

## GENERAL SCHEME of THE CONFERENCE PROGRAMME

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The programme will be designed as an approach to Adult Education from a new angle, as an integral part of the great educational process. The Conference will endeavour to demonstrate that what is generally termed Adult Education IS Education rightly conceived; all else is but a prelude; that no scheme of Education can serve its time and generation which omits any factor or stage of either life or knowledge. It must concern itself with man at work and at play and help him shape the environment in which his life is lived. No system of Education, concerned only with School and College years, can achieve its purpose in the face of the devastating influences which the forces of modern science and so called progress have produced for our present day enlightenment and pleasure.

*Civilised man spends rather more than two-thirds of his waking life in obtaining the means to make life possible; he has only one-third left for living. As a consequence he is a shocking bungler in the art of life through sheer lack of practice. He does not realise this, assuming that the knowledge of how to live rightly is instinctive. This belief is a delusion. Savages may enjoy life instinctively, but not civilised man, for the reason that his life is not instinctive but artificial. To enjoy it he must cultivate artificial tastes, and artificial tastes are acquired tastes.—C. E. M. JOAD.*

**The question then is asked: how best can these tastes be acquired, and how the great influences and the forces of modern science and social organisation be combined on behalf of the educational needs of our age of change and disruption.** *"The future will be no primrose path. It will have its own problems. Some will be the secular problems of the past, giant flowers of evil, blossoming at last to their own destruction. Others will be entirely new. Whether in the end man will survive his accessions of power we cannot tell. But the problem is no new one. It is the old paradox of freedom re-enacted with mankind for actor and the earth for stage. To those who believe in the divinity of that part of man which aspires after knowledge for its own sake, the prospect will appear most hopeful. But it is only hopeful if mankind can adjust its morality to its powers."*—J. B. S. HALDANE.

### Education is the Key to that Adjustment

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The Conference will be divided into six main subjects, addresses and discussions on which will be carried on throughout the week, under the direction of a specially constituted Committee with both a continuing Chairman and Secretary. Provision is thus made for the attractive treatment of each subject by means of correlated addresses expressive of the general theme and the Conference, thereby assuring definiteness of purpose and continuity of interest.

The Conference will have a full measure of co-operation on the part of Australia and New Zealand. As a result of the visit of Professor W. F. Osborne of the University of Manitoba during the Summer, which he undertook in order to interest those two Dominions in the work and purpose of the National Council of Education. Committees have now been formed both in Australia and New Zealand to consider and report on the problems of "Education and Leisure" in collaboration with Local Committees of the Council. The Education Systems of Australia and New Zealand differ very considerably from those of Canada. There co-education is practically unknown, while in both Dominions the administration is much more centralised and controlled by the Department of Education through a very limited number of School Boards. The exchange of opinion and ideas, therefore, which the Vancouver Conference will make possible, should be of great interest and advantage to all.

Sailing on December 11th by the R.M.S. "Niagara," a group of delegates and leading educationists of Canada will visit Australia and New Zealand, where a hearty welcome has already been assured, both by the Rt. Hon. S. M. Bruce, Prime Minister of Australia, and by the Rt. Hon. J. G. Coates, Prime Minister of New Zealand.

Hitherto we have to a great extent ignored the learning and philosophy of the East, but the Council is of the opinion that we can no longer afford to do so, and invitations have therefore been extended to representatives from India, Egypt and Japan to attend the Conference. We have much to learn from the East, where philosophical contemplation and comparative immunity from the vitiating effects of industrialism produce a quality of intellect which should be of invaluable assistance in reviewing some of the pressing problems of Western civilisation. Most cordial assurances of co-operation have been received from His Excellency Lord Irwin, the Viceroy of India, and His Excellency Lord Lloyd, the High Commissioner in