1919-1941.


The story of the literacy drive in the Soviet Union between 1919 and 1939.

See also numbers 779, 786, 787, 798, 808, 815.
3 (a) State and adult education; legislation


Analysis of the use of leisure for ideological purposes and of difficulties of using leisure for individual and private aims in the Soviet Union.

See also numbers 727, 771, 796, 814.

6 (a) Research; theory of adult education


Examination of the available spare time; how leisure time is spent, what leisure possibilities are offered and to what extent the Party exerts control over leisure time.


Results of a survey carried out in six evening schools in Moscow.


Sociological analysis of the education of the working class in the Soviet Union since 1917 at the child, youth and adult levels.


The study analyses the Soviet concept of adult education and describes the development and organization of adult education in the U.S.S.R. since 1917.

Examination and overview of Soviet research of the use of leisure by workers.

See also numbers 787, 810.

8 (a) University extension; universities and adult education


Analysis of the changing role of extension-correspondence study with the changing aims of Soviet Education; excerpted from *Education and Professional Employment in the U.S.S.R.*

8 (b) Night schools; evening institutes


Analysis of the rationale for and organization of, as well as success and problems of, the evening general and vocational schools for adults.


Assessment and criticism of the work of the adult schools.


Assessment of changes in evening and correspondence schools resulting from the 1958 School Law.


Discussion of content, organization, methods and techniques, evaluation and teacher training.

Analysis of the new tasks facing the adult schools; the changing role of the schools; the changing clientele.


Exposition of the challenge facing evening schools after new school legislation of 1958.


Impressions of an American visitor to an evening secondary school at Kharkov.

See also numbers 736, 761, 777, 791, 795, 796, 800, 801.

8 (c) Volkshochschulen; people's and workers' universities


Brief overview of the work of the people's universities, established in 1958.


Brief outline of the lecture activities of the Soviet Universities of Culture organized throughout the U.S.S.R. by the trade union clubs.

See also numbers 809, 813, 817.
9 (a) Palaces of culture; cultural houses; village cultural centres


Description of a palace of culture in Moscow.

9 (b) Voluntary associations; societies; clubs


Brief outline of the historical background, organization and activities of the lecturing society.


Brief outline of the activities of the lecturing society, (established in 1947), one of the main agencies of formal adult education in the U.S.S.R.


Account of the varied work of the All-Union 'Znanie' Society (formerly Society for the Dissemination of Political and Scientific Knowledge), established in 1947.


Description of the lecturing activities organized by the All-Union 'Znanie' (formerly Society for Dissemination of Knowledge).

See also numbers 737, 792.

9 (c) Study circles; discussion groups

See numbers 807, 813.
10(a) Correspondence study; independent study; self-learning


Analysis of the work and problems and outline of solutions.

See also numbers 736, 767, 768, 770, 791, 795, 796, 800, 801.

11(a) Adult education through radio and television


Description and analysis of the status of instructional radio and television programs for adults. The article deals also with East Germany, France, Poland, U.K., and West Germany.


Brief overview of the cultural and educational programs broadcast by the central radio station in Moscow.

11(b) Press; publishing

See number 737.

12(a) Libraries

See number 737.
15(a) Literacy; adult basic education


Analysis of methods and techniques used to teach illiterate adults.


Report on provision for literacy training and primary and secondary schooling for adults in Byelorussia.


Outline of the methods and techniques used to combat illiteracy in the 1920's and 1930's.


Statistical analysis of the literacy campaign during 1927-39.


Report on provision of primary and secondary schooling for adults in the Ukraine.


National report on provision for literacy training and primary and secondary schooling for adults.

National report on literacy training.

See also numbers 736, 742, 743, 744, 745, 749, 751, 752, 754, 755, 756, 758.

15(b) Secondary education


Overview of legislation, organization and curriculum of specialized secondary and higher education, including evening and correspondence schools.


Brief description of the secondary schools for workers and peasants and the Society for the Dissemination of Political and Scientific Knowledge.


Description of curriculum and goals of the adult secondary schools.

See also numbers 730, 736, 750, 757, 765, 785, 788, 789.

15(c) Post-secondary education; higher education


A high proportion of university students in the U.S.S.R. are adult part-time students. Three chapters cover general overview, technical studies, and humanistic studies in institutions of higher education.

Description of the provisions for evening and correspondence credit university level study at the undergraduate and graduate level.

796. Stoletov, V. N. "In Step with the People, in Step with Life". *Soviet Education*, vol. 5, No. 4, (July, 1963), pp. 3-12.

Assessment of changes in higher education, especially of the increase of evening and correspondence students, resulting from the 1958 School Law.

See also numbers 730, 736, 750, 765, 782, 791.

16(a) Vocational and technical education; apprenticeship


Outline of the pre-employment and in-plant training and re-training provisions.

See also numbers 729, 753, 781.

16(b) Training in business, industry and government


Outline of the history of managerial training since 1917, and description of current practice and analysis of implications of economic reforms on needs in managerial training.

See also numbers 729, 730, 748, 753, 797, 805, 806, 816.
16(c) Continuing education in the professions; in-service training


Description of the work of the people's universities in continuing education for teachers.

See also numbers 729, 730.

16(d) Retraining; upgrading


Outline of the organization and techniques of adult higher education through correspondence and evening study.

See also numbers 729, 730, 748, 753, 797, 805.

16(e) Agricultural extension; rural adult education


Technical education, including on-the-job training, evening courses and correspondence education as perceived by a visiting North American group.


Analysis of programs since 1957, including organization, extent and probable impact.


Description of part-time and full-time training provisions instituted after the 1958 school reforms.

Evaluation of existing provisions and suggestions for new ways and means of technical and cultural education.

See also number 766.

18(a) Education of women

See number 729.

19(a) Workers' education; labour union education


Outline of the historical development and current organization and activities of institutions for vocational, political and cultural education or workers.

See also numbers 729, 762, 775.

20(a) General education; humanities; liberal arts

See numbers 766, 775, 804, 805.

20(d) Civic education, political education; political indoctrination


Description of training provisions for ideological and technical upgrading of Communist Party and government workers.

Study of mass persuasion in the U.S.S.R. A chapter on education in citizenship deals with the use of small discussion groups.


Analysis of the use of the courts as instruments of communist education in legality.


Historical analysis of the differentiated system of institutions for ideological and political education.


Summary and overview of Lenin's view on education including the importance and role of education of adults.


Impressions of political and cultural education of adults in the Soviet Union as seen by an American visitor.


Descriptive analysis of the extensive political instruction system operated by the Communist Party in the U.S.S.R.


Description of political training of young adults and youth leaders through evening classes, Party study groups, and Party schools and universities.

Chapter 5 "The Tasks of the Party in the Spheres of Ideology, Education, Instruction, Science and Culture", pp. 201-231, analyses the relationship between the Party and adult education.


Historical overview of the development and changes of Communist Party line on and control of education.


Analysis of political education for Party, government and industry elite.

See also numbers 729, 759, 805.

20(g) Health education


Assessment in brief of the adult health education through the people's health universities (evening institutes).

20(k) Art; drama; music education

YUGOSLAVIA

1 (a) Bibliographies; directories


This issue of the Unesco Education Abstracts contains, among others, fourteen English abstracts of original Yugoslav materials in adult and family education.

See also number 829.

2 (a) General overviews; collections of writings; yearbooks


Overview of the development and organization of adult education in Yugoslavia during the 1950's.


Overview of Yugoslav education, especially during and immediately after Second World War, with references to adult education.


Study of adult education in Yugoslavia as a response to the social, political and economic changes since the Second World War.


A comprehensive overview of institutions and organizations active in adult education.

Covers briefly cultural and national background, total educational enterprise and field of adult education. Charts show levels of education, training required for selected occupations, and adult education programs.


The study deals with the principles and organization of adult education as well as with training of adult educators, and theory and research in adult education.


Impressions of Yugoslav adult education as seen by a member of English WEA delegation which visited Yugoslavia in 1960.


Description of the organization of adult education through public and private agencies.


Analysis of the role of adult education in the new economic system developing in Yugoslavia.


Background of adult education and organizations and agencies active in adult education in Yugoslavia in 1950.
2 (b) History of adult education

A study of agricultural education and manpower development in Yugoslavia since 1780.

Outline of the role of education and adult education in post-war reconstruction in Yugoslavia.

A study of influence of education in the development of Yugoslav peasant society.

See also number 856.

3 (a) State and adult education; legislation
See numbers 822, 825, 833, 845.

3 (b) Financing of adult education
See numbers 822, 825, 833, 836.

4 (b) State-wide adult education systems and organizations
See numbers 822, 823, 824, 825, 829.

4 (c) Regional adult education systems and organizations
See numbers 822, 823, 824, 825, 829.
4 (d) Local level adult education institutions and organizations


Outline of the development of legal and financial responsibility of the communes for education and culture on the local level.

See also numbers 822, 823, 824, 825, 829, 835, 837, 839.

5 (a) Adult educators; staffing; training


Description of the professional training and continuing education of adult educators, developed in Yugoslavia since the late 1950's.

See also number 825.

6 (a) Research; theory of adult education

See number 825.

8 (c) Volkshochschulen; people's and workers' universities


Description of the organization and activities of this institution.


Historical overview and data on the role, development, organization, activities and finance of the workers universities.

Account of the constitution and functions of the Yugoslav workers' universities, illustrated by the example of the Zagreb Workers' University.


Overview of the organization and program areas of the workers' universities.


Description of the organization and program of the "Mosa Pijade" Workers' University in Zagreb.

See also numbers 822, 847.

9 (b) Voluntary associations; societies; clubs

See number 822.

10(a) Correspondence study; independent study; self-learning

See number 825.

11(a) Adult education through television and radio

See number 825.

15(a) Literacy; adult basic education


Brief description of the various ways and means of literacy training in Yugoslavia, as presented in an address to the conference held in 1963 in Rome.

Brief description of adult literacy training from 1945 to 1950.


National report on provision for literacy training and primary and secondary schooling for adults.


National report on literacy training.


Statistical data on the extent of illiteracy.

See also number 822.

15(b) Secondary education

See numbers 822, 841, 855.

15(c) Post-secondary education; higher education


Description of the rapid expansion of extra-mural studies following legislative changes regarding higher education, passed in June of 1960.

See also number 822.
15(d) Education permanente; life-long learning


Discussion of proposed educational reform and the place of adult education in an encompassing system of education permanente.

16(a) Vocational and technical education; apprenticeship


Comprehensive account of the technical and vocational training system in Yugoslavia, including the workers' and people's universities.


Overview of and statistical data on adult education and training of workers on and off premises.

See also numbers 822, 855.

16(b) Training in business, industry and government


Outline of the rationale for and use of on-the-job-training to upgrade the labour force in Yugoslavia.


Overview of the comprehensive provision for training of specialized workers through full-time and part-time training schemes and in-service training.

Analysis of the integration of technical and humanistic contents in the training of middle management in Yugoslavia.

See also number 848.

16(c) Continuing education in the professions; in-service training

See number 834.

16(d) Retraining; upgrading

See numbers 848, 849, 850.

16(e) Agricultural extension; rural adult education

See numbers 830, 832, 841.

18(a) Education of women


Description of the challenge and response in education for women in post-war reconstruction in Yugoslavia.


Analysis of post-war changes in the position of women in Yugoslav society and educational provisions for women, including schooling and adult education.

See also number 822.
19(a) Workers' education; labour union education


Analysis "of developing trends in workers' education from the aspect of a function of education under Yugoslav socio-economic conditions".


Outline of the philosophical-ideological background and post-war development of political, general, economic and technical education of workers.

See also number 822.

20(a) General education; humanities; liberal arts

See numbers 851, 855.

20(d) Civic education; political education; political indoctrination

See number 855.

20(g) Health education


Outline of the background, organization and activities including fundamental education, of the health co-operatives, first established in the 1920's.

20(h) Physical education; sports; recreation


Analysis and statistical data on the organization, activities, and clientele of holiday centres set up by trade unions and other organizations.
SOURCES AVAILABLE IN
JOINT PUBLICATION RESEARCH SERVICE PERIODICALS
(Microfilm only)

ALBANIA


BULGARIA


CZECHOSLOVAKIA


65. "From Experiences in Directing Party Education". Political Translations on Eastern Europe, No. 64, pp. 6-8. (JPRS-E-4 19,187).


U. S. S. R.


86. Evening Schools (Series of articles). Translations on Soviet Education, No. 21, pp. 6-37. (JPRS 36,312 R/MF-2,735 R#123).


91. "Improving Evening and Correspondence School Education". Translations on Soviet Education, No. 73, pp. 8-15. (JPRS-R-51 42,985 R/MF-5,525 R#188).

92. "Description of New Curricula for Evening and Correspondence School Students". Translations on Soviet Education, No. 92, pp. 1-14. (JPRS-R-51 R/MF-6,656 R#213).


95. "Operation of Night Schools Must Be Improved". Translations on USSR Political and Sociological Affairs, No. 19, pp. 70-82. (JPRS-R-78 48,446 R/MF-8,487 R#266).


100. "Schools for Skilled Workers". Sociological Translations on Eastern Europe, No. 323, pp. 22-34. (JPRS-E-6 32,967 E#48).


1 (a) Bibliographies; directories
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2 (b) History of adult education
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