

GENERAL SCHEME of THE CONFERENCE PROGRAMME

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.

The question then is asked: to what extent and end can these forces, these influences, 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 five 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 relating to, and expressive of the general theme and the Conference, thereby assuring definiteness of purpose and continuity of interest.

It is hoped that the Conference will have the full co-operation of Australia and New Zealand, and that in both Dominions committees will be formed to consider and report on the problems of "Education and Leisure" in collaboration with the Local Committees of the Council. Following the Conference it is proposed that delegates and leading educationists of Canada shall 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 are therefore being 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 great problems of Western civilisation.

Education and Leisure

"Might it not be maintained that leisure was greater than work, because it was the growing time of the spirit, and that life should, therefore, be organised as much, or more, for the sake of leisure as it was for work?"

"Our modern economic society . . . requires Leisure and Education as its complements and its correctives. These two things should go together. Leisure should be devoted,—not wholly, for the body has its claims to relaxation, and the mind too needs its gentle indulgences; not wholly, but at any rate largely,—to the purposes of Education and the gaining of that knowledge, not to be gained in the course of work, 'which brings wisdom rather than affluence'. Education, on the other hand, should be a training in the right way of using leisure, which without Education may be misspent and frittered away. This vital connection between Leisure and Education is a fundamental thing. Unless we grasp it, we are in danger of abusing leisure and misusing Education."—ERNEST BARKER, M.A., D. LITT.