

are in need of this. It is important to remember that, especially in a community the basic purpose of which is study in the art of living, recreation is not something added on to the working life, and recreational facilities are not to be regarded as instruments for the occupation of time which would otherwise be hard to fill. Work and leisure are essentially two complementary aspects of living ; and it should be a primary aim of the colleges to show how they could be integrated into a purposeful and harmonious whole.

A Central Directive

A national scheme must have national direction. While the provision, maintenance and administration of the People's Colleges for Residential Adult Education should be very largely a matter of local effort, it is essential that there should be a central body co-ordinating the individual efforts, giving the movement as a whole direction, and circulating information for the benefit of those engaged in the work. It would be to the advantage of all that this body should not be concerned overmuch with the administrative aspect, though inevitably it would have from time to time to consider administrative questions. It should rather be regarded as a cultural directive, the main purpose of which would be to make residential adult education an effective force in the national life.

Such a body should be representative of all concerned in the work : the Board of Education, the local education authorities, the universities, voluntary organizations engaged in the promotion of adult education, and the staffs and students of the People's Colleges, both residential and non-residential. It should have an adequate staff whose whole time is given to the promotion and development of adult education ; and it should have ample funds at its disposal.

Man and Society

Here, then, in brief is the problem and part of the remedy. This booklet has been concerned only with residential

adult education, a hitherto neglected provision, but one which the authors regard as essential to the future well-being of the nation. This concentration upon one type of provision must not be taken to suggest any ignoring of the value of other types : the sole idea is to bring home the consciousness of a serious gap and the necessity for its being closed.

The promotion of residential adult education does not decrease the need for non-residential facilities. On the contrary, it increases it. Men and women will come from non-residential classes to residential colleges ; they will return from these with keener interest in their studies and renewed determination to pursue them. Nor do the People's Colleges for residential adult education in any way cut across the work of the universities. They should rather form an effective supplement to that work which has hitherto been lacking, to our grave disadvantage. It should be possible for selected students who have, so to speak, graduated from the long-term colleges for advanced work to proceed to a university for a period of post-graduate study or research. To make this possible it would be necessary for the universities to open their doors more widely than they have so far done to students of maturer age than the normal undergraduate. There is no reason to suppose that they would be unreceptive to the idea. There are good precedents, for students from the existing residential colleges have taken degree courses at the universities, and have almost without exception done well and earned appreciative reports from their tutors.

If this proposal were adopted, it would become possible to envisage a ladder (without any missing rungs) leading from the evening class and the part-time day education for the adult right through to the university, and offering—as we hope in the near future to offer to the young—as complete an equality of opportunity as is possible in a human, and therefore fallible, world. If we could do that, we should at least have laid the foundation for an educated democracy.

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