

**THE ROLE AND TRAINING OF PROFESSIONAL AND VOLUNTEER
ADULT EDUCATORS IN CZECHOSLOVAKIA**

by

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ABSTRACT

The purpose of this study was to examine the available material on the organization and management of the standard system of training of adult educators in Czechoslovakia and to report on the form and content of this system.

Czechoslovakia has a rich heritage in adult education which dates back into the nineteenth century. At the beginning of the study this historical development since the middle of the nineteenth century and up to the Second World War is sketched as a background while developments since 1945 are treated in greater details.

Throughout the historical development of adult education in Czechoslovakia the role of the adult educator has changed with the changing political system. Undoubtedly the most striking change in role was brought about by the Communist take-over in 1948. The role of the adult educator in a communist state, the expectation of the Communist Party, of the society at large and his self-image are examined as a background to the training required as a preparation for this role.

Czechoslovakia is unique in that since 1962 it has a national standard system of training of full-time and volunteer adult educators. The full-time adult educators, who in Czechoslovakia are thought of as professionals, are trained both at the university and at the secondary technical level. Three universities have full departments of adult education while the three

secondary librarianship schools also have such departments. Full-time as well as extramural programs are offered by these institutions. The program of studies includes both general education and specialized courses in adult education and related fields. Qualifications for full-time adult education positions are prescribed by the central planning authorities, but several surveys have shown that the actual qualifications of the adult educators employed in the field are well below the required standard and very few adult educators who are underqualified are studying to complete their qualifications. A general evaluation of the training of full-time adult educators under the Standard System seems to indicate that the university programs are well established, and functioning according to plan. The programs in secondary librarianship schools, on the other hand, were found wanting.

Volunteers are trained under the Standard System in the Basic Adult Education Course which has been established in all districts by 1964. The Course is designed to equip the volunteers with a basic minimum of political as well as specialized knowledge and skills. Advanced courses for volunteers were established on an experimental basis. The preparation of young intellectuals to serve as volunteers also was emphasized by the Standard System. Unlike the professional training, the training of volunteers has not yet developed in depth and will require further development and evaluation to fulfill its task.

Research and theory are necessary foundation of proper training. The development of research in and theory of adult education in Czechoslovakia suffered a serious setback during the period 1950-1956 when research, and especially sociology,

were regarded as dangerous. Since approximately 1958 interest in theory returned to the field and in the early 1960's sociological and psychological research were rehabilitated. Recent developments indicate increasing professionalization of the field.

Czechoslovakia is unique in that it has the first national standard system of training of adult educators. It is also unique in that it has long-range planning at all levels for the staffing and the training facilities required to prepare sufficient numbers of adult educators to fill the need. The rigidity of the system and of the plans is the main drawback. Western adult educators should study carefully the Czechoslovak experience to consider these aspects which might be applicable. Their colleagues in Czechoslovakia, on the other hand, would do well to draw on the extensive experience and skill of American adult educators in social research. On the whole, adult educators in all countries should be aware of the work of their colleagues elsewhere and thereby advance adult education on a world-wide scale.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
Purpose	
Definition of Terms	
Limitation of the Study	
Sources of Data	
Review of Literature	
II. ADULT EDUCATION IN CZECHOSLOVAKIA.....	14
The Origins	
The Inter-war Period (1918-1939)	
Second World War Period (1939-1945)	
Post-war Reconstruction (1945-1948)	
The Period of Dogmatic Communism (1948-1956)	
The Thaw (1956-1959)	
Recent Emancipation Trends (1960-1965)	
Present Organization of Czechoslovak Adult Education	
III. THE ADULT EDUCATOR IN A COMMUNIST STATE.....	31
The Adult Educator as Seen by the Communist Party	
The Adult Educator as Seen by the Society	
The Adult Educator Looks at Himself	
Problems of the Role and Characteristics	
Institutional Role Differentiation	
Training for the Role	
IV. THE TRAINING OF PROFESSIONAL ADULT EDUCATORS.....	45
Professional Training Before the Standard System of Training	
The Standard Training System of Adult Educators	
The Institute of Adult Education and Journalism	

Chapter

Page

Professional Courses Offered by
the Institute
Adult Education Training at Other
Universities
Adult Education Training at the
Secondary Level
In-service Training of Professional
Adult Educators
Qualifications of Professional
Adult Educators
Problems of Professional Training
Evaluation of the Training System
for Professionals
Long-range Planning

V. THE TRAINING OF VOLUNTARY ADULT EDUCATORS..... 84

The Volunteers and Their Training
Needs
Training of Volunteers Before the
Standard System
The Standard Training System
The Basic Adult Education Course
Advanced Course for Volunteers
Preparation of Young Intellectuals
Evaluation of the Training System
for Volunteers

VI. THEORETICAL FOUNDATIONS AND RESEARCH IN
ADULT EDUCATION.....101

Adult Education Theory and Research
in Czechoslovakia
Theoretical Literature
Psychological Literature
Sociological Literature
Current Trends

VII. SUMMARY AND CONCLUSIONS.....121

Summary
Professional Training
Volunteer Training
Research and Theory
Conclusions

BIBLIOGRAPHY.....136

LIST OF TABLES

Table	Page
1. Nomenclature of Professional Adult Education Positions with Job Descriptions.....	40
2. Program of Studies of the Department of Adult Education, Institute of Adult Education and Journalism, Full-time Program.....	52
3. Program of Studies of the Department of Adult Education, Institute of Adult Education and Journalism, Extra-mural Program.....	56
4. Content Balance of the Program of Studies of the Department of Adult Education, Institute of Adult Education and Journalism, Compulsory Courses.....	59
5. Comparison of the Full-time and the Extra-mural Program of the Department of Adult Education, Institute of Adult Education and Journalism.....	61
6. Nomenclature of Professional Adult Education Positions with Qualifications Required.....	72
7. Qualifications of Inspectors of Adult Education in Bohemia and Moravia in March, 1963.....	74
8. Qualifications of Directors of Adult Education Centres in Bohemia and Moravia in April, 1963.....	75
9. Qualifications of Professional Adult Educators, Regions of Bohemia in 1963.....	76
10. Socio-Economic Characteristics of Board Chairmen of Village Adult Education Centres, Central Bohemia Region, 1964.....	86

Table

Page

11. Training Background of Board Chairmen of Village Adult Education Centres Central Bohemia Region, 1964.....	87
12. Survey of Attitudes Toward Adult Education of 73 Board Chairmen of Village Adult Education Centres, Central Bohemia Region, 1964.....	89
13. Basic Adult Education Course, Program of Studies.....	95

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CHAPTER I

INTRODUCTION

Well developed adult education in any country depends largely on the availability of properly trained professional and volunteer adult educators. To provide adequate training a body of knowledge about adult education substantiated by research must be available. Paradoxically, in order to increase the quality and quantity of research the number of professional adult educators must be increased. Professionalization and research are thus two inseparable pre-requisites of well developed, efficient, and progressive adult education.

The question of the training of adult educators is crucial to further development of the field and is the subject of interest and experimentation in many countries. The recent developments in Czechoslovakia offer an opportunity to study an attempt at a comprehensive national system of training of adult educators at all levels for Czechoslovakia is in an unique position in that since March 1962 it has had a standard system of training of adult educators on a national basis. The organization of adult education is also standardized under the adult education legislation of 1959 which divides adult education into three systems: the out-of-school system, the public school system, and the factory system. Each of these systems operates independently from the others. The standard system of training, however, applies only to adult educators active at all levels in the out-of-school system.

Purpose

The purpose of this study is to examine the available material on the organization and management of the standard system of training of adult educators in Czechoslovakia and to report on the form and content of this system.

Definition of Terms

The Czech term osvetova prace, as it is now used, does not cover the total field of adult education as that term is understood in North American usage.¹ The Czech term excludes educational activities designed specifically for adults but administered by the public schools and the factories. On the other hand, it includes what Verner refers to as "learning in the natural societal setting"² as well as some activities designed specifically for children and youth. Inasmuch as it was possible in this study to segregate activities designed for children and youth, as well as broad cultural activities in the natural societal setting, from adult education activities, the term adult education will be used for the Czech term osvetova prace. The reader, however, has to bear in mind that in the context of this study this term covers only the out-of-school area of the total field.

The term adult educator presented similar difficulties as the Czech term osvetovy pracovník includes also general cultural

¹See Coolie Verner, Adult Education Theory and Method: A Conceptual Scheme for the Identification and Classification of Processes for Adult Education, Chicago: Adult Education Association, 1962, p. 2.

²Coolie Verner, Adult Education, Washington: The Center for Applied Research in Education, Inc., 1964, p. 1.

workers. The distinction, however, has been maintained and the term will be used consistent with North American usage.

The translation of terminology presented a challenge. On the whole, a literal translation of terminology has been avoided in favour of transcribing the original term into the equivalent term in North American usage. Whenever an equivalent term did not exist in English or its use would have been misleading, an explanation has been provided in a footnote. A study of a foreign system of adult education requires great care and presumes a reasonable understanding of both the general cultural setting and the adult education system of both countries in order to present an account which would be as accurate as possible and which would be understood in the terms of reference and experience of the reader. Every care has been taken in this study to heed this necessity.

Limitation of the Study

This study is concerned only with that area of Czechoslovak adult education which is covered by the out-of-school system of adult education. It does not examine the training of adult educators who are active in the public school and the factory systems of adult education. This limitation is consistent with the present standard system of training of cultural workers and adult educators in Czechoslovakia.

Sources of Data

There is a scarcity of material published in English about

adult education in Czechoslovakia in general and on the training of adult educators in particular. The basic sources of information used in this study were obtained directly from Czechoslovakia in the original Czech and Slovak languages, and were mainly in the form of periodicals and mimeographed materials which are not generally available outside of Czechoslovakia. The main sources of information were the two national periodicals concerned with adult education, the fortnightly Osvetova Prace, an official organ of the Ministry of Education and Culture, and Osvetovy Sbornik, a theoretical journal published bi-annually from 1958 to 1964 and quarterly since 1964, by the Institute of Adult Education in Bratislava. Much information on the training of adult educators was gained from mimeographed materials published by the Institute of Adult Education in Prague and the Institute of Adult Education in Bratislava. A limited number of Czech and Slovak books published on the subject were also used to obtain information.

Review of the Literature

A search of the literature, both in adult education and in related fields, published since 1900 revealed only a handful of studies in English on adult education in Czechoslovakia. This is almost evenly divided between the inter-war period from 1918 to 1939, and the post-war period after 1945.

The earliest source,³ dated 1920, by an anonymous writer, gives an historical account of the development of Czech adult

³"Adult Education in Czechoslovakia," Bulletin of the World Association for Adult Education, VI, (November, 1920), pp. 3-8.

education since the national awakening in the nineteenth century. It describes the organizing stages from 1890 to 1910 and the state of adult education in 1910, as well as the changes brought about by legislation passed in 1919 related to adult education.

The most comprehensive account of the inter-war period is also by an anonymous writer and was published in an international handbook, published in 1929 by the World Association for Adult Education.⁴ This article includes an historical review and discusses the organization of adult education in the new republic, including such questions as financial support, the role of public libraries, soldier's education, the work of the Masaryk Institute for Adult Education and other organizations, and adult education activities of the ethnic minorities.

The contributions by the Czechoslovak delegates to the World Conference on Adult Education held in 1929 in Cambridge which are included in the published Proceedings⁵ offer an insight into the rationale of adult education in the country. Among these, Velimsky⁶ presented the national report on Czechoslovakia in which he pointed out the importance of the Masaryk Institute for Adult Education which served at that time, among its other functions, as a co-ordinating body in which the adult education associations of the five ethnic groups found a common ground. He suggested that national institutes of a similar nature would be of benefit to adult

⁴"Czechoslovakia," in International Handbook of Adult Education, London: World Association for Adult Education, 1929, pp. 46-68.

⁵World Conference on Adult Education, Cambridge, 1929, Proceedings, London: World Association for Adult Education, 1930, 556 p.

⁶K. Velimsky, "National Reports: Czechoslovakia," Ibid., pp. 101-104.

education in other countries. Hokes⁷ described programs for women in areas of political, intellectual and creativity development. He stressed that adult education should aim to make women independent politically, intellectually and spiritually and that it should help them to take part fully in social life and public affairs. Horejsi⁸ briefly outlined adult education legislation and illustrated how it benefited adult education activities. Rambousek⁹ traced the origins of the involvement of Czech libraries in adult education and indicated that the rapid development of an extensive net of public libraries following the First World War was due to the state support provided in the 1919 public library legislation. Patzak¹⁰ reviewed the potentialities of broadcasting as well as the problems of retaining close contact with the learner, and the need for new techniques. He stressed the need for continuous co-operation between the theoretical and the practical workers in broadcasting and pointed out that special attention must be given to the needs of the agricultural and the industrial worker in programing. Macek¹¹ spoke about Czechoslovak experiences in providing adult education for industrial workers. He stressed the need for sociological research as a basis for good programing and indicated that adult education for workers must be based on the group and on democratic leadership which requires better trained teachers and leaders. He also reported how Czechoslovakia had laid the foundations for such training.

⁷E.S. Hokes, Ibid., pp. 222-226.

⁸J. Horejsi, Ibid., pp. 243-244.

⁹St. Rambousek, Ibid., pp. 267-273.

¹⁰Vaclav Patzak, Ibid., pp. 297-303.

¹¹Josef Macek, Ibid., pp. 410-414.

Roucek,¹² in 1932, presented a descriptive survey of the developments and achievements from the foundation of the Czechoslovak Republic in 1918. In a later article, published in 1936,¹³ he traced the origins of the cultural and political nationalism in Czech adult education and sketched the necessary reorientation after 1918 when independence had been achieved and citizenship education became of utmost importance to the young state.

A survey of rural adult education was presented in 1938 by Prokes¹⁴ who provides a sociological sketch of the rural population in Czechoslovakia and then describes rural education at the elementary public school level, adult education activities of voluntary associations, continuation schools, health and recreation activities for rural youth and adults, and agricultural extension operated by the Ministry of Agriculture.

The last account before the German occupation in 1939 was presented by Hokes.¹⁵ After the usual historical background he ties together social legislation and its implications to the field of adult education, including the growing acceptance of new

¹²Joseph S. Roucek, "The Progress of Adult Education in Czechoslovakia," School and Society, vol. 35, (January 2, 1932), pp. 19-21.

¹³Joseph S. Roucek, "Adult Education in Czechoslovakia," School and Society, vol. 43, (January 25, 1936), pp. 125-127.

¹⁴Antonin Prokes, "Czechoslovakia," in Educational Yearbook of the International Institute of Teachers College, Columbia University, 1938, ed. by I. L. Kandel, New York: Bureau of Publications, Teachers College, Columbia University, 1938, pp. 119-144. Articles and reports on education in Czechoslovakia appeared also in the yearbooks for 1924, 1930, 1932, 1935 and 1936, but adult education was mentioned only in passing, if at all.

¹⁵E. S. Hokes, "Czechoslovakia Educated her People," Journal of Adult Education, vol. 11, (April, 1939), pp. 123-128.

methods and techniques leading from passive to active participation, experimentation with informal discussion groups and study groups. He stressed the importance of a balance between physical and intellectual education which he claims was well maintained in Czechoslovak adult education.

The first two accounts of the reconstruction of adult education after the Second World War were given in 1947 to North American¹⁶ and to British¹⁷ adult educators by Trnka. In both articles the author describes the changes in organization brought about by the new social order and the new legislation on adult education. He saw promising developments in the elevation of the discipline of adult education to a subject of university study through the establishment of an adult education department at the Charles University in Prague, and in plans for the establishment of a research institute for adult education. His claim that this establishment of an university program is "probably the first example in the world of the systematic scientific treatment of the subject within the scope of a university"¹⁸ is not justified.¹⁹

¹⁶T. Trnka, "Word from Abroad: Czechoslovakia," Adult Education Journal, vol. 6, (January, 1947), pp. 9-11.

¹⁷T. Trnka, "Adult Education in Czechoslovakia," Adult Education (U.K.), vol. 19, (March, 1947), pp. 162-164.

¹⁸Ibid., p. 163.

¹⁹Columbia University awarded the first two doctorates in adult education in 1935. See Cyril O. Houle, "The Doctorate in Adult Education," Adult Education (U.S.A.), vol. 11, (Spring, 1961), pp. 131-140.

In the same year Hercik²⁰ reported on the post-war changes in adult education and commented particularly on the new legislation which vested a great deal of responsibility for adult education in the local and central government. He claims that this responsibility did not encroach and interfere, but rather assisted in the post-war development of adult education.

The best available post-war study was done by Woody²¹ of the University of Pennsylvania who gives an outline and analysis of the field as he observed it in 1947 when he visited Czechoslovakia. He describes the organization, content, and social context of state and voluntary adult education.

The Czechoslovak National Commission for Unesco in 1958 prepared an article²² which describes facilities available for the extra-mural academic and vocational education of adults. This describes the organization of secondary, vocational and university level adult education, special short-term courses, and special facilities and regulations set up to encourage and to enable workers to engage in credit extra-mural courses. An international directory, published by Unesco in 1959,²³ included an article on Czecho-

²⁰Vladimir Hercik, "Adult Education in Czechoslovakia," Central European Observer, vol. 24 (July 11, 1947), pp. 196-197.

²¹Thomas Woody, "Adult Education in Czechoslovakia," Journal of Educational Research, vol. 42, (December, 1948), pp. 241-252.

²²Czechoslovak National Commission for Unesco, "Adult Education Programmes in Czechoslovakia," Fundamental and Adult Education, vol. 10, (1958), pp. 69-73.

²³"Czechoslovakia," in International Directory of Adult Education, Paris: Unesco, 1952, pp. 118-120.

slovakia which presented a brief outline of the organization of adult education and of libraries as it existed in the early 1950's. In the same year Unesco published a selected and annotated bibliography²⁴ of 109 Czech and Slovak sources on adult education and leisure activities, published since 1950, but only one of the items listed was published originally in English.

In the most recent account of adult education in Czechoslovakia, published in English in 1962, Hromadka and Pacovsky²⁵ outlined briefly the organization of the out-of-school system of adult education as well as some of the broad cultural work, and described in some detail the activities of a typical village cultural club. This is the only reliable and up-to-date source of information available in English on the present state of adult education in Czechoslovakia. The earlier reports on adult education in Czechoslovakia were concerned mainly with the historical roots and the reorganization of adult education in the early days of the Czechoslovak Republic. There is no report of the developments in the Province of Slovakia, which until 1918 was a part of Hungary. The International Handbook²⁶ and the Proceedings²⁷ of the 1929 World Conference give a good and broad description and analysis up to 1929. Roucek's²⁸ two articles are very brief and general. Prokes²⁹

²⁴Unesco, "Adult Education and Leisure-time Activities in Czechoslovakia," Education Abstracts, vol. 9, (March, 1959), 14 p.

²⁵Milan Hromadka and Ludvik Pacovsky, Adult Education, Prague: Orbis, 1962, 23 p.

²⁶International Handbook of Adult Education, op. cit.

²⁷World Conference on Adult Education, Proceedings, op. cit.

²⁸Roucek, "The Progress of Adult Education in Czechoslovakia," op. cit., and "Adult Education in Czechoslovakia," op. cit.

²⁹Prokes, op. cit.

is a very good source on rural adult education up to 1938, while Hokes³⁰ in 1939 gives an indication of promising developments which unfortunately were interrupted by the Second World War. During the war, the Provinces of Bohemia and Moravia were occupied by Germany, while the Province of Slovakia declared itself an independent state under German protection. The war disrupted communications and no reports of adult education in war-time Czechoslovakia could be located in the English and American literature. Thus, an eight-year void exists in the literature in English on adult education in the German-controlled war-time Czechoslovak Provinces and in immediate post-war Czechoslovakia. Trnka's³¹ and Hercik's³² brief articles in 1947 serve mainly as a reopening of communication channels to adult educators abroad. Woody's³³ article is the best description and analysis available of Czechoslovak adult education immediately after the war. Since the rationale for and the organization of adult education have changed significantly with the political changes in the following years this article is now only of historical interest. The Unesco directory³⁴ is also out of date and the selected bibliography³⁵ is of little use to the reader unless he can use the 108 items pub-

³⁰Hokes, "Czechoslovakia Educated her People," op. cit.

³¹Trnka, "Word from Abroad: Czechoslovakia," op. cit., and "Adult Education in Czechoslovakia," op. cit.

³²Hercik, op. cit.

³³Woody, op. cit.

³⁴International Directory of Adult Education, op. cit.

³⁵"Adult Education and Leisure-time Activities in Czechoslovakia," op. cit.

lished in the original Czech and Slovak languages. The account of the facilities for extra-mural academic and vocational education of adults, prepared by the Czechoslovak National Commission for Unesco,³⁶ is informative and useful, as is the most recent booklet by Hromadka and Pacovsky.³⁷ The scarcity of information in English on adult education in Czechoslovakia stands in the way of an adequate understanding of recent developments in adult education in that country.

³⁶Czechoslovak National Commission for Unesco, op. cit.

³⁷Hromadka and Pacovsky, op. cit.

CHAPTER II

ADULT EDUCATION IN CZECHOSLOVAKIA

The Origins

The beginning of Czechoslovak adult education dates well into the nineteenth century when adult education played an important role in the national cultural and political awakening. The historical role that adult education played in resisting the germanic cultural and political influence in the provinces of Bohemia and Moravia, and in fostering Czech language and culture, influenced the rationale of adult education in Czechoslovakia well into the 1920's.¹

While Bohemia, Moravia and Slovakia were provinces of the Hapsburg Empire, Czech and Slovak adult education was discouraged by the state and had to be organized by private educational and cultural associations and by educational suborganizations of the political parties. Historically and administratively Bohemia and Moravia were under the germanic influence of Austria, while Slovakia was an integral part of Hungary.

In Bohemia and Moravia, the largest and the most influential

¹For a good account of the historical origins and developments into the 1920's consult "Czechoslovakia," in International Handbook of Adult Education, London: World Association for Adult Education, 1929, pp. 46-68.

of the private organizations was the nationalistic gymnastic association Sokol, founded in 1862, which succeeded in developing a balanced program of physical, intellectual and spiritual education for men, women and children. By 1900 the Sokol was a nation wide mass organization which, due to its democratic decentralized organization, served as a training ground for the development of democratic civic attitudes and skills. The local Sokol organizations built centres in the towns and villages, offering gymnasium-theatre, library and meeting room facilities to the local population. Amateur theatre groups, literary circles, choirs, workers educational clubs, volunteer fire brigades, co-operative societies and a variety of other semi-educational groups became very popular and wide spread in the second half of the nineteenth century.

The first Czech institution established specifically for the education of adults was the Labour Academy, founded in Prague by the Social Democratic Party in 1896. The Academy had as its task to offer lectures and courses, and to organize study circles for general and civic education of the working population and of the labour movement leadership. The Socialist Party established in the following year its own institution, the Central Labour School, with aims similar to the Labour Academy. The German ethnic group in Prague organized its adult education and general cultural activities in the German Urania Society. The Agrarian Party and the party of the small business entrepreneurs also had their own adult education organizations by 1900. With the exception of the Agrarian Party which, by its nature, had to spread its educational endeavours, most of the activities of these educational organizations of the political parties were centered in Prague and in the larger industrial cities.

University extension began in Bohemia and Moravia with the

establishment of the Committee for the Organization of Popular Lectures which was formed in 1899 by several interested professors of Charles University in Prague. The committee organized lecture series in Prague and single lectures in the countryside on topics in the humanities and the sciences. Lectures from the series were also published in an abridged form.

Private libraries and libraries of the educational associations played an important role in supporting adult education activities, especially in co-operation with study circles and amateur theatre groups. Librarians were involved actively also in counselling adults and in leadership of educational groups and associations.

The various cultural and educational associations in Bohemia and Moravia formed in 1905 a federation, the Enlightenment League, which was to co-ordinate their activities and to represent them collectively. The League set up centres in Prague, Brno and Vienna. District Education Associations established by the League were to survey, regulate and supplement activities at the local level. Although the work of the Enlightenment League was hampered by lack of finance, it greatly increased co-operation among the many and often competing groups. A monthly journal for cultural work and adult education, Ceska Osveta, published since 1904, also contributed to the development of better communication among the associations and a greater cohesion of adult education in Bohemia and Moravia.

While Bohemia and Moravia had, thus, a relatively well functioning system of adult education institutions, the situation in Slovakia before 1918 was entirely different. Under a conscious policy of magyarization, the only Slovak cultural and educational association, Matica Slovenska, which was established

in 1863 to protect the remnants of and to regenerate Slovak language and culture, was ordered to be dissolved by the Hungarian government in 1875. The Sokol organization did not establish itself successfully in Slovakia before 1918. Unlike the highly industrialized Bohemia and Moravia, Slovakia had only a few industrial pockets among an overwhelmingly agricultural population. In these pockets worker's educational circles were established during the 1890's and remained the only Slovak adult education facility until the end of the First World War, when Slovakia became an integral part of the newly formed Czechoslovak Republic.

The Inter-war Period (1918-1939)

In October of 1918 the provinces of Bohemia and Moravia proclaimed their independence from Austria and were joined by Slovakia which separated from Hungary. With the international recognition of this new state as the Czechoslovak Republic, the striving for political and cultural independence was achieved and adult education assumed the new task of helping citizens learn to assume their new responsibilities. Thus, citizenship education became one of the most important activities in the new state. Among the first acts passed by the parliament in 1919 were the Adult Education Act and the Library Act. This legislation provided for a nation wide net of District Adult Education Boards which were responsible for the co-ordination of adult education activities and for the establishment of public libraries in all towns and villages in their district. In towns and villages, Adult Education Committees made up of representatives of the educational and cultural associations and clubs, were formed to co-ordinate activities at the local

level. By 1932 there were 555 District Adult Education Boards and 10,893 local Committees throughout Czechoslovakia.² At the national level, a special department of the Ministry of Education was established to direct adult education. The legislation also provided minimal public financial support for adult education and public libraries.

In organizing citizenship education for adults, stress was placed on literacy work in the province of Slovakia where, as a legacy of the centuries of Hungarian overlordship, literacy was well below the national standard. The army was utilized in an intensive program of literacy and citizenship training. The education of women was given a great deal of attention through night schools, special day schools, and radio broadcasts. Homemaking, hygiene, handicrafts and citizenship were among the courses provided for women. The state broadcasting system was placed in the service of education through special broadcasts for women, farmers and industrial workers. Rural education and agricultural extension were also wide spread, especially during the idle winter months when farmers, smallholders and their wives attended week-long afternoon courses in general education and improved farming methods. Night schools sponsored by a variety of local educational organizations or by the local Adult Education Committees were organized during the fall and winter in public school buildings. Courses offered in the night schools included general, vocational and citizenship courses and were mainly taught by university professors and high school teachers. Worker's education was well established and many of

²Joseph S. Rousek, "The Progress of Adult Education in Czechoslovakia," School and Society, vol. 35, (January 2, 1932), p. 20.

the night schools in industrial centres were operated by one of the labour educational organizations.³

The establishment in 1925 of the Masaryk Institute for Adult Education was a significant step in the development of adult education in Czechoslovakia. The Institute was founded with a substantial financial grant from the first president of the Republic, T. G. Masaryk, who also was the first president of the World Association for Adult Education. The Masaryk Institute for Adult Education came to be the co-ordinating agency among the many educational and cultural associations of the five ethnic groups living in Czechoslovakia. Among the tasks of the Institute were (a) organization of experimental and model lectures, courses and night schools, (b) provision of counselling services to public libraries, (c) distribution of educational films, (d) co-operation with the state broadcasting system in educational broadcasting for adults, and (e) establishment of a depository library and research centre for adult education.

Czechoslovak adult education enjoyed the support of the state and of its leading citizens. During the twenty-one years of the Czechoslovak Republic between the two world wars, adult education institutions and activities spread rapidly even into remote villages and adult education was assigned an important place in the cultural and political life of the country.

³For development and achievements in adult education in the 1920's and 1930's consult the article on Czechoslovakia in the International Handbook, op. cit.; the Proceedings of the World Conference on Adult Education, Cambridge, 1929, London: World Association for Adult Education, 1930, passim.; and Antonin Prokes, "Czechoslovakia," in Educational Yearbook of Teachers College, Columbia University, 1938, I. L. Kandel, ed., New York: Bureau of Publications, Teachers College, Columbia University, 1938, pp. 119-144.

Second World War Period (1939-1945)

The promising developments in Czechoslovak adult education were interrupted by the German occupation of Bohemia and Moravia, which became a German protectorate, and by the formation of the separate Slovak State in March 1939. Neither the German occupiers of Bohemia and Moravia, nor the new Slovak regime collaborating with Germany, could tolerate a vigorous democratic adult education system opposed to Nazi ideology. When attempts to take over the system and to use it for Nazi indoctrination failed, the system was destroyed.

In the Protectorate Bohemia-Moravia, the Czech universities and other institutions of higher learning were closed by the Germans in November 1939 and remained closed throughout the war. Professors and students were sent to German concentration camps or to war factories in Germany. The District Adult Education Boards and the local Adult Education Committees also were abolished. Libraries were forced to remove books offensive to the Nazi doctrine. The Sokol organization was ordered disbanded and its buildings were taken over by the German army. Only scattered pockets of overtly non-political cultural and educational activities remained in existence. Among these, lectures in science, music and art flourished. The institutions which managed to carry on their activities, although on a limited scale and under a constant watch of the Nazi secret police, were the Labour Academy and the Institute for Adult Education.⁴ Attempts to establish Nazi inspired cultural organizations, aimed especially at the industrial workers, did not succeed. Some of the groups in the underground movement attempted to maintain

⁴T. Trnka, "Word from Abroad: Czechoslovakia," Adult Education Journal, vol. 6, (January, 1947), p. 9.

illegal adult education activities but these were very limited and very little is known about them.

The situation in the Slovak State was somewhat different. The District Adult Education Boards and the local Adult Education Committees remained in operation as the new regime expected to use them for the indoctrination of the population, however, the political pressure exerted on these bodies resulted in increased resistance to Nazi ideology and methods. The Slovak regime was unable, on the whole, to influence or to take over adult education activities at the grass roots level. During the national Slovak uprising in the summer of 1944, citizenship education played an important role in the army and among the population of the liberated districts. The quisling Slovak government lost control of the situation and the uprising was suppressed with the help of the German army which then occupied Slovakia. For the remaining months of the war adult education activities in Slovakia were limited and were carried out mainly by groups of the underground movement.⁵ As in the case of the Protectorate Bohemia-Moravia, very little is known about war-time adult education in Slovakia.

Post-war Reconstruction (1945-1948)

The end of the war and the liberation of Czechoslovakia in May of 1945 presented a new and difficult task. The reconstruction of the many adult education institutions which were restricted or destroyed during the German occupation was regu-

⁵g. Pasiar and P. Paska, Osveta na Slovensku: Jej Vznik, Pociatky a Vyvoj, Bratislava: Osveta, 1964, pp. 291-304.

lated by a presidential decree of October 1945. This decree established an adult education system based on a sound economic basis and charged it with important tasks in the economic, political, cultural and spiritual reconstruction of the state. To enable the adult education system to cope with this task, it set out directives for the establishment of district and local adult education councils and provided for the appointment of district inspectors of adult education.⁶

The immediate post-war period is characterized by a struggle among the political parties for the ideological control of adult education. In keeping with the political organization of the state during that period, the new local and district adult education councils and the inspectors of adult education were appointed according to the relative strength of the political parties in the district or municipality. This period was also marked by enthusiasm and rapid growth of adult education institutions based on wide popular support. Nation wide organizations as well as local community groups and associations were involved in a great variety of adult education activities.

The Period of Dogmatic Communism (1948-1956)

With the political upset in February of 1948 the entire adult education system came under the ideological and political control of the Communist Party, as noted by Skoda⁷:

⁶Jan Duracinsky, "K Otazkam Ideovosti Osvetovej Prace v Rokoch 1945-1948," Osvetovy Sbornik, No. 8, (1961), p. 17.

⁷K. Skoda, "Veduca Uloha Komunistickej Strany Cechoslovenska v Pofebruarovom Vyvoji Osvetove Prace," Osvetovy Sbornik, No. 8, (1961), p. 27.

...the Communist Party of Czechoslovakia took firmly into its hands direction of further adult education work. With respect to the necessity of all-round development of adult education on marxist-leninist basis, all progressive adult educators were mobilized and at the same time adult education was purged of reactionary elements.

The Minister of Information officially declared the Party line with respect to adult education at a national conference of adult educators held in April 1948, when "he stressed that its main task is political education, that the pretense of non-partisan education has been made an end to."⁸ The Tenth Congress of the Communist Party of Czechoslovakia, held in May 1949, charged adult educators with the task of "re-educating the nation in the spirit of socialism."⁹

During 1949 the state organization was greatly reorganized. The adult education councils, established in 1945, were abolished and their agenda was transferred to the newly established section for culture and adult education in the local, district, and regional national committees. Educational institutions of the other political parties and all non-political educational, recreational and special interest associations and clubs were liquidated during the same year. A plan presented to adult educators at a national conference in 1950 marks the apex of dogmatism and Party control of adult education in Czechoslovakia as political agitation was declared as the main task of adult educators.

⁸Ibid., p. 28.

⁹Ibid., p. 29.

A further reorganization of adult education in 1952 introduced adult education club houses at the local level while adult education centres were established at the district and regional levels for advisory and methodological work in their territory. In the same year, the Society for the Dissemination of Political and Scientific Knowledge was established.

A resolution of the Central Committee of the Communist Party in the fall of 1953 opened the door to partial liberalization of adult education, especially in the area of popular art. At the Tenth Party Congress in 1954, the Party leadership had condemned the "cult of personality" and dogmatism in ideological work. In the adult education field this brought about further liberalization of recreation and popular entertainment and opened the door to the re-establishment of special interest circles and clubs under the auspices of the adult education institutions in the towns and villages. In the ideological realm, however, adult education remained the servant of the Communist Party. Skoda described the tasks given to adult educators by the Tenth Communist Party Congress.¹¹

In addition to the necessity of a struggle against the cult of personality, the Tenth Congress of the Communist Party of Czechoslovakia designated the task of a struggle against alien ideologies, that is a struggle against social-democratism, masarykism, and bourgeois nationalism.

In Skoda's assessment adult educators fulfilled their task in the following years with great intensity.

Thus, between 1948 and 1956, adult education can be seen

¹¹Skoda, op. cit., p. 30.

as almost completely submerged into the ideological, political and economic goals of the Communist Party. From 1953, a very slow and at first hesitant process of emancipation began its course and gathered momentum after June 1956.

The Thaw (1956-1959)

A national conference of the Communist Party of Czechoslovakia, held in June 1956, strongly condemned the "cult of personality", dogmatism and "stalinism". The Party leaders suddenly became interested in a measure of decentralization and in increased involvement of citizens in local government. This had important implications for adult education:¹²

It was demanded that the national committees significantly improve political-organizational and educational work. The means to that end is the inclusion of the greatest possible number of people in directing and executive activities through work on commissions and actives. A typical area in which the masses are activated on the basis of a great variety of creative interests is adult education.

The ideological control over adult education activities did not diminish, however. Whatever liberalization can be seen in the control of adult education activities during the late 1950's is limited in the main to more organizational freedom and in a spontaneous growth of hobby and other special interest groups attached to the adult education centres. The gradual changes which can be observed in the field from 1956 have originated at the grass roots level and have only slowly

¹²Pasiar and Paska, op. cit., p. 334.

forced their way into the system.

The most important document concerning adult education in post-war Czechoslovakia was a resolution published at the eve of the Eleventh Communist Party Congress in April 1958.¹³ This resolution, concerned with further development and intensification of the ideological effectiveness of adult education, declared the three main tasks of adult education as:¹⁴

- (1) Spreading of the scientific philosophy of life, and clarification and assertion of Party politics;
- (2) Raising of the general and technical education level of the workers; and
- (3) Art education and care for a rich social and cultural life of the workers.

The resolution stated that "systematic and purposeful education of workers toward a scientific philosophy of life and a struggle against alien ideologies is one of the foremost tasks of adult education."¹⁵ In recognition of past failures, the resolution pointed out that "the moral and educational activities of adult educators must not in any case take on any form of false moralizing and talking down to people, but must permeate the entire adult education work and become a permanent principle of daily work with people."¹⁶

¹³Ustredni Vybor Komunisticke Strany Ceskoslovenska, "O Dalsim Rozvoji a Prohloubeni Ideove Ucinnosti Osvetove Prace," in Spravni Prirucka pro Osvetove Pracovniky, Praha: Orbis, 1963, dil. I, pp. 7-23.

¹⁴Ibid., p. 10.

¹⁵Ibid., p. 11.

¹⁶Ibid., p. 12.

For the first time since 1948, consideration for the needs of the people was mentioned as important, however, the document, drawn up by the Central Committee of the Communist Party, pointed out the leading position of the Party:¹⁷

It is the duty of all Party organs and organizations to assert the leading role of the Party, especially in the ideological and political direction of adult education and cultural work. The Party asserts its leading role through communists in national committees and in voluntary organizations, and in their cultural and educational establishments.

The resolution of the Central Committee of the Party and further resolutions concerning ideological work which were passed at the Eleventh Communist Party Congress led to three government laws in the field of adult education and cultural work. The laws, signed in 1959, were on adult education, on libraries, and on museums and art galleries. The law concerning adult education had twenty articles, the most important of which are the first three articles which establish the ideological framework for adult education.¹⁸ The first article outlines the goals for adult education in accord with communist ideology and Party line; the next article, if properly invoked, could have great implications for the future of adult education in Czechoslovakia as it states that "socialist education is a life need of our nation -- the basis of its development is voluntary initiative and activity of the workers."¹⁹; and the third article legalizes the de facto control which the Communist Party exercised

¹⁷Ibid., p. 17.

¹⁸"Osvetovy Zakon. Zakon c. 59/1959 Sb.," in Sprawni Pri-rucka, op. cit., pp. 47-53.

¹⁹Ibid., p. 47 (Italics Translators.)

over adult education since 1948: "Adult education is carried out under the leadership of the Communist Party of Czechoslovakia in mutual co-operation by the national committees, by the mass organizations united in the National Front, by the agricultural co-operatives, by scientific, artistic and other cultural institutions, and by the units of the armed forces."²⁰ The Communist Party resolution on further intensification of the ideological effectiveness of adult education and the adult education legislation mark a new era in the post-war development of adult education in Czechoslovakia.

Recent Emancipation Trends (1960-1965)

A reorganization of the state administrative apparatus in May 1960 has led to further decentralization and brought adult education under the control of an elected local government. A national directive in June 1960 decentralized the adult education system and considerably enlarged the jurisdiction of the directors of adult education and of adult education club house councils.²¹

The Central Commission for Workers Education was established in 1962 to: (a) secure planned technical upgrading of workers, (b) co-ordinate and organize all forms of worker's education, (c) co-ordinate the publication of textbooks and teaching aids for worker's education, and (d) discuss and negotiate legal norms with respect to worker's education and

²⁰Loc. Cit.

²¹M. Bukovsky, "Organizace a Zpusob Rizeni Osvety Narodnimi Vybor-y," Osvetova Prace, vol. 14, (July 27, 1960), p. 227.

assure the further development of worker's technical education.²²

Another important step was the inter-ministerial declaration of a standard system of training of cultural workers and adult educators. The system, established in March 1962 and to be fully operative by the end of 1965, provides for the training of professional and voluntary adult educators on a national basis.²³

In March 1963, the government established new regional adult education centres to strengthen out-of-school adult education. In May of the same year, the Ministry of Education and Culture issued directives for the compilation annually of standard plans of adult education activities at the local, district, regional and national level. These standard plans are to co-ordinate and to unify cultural and educational activities.

Since 1960, a growing interest in and demand for research in adult education is evidenced in professional publications. During the same period Czechoslovak adult education shows signs of the increasing professionalization of full-time adult educators and the growing acceptance of adult education as a discipline of university study. This recent development is of great importance and its examination forms the main body of this study.

²²F. Kahuda, "Nova Etapa ve Vzdelavani Pracujicich," Osvetova Prace, vol. 17, (March 20, 1963), pp. 83-84.

²³Osvetovy Ustav v Praze, Principles of a Standard System of Education of Cultural and Educational Workers, Praha: Osvetovy Ustav, 1963, 45 p. (Mimeographed.)

Present Organization of Czechoslovak Adult Education

Adult education in Czechoslovakia is highly organized and it is centralized into three systems: (a) the state school system, (b) the factory school system, and (c) the out-of-school system. All three systems are controlled by the state as well as by the Communist Party.

The state school system, in addition to its primary function of educating children and youth, is charged with the academic and technical extra-mural training of fully employed adults who can enroll in programs at the elementary, secondary and higher education levels.

The factory school system which is organized and maintained by the industrial enterprises or the agricultural co-operatives is concerned with the vocational upgrading of employees. The state school system and the factory system only offer courses leading to higher academic and vocational qualifications. Neither of the two systems include broad cultural and recreational courses.

The out-of-school system of adult education is organized, maintained and controlled by the local and district national committees.²⁴ This system includes all adult education activities not covered by the other two systems, thus, it encompasses political, general, cultural, and recreational adult

²⁴The national committees are units of the local government in the political administration of Czechoslovakia. The local or town national committees govern at the local level, the district national committees govern at the district level, and the regional national committees govern at the regional level.

education. Although this system is concerned with some vocational courses, especially in agriculture, it does not include any vocational credit courses. Due to its broad scope, it does include, in addition to adult education centres and cultural clubs, cultural institutions such as museums, art galleries, observatories, music schools, choirs, folk-dancing groups, art and folklore schools, recreation parks, zoological gardens, and other semi-educational institutions and associations. Furthermore, the wide spread public library net is closely associated with the out-of-school system of adult education.²⁵ This centralization of adult education activities facilitates direction and control by the national committees and by the Communist Party. The influence and control exercised by the Communist Party over adult education in Czechoslovakia is of key importance to the understanding of the post-war development of Czechoslovak adult education and of the present role of adult educators in that country.

²⁵For the most recent account in English of the out-of-school system see Milan Hromadka and Ludvik Pacovsky, Adult Education, Prague: Orbis, 1962. 23 p.

CHAPTER III

THE ADULT EDUCATOR IN A COMMUNIST STATE

Throughout the historical development of adult education in Czechoslovakia the role of the adult educator has changed with the changing political system. Perhaps the most striking change in role was imposed by communist action in 1948. An orderly system of training is based on certain assumptions concerning the role of the position in the work organization and in society. These assumptions influence the expectations of society and employers have written them into job descriptions which in turn influence the qualifications and skills required to fill the position. Before examining a national standard system of training of adult educators it becomes necessary to examine the expectations society has of the adult educator and the role he is asked to play. This is even more important in a highly organized social system which places a high value on the individual surrendering to social needs and considerations.

The Adult Educator as Seen by the Communist Party

The Communist Party has always required that its members holding adult education positions propagate its policies and advance its cause. The services performed by Party members in this respect during the 1945-1948 period were duly acknow-

ledged as noted by Duracinsky¹ who assessed this period and gave many examples. He claimed that:²

...these examples document well how the Communist Party has influenced ideologically adult education even in those districts and municipalities where the national committees and the National Front were not headed by progressive people, and that the organization of adult education, based on the presidential decree of October 1945, assisted in this.

In many speeches by Party officials throughout the early 1950's the role of the adult educator was portrayed as that of a political propagandist especially in the field of agricultural organization. Thus, for example, in 1956 agricultural propaganda tasks took a major share of articles, notices and bibliographical data in the pages of Osvetova Beseda, a fortnightly for adult education and cultural work. The rationale for adult education in a society aspiring to communism has been summed up in the opening paragraph of the Party Central Committee resolution published in 1958, concerning the further development and intensification of the ideological effectiveness of adult education:³

Under the leadership of the Communist Party of Czechoslovakia all the working people are taking their place in the

¹Jan Duracinsky, "K Otazkam Ideovosti Osvetovej Prace v Rokoch 1945-1948," Osvetovy Sbornik, No. 8, (1961), pp. 17-26; also Stefan Pasiar and Pavel Paska, Osveta na Slovensku: Jej Vznik, Pociatky a Vyvoj, Bratislava: Osveta, 1964, p. 316.

²Duracinsky, op. cit., p. 19.

³Ustredni Vybor Komunisticke Strany Ceskoslovenska, "O Dalsim Rozvoji a Prohloubeni Ideove Ucinnosti Osvetove Prace," in Spravni Prirucka pro Osvetove Pracovniky, Praha: Orbis, 1963, dil. I, p. 7.

completion of the building of socialism in our country. Fulfillment of this goal is unthinkable without the victory of socialist ideas in the consciousness of an absolute majority of the people. Therefore, the Communist Party of Czechoslovakia is giving its utmost attention to questions of ideological and culturally-educational work among the citizens. An important task is assigned in this direction to adult education which should be an effective tool of the Party in socialist education of the broadest masses.

In spite of the importance assigned to the ideological and political commitment of adult educators and in spite of the concerted drive to achieve this, the Communist Party has never succeeded in influencing all adult educators. In 1961, Bourival⁴ complained that an inspection of staffs of adult education centres revealed that 38 per cent of the adult educators in these centres were not politically organized. At a national seminar for adult educators in the spring of 1964, the ideological secretary of the Communist Party again had to remind adult educators that "it is very desirable that all adult educators shall lean firmly on the ideological positions of the Party, thoroughly master the latest Party documents, carefully follow the developments in the struggle of ideas, at all times guard the positions of creative leninism, and carry out progressive tendencies."⁵ This exemplifies how the Party ideologists look upon the role of the adult educator.

⁴Z. Bourival, "K Soucasnym Problemum Osvetove Prace," Osvetova Prace, vol. 15, (April 19, 1961), p. 128.

⁵Milan Koubek, ed., Hlavni Otazky Kulturni a Osvetove Prace po Zasedani Plena UV KSC k Ideologickym Otazkam, Praha: Osvetovy Ustav, 1964, p. 11. (Mimeographed.)

The Adult Educator as Seen by the Society

The Communist Party has certain expectations of the adult educator and the society at large also has expectations which may or may not coincide with those of the Party. In 1965 Spusta⁶ compiled a list of characteristics which the general public expected to find in the adult educator. According to his inquiry the professional adult educator ought to:

- (1) be politically mature, not in words but in attitude and in deeds;
- (2) be constantly engaged in furthering his own education;
- (3) have organizational abilities;
- (4) have the ability to judge accurately the timeliness of adult education activities so that they correspond to interests in his environment;
- (5) know how to vary projects, methods and techniques to use them to the full advantage, and to provide fresh variety of approaches;
- (6) have the ability to inspire a wide group of volunteers to help him in his task, to keep them enthused, and to assess and use their abilities;
- (7) be positively oriented toward new techniques and devices; and
- (8) have an impeccable moral profile.

Thus, most of all the general public expects the adult educator to know his job and to do it well. The ability

⁶Matej Spusta, "Akych Nas Chcu Mat," Osvetova Prace, vol. 19, (September 8, 1965), p. 1. These statements would certainly be applicable to western society and no doubt illustrate the non-political culture free attributes of the adult educator's role in society.

to work with people and to inspire them is seen as important, and in the realm of politics the public demands deeds rather than propaganda slogans. These societal expectations manifest a variance from the ideological stress of the Party guidelines. How do the adult educators themselves look upon their role and place in society?

The Adult Educator Looks at Himself

Czechoslovak adult education literature offers several accounts of how adult educators view their own role and three of these have been selected as representative. Huska⁷ reviewed the role of the adult educator at a conference of Slovak adult educators in the fall of 1948. He stressed the new conditions brought about by communist action in February of the same year and pointed out that one of the obstacles to be overcome is the historical distrust of the workers toward the intelligentsia in whom they have seen a class enemy. Huska then outlined how adult educators can gain the confidence of the working population:⁸

- (1) The people who come into contact with the adult educator must find out that he is well acquainted with the situation, that he knows at least basically the problems of the environment in which he is working, that he has recognition for the people who work with him, that he bases all his activities on the concrete situation as it surrounds him, that he interprets his explanations on

⁷Vladimír Huska, "Osobnost Ludovychovneho Pracovníka," in Vychova Ludu k Sozialismu, Stefan Hora, ed., Bratislava: Tatran, 1949, pp. 33-42.

⁸Ibid., pp. 35-37.

economics, politics and culture in the context of this situation, that he applies his theoretical knowledge on concrete social materials...

- (2) The adult educator will penetrate into the hearts of the workers if they can feel that all his attention is concentrated exclusively on economic, social and cultural needs of the working population...
- (3) ...the adult educator must always and everywhere assume a friendly, comradely relationship....must act as a willing advisor, as a more experienced, well meaning brother who counsels and reprimands with full understanding of the weaknesses and shortcomings of his less educated friends.
- (4) Lastly, his own conduct, both within his family and in social life determines the relationship the collective will have with him....Thus it is through an exemplary life that the adult educator gains a good position in society.

In addition, Huska pointed out that the adult educator must have an inborn predisposition for work with adults and a great liking for his work. He must be well prepared for his work both in terms of general educational background and in his own field in which he must continue to learn. The most urgent necessity according to Huska was that:⁹

...the adult educator should study national economics and politics, both in their theory from books and in practice from observing the social reality and mutual confrontation of theory and practice....(he) must be able to influence expediently the socio-cultural development, must be a true facilitator of

⁹Ibid., p. 38.

the new, classless, socialist order...

Fifteen years later, in 1963, Misal¹⁰ described the characteristics necessary in an adult educator who is to fulfill his role in the communist society:

- (1) Communist character is the first prerequisite which gives direction to all other necessary character traits...;
- (2) dedication to the communist cause...;
- (3) love for people consisting of (a) a right relationship to fellow men, (b) sociability, (c) liking of work with people, (d) conviction that adults are educable, and (e) harmonization and subordination of personal interests to social interests and conscientious work for society...;
- (4) love for work manifested in (a) a positive attitude to work, (b) a sincere attitude to adult education, (c) conviction about the great social significance of his work, and (d) a drive for a systematic improvement of his own professional knowledge and skills...;
- (5) cultural interests consisting of (a) a broad background in the humanities and social sciences, (b) acquired habit of systematical reading of professional and general literature, (c) estetical perception, (d) culture of language, and (e) social graces...;
- (6) but above all the adult educator must in his daily life and work apply and exemplify the principles of the moral code of the builder of communism among which the first is dedication to the cause of communism.

Pasiar¹¹ contributed to the increasing discussion of the

¹⁰Jan Misal, "K Profilu Osvetoveho Pracovnika," Osvetovy Sbornik, No. 11, (1963), pp. 89-95.

¹¹Stefan Pasiar, "K Profilu a Specializacii Osvetovych Pracovnikov," Osvetova Prace, vol. 17, (November 20, 1963), p. 423.

adult educator later the same year. He stressed the necessity of increasing the professional preparation and specialization of adult educators:

...every adult educator must be a specialist in marxist-leninist pedagogy and especially in one of its disciplines, adult pedagogy.... His study during and after the training should be oriented on general foundations,... on the study of educational psychology (which should be the central concern of his preparation), and on the study of some of the scientific and cultural disciplines.

These examples illustrate the changing nature of adult education in Czechoslovakia. While there are basic assumptions which have not changed since 1948, e.g. a good adult educator in a communist state must be above all a good communist, there are changes which seem to be significant and have important implications for future developments. The most important of these is the growing professionalization of the field and the increasing insistence on adult education as a discipline in its own right.¹²

Problems of the Role and Characteristics

The role and expected characteristics of the adult educator presents many problems. This was especially true in the early 1950's when the adult educator was all things to all men. The high fluctuation of adult education staffs is the

¹²In some respects adult education in Czechoslovakia is ahead of the field in western society with respect to the recognition and acceptance of adult education as a discipline.

subject of constant complaints in reports in the professional literature. Bourival¹³ lists some of the factors contributing to the high fluctuation of inspectors of adult education as "unsatisfactory working facilities assigned to the inspectors, continuous assignments in economic-organizational campaigns of the district national committees, scarcity of access to the official car pool, and the unsatisfactory location of many of the adult education centres and their insufficient technical equipment."

Institutional Role Differentiation

Adult educators employed in full-time positions in the out-of-school adult education system can be classified into four categories:

- (1) The regional and district inspectors of adult education who form the direction and control category;
- (2) The staffs of the regional adult education centres who fall into the methodological and consultative category;
- (3) The staff of the district adult education centres and the supervisors of the cultural clubhouses who comprise the local programing and administration category; and
- (4) Full-time instructors.

The official job description for positions in these categories is given in Table 1 and qualifications prescribed for these positions are listed in Table 6.

¹³Bourival, op. cit., p. 128.

Table 1.
Nomenclature of Professional Adult Education Positions
with Job Descriptions¹⁴

Position Title	Job Description
Regional Inspector of Adult Education	Carries out political-organizational duties and controls activities of cultural, artistic and educational establishments of the regional national committee and of the establishments of the district national committees in his region; controls and evaluates work of the District Inspectors of Adult Education in his region; prepares development plans of activities in his region.
District Inspector of Adult Education	Carries out political-organizational duties and controls activities of cultural, artistic and educational establishments of the district national committee and of the establishments of the local national committees; prepares a district plan of adult education and cultural activities.
Director of Adult Education Centre	Plans, organizes and directs the work of the adult education centre.
Section Supervisor, Adult Education Centre	Plans, organizes and directs the work of his section.
Program Supervisor	Prepares proposals for activities of the establishment; organizes, follows up and evaluates programs.

¹⁴Data for the table taken from Ministerstvo Skolstvi a Kultury, "Smernice Ministerstva Skolstvi a Kultury pro Praci Inspektoru Kultury," c. j. 38369/62-V/I, Vestnik, (1962), and from "Nomenklatura Funkci a Funkcnich Platu v Osvetovych Domech a Osvetovych Besedach," Osvetova Praxe, No. 1-2, (1961), pp. 3-4.

Table 1 (continued)

Position Title	Job Description
Program Co-ordinator	Prepares proposals for activities of the establishment; organizes, carries out and evaluates programs.
Librarian	Carries out specialized assignments in his field.
Supervisor of Cultural Clubhouse	Plans, organizes and directs the work of the clubhouse.
Instructor, People's University	Teaches 28 hours per week and prepares his lessons.
Instructor, Special Courses	Teaches 28 hours per week and prepares his lessons.
Instructor	Teaches 34 hours per week and prepares his lessons.

Training for the Role

In order to prepare both the professional and the volunteer, Czechoslovakia had training facilities for professional adult educators at the Charles University in Prague, as well as short district courses for volunteers since 1947. Specialized secondary technical school programs were added later. These training programs have been affected by the ideological changes during the 1950's in various degrees.¹⁵ The professional qualifications

¹⁵For example the adult education program at the Charles University has been abolished from 1950 to 1960. These developments are described in the next chapter of this study.

of adult educators declined sharply and by 1959 it became obvious that new action was necessary and that training of adult educators at all levels must be established firmly.

Article thirteen of the adult education act of 1959 declared that "Adult educators acquire the necessary qualifications in a standard system of training of cultural workers and adult educators, established by the Ministry of Education and Culture in agreement with the appropriate central offices and organs of the mass organizations associated in the National Front."¹⁶ The principles of the standard system of training were established by a resolution of the Central Committee of the Communist Party in November 1960,¹⁷ however, it was not until March of 1962 that the standard system of training was accepted by the ministries and mass organizations concerned.

The Standard System of Training of Adult Educators, as outlined in the 1962 declaration, provides for training at four levels:¹⁸

- (1) training of professional adult educators at the secondary technical school and university level;
- (2) ideological, political and technical in-service training of professional adult

¹⁶"Osvetovy Zakon. Zakon c. 59/1959 Sb." in Sprawni Prirucka, op. cit., p. 51.

¹⁷Ustredni Vybor Komunisticke Strany Ceskoslovenska, "Zasady Jednotne Soustavy Vzdelavani Osvetovych Pracovniku," in Sprawni Prirucka, op. cit., pp. 54-62.

¹⁸"Jednotna Soustava Vzdelavani Osvetovych Pracovniku," in Sprawni Prirucka, op. cit., p. 64.

educators;

- (3) training of volunteers; and
- (4) preparation of future intellectuals for voluntary adult education work.

As the system of training was to standardize the training of all volunteer cultural workers and adult educators active in the out-of-school system of adult education, five sub-systems were devised to cover the main specialized areas: (a) general adult education, (b) popular art creativity, (c) libraries, (d) museums and local history, and (e) care of historical monuments and nature conservation. The training of volunteers for these areas of specialization began with a standard Basic Course in adult education that was common to all of them.¹⁹

The Standard System of Training of Adult Educators, which was to be fully operational by the end of 1965, placed a stress on provision for the training of full-time adult educators, who in Czechoslovakia are thought of as professionals.²⁰

¹⁹Ibid., p. 67.

²⁰The term professional is used throughout the study in the meaning used in Czechoslovakia, i.e. a full-time employee in the field with either secondary or university level specialized training.

CHAPTER IV

THE TRAINING OF PROFESSIONAL ADULT EDUCATORS

Professional Training Before the Standard System of Training

The presidential decree which regulated adult education in Czechoslovakia from 1945 until the legislation of 1959 included provisions for the training of adult educators. A Department of Adult Education was established in the Pedagogical Faculty at Charles University in Prague and the first students were enrolled in 1947. The four year program of study included courses related to (a) theory, history and the processes of adult education, (b) social and political education, (c) research and experimentation, (d) philosophy, (e) individual and social psychology, (f) aesthetics, (g) ethics, and (h) practice teaching and public speaking. In addition, there were elective courses in such subjects as law, economics, historical monuments, nature conservation, hygiene, and recreation.¹ Nothing further is known about the specific content of the adult education courses that were offered during this period.

In 1950 after only three years, the Department of Adult

¹T. Trnka, "Adult Education in Czechoslovakia," Adult Education (U.K.), vol. 19, (March, 1947), p. 163.

Education was abolished and adult education ceased to be a separate discipline of university study. Thereafter, the only training for professional adult educators was organized intermittently on a short-term, in-service training level. One such program was the school at Pezink, established in 1952 to train adult educators employed by the national committees in the province of Slovakia. This school offered courses of four months duration to provide political and professional qualifications.²

During 1953, three technical schools for adult education were opened in the key cities of Prague, Brno and Bratislava. These schools were designed to train adult educators at the secondary level in courses of two years duration. Originally these schools had three departments which specialized in (1) general adult education, (2) popularization of science (museums, historical monuments, observatories and planetaria), and (3) public libraries. The schools also established extra-mural, part-time programs for adult educators and cultural workers engaged in these fields.³

In a criticism of the training available during this period, Jirka⁴ deplored the fact that graduates in adult education from the secondary technical schools were not prepared adequately for their work and that they actually had to learn most of the necessary skills on the job. He pointed out

²Stefan Pasiar and Pavel Paska, Osveta na Slovensku: Jej Vznik, Pociatky a Vyvoj, Bratislava: Osveta, 1964, p. 325.

³Loc. cit.

⁴T. Jirka, "Kde Nam Porostou Novi Osvetari?" Osvetova Prace, vol. 13, (March 11, 1959), p. 67.

that while it was impossible to demand maturity and experience from a sixteen to seventeen year old graduate, the schools could equip them with solid theoretical foundations at least. He concluded that the functions of a professional adult educator would demand university training in the near future.

These secondary technical schools for adult educators illustrate a basic difference between North America and Czechoslovakia in the concept of professional training. While in North America professional training in adult education is almost exclusively post-vocational at the graduate university level and adult educators usually are mature adults, in Czechoslovakia (as well as in some other European countries) pre-vocational training is also provided at the secondary school level and young adults enter the field in positions classified as professional.⁵

In 1955, the Charles University in Prague re-established some courses in adult education in the Department of Education of the Philosophical Faculty, and in 1960 established the Institute of Adult Education and Journalism with full faculty status. Thereafter, adult education courses were introduced at other universities and teachers colleges throughout Czechoslovakia.

The Standard Training System of Adult Educators

The Standard System of Training of Adult Educators,

⁵See Table 6 for classification of professional positions in adult education.

officially declared in March 1962, specified the levels of qualification training as follows:⁶

(A) University training of professional adult educators

- (1) The main centre for training of adult educators from all organizations and institutions is the Institute of Adult Education and Journalism at the Charles University at Prague....The Institute mainly prepares professionals who direct and organize adult education....Students can enroll in the regular full-time as well as the extra-mural part-time program at the Institute. Full-time and extra-mural students can enroll if they have completed secondary school and have experience in adult education, even as volunteers. In exceptional cases adult educators with many years of experience will be accepted without the prescribed secondary education. The program is completed with a comprehensive examination and a thesis. The designation of the graduates is Graduate Adult Educator....Graduates of other institutions of higher learning...are also eligible for employment in adult education. Training in adult education is arranged for them through further extra-mural courses offered by the Institute of Adult Education and Journalism...
- (2) Graduation from High Party School is considered equivalent to prescribed university training of the adult educators. Graduates of other institutions of higher learning who have completed a course of study and passed the examinations at the Evening University of Marxism-leninism are considered to be fully qualified for adult education positions requiring university training.
- (3) To be considered as fully qualified also

⁶The following are excerpts translated from "Jednotna Soustava Vzdelavani Osvetovych Pracovniku," in Prirucka pro Osvetove Pracovniky, Praha: Orbis, 1963, dil. I, pp. 63-94, passim.

are graduates of other institutions of higher learning who have completed the three year extra-mural program in the Central Trade Union School, or the equivalent residential program.

(B) Secondary school training of professional adult educators

- (1) Adult educators obtain general secondary education in secondary general education schools and in workers secondary schools. Political and specialized training will be organized in one and two-year specialized training courses for secondary school graduates in the secondary librarianship schools.
- (2) Graduates of secondary general education schools, secondary technical schools and workers secondary schools who have completed a course of study and passed the examinations at the Evening University of Marxism-leninism are considered to be fully qualified for adult education positions requiring secondary specialized training.
- (3) To be considered as fully qualified also are graduates of secondary general education schools, secondary technical schools and workers secondary schools who have completed the three-year extra-mural program in the Central Trade Union School or the equivalent residential program.

The Institute of Adult Education and Journalism

The Institute of Adult Education and Journalism has three departments which provide training in (1) adult education, (2) librarianship, and (3) journalism. Students may enroll in a regular full-time program or in a part-time extra-mural program. In the Department of Adult Education of the Institute, the full-time program involves a four-year course

of study, a comprehensive examination, and a thesis which is submitted at the end of a fifth year internship. The extra-mural program requires five years of study before the comprehensive examination, and a thesis at the conclusion of the sixth year.⁷

When the university training was under discussion during the 1950's two opposing concepts were proposed. The first, and originally the more generally favoured concept, advocated training which would encompass all aspects of the all-inclusive adult education practice at that time. The second concept, accepted generally after 1958, proposed to eliminate the peripheral areas and to establish adult education as a discipline within pedagogy.⁸ It is important to note that at the time the Institute of Adult Education and Journalism was established, "neither sociology and social psychology, nor theory of adult education were officially accepted."⁹ In its brief existence the Institute has re-established the scientific study of adult education and has become an important research centre in the field.

The number of students enrolled in the adult education programs of the Institute was at first limited by the

⁷Universita Karlova, Seznam Prednasek na Institutu Osvety a Novinarstvi ve Studijnim Roce 1964-65, Praha: Universita Karlova, 1964, p. 3.

⁸Stefan Pasiar, "Niekoľko Myslienok k Vysokoskolskemu Studiu Osvety," Osvetovy Sbornik, No. 1, (1964), pp. 38-42.

⁹Vladimir Jurik, "Zamysleni nad Vysokoskolskym Studiem Osvety," Osvetova Prace, vol. 19, (October 6, 1965), p. 1.

scarcity of a qualified teaching faculty.¹⁰ During the session of 1962-63 the Adult Education Department of the Institute enrolled twenty-five full-time and 173 extra-mural students, in 1963-64 there were fifty-four full-time and 214 extra-mural students, and in 1964-65 the Department had seventy-three full-time and 243 extra-mural students.¹¹ The first students completed the four-year course of study in 1964 and were sent into the field. In 1965, after a year's internship, twenty-one of these returned to submit and defend their theses and receive their degrees.

Professional Courses Offered by the Institute

The program of study in adult education at the Institute of Adult Education and Journalism includes the obligatory marxism-leninism but centres on the theory of adult education, social psychology, and sociology with a stress on empirical research. As the training system is based on the role of the adult educator, so is the content of the adult education program:¹²

The Department of Adult Education realizes that it is training professionals who will be active in a wide field of social practice....

¹⁰Bukovsky points out that only half of the 458 applicants for the extra-mural program in 1960 and 1961 could be accommodated due to lack of faculty. Miroslav Bukovsky, "Jednotna Soustava Vzdělávání Osvětových Pracovníků Vyhlášena," Osvětová Práce, vol. 16, (May 16, 1962), p. 186.

¹¹Exact figures for 1960-61 and 1961-62 were not available to the writer. Figures for 1962-63, 1963-64, and 1964-65 were taken respectively from Bukovsky, op. cit., p. 186; Milan Koubek, "K Některým Otázkám Vzdělávání Profesionálních Osvětových Pracovníků," Osvětová Práce, vol. 17, (November 20, 1963), p. 420; and Oldřich Klusák, "Kdo Studuje ION?", Osvětová Práce, vol. 18, (July 8, 1964), p. 249.

¹²Jurik, op. cit. pp. 4-5.

Therefore it requires that its graduates combine in themselves knowledge of the exact methods of social diagnosis with the skill to apply them in social and educational work; therefore the extraordinary stress on empirical research. The Department demands that its graduates be able to undertake research of social reality and its reflection in the knowledge of the people, to develop creativity in the area of concepts and ideas, and to propose solutions to social problems on the basis of scientific research. The students get their basic training in this respect in applied sociology, especially in cultural sociology. However, at the same time, the ability to change the existing situation in harmony with the economic and political perspectives of socialistic and communist development is necessary for their practical work. Therefore it is necessary to study and to use the principles of adult education and social psychology and to be able to transform them in a creative way into measures which enable the socialist society to control consciously the socio-educational and cultural processes.

The courses offered in the full-time and the extra-mural part-time program are listed in Tables 2 and 3 respectively. These tables emphasize two basic differences between professional programs in Czechoslovakia and North America. In the first place, the program is offered at the undergraduate level with a major in adult education. Specialized adult education courses are spread among general education courses throughout the first four years in both programs and only the fifth year courses are almost exclusively in the field of adult education. The second variance from North American practice worth noting is that the courses in the two programs are all prescribed and no elective courses are offered

Table 2.
Program of Studies of the Department of Adult Education
Institute of Adult Education and Journalism
Full-time Program¹³

Year	Course Title	Winter Session		Summer Session	
		Lect- ures	Labs or Sem- inars	Lect- ures	Labs or Sem- inars
First	History of Philosophy	2	2	2	2
	Marxist Philosophy	2	1	2	1
	Political Economics of Capitalism	3	-	3	-
	Introduction to the Study of Adult Education	-	2	-	2
	History of Adult Education	2	-	2	2
	Plastic Arts	2	-	2	-
	History of Music	2	-	2	-
	History of Theatre	2	-	-	-
	History of Film	2	-	-	-
	Selected Chapters from the History of Czech and Slovak Literature I	2	-	2	-
	History of the Natural Sciences	2	-	2	-
	Russian	-	2	-	2
	Foreign Language	-	2	-	2
	Physical Education	-	3	-	3
Second	Marxist Philosophy	2	2	2	2
	Political Economics of Socialism	3	-	3	-
	History of Adult Education	2	-	2	2
	Psychology	2	-	2	-
	Theory of Culture	2	-	2	2
	Esthetics	2	-	-	-
	Selected Chapters from the History of Czech and Slovak Literature II	2	2	2	2
	History of the Natural Sciences	2	-	-	-
	Russian	-	2	-	2
	Foreign Language	-	2	-	2
	Physical Education	-	3	-	3

¹³Data for the table taken from Universita Karlova, op. cit., pp. 8-13.

Table 2. (continued)

Year	Course Title	Winter Session		Summer Session	
		Lect- ures	Labs or Sem- inars	Lect- ures	Labs or Sem- inars
Second	Optional Specialization:				
(contd.)	A. Education Through Art				
	Introduction to the Study of Education Through Art	1	-	-	-
	Selected Chapters from the Theory of Art	-	-	2	-
	Orientation Practicum	-	2	-	2
	B. Sociology of Culture				
	Introduction to Sociology	2	-	2	2
Third	Scientific Communism	1	2	1	2
	Developmental Problems of Contemporary Cap- italist Economy	2	-	-	-
	Problems of Czechoslovak Economy	-	-	2	-
	History of Adult Education	2	-	-	-
	Psychology	2	-	-	-
	Psychology in Adult Educa- tion	2	2	-	-
	Theory and Methodology of Adult Education	-	-	2	2
	Modern Illustrative Devices	-	-	1	1
	Introduction to Sociolog- ical Research	2	2	2	2
	Cultural Politics	2	-	2	2
	History of Theatre	2	-	-	-
	History of Film	2	-	-	-
	Esthetics	-	-	2	-
	Foreign Language	-	2	-	-
	Physical Education	-	2	-	2
	Optional Specialization:				
	A. Local History and Care for Cultural Monuments				
	Introduction to the Theory and History of Care for Monuments	2	2	2	2

Table 2. (continued)

Year	Course Title	Winter Session		Summer Session	
		Lect- ures	Labs or Sem- inars	Lect- ures	Labs or Sem- inars
Third	Seminar in Methodology				
(contd.)	of Care for Cultural				
	Monuments	-	2	-	2
Fourth	History of the Communist				
	Party of Czechoslovakia	1	2	-	-
	Cultural Politics	2	2	-	2
	Theory and Methodology of				
	Adult Education	2	2	2	2
	Modern Illustrative Devices	1	1	-	-
	Selected Chapters from				
	Civil and Administrative				
	Law	-	-	1	1
	Physical Education	-	2	-	2
	Optional Specialization:				
	A. Education Through Art				
	Methods, Techniques and				
	Devices of Education				
	Through Art	1	2	-	-
	Psychological Questions				
	of Artistic Perception	2	-	-	-
	Administrative, Legal and				
	Economic Questions of				
	Education Through Art	2	-	-	-
	Orientation Practicum	-	2	-	2
	Introduction to Sociology				
	of Art	-	-	2	2
	Problems of Contemporary				
	Art	-	-	2	2
Fifth	Methodology of Scientific				
	Work	2	-	-	-
	Elective Lecture Courses:				
	(two courses to be attend-				
	ed by each student)				
	Sociological Questions of				
	Rural Culture	2	-	-	-

Table 2. (continued)

Year	Course Title	Winter Session		Summer Session	
		Lect- ures	Labs or Sem- inars	Lect- ures	Labs or Sem- inars
Fifth (contd.)	Special Problems of Adult Education Research	2	-	-	-
	Cultural Politics of the Communist Party in the 1930's	2	-	-	-
	Adult Education in Some of the Socialist Countries	2	-	-	-
	Problems of Modern Music	2	-	-	-
	Problems of Modern Plastic Arts	2	-	-	-

until the fifth year. Optional specialized courses in the areas of art, sociology of culture, local history, and rural education are offered in the senior years. In addition to adult education and the optional specialized courses, stress is placed on courses with political-ideological content such as Marxist Philosophy, Scientific Communism, Political Economics of Socialism, Cultural Politics, and others.

Table 3.
Program of Studies of the Department of Adult Education
Institute of Adult Education and Journalism
Extra-mural Program¹⁴

Year	Course Title	Winter Session Lectures	Summer Session Lectures
First	Marxist Philosophy	2	2
	History of Philosophy	2	2
	Political Economics of Capitalism	3	3
	Plastic Arts	2	2
	History of Theatre	3	-
	History of Film	-	3
	Selected Chapters from the History of Czech and Slovak Literature I	3	3
	History of the Natural Sciences	3	2
	Russian	2	2
	Foreign Language	2	2
Second	Marxist Philosophy	2	2
	Logic	-	2
	Political Economics of Socialism	3	3
	History of Adult Education	3	3
	Psychology	-	2
	History of Music	2	2
	History of Film	3	-
	Selected Chapters from the History of Czech and Slovak Literature II	2	3
	History of the Natural Sciences	3	-
	Russian	2	2
	Foreign Language	2	2
Third	Scientific Communism	2	2
	Developmental Problems of Contemporary Capitalist Economy	2	-
	Problems of Czechoslovak Economy	-	2
	History of Adult Education	3	-
	Social Psychology	-	3
	Theory of Culture	2	3

¹⁴Loc. cit.

Table 3. (continued)

Year	Course Title	Winter Session Lectures	Summer Session Lectures
Third	History of Theatre	2	-
(contd.)	History of Film	2	-
	Esthetics	-	3
	Selected Chapters from the History of Czech and Slovak Literature III	3	-
	Russian	1	-
	Foreign Language	1	-
	Optional Specialization:		
	A. Education Through Art		
	Selected Chapters from the Theory of Art	4	2
	Theory of Education Through Art	-	3
	B. Local History and Care for Cultural Monuments		
	Introduction to the Theory and History of Care for Monuments	2	2
	Foundations of Methodology of Care for Cultural Monuments	2	2
	C. Sociology of Culture		
	Introduction to Sociology	3	3
Fourth	Scientific Communism	2	-
	History of the Communist Party of Czechoslovakia	-	2
	Problems of Czechoslovak Economy	2	2
	Psychology and Adult Education	3	-
	Introduction to Sociological Research	-	3
	Cultural Politics	3	3
	Social and Philosophical Prob- lems of Technological Development	-	2
	Esthetics	2	-
	History of the Natural Sciences	2	2

Table 3. (continued)

Year	Course Title	Winter Session Lectures	Summer Session Lectures
Fourth	Optional Specialization: (contd.)		
	A. Education Through Art		
	Theory of Educational Influence of Art	2	-
	Methods, Techniques and Devices of Education Through Art	2	-
	Psychological Questions of Education Through Art	-	4
	Administrative, Legal and Economic Questions of Education Through Art	-	2
	B. Cultural and Educational Work in Rural Areas		
	Economics and Organization of Planning of Socialist Agriculture	6	-
	Marxist Rural Sociology	-	6
Fifth	Graduation Seminar	2	2
	Elective Lecture Courses (two of these courses to be attended by each student):		
	Sociological Questions of Rural Culture	2	2
	Special Problems of Adult Education Research	2	2
	Cultural Politics of the Communist Party in the 1930's	2	2
	Adult Education and Cultural Work in Some of the Socialist Countries	2	2
	Problems of Modern Music	2	2
	Problems of Modern Plastic Arts	2	2

An analysis of the content balance of the program of studies (Table 4) based on an arbitrary assignment of compulsory courses to one of four areas, according to the course content implied by the course title, shows that in the full-time program adult education is given 27.41 per cent of the total course time while philosophy, political science and economics are given 33 per cent; the remaining areas in order of percentage of total course time are literature and arts with 16.24 per cent, miscellaneous courses (History of Natural Sciences, Russian, Foreign Language etc.) with 13.20 per cent, and physical education with 10.15 per cent. In the extra-mural program, adult education is assigned only 16.11 per cent of the total; philosophy, political science and economics are given 36.91 per cent; literature and arts take second place with 26.85 per cent; and miscellaneous courses are third with 20.13 per cent of the total instructional time. Physical education is not included in

Table 4.
Content Balance of the Program of Studies of the
Department of Adult Education
Institute of Adult Education and Journalism
Compulsory Courses¹⁵

Content Area	Full-time Program		Extra-mural Program	
	Time Factor	Percent of Total Time	Time Factor	Percent of Total Time
Adult Education	54	27.41	24	16.11
Philosophy, Political Science, Economics	65	33.00	55	36.91
Literature and Arts	32	16.24	40	26.85
Miscellaneous	26	13.20	30	20.13
Physical Education	20	10.15	--	---
Total	197	100.00	149	100.00

¹⁵Based on Table 2 and 3 (see pp. 52-55 and 56-58).

the extra-mural program. Thus in the percentage of the total course time, adult education ranks second out of five in the full-time program, but fourth out of four in the extra-mural program.

A comparison of the content of the full-time and the extra-mural program is provided in Table 5. Among the compulsory courses, Introduction to the Study of Adult Education, Theory and Methodology of Adult Education, Modern Illustrative Devices, Methodology of Scientific Work, Selected Chapters from Civil and Administrative Law, and Physical Education are offered only in the full-time program. On the other hand, courses offered only in the extra-mural program include Social Psychology, Logic, Social and Philosophical Problems of Technological Development, and the Graduation Seminar. Considerable differences in time allotment for courses offered in both programs can be pointed out especially in the case of the History of Adult Education, Introduction to Sociological Research, History of Philosophy, Marxist Philosophy, and Cultural Politics which all have more time allotted in the full-time program. On the other hand, considerably more time is assigned to History of Film, Problems of Czechoslovak Economy, and History of the Natural Sciences in the extra-mural program. In the field of psychology, adding the three courses (Psychology, Social Psychology, and Psychology and Adult Education) there is only a slight difference between the two programs. Among the optional specialization courses Introduction to the Study of Education Through Art, Orientation Practicum (in art), Introduction to Sociology of Art, Problems of Contemporary Art, and Seminar in Methodology of Care for Cultural Monuments are offered only in the full-time program. Optional specialization courses offered only in the extra-mural program include Theory of Education

Table 5.
Comparison of the Full-time and the Extra-mural Program
of the Department of Adult Education
Institute of Adult Education and Journalism¹⁶

Course Title	Full-time Program Lectures, Labs etc.	Extra-mural Program Lectures
COMPULSORY COURSES		
Adult Education:		
Introduction to the Study of Adult Education	4	-
History of Adult Education	14	9
Psychology	6	2
Psychology and Adult Education	4	3
Theory and Methodology of Adult Education	12	-
Modern Illustrative Devices	4	-
Introduction to Sociological Research	8	3
Methodology of Scientific Work	2	-
Social Psychology	-	3
Graduation Seminar	-	4
Total	54	24
Philosophy, Political Science and Economics:		
History of Philosophy	8	4
Marxist Philosophy	14	8
Political Economics of Capitalism	6	6
Political Economics of Socialism	6	6
Theory of Culture	6	5
Scientific Communism	6	6
Developmental Problems of Contempor- ary Capitalist Economy	2	2
Problems of Czechoslovak Economy	2	6
Cultural Politics	12	6
History of the Communist Party of Czechoslovakia	3	2
Logic	-	2
Social and Philosophical Problems of Technological Development	-	2
Total	65	55

¹⁶Loc. cit.

Table 5. (continued)

Course Title	Full-time Program Lectures, Labs etc.	Extra-mural Program Lectures
COMPULSORY COURSES (contd.)		
Literature and the Arts:		
Selected Chapters from the History of Czech and Slovak Literature	12	14
Plastic Arts	4	4
History of Music	4	4
History of Theatre	4	5
History of Film	4	8
Esthetics	4	5
Total	32	40
Miscellaneous General Courses:		
History of the Natural Sciences	6	12
Russian	8	9
Foreign Language	10	9
Selected Chapters from Civil and Administrative Law	2	-
Total	26	30
Physical Education	20	-
OPTIONAL SPECIALIZATION		
Education Through Art:		
Introduction to the Study of Education Through Art	1	-
Selected Chapters from the Theory of Art	2	6
Orientation Practicum	8	-
Methods, Techniques and Devices of Education Through Art	3	2
Psychological Questions of Artistic Perception	2	4
Administrative, Legal and Economic Questions of Education Through Art	2	2
Introduction to Sociology of Art	4	-
Problems of Contemporary Art	4	-
Theory of Education Through Art	-	3
Theory of Education Influence of Art	-	2
Total	26	19

Table 5. (continued)

Course Title	Full-time Programs Lectures, Labs etc.	Extra-mural Program Lectures
OPTIONAL SPECIALIZATION (contd.)		
Sociology of Culture:		
Introduction to Sociology	6	6
Local History and Care for Cultural Monuments:		
Introduction to the Theory and History of Care for Monuments	4	4
Foundations of Methodology of Care for Cultural Monuments	-	4
Seminar in Methodology of Care for Cultural Monuments	4	-
Total	8	8
Cultural and Educational Work in Rural Areas:		
Economics and Organization of Planning of Socialist Agriculture	-	6
Marxist Rural Sociology	-	6
Total	-	12
ELECTIVE LECTURE COURSES		
Sociological Questions of Rural Culture	4	4
Special Problems of Adult Education Research	4	4
Cultural Politics of the Communist Party in the 1930's	4	4
Adult Education and Cultural Work in Some of the Socialist Countries	4	4
Problems of Modern Music	4	4
Problems of Modern Plastic Arts	4	4

Through Art, Theory of Educational Influence of Art, Foundations of Methodology of Care for Cultural Monuments, Economics and Organization of Planning of Socialist Agriculture, and Marxist Rural Sociology. Considerable variation in time allotment among the optional specialization courses, in each case in favour of the extra-mural program, can be found only in Selected Chapters from the Theory of Art and in Psychological Questions of Artistic Perception. There is no variation whatsoever between the two programs in the fifth year elective lecture courses. A general comparison of the adult education content of the two programs points out that the extra-mural program is based on the assumption that students have sufficient background in practice in adult education and thus know from experience what the full-time students have to learn from lectures and seminars (thus Theory and Methodology of Adult Education as well as Modern Illustrative Devices are left out completely). An overall comparison of the two programs shows that the full-time program is more theoretical and scientific while the extra-mural program is more pragmatic. As the extra-mural program is designed for the practitioners already working in the field without sufficient qualifications it is fulfilling a definite need, however, it is the full-time program which has to produce a sufficient number of theoreticians and research workers without whom the field cannot progress.

The theses presented in June 1965 at the Institute of Adult Education and Journalism by the first twenty-one graduates in adult education (full-time program) reveal the development toward the professionalization of the field and the growth of the discipline. One third of the theses were historical, while contemporary issues were treated in the remaining fourteen. These fourteen theses can be

classified into eight broad categories: the vocational education of adults ranks first with four theses; army education, the relation of adult education to Communist Party goals, and surveys of adult student interests rank second with two theses each; and finally, one thesis was presented on each of the following topics: political education, television, institutions, and adult educators.¹⁷ An additional fifty theses were to be completed by the end of 1965 but no information is available at present on the actual number presented nor the topics.

Adult Education Training at Other Universities

For several years the Institute of Adult Education and Journalism of the Charles University in Prague remained the only degree program in adult education. This may explain, in part, the high extra-mural enrollment at the Institute. To facilitate such extra-mural study, the Institute established in 1960 a local centre at Bratislava. In the fall of 1962 the Philosophical Faculty of the Comenius University in Bratislava established an extra-mural adult education program in its Department of Librarianship and this assumed the functions of the local centre of the Institute of Adult Education and Journalism. Sixty-seven students were enrolled in this program by the end of 1962.¹⁸ In 1963 the Comenius University established an independent Department of Adult Education in the Philosophical Faculty.

¹⁷Milan Bartos, "Prvni Diplomni Prace na Katedre Osvety," Osvetova Prace, vol. 19, (June 28, 1965), p. 10.

¹⁸Stefan Sipkovsky, "Ako Budeme Studovat," Osvetova Prace, vol. 16, (December 12, 1962), p. 477.

The third university to establish a Department of Adult Education was the Safarik University in Presov which enrolled ten full-time and twenty-five extra-mural students in the first year course in the fall of 1964.¹⁹ Since that time there are an increasing number of teachers colleges and normal schools which include a course in adult education among their elective courses as a result of the pressure exerted by the Standard System of Training of Adult Educators which demands preparation of future intelligentsia for voluntary adult education work.

Adult Education Training at the Secondary Level

Training at the secondary technical level is organized mainly in the three secondary librarianship schools in Prague, Brno and Bratislava. These schools were established originally in 1953 to train cultural workers and adult educators and in 1955 they were reorganized so as to offer two-year programs in general adult education and in librarianship. Applicants for admission to these programs were required to have some experience in the Czechoslovak Youth Union and were selected by the national committees at the regional level. After the completion of the course the graduates were expected to return to work in their own region.²⁰

The training program at these schools included courses

¹⁹V. Pokorny, "Rozhovor s Veducim Katedry Osvety v Presove Janom Misalom," Osvetova Prace, vol. 19, (January 13, 1965), p. 7.

²⁰Eliska Vesela, "Kam s Nimi?" Osvetova Beseda, vol. 11, (May 30, 1956), p. 256.

in marxism-leninism, adult education content, methods and techniques, mass recreation, selected topics from pedagogy and educational psychology, music and art education, foundations of agriculture, economics, typewriting, and practical work in an art circle and in a choir-recitation circle. The course of study included an internship during the school year in an institution in the immediate area of the school, as well as a three-week internship in another district.²¹

The schools were reorganized again in 1962 when the Standard System of Training of Adult Educators was declared and when the schools were renamed secondary librarianship schools. At that time the adult education program of the schools was organized into three separate courses:²²

- (1) A two-year regular full-time program for graduates of secondary general education schools;
- (2) A two-year extra-mural program for graduates of secondary general education schools, workers secondary schools and secondary technical schools, for adult educators employed already in the field; and
- (3) A one-year special course for adult educators working in the field who do not fulfill the secondary school requirement, are over forty years old, and had the full qualification requirement at the university or secondary level waived by their employer.

Unlike the librarianship program which was initiated

²¹Eliska Vesela, "Nastavbove Studium na Osvetovych Skolach," *Osvetova Beseda*, vol. 11, (September 19, 1956), pp. 446-447.

²²"Jednotna Soustava...", *op. cit.*, p. 70.

immediately in 1962, the adult education program was introduced in two steps. The two-year extra-mural and the special one-year programs were in operation in 1962-63 but the two-year regular full-time program did not begin until the 1963-64 school year.²³

The program of study in the adult education program of the secondary librarianship schools was also reorganized in 1962 on the basis of the experience gained since 1953. In this reorganization the study of marxism-leninism has been related more closely to the work of the students; within the adult education subject area, history was curtailed and selected information on adult education abroad was added; and an important addition was the inclusion of basic social research methodology.²⁴

The three secondary librarianship schools enrolled 198 students in the extra-mural course and 145 students in the one-year special course in their first year after reorganization. During 1963-64 an additional 110 students were enrolled in the extra-mural course. In order to accommodate this number of extra-mural students the schools established local centres in six strategic locations in Plzen, Ceske Budejovice, Hradec Kralove, Ostrava, Banska Bystrica and Kosice.²⁵

²³"Nove Poslani Strednich Knihovnickych Skol," Osvetova Prace, vol. 16, (October 31, 1962), p. 422.

²⁴Ludvik Pacovsky, "Stredni Knihovnicke Skoly," Osvetova Prace, vol. 17, (September 25, 1963), p. 338.

²⁵Koubek, op. cit., p. 421.

In-service Training of Professional Adult Educators

There is little evidence that in-service training was available to professional adult educators during the 1940's and 1950's. In January 1956, the first national two-day seminars were organized for leaders in the profession. These seminars were held every three months and the participants were then to organize similar seminars at the regional level for leading adult educators in their regions.²⁶ The regions, and the districts within the regions, also organized their own in-service training according to their own needs, the availability and initiative of instructors, and the attitude of the competent organs of the national committees.²⁷ The three main cities, Prague, Brno and Bratislava, were in a favourable position on all three counts. Prague, for example, has had a well developed system of in-service training for its district inspectors of adult education since 1958.²⁸

The Standard System of Training of Adult Educators established two methods for the in-service training of professional adult educators:²⁹

(1) Seminars

(a) Two-day ideological specialized district seminars held at least twice a year....

²⁶"Seminarni Dny -- Dulezity Nastroj Naseho Sebevzdelani," Osvetova Beseda, vol. 11, (January 25, 1956) p. 40.

²⁷See for example "Cenne Pardubicke Zkusenosti ze Skoleni Osvetaru," Osvetova Beseda, vol. 11, (April 4, 1956), p. 161.

²⁸J. Janusik, "Skola Osvetove Prace," Osvetova Prace, vol. 12, (January 8, 1958), p. 6.

²⁹"Jednotna Soustava...;" op. cit., pp. 71-73.

The seminars are compulsory for inspectors of adult education, professional employees of adult education institutions of the national committees, professional employees of mass organizations, and professional adult educators employed by other institutions and governmental departments. According to local conditions selected voluntary adult educators may also be invited to attend.

- (b) Central and regional seminars on topics of timely ideological-political, theoretical and practical problems of specific areas of adult education. The participants will be leading and selected professionals from the regions and districts as well as some outstanding volunteers.
- (c) Joint seminars dealing with the main ideological-political questions of cultural work and adult education in the coming year will be organized for high officials and experts of the ministries concerned, of the central committees of the mass organizations, and the central methodological institutions.

(2) Courses

- (a) Central residential and correspondence courses for leading regional and district professional adult educators, arranged according to their areas of work and dealing with their needs and problems. These courses are designed especially for new employees.
- (b) Regional residential and correspondence courses for other professional adult educators arranged in the same way but at regional level.

In addition to participation in these in-service training

opportunities, further professional and ideological study in the Party Schools, night schools, people's universities, and through excursions, consultations, and individual study was assigned to professional adult educators as part of their professional growth.³⁰

Qualifications of Professional Adult Educators

In the planned economic system of Czechoslovakia, occupational titles and positions are designed on a national basis with qualifications in terms of schooling and experience for each position prescribed by the central planning organs. The nomenclature and qualifications of professional positions in adult education are outlined in Table 6. At the program planning and administrative levels, university graduation and extensive experience in adult education are required for the positions of director of an adult education centre, supervisor of cultural clubhouse in the first category (employing more than six permanent professional workers), section chairman in an adult education centre, and program supervisor in such a centre. Higher technical school training and extensive experience are required for the positions of supervisor of cultural clubhouse in the second and third category (employing less than six permanent professional workers). Secondary school graduation, a librarianship course and some experience are necessary for the position of librarian in an adult education centre (not to be confused with a librarian in a public library). At the full-time

³⁰Ibid., p. 73.

Table 6.
Nomenclature of Professional Adult Education Positions
with Qualifications Required³¹

Position Title	Qualifications Required	
	Education	Experience
Director of Adult Education Centre	University graduation	10 years adult education experience
Supervisor of Cultural Clubhouse Category I	University graduation	10 years adult education experience
Supervisor of Cultural Clubhouse Category II and III	Higher Technical School	8 years adult education experience
Section Supervisor, Adult Education Centre	University graduation	10 years adult education experience
Program Supervisor	University graduation	8 years adult education experience
Program Co-ordinator	Higher Technical School	5 years adult education experience
Librarian	Secondary School graduation plus Librarianship Course	3 years library experience
Instructor, People's University	University graduation	10 years experience in own field
Instructor, Special Courses	Secondary School graduation plus Language Diploma OR Higher Technical School	8 years experience in own field
Instructor	Higher Technical School	5 years experience in own field

³¹Data for the table taken from "Nomenklatura Funkci a Funkcnych Platu v Osvetovych Domech a Osvetovych Besedach," Osvetova Praxe, No. 1-2, (1961), pp. 3-4.

teaching level, an instructor at a people's university must have university graduation and ten years of experience in his field. An instructor in special courses has to be a secondary school graduate, have a language diploma, higher technical school training, and eight years of experience in his field. The qualifications for a full-time instructor of adult day and night courses include higher technical school training and five years experience in his field. Regional and district inspectors of adult education are to be university graduates, but the required length of experience was not established. While the minimal qualifications of professional adult educators have been established by the Ministry of Education, the actual situation in the field is far from reaching the prescribed levels. Both the scarcity of trained professionals and the local political considerations have made the departmental regulation on qualifications ineffective.

Published data on actual qualifications of professional adult educators are scarce and nothing was found covering the period from 1945 to 1961. The data available for 1961 indicates that as of January 1st of that year only thirteen of the 451 professionals employed in the houses of culture in Slovakia had university training while at the same time only forty-five professionals were enrolled in extra-mural courses.³²

In 1962, a survey conducted by the Institute of Adult Education in Prague, revealed that of seventy-nine adult

³²Stefan Kopcan, "Na Institute by Mali Viaceri Studovat," Osvetova Prace, vol. 16, (April 4, 1962), p. 136.

education centres in Bohemia and Moravia seventy per cent of the professional employees did not have the level of training prescribed for their position.³³ In March of 1963 another survey of the qualifications of 169 inspectors of adult education, and a related survey in April of the same year of 109 directors of adult education centres show the level of training at that time.³⁴ Only 27.83 per cent of the inspectors

Table 7.
Qualifications of Inspectors of Adult Education in
Bohemia and Moravia in March, 1963³⁵

Category	Number	Percentage
Have completed university training	18	10.66
Had university training waived	39	23.09
Are studying for completion	29	17.17
Are not studying for completion	83	49.08
Total survey	169	100.00

of adult education had completed or were studying at university (Table 7) while 37.61 per cent of the directors of adult education centres were so reported as shown on Table 8. In the original source of the data presented in Table 8, there is a marked discrepancy between the total surveyed and the combined total of those who had or did not have university training.³⁶ Pacovsky,³⁷ citing the same survey, claims that forty-

³³"Nove Poslani...", op. cit., p. 422.

³⁴Koubek, op. cit., p. 420.

³⁵Loc. cit.

³⁶Loc. cit.

³⁷Ludvik Pacovsky, "Vzdelavatele," Kulturni Tvorba, vol. 2, (May 28, 1964), p. 3.

five of the directors of adult education centres are studying for completion, while Koubek, who was the source for the data claims only twenty-five directors as studying for completion. This discrepancy cannot be resolved.

Table 8.
Qualifications of Directors of Adult Education Centres in
Bohemia and Moravia in April, 1963³⁸

Category	Number	Percentage
Have completed university training	16	14.68
Had university training waived	31	28.44
Are studying for completion	25	22.93
Unspecified	37	33.95
Total surveyed	109	100.00

Partial data from regional surveys made in 1963 cited in several sources (Table 9) indicates that in the West Bohemia region not one of the district inspectors of adult education had university training, while in the Central Bohemia region sixty per cent of the employees of the district adult education and of the cultural institutions did not have the prescribed training.³⁹ In the East Bohemia region, thirty-four per cent of the inspectors of adult education, forty-eight per cent of the directors of adult education centres, and sixty-eight per cent of the section supervisors in these centres did not have the required training.⁴⁰ In the North Bohemia region, only eighteen per cent of the inspectors of adult education and twenty-six per cent of the co-ordinators

³⁸Koubek, op. cit., p. 420.

³⁹Loc. cit.

⁴⁰Koubek, op. cit., p. 420.

in adult education centres had the required training.⁴¹

Table 9.
Qualifications of Professional Adult Educators
Regions of Bohemia in 1963⁴²

Region	Position Title	Percentage With Required Training	Percentage Without Required Training
West Bohemia	Inspector of Adult Education	--	100
East Bohemia	Inspector of Adult Education	66	34
	Director of Adult Education Centre	52	48
	Section Supervisor	32	68
Central Bohemia	Professional Employees of Adult Education Centres	40	60
North Bohemia	Inspector of Adult Education	18	82
	Program Co-ordinator	26	74
South Bohemia	Data not available		

Data for 1964 could be found only on professional adult educators in positions requiring secondary technical school training. In Bohemia and Moravia sixty-five per cent and in Slovakia sixty-two per cent of professional adult educators did not have the necessary secondary level training.⁴³

⁴¹Ludvik Pacovsky and Cenek Knobloch, "Cisla Plna Pesimismu?" Osvetova Prace, vol. 17, (April 3, 1963), p. 102.

⁴²Table 9 was computed from Pacovsky, op. cit., p. 3; Koubek, op. cit., p. 420; and Pacovsky and Knobloch, op. cit., p. 102.

⁴³Data on Bohemia and Moravia taken from Milan Koubek, "Kvalifikace Osvetovych Pracovniku," Osvetova Prace, vol. 18, (September 16, 1964), p. 331; data on Slovakia worked out from Jan Souc, "Perspektivu aj vo Vzdelavani Osvetovych Pracovnikov," Osvetova Prace, vol. 18, (March 18, 1964), p. 101.

Problems of Professional Training

These data show that there is a high percentage of full-time adult educators who lack the prescribed training; however, in 1963 only fifty-four of them were enrolled in the extra-mural programs. (Tables 7 and 8.) In his analysis of low qualifications of professional adult educators Pacovsky⁴⁴ singled out four contributing factors: (1) professional training is still not valued enough both by the control organizations and by the adult educators themselves, (2) low educational background of some of the elected officials of local government does influence strongly the educational level of adult educators, (3) unsatisfactory working conditions do not attract highly qualified people, and (4) as long as organizations will continue employing people without the necessary qualifications it will be difficult to convince adult educators to increase their qualifications. A director of one of the secondary librarianship schools complained that many employers do not respect the prescribed time-release agreement they have signed for their employees who are enrolled in extra-mural courses.⁴⁵ Furthermore, he noted that there is a dearth of suitable textbooks and very little flexibility in purchasing books for the school library. As an example, he noted that the first and only history of adult education in Slovakia⁴⁶ cannot be purchased because it does not appear in the list of books approved for the secondary librarianship schools and the regional

⁴⁴Pacovsky, op. cit., p. 3.

⁴⁵V. Pokorný, "Rozhovor s Michalom Rovňakom, Riaditeľom Strednej knižovnickej školy v Bratislave," Osvetová Prace, vol. 18, (August 19, 1964), p. 304.

⁴⁶Pasiar and Paska, op. cit.

national committee will therefore not authorize its purchase. Other obstacles to development which he mentioned were the lack of rooms and a shortage of suitable internships for students.⁴⁷

The rate of drop-outs from extra-mural programs is very high according to many writers but no exact data could be located. Pacovsky⁴⁸ surveyed eleven extra-mural students who dropped out of his adult education class in the secondary librarianship school and received four replies. The respondents blamed (a) the way the courses were organized and the lack of relationship between their daily work and their study, (b) their work load which prevented them from regular attendance at the weekly full-day consultations, (c) their superiors who did not encourage them to carry on, and (d) the lack of motivation and interest, as well as personal problems. In another source, Cervenanska⁴⁹ pointed out that financial difficulties associated with travel and living expenses incurred in attending the weekly consultation sessions, as well as the long hours spent travelling to and from the training sessions, take their toll.

The apparent shortage of qualified professional adult educators is compounded by the drain of well trained employees to other fields. Souc⁵⁰ claimed that as many as one

⁴⁷This analysis could be applied with equal validity to the situation in non-communist countries.

⁴⁸Ludvik Pacovsky, "Nechali Toho," Osvetova Prace, vol. 17, (July 24, 1963), pp. 274-275.

⁴⁹M. Cervenanska, "Studujaca a Studiu," Osvetova Prace, vol. 19, (February 10, 1965), p. 2.

⁵⁰Souc, op. cit., p. 101.

hundred graduates in adult education from the secondary librarianship school at Bratislava are not working in the field. He pointed out that the school will not be in the position to train the projected number of professional adult educators needed in Slovakia even up to 1980 if this drain should carry on. Ceman⁵¹ analysed the underlying causes of the high turn-over and identified four contributing factors: (a) unsatisfactory approach of directing organizations such as, the misuse of adult educators for unrelated tasks in agricultural and formalistic political propaganda, (b) poor selection of people for adult education positions as with the hiring of inexperienced young people or those rejected from other positions, (c) subjectivism and the "cult of personality", and (d) insufficient appreciation of the value of adult education and adult educators on the part of both the organizations and the general public.

Evaluation of the Training System for Professionals

At the university level the training of professional adult educators has developed well in the period since 1960. By 1964 three universities (two in Slovakia and one in Bohemia) had full programs in adult education both for resident and extra-mural students. The Institute of Adult Education and Journalism at Charles University in Prague which is now past the initial stage of development has developed into a research centre and has proven itself even to those

⁵¹Martin Ceman, "Proti Fluktuácii v Osvete," Osvetova Prace, vol. 17, (December 18, 1963), p. 463.

who were doubtful and wished it to fail.⁵² With this coming of age, new tasks for the Institute were identified by Jurik.⁵³ He noted the need for a greater differentiation of study areas within the field, especially with respect to sociology and adult learning, which will be reflected in the proportional arrangement of courses and in greater flexibility in selecting course combinations and elective courses.

The situation is not as good at the secondary training level. In spite of their longer tradition, the secondary librarianship schools do not seem to be either firmly established nor accepted. Balaz⁵⁴ claimed that the school in Bratislava had not been given sufficient publicity and that institutions and individuals in the field do not co-operate sufficiently with the school in accepting its students in internships. He criticized the authorities directing the school for indecision as well as for inadequate programs. As late as December 1965, Pokorny⁵⁵ claimed that the schools did not properly train specialists in all areas of adult education so that the graduates are difficult to fit into adult education institutions as they themselves have no preferences or special interest. He charged that while the graduates had theoretical knowledge, their attitude toward adult education and political-organizational work was lacking. Lapa⁵⁶ stressed that the standard

⁵²See Pacovsky, "Vzdelavatele," op. cit. p. 3; Jiri Ort and Peter Topiar, "Vys okoskolaci a Osvetova Praxe," Osvetova Prace, vol. 19, (January 27, 1965), pp. 6-7; and Jurik, op. cit. pp. 1-5.

⁵³Jurik, op. cit., p. 5.

⁵⁴Jan Balaz, "O Problemoch Osvetovej Skoly," Osvetova Prace, vol. 16, (May 16, 1962), p. 188.

⁵⁵V. Pokorny, "Mladi o Sebe a o Vseliccom Inom," Osvetova Prace, vol. 19, (December 1, 1965), p. 3.

⁵⁶Zdeno Lapa, "Niekolko Nametov k Realizovaniu Jednotnej Sustavy Vzdelavania Osvetovych Pracovnikov," Osvetovy Sbornik, No. 11, (1963), p. 52.

system did not in fact standardize training at the secondary level as it approved three separate and different ways to qualification (secondary librarianship schools, Central Trade Union School, and Evening University of Marxism-leninism). All these institutions are independent from each other and the standard system of training will not be accomplished in practice until these programs are fully co-ordinated.

Koubek⁵⁷ in 1964 assessed developments in the in-service training of adult educators and found that seminars, courses, excursions and exchanges of experience are being organized at the district and regional level with increasing frequency. He criticized the forms which the seminars often assume and suggested the need for a centrally prepared system of in-service training.

In an overall evaluation of the Standard System of Training of Adult Educators, Koubek⁵⁸ expressed satisfaction with the development of training in Bohemia and Moravia. He pointed out that at the university level the number of adult educators with completed university training increased by four per cent between 1962 and 1963 while the number with secondary level training increased by nine per cent in the same period. Souc⁵⁹ evaluated the development of the system in Slovakia early in 1964 and found that enrollment both at the university and the secondary level showed an encouraging increase but, at the same time, he criticized in-service training and budgetary

⁵⁷Milan Koubek, "Kvalifikace Osvetovych Pracovniku," Osvetova Prace, vol. 18, (September 16, 1964), p. 333.

⁵⁸Ibid., p. 331.

⁵⁹Souc, op. cit., p. 101.

measures in support of the Standard System of Training of Adult Educators.⁶⁰

Long Range Planning

Economic planning is an important element in the present Czechoslovak system and the planning of human resources forms an integral part of this overall planning. Koubek⁶¹ notes that the long-range plan for the Department of Adult Education of the Institute of Adult Education and Journalism for the years 1965-70 anticipates an enrollment of 500 students per year. The long-range plans for the departments of adult education of the secondary librarianship schools in Prague and Brno anticipate from 150 to 170 students per year during the same period. He points out that this number will not fill all the adult education positions planned for and asked that the training system be allowed to enroll more students. Lapar⁶² suggested that the formulation of long-range plans for the training of professional adult educators is frustrated by the lack of a national long-range plan which projects the future need for professional adult educators according to specialized positions. He asked that such a plan be prepared in five-year steps up to 1980 so that the number of students, courses, classes, and the faculty needed can be worked out according to the projected need for personnel in all

⁶⁰It is interesting to note that there is little comparable criticism and self-evaluation to be found in the literature of western society.

⁶¹Koubek, op. cit., p. 332.

⁶²Lapar, op. cit., pp. 54-55.

areas of adult education. Souc⁶³ outlined the areas such a long-range plan would have to cover at the district and regional level: (a) a projection of increase or decrease of professional adult educators, (b) the recruitment of university trained professional adult educators, (c) the recruitment of professional adult educators with secondary qualifications, (d) the ideological-political and specialized in-service training of professional adult educators, (e) the training of volunteers, (f) courses and institutes for both professional and voluntary adult educators, and (g) a budgetary plan for in-service training of professional and voluntary adult educators which allocates financial responsibility among the participating organizations and institutions.

Concern for expansion and better quality of training of full-time adult educators has produced visible results since 1960. One of the direct consequences of this concern, and of the resulting increased numbers of fully trained professional adult educators in the field, has been the improved provisions for and the quality of training of the thousands of volunteers engaged in the varied adult education activities at the local village and city district levels.⁶⁴

⁶³Souc, op. cit., p. 101.

⁶⁴Unfortunately this kind of long-range planning is not possible at present in western societies and one rarely sees in the literature such specific examples of careful thought for future needs.

CHAPTER V

THE TRAINING OF VOLUNTARY ADULT EDUCATORS

The Volunteers and Their Training Needs

Much of the progress of adult education in the countryside since the middle of the nineteenth century is due to the efforts of hundreds of school teachers who were the spearhead of activities from literacy training to hobbies and from amateur theatre to the dissemination of agricultural innovations. Even with the considerable number of professional adult educators now in the country, school teachers play an important role as volunteers. A survey in the Plzen region in 1956¹ revealed that in the rural areas surrounding the city there were 2,478 volunteers of whom 711 or 28.69 per cent were school teachers. This ranged from 39.60 per cent in the village with the highest to 18.00 per cent in the village with the lowest teacher involvement. The percentage of teachers serving as volunteers in adult education was found to increase as the distance of the village from the city increased. Nine years later, in 1965, Holman² analysed voluntarism in adult education and claimed that school teachers in the villages are used as

¹Frantisek Sika, "Ucitele a Osveta," Osvetova Beseda, vol. 11, (December 27, 1956), p. 602.

²Jaroslav Holman, "Je Osveta Cinnost Dobrovolna?" Kulturni Tvorba, vol. 3, (April 22, 1965), p. 5.

"volunteers" because of tradition, of convenience, and because they are the easiest to "volunteer" for an unwanted job. He pointed out that the social structure of the village has changed radically and that in addition to school teachers there are now other intellectuals working in the villages who have more leisure time available who should be called upon to work as volunteers in adult education to a far greater degree than is now the case. Since the declaration of the Standard System of Training of Adult Educators considerable attention is given to the recruitment and preparation of university and technical school students for voluntary work in adult education during their final year. This is especially true in the fields of public health and agriculture.³

A survey of voluntary adult educators was conducted by the Institute of Adult Education in Prague during the second half of 1964.⁴ This questionnaire survey collected data from a random sample of seventy-three board chairmen of the adult education centres in villages in the Central Bohemia region. An unusual return of one hundred per cent was reported. The survey shows an equal distribution of respondents of 23.28 per cent each in age groups of 30-40 years, 40-50 years, and over 60 years with a slightly higher number in the 50-60 age group (26.04 per cent) and a few respondents less than 30 years of

³See for example Rastislav Dostal, "Mlada Inteligence a Dobrovolna Osvetova Cinnost," Osvetova Prace, vol. 19, (March 24, 1965), pp. 8-10.

⁴Frantisek Turnovec, "Otazniky a Cisla," Osvetova Prace, vol. 19, (April 7, 1965), pp. 4-5. The Institute of Adult Education in Prague is a research institute for Bohemia and Moravia and should not be confused with the Institute of Adult Education and Journalism, a faculty of the Charles University in Prague. The Institute of Adult Education in Bratislava is a counterpart of the Prague institute and serves Slovakia.

Table 10.
Socio-Economic Characteristics of Board Chairmen of
Village Adult Education Centres
Central Bohemia Region, 1964⁵

Socio-Economic Characteristics	Number	Percentage
AGE		
Less than 30 years	3	4.12
30-40 years	17	23.28
40-50 years	17	23.28
50-60 years	19	26.04
Over 60 years	17	23.28
Total	73	100.00
SEX		
Male	58	79.45
Female	15	20.55
Total	73	100.00
OCCUPATION		
Teacher	20	27.31
State employee	42	57.53
Worker	16	21.96
Total	73	100.00
SCHOOLING		
Elementary	20	27.31
Secondary	42	57.53
University	11	15.06
Total	73	100.00

age (4.12 per cent). A majority of the respondents (79.45 per cent) were men while women represent only 20.55 per cent. Only three categories of occupations were listed: state employees represent a majority with 57.53 per cent (due to the economic system of Czechoslovakia this category represents a greater variety of occupations than the usual North American category of civil servant), teachers are second with 27.31 per cent, while workers take the third place with 21.96 per cent. Most

⁵Loc. cit.

of the respondents (57.53 per cent) reported secondary education while 27.31 per cent reported elementary education and 15.06 per cent reported university education. (Table 10.) More than half of the board chairment (56.16 per cent) had no training in adult education, only 10.96 per cent had attended the Basic Course of the Standard System of Training of Adult Educators, and 32.88 per cent had attended other courses for adult educators. (Table 11.) On the other hand, 84.93 per cent of the respondents had attended political schooling organized by the Communist Party and only 15.07 per cent did not attend such schooling. In addition to the socio-economic data the survey measured attitudes of the respondents toward adult education (Table 12). It is interesting to note that while 63.01 per cent of the board chairmen considered political education as the most important adult education activity, only 12.33 per cent indicated agitation and propaganda as their area of interest. Popular art creativity was considered

Table 11.
Training Background of Board Chairmen of
Village Adult Education Centres
Central Bohemia Region, 1964⁶

Kind of Training	Number	Percentage
ADULT EDUCATION TRAINING		
Basic Course	8	10.96
Other Courses	24	32.88
No training	41	56.16
Total	73	100.00
POLITICAL SCHOOLING		
Have political schooling	62	84.94
Have no political schooling	11	15.06
Total	73	100.00

⁶Loc. cit.

most important by 28.77 per cent of the respondents but 34.25 per cent indicated their interest in such activities. Similarly, library work was listed as most important by 13.65 per cent but 24.66 per cent of the respondents were interested in library work. Knowledge of the social usefulness of their work was listed by 90.41 per cent, interest in adult education by 71.23 per cent, and interest in working with people by 67.12 per cent of the board chairmen as motivation for their involvement. Interest in and support of adult education by the local government was considered by 61.64 per cent as a facilitating factor in their work while activities of the mass organizations were given by 24.66 per cent; recognition of their work by society was listed by 15.06 per cent and support of the Communist Party was indicated by 13.65 per cent as a facilitating factor. As hindering factors were indicated the lack of interest in the society at large by 71.23 per cent of the respondents, too many functions were listed by 28.77 per cent, insufficient guidance in their work by 8.22 per cent, insufficient clarity of their role and task was considered by 6.85 per cent, and other hindering factors were given by 9.57 per cent of the respondents. Further objective hindrances were seen in the complacency of the citizenry by 30.14 per cent of the board chairmen, in the proximity of a city to their Centre by 27.31 per cent, in insufficient equipment of their Centre by 26.04 per cent, in competition of television by 21.96 per cent, and in lack of finance by 17.81 per cent of the board chairmen. A majority of 71.23 per cent considered training in methods and techniques of adult education as important to increasing their qualifications and skills. Other areas of concern listed in this category were adult pedagogy (50.73 per cent), economics and national economy (39.73 per cent), psychology (35.62 per cent), marxism-leninism (34.25 per cent), history of adult education (31.50 per cent), marxist esthetics

Table 12.
Survey of Attitudes Toward Adult Education of 73 Board Chairmen of
Village Adult Education Centres
Central Bohemia Region, 1964⁷

Category	Item	Number	Percentage of 73
1. Considered most important adult education activity	Political education	46	63.01
	Education of workers	37	50.73
	Popular art creativity	21	28.77
	Library work	10	13.65
	Museum work	4	5.48
	Nature preservation work	4	5.48
	Other activities	5	6.85
2. Interested in	Popular art creativity	25	34.25
	Library work	18	24.66
	General education	14	19.18
	Agitation and propaganda	9	12.33
3. Motivation for involvement in voluntary work	Knowledge of social usefulness of their work	66	90.41
	Interest in adult education	52	71.23
	Interest in working with people	49	67.12
4. Indicated as facilitating factors in their work	Interest and support of local government	46	61.64
	Activities of mass organizations	18	24.66
	Recognition of their work by society	11	15.06
	Support by the Communist Party	10	13.65
5. Indicated as hindering factors in their work	Lack of interest in the society at large	52	71.23
	Too many functions	21	28.77
	Insufficient guidance	6	8.22
	Insufficient clarity of their role and task	5	6.85
	Other factors	7	9.57

⁷Loc. cit.

Table 12. (continued)

Category	Item	Number	Percentage of 73
6. Indicated as further objective hindrances	Complacency of the citizenry	22	30.14
	Proximity of a city to their Centre	20	27.31
	Insufficient equipment of their Centre	19	26.04
	Influence of television	16	21.96
	Lack of finance	13	17.81
7. Areas regarded as important to increase adult education qualifications	Methods and techniques of adult education	52	71.23
	Adult pedagogy	37	50.73
	Economics and national economy	29	39.73
	Psychology	26	35.62
	Marxism-leninism	24	34.25
	History of adult education	23	31.50
	Marxist esthetics	20	27.31
	Other areas	14	19.18
	Practical experience	7	9.57
	No response	5	6.85

(27.31 per cent), and other unspecified areas (19.18 per cent). Practical experience in adult education was considered as important by 9.57 per cent of the board chairmen. The response to the question on needs in training is a good indication of the shift in emphasis within the field and of the growing awareness on the part of the volunteers that adult education training is necessary for effective practice.

Training of Volunteers Before the Standard System

The training of volunteers in adult education can be traced

back to the establishment of the Masaryk Institute for Adult Education in 1925, however, the scope of the training for volunteers increased considerably after the presidential decree on adult education of October 1945. Trnka⁸ wrote in 1947: "regular short-term courses and schools lasting several months are held in smaller towns to prepare local instructors and organizers, and the older pupils in secondary and special schools are given occasional talks about their work." During the period from 1948 through the early 1950's the training of volunteers was reduced to political and ideological indoctrination. Since 1954, the training of adult education volunteers has again become a subject of discussion in the literature on adult education and training has also been re-introduced on a limited scale.⁹

The Standard Training System

The Standard System of Training of Adult Educators, outlined a training program for volunteers as follows:¹⁰

⁸T. Trnka, "Adult Education in Czechoslovakia," Adult Education (U.K.), vol. 19, (March, 1947), p. 163.

⁹See for example M. T., "Skola Osvetovych Pracovniku," Osvetova Prace, vol. 9, (1954), p. 71; O. Mesicek, "K Otazce Individualniho Studia Osvetaru," Osvetova Prace, vol. 9, (1954), p. 91; and "Co By Mel Dobry Osvetovy Pracovnik Znat," Osvetova Prace, vol. 9, (1954), p. 363. These articles are still under the influence of dogmatism, draw exclusively on experience in the U.S.S.R., and place too much stress on agricultural propaganda, but they form the beginning of a renewed effort at the training of voluntary adult educators.

¹⁰The following are excerpts translated from "Jednotna Soustava Vzdelavani Osvetovych Pracovniku," in Prirucka pro Osvetove Pracovniky, Praha: Orbis, 1963, Dil. I, pp. 73-76, passim.

The main load of work in adult education falls on volunteers. Therefore it is of utmost importance to give them extraordinary attention....The main task of the System is to supplement and to enlarge basic knowledge of marxism-leninism, principles of internal and external politics of the Czechoslovak Socialist Republic, acquaint the volunteers with basic Party line and with current problems of cultural work, and to equip them with basic specialized skills necessary in their voluntary activity. The system of Party schooling is given an important place in the deepening of the political and technical knowledge of the volunteers....The system of training of voluntary adult educators builds on the basis of the political schooling. Its basis are the basic adult education courses, special lecture series of the people's universities for adult educators, seminars and short courses. The districts are the centres of these training activities...

The Basic Adult Education Course. The course equips voluntary adult educators with a basic minimum of political and specialized knowledge and skills. Part I of the course will include the principles of the politics of the Communist Party of Czechoslovakia, the role of adult education, science, and art in the completion of the cultural revolution, and the system of directing, planning and organizing cultural work and adult education in Czechoslovakia. Part II will include technical topics on the methods and techniques of explanation and dissemination of Party politics and of the scientific philosophy of life, on questions of the development of art, interest club activities and out-of-school education of workers, especially in the area of propagation of economic, technical and agricultural knowledge....The course has to have a minimum of forty hours of instruction....(and) is concluded with terminal discussions; the participants receive a certificate of attendance...

Other methods of training. (1) People's universities with special adult education lecture series.... have as their task to present in an understandable way and according to the needs and interests of the volunteers an outline and enlargement of basic knowledge of marxism-leninism, art, science and technology....All voluntary adult educators, and especially graduates of the Basic Course, can enroll in these lecture series....(2) Seminars and short courses will be organized according to actual needs by the district committees and by mass organizations. (3) Other methods. Training and in-service training of volunteers will be further organized in many other ways, as for example study circles, area and district gatherings, briefings, conferences, etc. Adult education literature, individual study, and exchange of experiences have an important place in the System of Training of voluntary adult educators.

Preparation of young intellectuals for voluntary adult education work. Development of adult education depends especially on the proportional increase in quantity and quality of voluntary adult educators. More than ever it will be necessary to gain for this work young intellectuals in the technical secondary schools and in the universities. Priority must be given in this respect to preparation of students at the teachers colleges and in agricultural and public health schools...

The Basic Adult Education Course

The Basic Course is often organized as a residential workshop lasting three to four days, or as a combination of a shorter residential workshop and a series of monthly one-day seminars. A volume of supplementary readings for the

course has been published for the participants.¹¹ Instructors for the course are mainly workers of the district Party committees, university lecturers, officials of the district and the regional national committees, and directors and co-ordinators of the adult education centres.¹² The continuing reliance of the district organizers on central or regional instructors for the Basic Course has been criticized, especially as the central organizations and institutions undertook training of local district instructors at the regional level.¹³ Instructors from the central organizations are not always sufficiently well acquainted with the local situation and problems to be as effective instructors as local staff.¹⁴ The training of young, inexperienced instructors and their use in the Basic Course also has been criticized, especially since they have to instruct older and often more experienced volunteers many of whom are trained teachers.¹⁵

The uniform program outline for the Basic Course (Table 13) includes lectures and discussions in the area of ideological-political background, such as cultural politics of the Communist Party, the ideological effectiveness of adult education, and questions of the development of the local agricultural

¹¹Miloslav Hruby, et. al., Zakladni Osvetovy Kurs, Praha: Orbis, 1961, 135 p.

¹²Vilma Simonova, ed., Zakladni Osvetovy Kurs, Praha: Osvetovy Ustav, 1961, p. 8. (Mimeographed.)

¹³Karel Lebeda, "Organizujete Zakladni Osvetovy Kurs?" Osvetova Prace, vol. 18, (November 25, 1964), p. 430.

¹⁴Ludvik Pacovsky, "Rozhovor s Milanem Koubkem, Vedoucim Oddeleni Osvetoveho Ustavu v Praze," Osvetova Prace, vol. 16, (November 28, 1962), p. 457.

¹⁵Jan Souc, "Ozivit Zakladni Kursy," Osvetova Prace, vol. 18, (January 8, 1964), p. 6.

Table 13.
Basic Adult Education Course
Program of Studies¹⁶

Lecture or Lecture Series Title	Hours of Instruction
1. The Development of the Materialistical-technical Basis in the Period of the Developed Socialist Society	4
2. Cultural Politics of the Communist Party of Czechoslovakia in the Period of the Completion of the Developed Socialist Society	4
3. Regarding the Further Development and Intensification of the Ideological Effectiveness of Adult Education	8
4. Organization, Direction and Planning of Adult Education	4
5. Timely Questions of Adult Education in the District	2
6. Timely Questions of the Development of the Agricultural Production in the District OR Timely Questions of the Development of the National Economy (in larger cities)	2
7. Technical-economical Propaganda and Scientific Technical Creativity	3
8. Working with Youth	2
9. Most Important Methods and Techniques of Adult Education	5
10. Illustrative Devices and Their Utilization in Communist Education of Workers	2
11. Economics, Documentation and Statistical Records in Adult Education Institutions	2
12. Excursion to a Selected Adult Education Institution	2
Total hours of instruction in the Basic Adult Education Course	40

¹⁶Osvetovy Ustav v Praze, Zakladni Kurzy pro Vzdelavani Dobrovolnych Osvetovych Pracovniku, Praha: Osvetovy Ustav, 1963, pp. 1-2. (Mimeographed.)

production (for rural districts) or questions of the development of the national economy (for city districts), using twenty-one of the total forty hours of instruction. Working with youth is allocated two hours. Lectures and discussions of adult education topics are assigned seventeen hours of instruction. These topics include the organization, direction and planning of adult education, discussion of local adult education problems, methods and techniques, illustrative devices, economics and documentation, and an excursion to a selected adult education institution. Specialized courses are offered for volunteers in public libraries, popular art creativity, nature preservation, local history and other special interest areas.

The first experimental Basic Courses were organized before the official declaration of the Standard System of Training of Adult Educators. During 1961, the Basic Course was organized in eighteen districts in Bohemia and Moravia¹⁷ and by 1963 the number of districts which had offered the Basic Course rose to fifty-six.¹⁸ In Slovakia, all districts had organized the Basic Course by 1963.¹⁹

Advanced Course for Volunteers

After two years of experience with the Basic Course some

¹⁷Miroslav Bukovsky, "K Vysledkum Plneni Osvetoveho Zakona," Osvetova Prace, vol. 17, (June 10, 1963), p. 243.

¹⁸Miloslav Hruby and Helena Rudolfova, "Pripravujeme Zakladni Osvetovy Kurs," Osvetova Prace, vol. 17, (December 18, 1963), p. 476.

¹⁹Jan Souc, "Jednotna Soustava je Len Frazou?" Osvetova Prace, vol. 18, (March 4, 1964), p. 75.

districts embarked on experiments with an advanced course for graduates of the Basic Course as well as other volunteers with sufficient educational background. Thus, in the Poprad district in 1962-63 a lecture series of sixty hours of instruction covered at a greater depth the marxist-leninist view of culture (twenty-four hours), psychology (nine hours), pedagogy (twelve hours), and history of adult education (fifteen hours). The organizers planned a second year course centered on questions of ethics, and a third year course concerned with questions of art.²⁰ Three districts were selected for experiments during 1963-64 with another advanced course for graduates of the Basic Course. Nothing is known about the program of studies for this course. After the first year, the advisory committee on the training of adult educators of the Institute of Adult Education in Prague recommended that the advanced course should be organized for selected volunteers in districts where the Basic Course was successfully established.²¹

Preparation of Young Intellectuals

The preparation of young intellectuals in technical schools and institutions of higher learning for voluntary adult education is considered of great importance and is one of the four tasks of the Standard System of Training of Adult Educators. In line with the tradition already mentioned, the teachers colleges especially are called upon to fulfill

²⁰J. K., "Dalsi Pokus," Osvetova Prace, vol. 17, (November 6, 1963), pp. 406-407.

²¹Karel Lebeda, "Pripraviti Vyssi Osvetove Kursy," Osvetova Prace, vol. 18, (April 15, 1964), p. 141.

this task. Thus the teachers college in Brandys offers a variety of elective seminars in local history work, literature, natural sciences, choir work, esthetics, sculpture and similar subjects. Second year students must enroll in one of these seminars.²² Other teachers colleges do not seem to be equally active, as Pokorny²³ pointed out in discussing the teachers college in Trnava.

The preparation of young intellectuals for voluntary adult education work seems to be ignored in spite of the great importance attached to it in the Standard System of Training of Adult Educators. Sumavsky,²⁴ in his evaluation of training, points out that in the Karlovy Vary region the teachers colleges and other technical schools are co-operating in this aspect, but that other schools in the region disregard all proposals for such preparation. He generalizes that many Basic Course sessions could become superfluous if only the young intellectuals who come to the villages were previously prepared for voluntary involvement in adult education.

Evaluation of the Training System for Volunteers

By 1964 all of the districts in Czechoslovakia had organ-

²²Radoslava Brabcova and Jindrich Brabec, "Vychovavame Osvetove Pracovniky," Osvetova Prace, vol. 16, (July 11, 1962), p. 276.

²³V. Pokorny, "Do Praxe bez Pripravy," Osvetova Prace, vol. 18, (June 10, 1964), p. 212.

²⁴Zdenek Sumavsky, "Priprava Osvetovych Pracovniku," Osvetova Prace, vol. 18, (November 25, 1964), p. 432.

ized the Basic Course²⁵ and the enrollment during the period from 1961 to 1964 included some 8,000 individuals.²⁶ There are indications that in many cases organizations or institutions "volunteered" their members to fill a prescribed quota, or people who were not active in adult education but who wanted to make the trip volunteered since the real volunteers often could not secure work-release from their employers to attend.²⁷ This often resulted in poor and erratic attendance and in a formalistic approach to the course. Thus, in Bratislava in 1962, only fifteen to twenty of the planned ninety participants in three Basic Courses actually attended.²⁸

Souc²⁹ evaluated the Basic Course in Slovakia after the first two years and identified three problem areas: (a) the instructors are often too young and inexperienced, (b) too much theorizing and stress on organization rather than on effective programing, and (c) a too formalistic approach to the selection of participants. Lebeda³⁰ assessed experiences in Bohemia and Moravia a few months later and found that during the period from 1961 to 1963 the Basic Course

²⁵Milan Koubek, "Kvalifikace Osvetovych Pracovniku," Osvetova Prace, vol. 18, (September 30, 1964), p. 350 for Bohemia and Moravia; Souc, "Jednotna Soustava je Len Frazou?" op. cit., p. 75 for Slovakia.

²⁶Koubek, Ibid., p. 350.

²⁷See for example Frantisek Sima, "Formalny Kurs, Plany Kurs," Osvetova Prace, vol. 17, (October 23, 1963), p. 393; also Souc, "Ozivit Zakladni Kursy," op. cit. p. 7.

²⁸Zdeno Lapar, "Vzdelavanie Osvetovych Pracovnikov v Okrese Bratislava-vidiek," Osvetova Prace, vol. 17, (August 7, 1963), p. 287.

²⁹Souc, "Ozivit Zakladni Kursy," op. cit., pp. 6-7.

³⁰Lebeda, "Organizujete Zakladni Osvetovy Kurs?" op. cit., pp. 430-431.

had proved its value and had come to be accepted. It was most successful in districts where the participants were selected from a larger pool of applicants. Lebeda noted that the course outline and other materials prepared for the Basic Course were found to be satisfactory and criticized the changes made by some organizers in the prescribed course outline, especially in the ideological content. He also noted that many districts assumed that the Basic Course was the only training necessary.

An overall evaluation of the Standard System as it applies to the training of voluntary adult educators is not available. Koubek³¹ confined himself almost exclusively to the Basic Course. Lebeda³² pointed out that the plan of training for volunteers and, especially the way it is being implemented, leaves much to be desired as too much attention is given to the Basic Course with the result that the organizers forget about other methods of training as outlined in the System. The Basic Course is undoubtedly well established, however, its effectiveness has not been properly evaluated thus far. From the fragments of evidence available in the literature it seems safe to say that unlike the professional training part of the Standard System, the training of volunteers is not as yet developed in depth and will require a great deal of work and attention if it is to fulfill the important role the Standard System of Training of Adult Educators ascribes to it.

³¹Koubek, op. cit., pp. 350-351.

³²Lebeda, "Organizujete Zakladni Osvetovy Kurs?" op. cit., pp. 430-431.

CHAPTER VI

THEORETICAL FOUNDATIONS AND RESEARCH IN ADULT EDUCATION

Adult Education Theory and Research in Czechoslovakia

Adult education research in Czechoslovakia began with the establishment of the Masaryk Institute for Adult Education in 1925. None of the research studies produced at the Institute up to the end of the Second World War have been located. After the war adult education research was encouraged by the establishment of the Department of Adult Education in the Pedagogical Faculty of Charles University in Prague. Dr. Tomáš Trnka, head of the Department, was one of the leading theoreticians of Czechoslovak adult education and in 1946 he published his major theoretical work in the field.¹ The political changes in 1948 and the dissolution of the Adult Education Department at Charles University in 1950 disrupted the post-war development of theory and research.

The anti-intellectualism of the first half of the 1950's had a stifling influence on theoretical work. Research, especially in sociology, was considered as a dangerous and subversive bourgeois invention. The only post-war theoretical

¹Tomáš Trnka, Lidová Vychova: Její Teorie, Slozky, Methody a Organizace, Praha, 1946.

journal for adult education established in 1949 ceased publication in 1952. Thus, the period between 1950 and 1956 is marked by a noticeable lack of theoretical publications in the field.² In 1957, Katriak³ published a handbook on the methodology of adult education research in which he outlined the concepts of research and provided practical advice on the organization of field research. This handbook, however, seems to have made very little impact on the field and it was not available for analysis here.

The two national institutions for adult education, the Research Institute for Adult Education in Prague (formed after 1948 by reorganization of the Masaryk Institute for Adult Education) and the Adult Education Centre in Bratislava (established in 1953), attempted to maintain at least token research activities. When the two institutions were reorganized as the Institute of Adult Education in Prague (1957) and the Institute of Adult Education in Bratislava (1959), they carried out limited theoretical work and research on their own initiative.⁴ The Institute in Bratislava started to publish Osvetovy Sbornik in 1958 and this is still the only Czechoslovak journal concerned with theoretical questions and research reports on adult education. It was published twice a year until it became a quarterly in 1964. The

²One publication was issued in 1954 but due to its pure propagandist character it cannot be considered as theoretical exposition of adult education. P. Konecny, Osvetova Prace v Lidove Demokracii, Praha: Statni Pedagogicke Nakladatelstvi, 1954, 180 p.

³Martin Katriak, Metodika Osvetoveho Vyzkumu, Bratislava: Osvetove Ustredie, 1957, 160 p.

⁴J. G. Zatkuliak, "Niektore Otazky Osvetovej Teorie a Praxe," Osvetovy Sbornik, No. 1, (1964), p. 12.

selected bibliography on adult education in Czechoslovakia, published in 1959 by Unesco⁵ indicates the lack of research studies and reports, however, several publications in the area of theory of adult education are listed for 1957.⁶

Theoretical writing and research received a new impulse in 1960 with the establishment of the Institute of Adult Education and Journalism at Charles University. Additional support came with the assignment of research tasks to the Institute of Adult Education in Prague and its counterpart in Bratislava in 1961. During 1963, articles which justified sociological research began to appear in the official fortnightly Osvetova Prace. Katriak⁷ published a methodological article on sociological research, and Jurik,⁸ Chairman of the Institute of Adult Education and Journalism, stated forcibly the case for sociological research:⁹

...If we are to direct adult education and general cultural work scientifically, a general knowledge of trends and tendencies will no longer suffice. We will have to gain specific knowledge of their concrete manifestations in given conditions as these are affected by factors of time and place. Today, this is no longer possible without sociological

⁵Unesco, "Adult Education and Leisure-time Activities in Czechoslovakia," Education Abstracts, vol. 9, (March, 1959), 14 p.

⁶J. Cecetka, Vyznam Pedagogiky pre Osvetovu Pracu, Bratislava: Osvetove Ustredie, 1957, 68 p.; A. Jurovsky, Psychologia Osvetovej Prace, Martin: Osveta, 1958, 166 p.; Fr. Kozel, Uvod do Teoretickych Otazek Osvetove Prace, Praha: Vyzkumny Ustav Osvetovy, 1957, 101 p.

⁷Martin Katriak, "Niektore Metodické Otázky Pripravného Studia Osvetového Vyzkumu," Osvetova Prace, vol. 17, (August 7, 1963), pp. 291-292 and (August 21, 1963), pp. 310-311.

⁸V. Jurik, "O Niektorých Vztazích Mezi Teorií a Praxí v Řízení Osvetové Prace," Osvetova Prace, vol. 17, (November 20, 1963), pp. 434-435.

⁹Op. cit., p. 435.

research projects. Organization of sociological research must therefore be rightfully considered an inseparable and acute condition of the scientific directing of adult education.

The rehabilitation of sociology was accomplished at the highest level in February 1964 during a national ideological seminar for leading adult educators. The Minister of Education and Culture, in his keynote speech, declared that scientific research at the national, regional, district and local level must be considered a cornerstone in the further development of adult education.¹⁰ Adult education research has become a part of the State Comprehensive Research Plan for 1964-1970, where it is included as "Comprehensive Task XIV - 4" which is concerned with the training and education of workers in a communist society.¹¹ This comprehensive task is subdivided into six specific sub-tasks: (1) criticism of bourgeois theories of adult education; (2) the development of popular education; (3) theoretical foundations of learning and of the education and training of workers; (4) the communist system of the training and education of workers; (5) the education and training of agricultural workers; and (6) the education and training of industrial workers.

A related State Research Task 306-3 which is concerned with questions pertaining to the out-of-school education of workers was discussed at a research seminar in December 1963.¹²

¹⁰"Cesty k Ucinnejši Osvetove Praci," Osvetova Prace, vol. 18, (March 18, 1964), pp. 90-92.

¹¹Information on the state research plan is taken from F. Hyhlik, "Vychova a Vzdelavanie Pracujucich v Komunistickej Spolocnosti," Osvetovy Sbornik, No. 11, (1963), pp. 1-12.

¹²J. Jedlicka, "O Mimoskolske Vychove," Osvetova Prace, vol. 18, (January 22, 1964), p. 25.

This task is divided into five sub-tasks as follows: theory of adult education (306-3.1), theory and methodology of learning and the self-education of workers (306-3.2), problems of satisfying the cultural needs and interests of workers in light of the aims of communist education (306-3.3), problems of out-of-school education of young workers (306-3.4), and the system of out-of-school education of workers (306-3.5). After the developments of the last five years, theoretical research in adult education has been re-established and accepted by the Communist Party and the state.

Theoretical Literature

The definition of adult education is important to the development of a discipline of adult education. In 1964 Skoda¹³ reviewed the theories of adult education in Czechoslovakia since 1945 and quoted the definitions offered by several theoreticians in the field. The principle definitions of adult education by individual authors are as follows:¹⁴

- | | |
|----------------|---|
| Trnka (1946) | The total development and growth of the human being. |
| Skoda (1951) | Purposeful educational activity of the people, carried out in a planned fashion towards an active participation in the building and defence of the socialist society. |
| Konecny (1954) | Mass cultural-organizational activity. Through culture it en- |

¹³Kamil Skoda, "K Otazkam Teorie Vychovy Dospelych v Ceskoslovensku," Osvetovy Sbornik, No. 2, (1964), pp. 16-28.

¹⁴The definitions were translated from Skoda, op. cit. passim.

lightens, awakens, and educates the broad masses, while it at the same time expands culture itself as it awakens, supports, organizes and develops the cultural creativity of the people at the technical, scientific and artistic level. Adult education is therefore also the expression of the cultural creativity of the masses.

Jurovsky (1957)

Purposeful and planned influence on the psyche of the usually already grown-up human being during his leisure with the aim of assisting him in becoming a valuable member of the socialist society.

Kozel (1957)

Adult education in its broadest meaning is the dissemination of culture and the cultivation of people through all cultural means (news media, theatre, film, broadcasting, television, literature, etc.).

Adult education in a more precise meaning is the cultural activity of the working masses according to their interest, an activity which should contribute to a more successful fulfillment of social tasks in that it disseminates culture in such a way and through such means as to take into account as much as possible the concrete peculiarities of the social environment, groups, and individuals.

Skoda points out that adult education is not synonymous with the education of adults as adult education often includes work with children and youth, while the study of workers in the various secondary, technical and higher education institutions is not included in the term. Another definition, not

included in Skoda's review, was given by Misal¹⁵ in 1963:

...By adult education we understand purposeful and planned educational influence on adults during their leisure time. Its universal goals are in harmony with the goals of the socialist cultural revolution. In essence it is the development of spiritual qualities, the betterment of human values, the education of a versatile, harmonically formed, and developed socialist man.

Langasek¹⁶ pointed out in 1965 that adult education has never been officially and specifically defined; even the resolution of the Central Committee of the Communist Party in 1958 and the adult education legislation of 1959 do not do this. Consequently, this has led to many concepts of the role of adult education such as political propaganda, agricultural propaganda, and others. Langasek claims that there are basically two concepts of adult education at present. The older concept equates adult education with broad cultural educational activities and does not differentiate between radio, television, museums, art galleries, evening classes, club houses and similar institutions or activities. The proponents of this concept argue that there is no difference in content among these activities, and that differences in method are not significant. Langasek points out that "taken to its ultimate consequence, this concept would lead to the abolition of adult education as such." The exponents of the newer concept, which seems to be gaining ground, claim that there are significant differences

¹⁵Jan Misal, "K Profilu Osvetoveho Pracovnika," Osvetovy Sbornik, No. 11, (1963), p. 89.

¹⁶Miroslav Langasek, "Osveta a Dnesek," Kulturni Tvorba, vol. 3, (April 19, 1965), p. 4.

between adult education and broad cultural work. The two most important and characteristic differences are, according to Langasek, (a) that adult education is based on a specific, known community which governs its methods, and (b) "it is a voluntary, active, socially organized and more or less creative activity of hundreds of thousands of people who have gathered on the basis of mutual interest into permanent or temporary groups."

In an effort to standardize the terminology of adult education, the Institute of Adult Education in Prague and its counterpart in Bratislava are compiling a dictionary of adult education terminology.¹⁷ This dictionary is to contain both Czech and Slovak terms as well as their foreign equivalents. Two editions of the dictionary are to be published, one of which will be an abridged edition for field workers and the other will be a full edition for scholars.

Trnka¹⁸ published a definitive classification study of the theory, elements, methods, and techniques of adult education in 1946. In this he singled out three main streams of adult education theory:¹⁹

- (1) The first stream assigns first place to intellectual cognition and stresses the need for and the potentiality of education.
- (2) The second stream is basically opposed to

¹⁷Ctibor Tahy, "Problémy Osvetovej Terminologie a Pojmoslovia," Osvetova Prace, vol. 18, (July 22, 1964), pp. 262-263.

¹⁸Trnka, op. cit. The summary of Trnka's book is taken from Skoda, op. cit., pp. 16-20.

¹⁹Ibid., p. 17.

the rationalistic concept of adult education. It bases adult education foremost on the development of the senses and volition which are to it principles of knowledge and education.

- (3) The third, pragmatistical-behaviouristic stream, maintains that education should lead to right action and points out how man should react in a given situation.

Trnka criticizes these three main streams and insists that adult education must not "be reduced only to intellectual education, moral education, or pragmatic education, but must encompass the total development of man."²⁰ In his detailed analysis of Anglo-Saxon, German and Czech sources, he classifies adult education theory into social development and philosophical-pedagogical theories. Trnka pays a great deal of attention to the functions of adult education which he classifies into six categories: (1) physical education and recreation; (2) continuous technical up-dating; (3) education towards and through science; (4) social and political education; (5) art education; and (6) moral and religious education.²¹ Although Trnka's work is criticized by marxist educators as idealistic and bourgeois, it remains the only work of its kind in Czechoslovakia.

Skoda attempts to fill the gap left by Trnka's repudiation. In an article published in 1964²² he presents a review of the theoretical concepts of adult education developed in

²⁰Loc. cit.

²¹Ibid., p. 19.

²²Op. cit., pp. 16-28.

Czechoslovakia since 1945. He devotes almost half of this article to a review and marxist criticism of Trnka. In the second part, Skoda relates briefly the work done from 1948 to 1950 when the foundations were laid for a marxist theory of adult education, and he points out the complete lack of theoretical publications in the period from 1950 to 1955. Like many western adult educators, Skoda accepts the classification of adult education as a sub-discipline within the field of general pedagogy. In another article, published in 1963, Skoda analyzed and criticized from a marxist point of view the contemporary theories of western adult educators.²³ He mentions in passing some of the English, American and Scandinavian adult educators but criticizes at length the theoretical work of Franz Pöggeler and Heinrich Hanselman, who represent respectively the roman catholic and the protestant position in adult education in the German speaking countries. In 1964 Skoda published a further article in which he classified, summarized, analyzed and criticized from a marxist point of view theories of adult pedagogy developed by the most prominent contemporary West German theoreticians.²⁴ Skoda's work is of considerable importance in the development of the theoretical concepts of adult education in Czechoslovakia.

Two works published in 1957 represent the beginning of the new marxist view of adult education. Cecetka²⁵

²³Kamil Skoda, "Ku Kritike Niektorych Sucasnych Nazorov Zapadnych Burzoasnych Teoretikov Vychovy Dospelych, Najma tzv. Andragogiky," Osvetovy Sbornik, No. 11, (1963), pp. 42-50.

²⁴Kamil Skoda, "Soucasne Zapadonemecke Teorie Vzdelavani Dospelych," Osvetovy Sbornik, No. 3, (1964), pp. 27-42.

²⁵J. Cecetka, Vyznam Pedagogiky pre Osvetovu Pracu, Bratislava: Osvetove Ustredie, 1957, 68 p.

published a slim handbook in which he draws attention to the special nature of adult education and indicates that it requires methods and techniques which are different from those used in the compulsory education system. In his classification he identifies four major areas of adult education: (1) physical; (2) intellectual; (3) moral, and (4) esthetic. In the same year Kozel²⁶ published a systematic treatment of the concept of adult education in a socialist society. He also points out that adult education is different from regular school education, and stresses the integral relationship between the aims of adult education and the policy of the Communist Party. He divides educational activities into broad cultural work and adult education, and describes the social purpose of adult education in terms of communist philosophy. Jurik²⁷ in 1965 summarized the marxist theory of adult education:²⁸

...If practical daily experience in all its forms and expressions is the influential factor in adult life, it means that in the case of adult education it is a matter of causalities which are very closely connected with the causalities of the entire social life. These causalities can be understood and directed only in an organic unity with the processes in the areas of economics, politics and culture. The educative process is here not limited to mutual influence between the educator and the educated but rather it

²⁶Fr. Kozel, Uvod do Teoretickych Otazek Osvetove Prace, Praha: Vyzkumny Ustav Osvetovy, 1957, 101 p.

²⁷Vladimir Jurik, Osveta a Dnesek: Diskusni Kapitoly k Uloze a Poslani Socialisticke Osvety, Praha: Osvetovy Ustav, 1965, 71 p.

²⁸Ibid., pp. 17-18.

encompasses a much greater sphere. If not only culture, but indirectly also economics and politics are educating man, it means first of all that we must count on causal relationships between and within these areas....Furthermore, we cannot limit adult education to mutual influence of man on man, but have to see it as a collectivist process in which people influence each other and as an active solution to the relationship between man and his environment.

In 1964 Zatkuliak²⁹ treated the problem of the dualism between theory and practice. Using marxist theory, he attempts to reconcile theory and practice and points out that while a differentiation of functions between the two is growing in adult education, with the increasing recognition of research, theoreticians have to remain in close contact with practical work and its problems, while practitioners in the field have to be acquainted with theoretical formulations and with the results of research.

Such theoretical writing is prevalent in the Czech and Slovak literature of adult education. This is a result of the ideology and political conditions of the 1950's which hindered psychological and sociological research.

Psychological Literature

The first detailed theoretical study of adult psychology was published by Jurovsky³⁰ in 1958. "It contains an analysis

²⁹Zatkuliak, op. cit., pp. 9-20.

³⁰Jurovsky, op. cit.

of the psychological factors involved in adult education work, and a definition of this work; also a detailed analysis of problems concerning the various forms and methods of adult education."³¹

Hyhlik³² published an article on the significance of psychological and pedagogical principles for the education of adults in 1962. The author starts from the premise that the basis of adult education is the communist training and education of the workers. He then points out that adult educators should master the principles of the learning process (bearing in mind that they are dealing with adults and not children), didactical principles of teaching adults, and the methods and techniques of agitation and propaganda. Since psychology forms the basis of pedagogy, adult educators should be acquainted with the functions of psychological processes, especially perception, attention and cognition. Furthermore they must know how to use and evaluate the effectiveness of illustrative devices. Hyhlik further suggests that adult educators can improve their work by using observation, interview, experiment, evaluation, questionnaires, and other methods. This article is one of the milestones in the development of scientific approach to adult education in Czechoslovakia.

In 1963, Rudas³³ published one of the first basic text-

³¹The study was not available to the author who had to rely on a brief annotation in the Unesco bibliography, op. cit., p. 4.

³²Frantisek Hyhlik, "O Vyznamu Psychologie a Pedagogickych Zasad pri Vzdelavani Dospelych," Osvetova Prace, vol. 16, (November 28, 1962), pp. 466-468.

³³Frantisek Rudas, Kapitoly z Psychologie Osvetovej Prace, Bratislava: Osvetovy Ustav, 1963, 155 p. (Mimeographed.)

books on adult psychology. The book is based entirely on Russian and Czechoslovak theoretical sources without experimental evidence. The five chapter titles are: (1) The subject, task and methods of the psychology of adult education; (2) Basic concepts and principles of psychology; (3) Psychological foundations of the techniques of adult education; (4) Psychology of the adult learner; and (5) The personality of the adult educator.

At the end of 1963 Sisovsky³⁴ outlined the necessity for evaluating the effectiveness of adult education through the measurement of behavioral changes resulting from participation in adult education activities. This is one of the first statements demanding that evaluation be based on research. The author suggests that the development of abilities and skills, attitude change, and the level of active participation be used to evaluate the effectiveness of adult education. He mentions systematic observation and recording by the adult educator, interviews with participants and non-participants, and discussions with the public as possible research methods.

The most up-to-date treatment of the psychological foundations of learning and teaching of adults was published in 1965 by Hyhlik.³⁵ In six compact, clear and precise chapters, the author deals with (1) The training and education of adults, (2) social psychology and pedagogy,

³⁴Jan Sisovsky, "O Psychologických Otázkách Kontroly Učinnosti Osvetovéj Práce," Osvetová Práce, vol. 17, (December 18, 1963), p. 464.

³⁵Frantisek Hyhlik, Psychologické Zaklady Učení a Vzdělávání Dospělých, Usti nad Labem: Krajské Osvetové Středisko, 1965, 48 p.

(3) psychology of personality and education, (4) adult psychology, (5) psychological foundations of adult learning, and (6) development of training and education of adults.

Undoubtedly, the renewed stress on research evident during the 1960's will result in increased activity in psychological experimentation and the publication of reports.

Sociological Literature

While some theoretical publications in adult psychology and pedagogy were published during the second half of the 1950's, sociological theory and research were officially repressed. In this respect it is interesting to note that a faculty member of the Institute of Adult Education and Journalism acknowledged in 1964 that the Adult Education Department of the Institute illegally started to teach sociology in 1961.³⁶

As mentioned earlier, Katriak³⁷ published a methodology of sociological research in 1957, but the time was not ripe for any dramatic result. Beginning in 1963, sociology was discussed more frequently by adult educators. Thus, for example, Katriak³⁸ published an article outlining the generally accepted techniques of empirical research, and

³⁶Vladimir Jurik in a discussion at a national ideological seminar for leading adult educators, held in February 1964. "Cesty k Ucinnejši Osvetove Praci," op. cit., p. 92.

³⁷Katriak, Metodika Osvetoveho Vyzkumu, op. cit.

³⁸Katriak, "Niektore Metodické Otázky...", op. cit.

Slejska³⁹ pleads for the use of sociological research in an article titled "Let's Not be Afraid of Sociology," while Nahodil⁴⁰ points out the usefulness and necessity of sociological research in providing scientific direction to adult education. During the same year Disman⁴¹ published a slim handbook on rural adult education research covering the methods and techniques of sociological research, the execution of research projects, the evaluation, analysis and interpretation of the collected data, and the preparation of the final report.

Disman⁴² published a second handbook on sociological research in adult education in 1965. While the new handbook is similar in organization and content to his previous one, it is worth noting that while his first handbook was published in a very limited edition (250 copies, deposited in libraries and adult education centres) and was not available for sale, the new handbook was published in a relatively large edition (2,000 copies) and can be purchased. This is one of the many recent indications of the growing acceptance of sociology in Czechoslovak adult education.

³⁹D. Slejska, "Nebojme se Sociologie," Osvetova Prace, vol. 17, (October 23, 1963), pp. 379-380.

⁴⁰Otakar Nahodil, "Sociologicky Vyzkum a Vedecke Rizeni Osvetove Prace," Osvetova Prace, vol. 17, (December 18, 1963), pp. 460-462.

⁴¹Miroslav Disman, Vyzkum v Osvetove Praxi: Metodika a Technika Spolecenskeho Vyzkumu Osvety ve Venkovskem Prostredi, Praha: Osvetovy Ustav, 1963, 120 p. (Mimeographed.)

⁴²Miloslav (sic) Disman, Funkce, Metody a Techniky Sociologickeho Vyzkumu v Osvete, Usti nad Labem: Krajske Osvetove Stredisko, 1965, 40 p.

Current Trends

The Institute of Adult Education and Journalism at the Charles University is the only institution of higher learning in Czechoslovakia where social research methodology is taught systematically. Disman's statement that fifty per cent of the full-time and the part-time students at the Institute choose social research topics for their theses is encouraging.⁴³ Students are required to attend a seminar on social research established in 1963 under the leadership of Miloslav Disman. The first practical task of the seminar was a field survey of cultural interests and preferences of the rural population. As the tabulation of the data had to be done manually, it was reported in January 1965 that only one third of the analysis was completed after a year of painstaking work.⁴⁴ Statistical methods are not yet fully recognized or accepted and as late as 1964 Perglerova⁴⁵ found it necessary to publish a brief, half apologetic article on the value and use of statistical methods in sociological research. The publication of reports of research is rare and hardly any reports are available in published form. The systematic reporting of research in progress is nonexistent. The foundation of the Czechoslovak Sociological Society in 1964, the publication of a sociological journal which began in the spring of 1965, and the establishment in the same year of the

⁴³Milan Koubek, ed., Hlavní Otázky Kulturní a Osvetové Praxe po Zasedání Pléna ÚV KSČ k Ideologickým Otázkám, Praha: Osvetový Ústav, 1964, p. 62. (Mimeographed.)

⁴⁴Jiri Ort and Petr Topiar, "Vysokoskoláci a Osvetová Praxe," vol. 19, (January 27, 1965), pp. 6-7.

⁴⁵Zuzana Perglerova, "Podmínky pro Použití Statistických Metod v Osvetovém Vyskume," Osvetový Sborník, No. 1, (1964), pp. 43-47.

Pedagogical Society, with a section for adult education, are among the newer developments.

Czechoslovak adult educators are breaking out of their long isolation. Several international conferences were held in Prague such as the International Seminars on Progress in Science and Technology and Adult Education (June 27 to July 3, 1962), the East European Seminar on Questions of Out-of-school Education of Workers (April 6 to 11, 1964), and the European Regional Conference on Leisure and Adult Education (March 29 to April 6, 1965). Czechoslovak adult educators also began to attend adult education conferences abroad, notably the World Conference at Montreal (1962), the European Conference on Training of Adult Educators at Nottingham (1965), and the annual Salzburg Discussions for Adult Educators. With the growing interest in developments in adult education abroad, the official fortnightly Osvetova Prace in 1964 started to publish an irregular appendix concerned with adult education abroad and five such issues were published by the end of 1965. Another publication interesting in this respect is an anthology of research reports translated from foreign publications.⁴⁶ Of the nine translated articles, four are from Russian sources, three are from American sources, one is from a French source and one is from an Italian source.⁴⁷

⁴⁶Vaclav Bukac, ed., Sociologicky Vyzkum v Osvete: Sbornik Prekladu ze Zahranicniho Tisku, Praha: Osvetovy Ustav, 1964, 66 p. (Mimeographed.)

⁴⁷The three articles translated from English are: Alan B. Knox and Richard Videbeck, "Adult Education and Adult Life Cycle," Adult Education, (Winter, 1963); Cyril O. Houle, "Ends and Means in Adult Education Research," Adult Education, (Summer, 1962); and excerpts from Burton W. Kreitlow, "Research in Adult Education," Chapter IX of the Handbook of Adult Education in the United States, (1960).

The bibliography appended to the anthology lists further articles from Adult Education which have been translated for the purposes of the Institute of Adult Education in Prague.⁴⁸ Another anthology of articles translated from foreign journals, published in 1965, is concerned with gerontology.⁴⁹ Of the seven translated articles, three are from American sources, two are from Polish sources, one is from a West German source and one is from an Austrian source.⁵⁰

The Advisory Council for Adult Education Research of the Institute of Adult Education in Bratislava submitted in 1964 the following recommendations for research activities of the Institute:⁵¹

- (1) To study problems of adult education evidence and statistics;
- (2) to publish a methodological handbook on the utilization of statistical data in directing adult education;
- (3) to attempt to solve problems of terminology;

⁴⁸Roger De Crow, "Research in Adult Education," (Summer, 1961); J. E. Boone, and J. Duncan, "Needed Research in Extension Administrative Organization," (Winter, 1963); P. H. DuBois, "Educational Research in Ongoing Situations," (Summer, 1962); J.W.C. Johnstone, "Educational Pursuits of American Adults," (Summer, 1963); and W. Thiede, "Research and Investigations in Adult Education," (Summer, 1962).

⁴⁹Milan Simek, ed., Osveta v Zahranici: Problemy Staruti a Sebevzdelani, Praha: Osvetovy Ustav, 1965, 35 p. (Mimeographed.)

⁵⁰The three articles translated from English are: Charles S. Cohen, "Research on Mental Abilities and Aging," Adult Education, (Spring, 1962); Wilma Donahue and Harold L. Orbach, "Training in Social Gerontology," Adult Leadership, vol. 9, No. 1; and Henrietta F. Rabe, "The Role of the Public School in Education for the Aging and Aged," Adult Leadership, vol. 9, No. 1.

⁵¹"Vyznamna Praca Poradneho Sboru pre Osvetovy Vyskum," Osvetovy Sbornik, No. 3, (1964), p. 68.

- (4) to publish regularly findings of research and documentation of adult education as these become available;
- (5) to intensify and enlarge connections with adult education institutions abroad in order to gain necessary foreign research findings; and
- (6) to keep practising adult educators informed about adult education research.

These recent developments can be taken as an indication that psychological and sociological research in Czechoslovakia have been re-established and, given sufficient time without a new ideological-political upset, will begin to bear fruit both in the training of adult educators and in the further development of adult education in Czechoslovakia.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Summary

Czechoslovakia has a tradition of adult education going back to the nineteenth century during which time the role of the adult educator has changed with the changing political system. The communist take-over in 1948 undoubtedly brought about the most striking change and during the years following the role of the adult educator was seen as that of a political and ideological propagandist. Although the Communist Party has assigned to adult educators an important task in furthering the aims of the Party, it has failed to influence all adult educators to perform this task. The communist society expects an adult educator to know his job, to do it well, to be able to work with people, and to profess his political convictions in deeds rather than in words. Adult educators themselves think they need to gain the confidence of the workers, be well prepared in general educational background as well as in their own field, have wide cultural interests, and possess a positive attitude both to work and to people.

Professional Training

Czechoslovakia has had some training programs for both

professional and volunteer adult educators since 1947. These programs were affected adversely by the political developments of the early 1950's. By 1960 the principles were established for a standard national system for the training of adult educators but this was not implemented until March 1962. This System was designed to provide training for (a) professional adult educators, (b) volunteers, and (c) the preparation of future intellectuals for voluntary adult education involvement.

The Standard System of Training of Adult Educators stressed the training of full-time "professional" adult educators, and this training was established both at the university level and at the secondary school level. At the university level, the main centre for training is the Institute of Adult Education and Journalism at Charles University in Prague. Graduation from the High Party School, and graduation from any other institute of higher learning, supplemented by a course of studies at either the Evening University of Marxism-leninism or the Central Trade Union School, is considered as equivalent training. At the secondary school level, specialized adult education training is offered by the secondary librarianship schools to graduates of secondary general education schools and workers' secondary schools. Graduation from a secondary school, supplemented by a course of studies at either the Evening University of Marxism-leninism or at the Central Trade Union School, is considered as equivalent training.

The Institute of Adult Education and Journalism was granted full faculty status in 1961 and its first students were graduated in 1965. The Institute has three departments: (1) adult education, (2) librarianship, and (3) journalism. The adult education program can be completed by either a four-

year full-time study with an additional year of internship, or by a five-year part-time study. A thesis is required in both the full-time and the extra-mural programs. In its brief existence the Institute has become an important research centre in the field. In the full-time program, adult education is given 27.41 per cent of the total instructional time while in the part-time program it is assigned 16.11 per cent of the total instructional time. Thus adult education ranks second out of five in the full-time program, but fourth out of four in the extra-mural program. Among the adult education courses, stress is placed on individual and social psychology and on sociology. Philosophy, political science and economics take up 33 per cent of the total instructional time in the full-time program and 36.91 per cent in the extra-mural program. Other subjects comprise the rest of the course of studies. A comparison of the two programs shows that the full-time program is more theoretical and scientific while the extra-mural program is more practical and pragmatic. Since the establishment of the Institute of Adult Education and Journalism in 1960, the Comenius University in Bratislava established a Department of Adult Education in 1963 and the Safarik University in Presov followed in 1964. An increasing number of teachers colleges offer adult education courses as electives.

Training at the secondary level is concentrated in the secondary librarianship schools in Prague, Brno and Bratislava. These schools were established in 1953 and reorganized several times. The adult education departments of these schools offer a two-year full-time and a two-year extra-mural program, as well as a special one-year course for adult educators working in the field who had the required qualifications waived by their employer. The Standard System of Training established methods

of in-service training for professional adult educators which include district, regional, central, and joint seminars, and central and regional courses. Other means of professional continuing education and self-improvement of adult educators were prescribed also by the Standard System of Training of Adult Educators.

The central planning authorities in Czechoslovakia determine the occupational titles and the required qualifications on a national basis. At the senior level, university graduation and considerable practice in the field are required, while secondary specialized training is prescribed at the junior programming and administration level. Full-time instructors are divided into three categories ranging from secondary technical training to university graduation and from five to ten years of experience. In reality, however, often these prescribed qualifications are not followed due to the scarcity of trained personnel and local political conditions. Several surveys have shown that the actual qualifications of adult educators employed in the field are well below the required standard and that very few adult educators who are underqualified are studying to complete their qualifications. The low regard for professional training on the part of both the employers and the adult educators, the low educational background of some elected officials, unsatisfactory working conditions, and the hiring of people without proper qualifications are some of the factors mentioned as hindrances to professionalization. The drop out rate in extra-mural courses is very high which is due, in part, to excessive work loads, lack of motivation, and financial difficulties. Similar factors were noted as responsible for the high fluctuation of adult education staffs and the drain of well trained people to other fields.

An evaluation of the training of professional adult educators under the Standard System seems to indicate that the university programs are well established, and functioning according to plan. The programs in secondary librarianship schools, on the other hand, were found wanting. These schools do not seem to be accepted and do not properly train specialists in adult education who are acceptable to adult education institutions. The number of adult educators with university training in Bohemia and Moravia increased by four per cent between 1962 and 1963, while the number with secondary level training increased by nine per cent during the same period.

Volunteer Training

School teachers play an important role among the many volunteers active in adult education in Czechoslovakia. This is due partially to a long tradition and partially to the ease with which teachers can be conscripted for such additional duties. The Standard System of Training of Adult Educators emphasizes the preparation of young intellectuals for voluntary adult education work. A survey of volunteers conducted in 1964 points out, among other things, the growing interest of volunteers in adult education training.

There were some programs for training volunteers between 1945 and 1950 but during the 1950's training in adult education was not considered necessary for volunteers and it is only since 1960 that such training has been undertaken on a large scale. The Standard System of Training established the Basic Adult Education Course as the first step in the training of volunteers. This course was designed to equip participants

with a basic minimum of political as well as specialized knowledge and skills. Other methods of training outlined in the System include special lecture series in the people's universities, seminars, short courses, study circles, briefings, and conferences. The preparation of young intellectuals to serve as volunteers, especially in teachers colleges and in schools of agriculture and public health, also was emphasized by the Standard System. This Basic Course is often organized as a three to four day residential workshop, or as a combination of a shorter workshop and monthly one-day seminars. The instructors for the course should be district staffs trained at the regional level, but in practice local organizers depend on regional and central institutions to staff the district training. The uniform program outline for the Basic Course prescribes twenty-one hours of instruction on political-ideological topics and in economics, seventeen hours on adult education topics and two hours of work with youth for a total of forty hours of instruction. By 1963, most of the districts in Bohemia and Moravia and all districts in Slovakia had organized the Basic Course and Advanced Courses for volunteers are in the experimental stage. From 1961 to 1964 enrollment in the Basic Course numbered some 8,000 individuals, however, not all of these were genuinely interested in the training received or in active volunteer work. The main criticisms of the way the Basic Course was implemented include the use of young and inexperienced instructors, excessive theorizing, and a formalistic approach to the selection of participants. Although the Basic Course is generally accepted and well established, the training of young intellectuals for voluntary adult education is largely ignored. Unlike professional training, the training of volunteers has not yet developed in depth and will require further development and evaluation to fulfill its task.

Research and Theory

In Czechoslovakia adult education research began in 1925 and was spurred on immediately after the Second World War, however, the anti-intellectualism of the 1950's adversely affected the further development of research and theory so that the period from 1950 to 1956 is lacking in theoretical publications. Although the Institute of Adult Education in Prague and its counterpart in Bratislava produced limited theoretical work during the late 1950's, theory and research received a new impetus in 1960 with the establishment of the Institute of Adult Education and Journalism at the Charles University in Prague. Subsequently, adult education has been included in the State Comprehensive Research Plan for 1964-1970 and in the related State Research Task.

The definition of adult education is important in theoretical writing, and from 1946 to 1965 there was considerable work on the development and clarification of the concept. Among the more noted works was a definitive classification study published in 1946 by Trnka which has been strongly criticized by marxist adult educators. Skoda attempted to fill the gap left after Trnka's work was repudiated and he reviewed the theoretical concepts developed in Czechoslovakia since 1945, as well as provided an analysis and criticism of western theories of adult education concentrating especially on contemporary West German theoreticians. Cecetka and Kozel treated adult education from a marxist point of view and identified adult education as a tool of the Communist Party in the class struggle and socialist revolution. Zatkuliak attempted to reconcile theory and practice in adult education. Such theoretical

writing prevails in the literature in Czechoslovakia as a result of the ideology and political conditions in the 1950's.

The first detailed study of adult psychology was published by Jurovsky in 1958 and in 1962, Hyhlik published an article on the significance of psychological and pedagogical principles in adult education. In 1963, Rudas published one of the first basic textbooks on adult psychology using Russian and Czechoslovak theoretical sources without experimental evidence. In one of the first statements of the kind, Sisovsky outlined the necessity for evaluating the effectiveness of adult education through the measurement of behavioural changes resulting from participation in adult education activities. In 1965, Hyhlik published the most up-to-date treatment of the psychological foundations of learning and teaching of adults.

It is only since 1963 that sociology has become respectable. Disman published a handbook on rural adult education research in 1963 and followed this up by a second handbook on sociological research in 1965. The difference between the 250 copies printed of his first handbook and the 2,000 copies of the second illustrates the growing acceptance of sociology.

Among current trends is the importance given to systematic social research at the Institute of Adult Education and Journalism, however, statistical methods are not yet fully recognized or accepted and the publication of research reports is rare while systematic reporting of research in progress is nonexistent. The recent foundation of the Czechoslovak Sociological Society and the subsequent publication of a sociological journal, as well as the establishment of the

Pedagogical Society, with a section for adult education, are worth noting. Through sponsoring international meetings in Czechoslovakia and attending international conferences abroad, Czechoslovak adult educators are breaking out of their long isolation and an increasing interest in developments in adult education abroad is evident in the literature.

Conclusions

The Czechoslovak Standard System of Training of Adult Educators is unique. No other country has such a national system for training both professional adult educators and volunteers. When it is fully implemented, the System will incorporate both pre-service and in-service training in all specialized areas of adult education. The literature evaluating the Standard System of Training shows that not all aspects of it are fully operational such as the training of young intellectuals for voluntary adult education. The usual North American practice of employing older mature adults in adult education seems to have many advantages over the Czechoslovak system.

Two basic differences from professional programs in North America emerge from an examination and analysis of the courses offered in the adult education program at the Institute. Firstly, the program is at the undergraduate level with a major in adult education. Adult education courses are spread among general education courses throughout the first four years; the fifth year concentrates almost exclusively on adult education. The second variation from practice on this continent is that all courses in the

program are compulsory during the first four years; only the fifth year offers elective courses. Additional optional courses in the specialized fields of art, sociology of culture, local history, and rural education are offered in the senior years. The course of studies is too heavily weighted toward political science and economics, especially in the extra-mural program of the Institute of Adult Education and Journalism. The major weakness of the Standard System of Training of Adult Educators, as it is being implemented, is its inherent inflexibility which may impede its progress.

Czechoslovak adult education is also unique in that it has long-range planning at the national, regional, district and local level for the staffing and the training facilities required to prepare sufficient numbers of well qualified adult educators to fill open positions. The main flaw of planning at present is the rigidity which does not allow readily for a continuing revision of the plan in keeping with changing conditions, consequently, the plan is often fulfilled formalistically on paper while in reality the desired result has not been achieved. Adult educators in western countries, especially those concerned with the training of adult educators, should study carefully the Czechoslovak experience to consider those aspects which might be applicable.

The definition of adult education as it was evolved over the last twenty years in Czechoslovakia has gained in precision and, in spite of the long isolation of Czechoslovak adult educators from the thinking in western countries, it increasingly approaches the definition of adult education which

is accepted in North America.¹ Apart from ideological overtones, Misal's definition² of 1963 includes all essential elements of and is in agreement with Verner's definition.³ Although in North America adult education does not include work with children and youth as it does in Czechoslovakia, the differentiation between adult education and the education of adults made by Skoda⁴ is comparable to that found in North American literature.⁵ An important development in this respect is the changing concept of adult education from an older concept which included broad cultural educational activities undertaken by adults to a newer concept of organized learning situations designed specifically for adults and available during their leisure time.⁶

Adult education research suffered a serious setback during the 1950's, but since about 1963 it has been developing at an increasing rate. The results of this renewed research activity will influence the further direction of

¹See Coolie Verner, "Definition of Terms," in Adult Education: Outlines of An Emerging Field of University Study, edited by Gale Jensen, A. A. Liveright and Wilbur Hallenbeck, Washington: Adult Education Association of the U.S.A., 1964, pp. 32-33.

²Jan Misal, "K Profilu Osvetoveho Pracovnika," Osvetovy Sbornik, No. 11, (1963), p. 89.

³Verner, op. cit., p. 32.

⁴Kamil Skoda, "K Otazkam Teorie Vychovy Dospelych v Ceskoslovensku," Osvetovy Sbornik, No. 2, (1964), p. 26.

⁵See Coolie Verner, Adult Education, Washington: The Center for Applied Research in Education, Inc., 1964, pp. 1-2.

⁶Miroslav Langasek, "Osveta a Dnesek," Kulturni Tvorba, vol. 3, (April 19, 1965), p. 4.

adult education in Czechoslovakia. Thus far, the literature on adult psychology has been largely theoretical rather than being based on experimental evidence and it has been concerned primarily with general principles so that it lacks the refinement of specialized investigation of such factors as the influence of aging upon adult learning, motivation, interests, and the measurement of intelligence which are prominent in contemporary North American literature.⁷ Thus for example, Rudas⁸ treats motivation and interest in three pages, while the influence of aging on learning is allocated only two pages of the 155 pages in his book. Hyhlik⁹ treats interests on just over one page, the influence of aging on memory on one page, and motivation on two pages of a total of forty-seven pages. The scientific evaluation of adult education is a relatively new concern of adult educators who have relied mainly on their own subjective judgement and on the increasing or decreasing enrollment as a measure of success or failure. This

⁷Research in these areas is well documented in Edmund deS. Brunner et al, An Overview of Adult Education Research, Chicago: Adult Education Association of the U.S.A., 1959; J. R. Kidd, How Adults Learn, New York: Association Press, 1959; issues on adult education of the Review of Educational Research, (June, 1950), (June, 1953), (June, 1959) and (June, 1965); annual reviews of research in the Summer issues of Adult Education (U.S.A.) since 1955; W. C. Hallenbeck, ed., Psychology of Adults, Chicago: Adult Education Association of the U.S.A., 1963; and Adult Education: Outlines of An Emerging Field of University Study, op. cit.

⁸Frantisek Rudas, Kapitoly z Psychologie Osvetovej Prace, Bratislava: Osvetovy Ustav, 1963, 155 p.

⁹Frantisek Hyhlik, Psychologicke Zaklady Ucení a Vzdelávání Dospělých, Usti nad Labem: Krajske Osvetove Stredisko, 1965, 47 p.

is as equally true of Europe as it is of North America.¹⁰ Among the recent calls for systematic evaluation, Verner¹¹ in North America and Sisovsky¹² in Czechoslovakia have pointed to the need for and outlined the techniques to achieve systematic evaluation.

Sociological research in Czechoslovakia has been rehabilitated so recently that it has not yet produced any striking results. The main works have been concerned with the establishment of a methodology of research¹³ and with inventories of the interests and leisure time activities of rural populations, as well as investigations of the influence of television on rural populations. There is no evidence of any systematic research in the areas of characteristics of participants, participation patterns, drop outs, or methods and techniques which are topics that are in the foreground of interest in North America. The co-ordination of research on a nation wide basis under the State Comprehensive Research Plan and the State Research Task 306-3 has considerable merit for a systematical

¹⁰European adult educators traditionally are opposed to an exact evaluation or a scientific approach to adult education. For the development of evaluation research in North America see: Brunner, Overview, op. cit., pp. 243-273, and Wilson Thiede, "Evaluation and Adult Education," Outlines, op. cit., pp. 291-305; and Verner, Adult Education, op. cit., pp. 91-105.

¹¹Verner, loc. cit.

¹²Jan Sisovsky, "O Psychologických Otázkách Kontroly Učinnosti Osvetové Práce," Osvetová Práce, vol. 17, (December 18, 1963), p. 464.

¹³The two leading researchers in this field are Martin Katriak and Miroslav Disman, both of whom have contributed to the establishment of scientifically sound methodology. See: Martin Katriak, Metodika Osvetového Vyzkumu, Bratislava: Osvetové Ustredie, 1957, 160 p.; Miloslav (sic.) Disman, Funkce, Metody a Techniky Sociologického Vyzkumu v Osvete, Usti nad Labem: Krajské Osvetové Středisko, 1965, 40 p.

gathering of data and the formulation of sound theory. On the other hand, the limited reporting of research and the complete absence of any systematic reporting of research underway stand in the way of the dissemination and wide application of research results.

This study of the role and training of adult educators in Czechoslovakia has indicated that in spite of cultural differences adult educators in different countries are facing similar problems, especially that of the "marginality"¹⁴ of their field. In North America and in Czechoslovakia, both are striving for the professionalization of adult education along similar lines. The Czechoslovak adult educators are ahead of any other country in that they have a national system for the comprehensive training of adult educators which North American adult educators might profitably examine. On the other hand, no other country has such an extensive body of research about adult education as is available on this continent and Czechoslovak adult educators could benefit from it by drawing on this extensive experience in research design and methodology. Furthermore, they can utilize those research findings which are culture-free and can be transplanted. On the whole, adult educators in all countries should be aware of the work of their colleagues elsewhere and thereby advance adult education on a world-wide scale.

¹⁴The marginality of adult education is best summed up by Wilbur C. Hallenbeck, "The Role of Adult Education in Society," in Adult Education: Outlines of An Emerging Field of University Study, op. cit., pp. 21-22.

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