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# AONTAS

A review of adult education

AONTAS—Irish National Adult Education Association

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*A REVIEW OF ADULT EDUCATION*

*VOL. 1. NO. 1. MAY, 1971*

AONTAS—Irish National Adult Education Association.

AONTAS—the Irish National Association of Adult Education was established in 1969. It is an advisory, consultative and co-operative body, reflecting nationally the interests of all groups, agencies and individuals concerned in the provision and development of adult education in Ireland. Membership is open to all concerned in adult education in this country.

The Chairman of Aontas is Rev. Fr. Liam Carey, M.A., and the Hon. Secretary is Mr. Sean Clayton (C.E.O., Dun-Laoghaire). Secretarial Address: 62/63 Eccles St., Dublin 7.

The AONTAS Review of Adult Education is published twice a year and seeks to provide a forum for discussion of the major issues and developments in adult education, at home and abroad. Articles for inclusion in the Review should be submitted to the Hon. Secretary of the Association.

The Review is priced at 25p per copy. Annual subscription is 50p, payable to the Hon. Treasurer at 62/63, Eccles St., Dublin 7.

The AONTAS NEWSLETTER is published five times a year and is circulated to all members of the Association. It provides information on the activities of Aontas and contains periodic articles on items of general interest to adult educators.

The publications committee of AONTAS is:  
Rev. Fr. Liam Carey, M.A.  
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## FOREWORD

THE FIRST issue of AONTAS Review of Adult Education marks a major advance in the development of a publications programme suitable to the needs of adult education in Ireland. The Review is a most important complement to the Newsletter which has become an established service to members of the Association.

In many ways, this is an exploratory exercise. We are seeking to create a style and a standard for the Review and to provide an authoritative forum for discussion of the major issues and developments in adult education, at home and abroad. Attainment of this aim will be the result of a great deal of co-operative effort, constructive criticism and sheer hard work. The views, and the positive contributions, of members of Aontas and of all interested groups and individuals are most sincerely invited. Only through inputs from all levels will the Review succeed.

This enterprise comes about at a time of great importance in Irish adult education. The publication of the Interim Report of the National Adult Education Survey has given an opportunity for analysis of motives, objectives and methods, with the intriguing hope of practical steps being taken on all fronts. In a spirit of constructive criticism we can approach the Report as a focus for really worthwhile debate. Aontas is playing an important role in this matter, establishing firmly its place as the national consultative and co-operative agency of adult education.

The Review will cover a wide range of issues and areas of relevance: discussion of policies, evaluation of needs and opportunities, assessment of programmes and projects, consideration of trends in educational methods and technology and expression of individual views. In addition, an increasing amount of space will be devoted to Book Reviews and to the building up of a working bibliography on adult education topics. A special feature of the Book Review section will be the publication of a selection of Abstracts from the excellent service provided by the European Bureau of Adult Education. Full information on the Abstract Service is available from the Aontas secretariat.

Publication of this first issue of the Review would not have been possible without the help of many people to whom the

Editorial committee are most grateful. The contributors of articles have, we believe, set a high initial standard and have introduced a most stimulating breadth of interest to our pages. In particular, we are grateful to the R.T.E. authorities for permission to make use of the findings of research commissioned by them. R.T.E. have been good friends of Aontas from the outset. To our overseas contributors we are equally grateful, since they provide a welcome international flavour. The very important element of design and lay-out is the work of Mr. John Brown.

# THE CHALLENGE TO AONTAS\*

REV. LIAM CAREY, M.A., C.C.

Chairman of Aontas

PARTICIPANTS in this first annual conference and members of Aontas are convinced that education is a life-long process and that adult education, the third dimension of the educational system, is an attempt to integrate education and learning into enriched experience throughout a lifetime. We are likewise convinced that until recently this dimension of education was the neglected stepchild of the total educational system. Efforts in adult education, both nationally and locally have been far too scattered, fragmented and in many instances underfinanced and possibly out of step with the people and target audience who most need its benefits and service. Adult education lacked, and perhaps still lacks, an identity, integral and central, to the total system of permanent education. As far back as 1960 the world conference of Adult Education, stressed, in rather startling words, such a lack and by implication a priority for Aontas in the 70's. "We believe that adult education has become of such importance for men's survival and happiness that a new attitude towards it is needed. Nothing less will suffice but that people everywhere should come to accept adult education as normal and that governments should treat it as a necessary part of the educational provision of every country." We in Aontas believe this, and recent moves of our Department of Education in supporting Aontas and in launching a National Survey of Adult Education under the direction of Mr. Con Murphy, indicate the acceptance by our government of the urgency, need and centrality of adult education in our total way of life in this country. Margaret Mead—famed anthropologist—seems to push this point further to a position which certainly merits serious consideration. She states "continuing of adult education throughout life has become a necessity in almost every field of living, from housekeeping to atomic and nuclear physics. The solution is a complete re-organisation of the educational system on the basis of continuous education throughout life with a stress on change rather than on traditional knowledge".

The Council of Europe in a recent report on Adult Education again emphasises this concept of permanent education: "the concept of permanent education as the organising principle of all education implies a comprehensive, coherent and integrated system, designed to meet the educational and cultural aspirations of every person in accordance with his abilities. It is intended to enable everyone throughout his life whether through his work or through his leisure activities to develop his personality. It is also determined by the responsibilities which each individual has towards society". In order to cope with the continuous acceleration and change, which characterises scientific and economic development it requires:

1. The spread of the educational process (learning activities) over the whole of human life by making full use of the various existing and developing media and organisations.
2. Facilities for permanent retraining and guidance both in vocational and creative activities and in everyday living.
3. Possibilities for everybody to benefit from, and take an active part in, social and cultural development and community life.

#### THE ADULT EDUCATION SERVICE

We, adult educators, must recognise that if we are to meet this challenge of adult education, we must know more about adult education — we must have up-to-date, well assessed information regarding the following:—

1. Who participates in adult education?
2. Why do adults participate in adult education activities?
3. What does the adult participant expect from these learning activities?
4. How do we motivate adults to actively participate in adult education and in designing their own learning activities?
5. What are the new methods and techniques of adult education?

We must devise plans and solicit support for developing techniques to serve these people better and to reach out for those who are at present not serviced. We need to know and evaluate our common problems, our successes and our failures. Effective evaluation of this kind is a sound basis for programme planning and design. Aontas in bringing such a representative group of adult educators and adult education agencies together is a definite vehicle to achieve this fundamental knowledge and achieve positive evaluation and analysis. Indeed the fruitful and very genuine co-operation evident among all the present members

of Aontas during the past eighteen months augurs well for the achievements in the 70's of:

1. A clear and well defined professional secretariat within Aontas whereby accurate and scientifically processed knowledge re the adult education provision in Ireland is continuously available and communicated to all members of Aontas and to the community at large.
2. The identification of the manifest and latent needs of adults and groups and agencies, and the development of methods, techniques and projects to meet these needs and again the communication of the assessed results of such developments to members as soon as possible.

Another priority for Aontas in the 70's is to strive to eliminate the educational deficiencies of all our people and at the same time to make a definite contribution, by way of pilot projects, to the fight against illiteracy throughout the world.

#### ADULT BASIC EDUCATION

Functional literacy (sometimes referred to as Adult Basic Education) has two main objectives:—

1. The development in the individual and in groups, of computational, communication and human relations, skills and attitudes.
2. The achievement within the individual of these attitudes, knowledge, skills, which will enable him to interpret and adjust to change and to obsolescence in skills and knowledge, which abilities and knowledge will also make him:—
  - a) possessing greater employment potential;
  - b) a wise and more economic consumer;
  - c) a more effective parent;
  - d) a more responsible citizen -- keen to become involved in the decision making process in his own community;
  - e) a happier and more fulfilled and less frustrated individual person.

I suggest, for your consideration, that Aontas should set up a special committee to investigate this particular aspect of Adult Education in Ireland viz:—

1. Functional illiteracy.
2. Ways and techniques of meeting this need.

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\* Address to Annual Conference of Aontas, Limerick, April 1970.

## LEADERSHIP

Aontas accepts that dynamic leadership and initiative are needed if adult education is to achieve its objectives. Aontas must be committed to achieve, by every means possible, such leadership and initiative:—

- a) which is trained and skilled in adult education administration, methods, programming and evaluation, and is continuously serviced by special inservice training facilities;
- b) *a leadership* which is anxious to enlist leaders from other fields of human, social, and community living and achievement;
- c) *a leadership* willing to experiment — to launch forth into new and untried areas of adult education, under the following headings:—
  - 1) Participants.
  - 2) Methods.
  - 3) Evaluation.
  - 4) International Co-operation.
  - 5) Small group activities.
  - 6) Educational Television and Radio.
  - 7) Informal Adult Education.
- d) *a leadership* which recognises the vital importance and relevance of involving local groups and individuals — the participants — in the planning and designing and assessing their learning activities;
- e) *a leadership* which recognises the importance of research in adult education and which seeks to achieve a continuous outgoing research programme;
- f) *a leadership* which affords to all adults an adequate counselling and guidance service in adult education;
- g) *a leadership* which accepts a flexibility in approach and method in adult education;
- h) *a leadership* which seeks to obtain the optimum use and return from all resources — human, physical and financial — available or likely to be available in this field of adult education;
- i) *a leadership* with a sense of mission to establish a national adult education movement and at the same time seeks to influence national policy re adult education;

- j) *a leadership* that recognises the learning and educational value of problem-solving and of personal face to face learning activities;
- k) *a leadership* that seeks the use of the mass media and educational technology in the development of adult education programmes;
- l) a leadership which recognises that total community development is adult education;
- m) *a leadership* which recognises and accepts the vital importance and need of the voluntary, part-time leader in the total process of adult education — (his role, training and identification in the groups or community).

Here I suggest for consideration, the establishment of another Aontas Committee "to examine the role, etc., of the voluntary leader in adult education and community development in Ireland."

- n) *a leadership* which seeks to establish a definite career structure for those engaged or likely to be engaged in adult education;
- o) *a leadership* which recognises that leisure either viewed as those time intervals, which an individual feels to be independent of this gainful occupation, or a set of activities exercised by man, of his free choice, either by rest, entertainment or improving knowledge or creative capabilities — offers a tremendous challenge to adult education.
- p) *a leadership* which indicates the enquiring mind and the sensitivity to understand society, to interpret the signs of the times, is people-centred and orientated, and accepts in practice as well as in theory the complete dignity of the human person;
- q) *a leadership* which is politically active so as to achieve a public awareness and acceptance of the need of adult education;
- r) *a leadership* which recognises the many functions of adult education:—
  1. Remedial
  2. Social Service
  3. Liberalising and Humanising
  4. Vocational and Economic
  5. Political and Citizenship forming
- s) *a leadership* which seeks to relate adult education to work and the work-place and work situation;

- t) *a leadership* committed to improve the financial support for adult and continuing adult education — a concerted effort must be made to secure increased funds, from state, private industry, trade unions, foundations and other non-public agencies;
- u) *a leadership* committed to the strengthening and development of the present statutory and voluntary agencies of adult education.

“*Tune in — Turn on — View —*” in the 70’s might express another priority and challenge to Aontas in the 70’s.

None of us need to be reminded of the kinds of equipment coming to us from educational technology — from cassettes to computers, from tape recorders to talking typewriters, Audio-visual instruction and material which will no doubt, play increasingly, a tremendous developmental role in adult education. The influence of such will extend from the area of guided self-study to the effective learning activities of the small group situation and television adult education. Such use of educational technology will require the adult tutor or leader to play the new and demanding roles of counsellor, observer, and competent accessor and interpreter of educational technology: participant-reaction: and the medium and the message.

#### TELEVISION AND ADULT EDUCATION

The most powerful medium of the 70’s will be Television. Four out of every five people in the U.S. are now in the viewing range of Educational TV according to the U.S. Office of Education. More than 100 E.T.V. stations have now been activated in the U.S.A. We, in Ireland, must look forward with confidence to the establishment of at least one E.T.V. Station in the 70’s. This means that adult educators and adult education administrators will have to acquire expert knowledge of how this medium works and of the ways it is possible to link-up community groups and participants with E.T.V. programmes or train experts, but for the moment we might reflect on some of the basic elements of E.T.V. which are the concern of the adult educators.

E.T.V. is based on the following:

1. Educational objectives, which establish the criteria that determine subject selection, content, and instructional procedures, and that lead to developing cumulative learning experiences, directed at specific audiences.

2. An organised subject matter to achieve those objectives, presented in a sequence of programmes.
3. A presentation that employs effective television techniques.
4. Presented at times convenient for the viewers at whom the programme is beamed, with adequate schedule and programme lengths to achieve educational goals.
5. Adequate promotion and development to give viewers opportunities to hear of the programmes' existence, and to learn to view and use effectively.

It may take the following forms:

1. Instructional Television:

- a) Total teaching

All teaching related to a prescribed course is given on TV with or without the aid of correspondence, notes, tutorials, or other arrangements.

Instruction, largely intended for adults, given on TV with the object of bringing about change in information, knowledge, understanding, skills, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems.

- b) Supplementary teaching by television.

Some teaching related to a prescribed course is given on TV with educational authorities conducting preparatory work, supplying additional information and follow-up work.

- c) Reinforcement by television.

Related to a prescribed course, programmes containing material designed to reinforce and enrich the course and not readily available to the teacher.

2. General Culture and Informative Programming.

Designed for those viewers who may seek to increase information or knowledge, or to develop powers of thought, appreciation, or criticism, or who seek to be exposed to works in the fields of drama, music, literature and the fine arts generally.

Some experts distinguish between educational television and the mass medium television. Educational television (E.T.V.) is not "mass" television — aimed at large undifferentiated homogenous audiences. Educational TV (whether national, regional or close circuit) is generally aimed at or for specialised groups and related to the specific educational level and interests

and needs of the groups. While the medium might be the same for commercial, public and educational TV the message is quite different. The message seems to be more particularised in E.T.V.

E.T.V. can achieve better learning results though not necessarily so. It depends on how it is used, what kind of teaching is put through it, what degree of motivation the viewers (participants) have and how (most important) it is worked into the full learning experience.

Generally, television is being widely and successfully used for a great number of formal and informal adult education programmes as follows:—

1. Programmes which lead to formal qualifications.
2. General educational and cultural programmes.
3. Systematic education on specialised subjects.
4. Informal adult education, e.g. in community development.
5. Training of adult educators and voluntary social workers.
6. Open University.

Of genuine interest and concern to us will be the evaluation of the increasing use of:—

1. Video tape units.
2. Closed circuit television.
3. Local radio stations.
4. Link-up programmes with E.T.V. and radio programmes.

All this seems to indicate the need for Aontas to set up another Committee to examine "Television and Radio and their relationship and use to the Adult Education Service and Movement in Ireland."

#### OUR HOPES

Aontas coming into being at the beginning of the 70's seeks to unite in effective cooperation all agencies and individuals concerned in adult education in Ireland. It seeks to achieve that "supportive social, community and public climate whereby all adult education efforts attain optimum productivity. This, I believe, will be greatly facilitated by:—

1. Publications — newsletter and journal of adult education.
2. Establishment of local or regional Aontas Councils.
3. Well planned public relations programme.

4. Aontas becoming the open forum for free exchange of information and ideas between the adult educator, the adult education administrator, the adult participant and the community itself.

Aontas, being a member of the European Bureau of Adult Education and a member of its steering committee, must encourage the members of Aontas to create for our Irish people educational and learning activities whereby the adult and community groups come to understand:—

- a) Europe and its many cultures.
- b) The implications of membership of the E.E.C.
- c) Ways and means of European Co-operation.

Aontas, too, must make its own special contribution towards the understanding of the development of the Third World and such international social problems as:

1. World Peace.
2. World Hunger and Poverty.
3. World Illiteracy.
4. International Community Development.

Perhaps another Committee of Aontas could examine how best we can do this?

Aontas must also examine and outline carefully and scientifically the inter-relationships which exist between employment, education, and social service policies, since adult education is now very much concerned with and directed towards poverty (a relative concept), the care of the unemployed and social problem-solving.

Aontas must afford to its members, up-to-date knowledge of the ways and means of financing adult education. Knowledge of fee-structure, government grants, trusts, and foundations, is vital for the development of our work.

The case of adult education is strong:—

—A second chance for the disadvantaged.

—The key to all kinds of personal, social and community development and re-development.

—Based on truth, justice, and charity — it is the foundation of the just society.

But the co-operation of all is needed — all, the agency the adult educator, the adult participant, the government (local and national) — if adult education is to be used to the limits of its capacities. I believe Aontas, now and in the 70's, can achieve this.

**We must achieve this.**

# R.T.E. ADULT EDUCATION

MAEV CONWAY-PISKORSKI

Director of Educational Services, RTE

R.T.E.'s Audience Research Service completed the survey under review last April (1970) and it is proposed to make a further survey this summer. In addition, our Audience Research Service provides us with an all year round "spot" check on reactions to particular series, or programmes. Within our own staff, Education Liaison Officers are in personal contact with various groups of adult educators, and, finally, we hope to carry out an experiment with Aontas in the coming weeks (May/June) related to a series of radio programmes on Career Guidance.

All of this is, I hope, only a beginning. R.T.E.'s adult education service is relatively recent. It is essential for us to build up reliable information about the interests of the audiences we wish to serve, and to experiment with various techniques and methods of providing for them, to ensure that our resources are deployed in the best possible way.

In presenting a brief description of R.T.E.'s enquiry among its Television Panel members on Adult Education, I should like first to make a very personal comment, which, I feel sure, would be expressed in different terms by a sociologist or a statistician.

It is this: surveys are part of the tool-kit of planners in many areas of modern life. A survey tells us what people do, or think, or feel, in regard to the set of questions or propositions which forms the basis of the survey, at a particular time, in a particular set of circumstances. Nothing more.

Therefore in looking at a survey, one has to bear in mind that one survey, like the proverbial swallow, does not make a bible.

The present survey was the first of its kind and its purpose was simply "to collect some information from members of the Television Panel and the reserve panel on their experience of, and attitude towards, various aspects of adult education."

There was a 60% response to the postal questionnaire. Interest in the general subject of the questionnaire is likely to have been a factor influencing the recipients' completion and return of it, so that the level of interest indicated on the returned forms may well be slightly higher than that of the average non-respondent. Another source of possible bias in the results is the above-average length of schooling of Panel volunteers; only a very small minority (about 5%) of them left school before they were 15 years old, whereas around half of the television public did so. However, an analysis of the results of this enquiry by school leaving age (though handicapped by the small number of early school leavers—at 14 years or under) does not reveal striking differences either in the degree of interest in the broad programme categories, or in the rank order of subject preferences, between these early school leavers and those who left school at 15/16 years, or at 17 or older.

#### *Interest in Broad Categories of Study Programmes* J

All respondents were asked to indicate, on a five-point scale, the degree of interest in each of five broad categories of possible educational programmes.

To find out whether differences in respondents' age, sex or education affected their interest in these five categories, an analysis was made, the results of which are given in the table at top of next page.

#### *General Self-Improvement*

This category, which attracted the greatest number 'extremely interested', included five subjects, the preference indices for which are:

Public Speaking	62
English Literature	53
Civics	50
Physical Culture	48
Law	33

#### *Comments on Self-Improvement Subjects Preferences*

Comments reinforced the great interest in self-improvement courses, as a useful means of 'keeping body and mind in trim'. The relative position of the five subjects in the above table was reflected in the varying number of comments on each, the largest number giving reasons for the need for tuition in Public Speak-

	Age Groups				Sex		School leaving age		
	15-24	25-34	35-49	50+	M	F	under 15-16	17 & 15	17 & over
Numbers available for analysis	(373)	(231)	(246)	(174)	(566)	(604)	(46)	(193)	(931)
	%	%	%	%	%	%	%	%	%
General self-improvement	53	60	58	50	48	62	45	54	56
Home & Hobbies	36	63	59	52	37	61	53	58	48
Job and Career Training	46	35	41	29	40	40	34	40	39
Languages	32	21	23	29	22	32	16	25	26
Science Subjects	32	20	24	20	29	21	16	18	27

ing. They would welcome the confidence such a course could give them, several remarking that in Ireland too many people lacked the ability to express their views articulately.

It is interesting to note that Mr. Pádraig Connolly of Mooncoin, who conducted what he modestly called a small enquiry, elicited comments similar to those in the previous paragraph.

In the R.T.E. survey, an open question asking for suggestions for programme subjects produced no consensus. Among a random hundred respondents, for example, 45 different categories or subjects were suggested.

Almost 10% said they were attending evening or part-time classes. The majority of them had been at school up to 17 years or over and were in the under 24 age group.

This summary of the R.T.E. 1970 enquiry gives us a broad indication of interest among viewers, relative to the subject of the survey.

It will be important for us to conduct further surveys to test the consistency of the findings. Other surveys could then refine their enquiry of attitudes in selected categories.

The projected radio experiment in group listening to be

conducted in association with Aontas, will, of course, be the subject of an enquiry.

Here all Aontas members are invited to co-operate, not only in the organisation which the Aontas executive and R.T.E. will outline, but also in responding to the questionnaire which will be distributed.

We believe that constant analysis of results and a constant flow of information from the users of educational programmes are a basic essential to ensuring that our services are in a real sense serving the common good of our adult community.

# TELEVISION IN EDUCATION

REV. FR. PETER LEMASS

Deputy Director, Communications Institute,  
Dublin

THE 1970's have seen the pilotless plane, the driverless train and now the teacherless school. Most people, when they speak of television in education, think of it as a visual aid to the teacher, like a blackboard, or slide projector. But I want in this article to go a stage further, and look at television, not just as an aid to the teacher, but as replacing him. Television being used to teach, where there is no teacher in the classroom. Impossible! An affront to decent teaching principles! Well, let's go on a little world tour, and we will start fairly near home in Italy.

Ten years ago half the 8000 communes in Italy had no schools for children over 12 and 2 million adults couldn't read or write. Transport the children in remote areas to schools in town—it wasn't a feasible proposition. Build more rural schools—there wasn't the money and there weren't the teachers anyway. "We'll teach the children in their own villages, without teachers, without schools, we will teach them by Television, we'll start a TV school Telescuola". The school was built in Rome in 1959. The rooms may look like an ordinary classroom, in fact they were part of a TV studio. The windows are artificial, and the panoramic view of the Roman Campagna a blown up photo. There's nothing special about the children, just as normal a cross section as possible. They pay attention, fidget, ask questions and generally behave as if in a normal school.

But the teachers are special. Telescuola looked for the best—because they had to demonstrate, not just to the four or five children around them, but also to those extra eyes on the TV camera, which were bringing the lessons to thousands of children from Ravenna to Perugia. And the equipment was special—the best the studio could muster. Far more than an ordinary classroom could expect to have. Every subject, even P.T. was taught by Television, Italian, Latin, Maths, Science, Art, Music and Geography. Every morning the children set out for one of the

700 viewing centres, which have been set up in Parish Halls, disused community rooms, or the spare room in the Town Hall. There are desks and a blackboard, but the adult in charge is not a real teacher, simply a sort of supervisor, who has received a crash course in the Rome Centre. He knows how to switch on the set and when to hand out the question sheets. Later he'll send the answers to Rome for correction. The real teacher is the Television set.

Telescuola was designed as a stopgap measure. Its success phenomenal. The organisers claim a pass rate of 80 to 90% in the yearly exams, well up to national average. Telescuola taught that children could learn directly from television. But the most famous Telescuola programme was not for children. "Non e mai troppo tardi". 'It's never too late', was a programme to teach literacy to grown ups and remember in 1960 there were still 2 million adult illiterates in Italy.

"It's never too late" was an attempt to use all the gimmickry of television to reach these people. Perhaps with flashing lights, pretty girls, music and modern techniques an impact could be made. They found a Presenter who was "multo sympatico". Hundreds of people wrote to him every week. He became the best known figure on Italian television. The results were dramatic. Fifty seven thousand people signed for the programme in the first year, their ages from 30 to 90, bachelors, grandfathers, widows, men and women. Knarled old hands more used to a hoe or a rolling pin, than a pen, wrote for the first time, read added, understood. Pensioners accustomed to making a thumb print at the foot of the pension form, now proudly flourished the pen and signed. Television could teach adults to read and write.

Telescuola came on the air, just at a time when the cry of Independence was ringing through Africa. But as soon as the bunting of Independence day was taken down, the harsh realities of going it alone were discovered. Senegal, an ex French Colony, independent in 1960, would be a fairly typical example, population 4 million, 9 out of 10 Muslim. Women in a country like Senegal are quite literally hewers of wood and drawers of water. They are more or less bought in marriage, their parents choose the husband, and if he tires of her, she is thrown out. Education has hardly touched them. In 1960 UNESCO decided to start a pilot project in Senegal in the education of women such as these by Television. 500 were grouped together in Dakar and of these 71% had no schooling at all, and 13% only a few terms.

Only 16% had any significant education. Huge areas of superstition and ignorance were discovered, over half the women could give no explanation for the causes of dysentery and malaria and almost 2/3rds did not wean their children until they were almost 2 years old. The Television programme aimed at educating, and changing attitudes, in hygiene and child care. Programmes were made as attractive as possible, there were quizzes with compere, scoreboard and prizes. Such compelling subjects as intestinal worms, toilet training for children, problems of public latrines, and prevention of malaria, were dealt with. Frank Hall would have been in his element!

After each programme the groups discussed the subject. The results—where previously only 40½% could give any explanation for dysentery, 78% now knew correctly, 61% were on for excessively late weaning before the programmes, but only 4% after. Only 35% could give the correct explanation for the cause of malaria, but 76% got it right after the programmes.

The UNESCO expert in charge of the project had this to say: "There seems to be no doubt that TV can educate outside the children's classroom, it is a question of knowing the audience, and tailoring the educational programmes to their needs."

When the Ivory Coast became independent in 1960, it was better off than most West African States. It had an active mining industry and several factories. But all the key positions had been filled by the French and they were gone. So the new Government in 1964 set a clear cut target—find 1,000 literate workers and find them fast. First they tried a pilot project with 24 workmen. If we use a lot of visual aids, flannel graphs, slides, and sound recordings can we speed up the learning process. Result—positive, after six months, 16 of the 24 graduated. Next ingredient, add television. Closed circuit TV was installed in a disused school in Abidjan. The programmes were directed at 150 workers, and after a further six months, 97 graduated. It was then decided to broadcast on open circuit to a wider audience. Factories and mines were invited to form class groups on the premises under the direction of supervisors. Workers were told: "if you pass, you will be promoted". 37 groups were set up, and after six months, 407 workers graduated as literate.

So in two years the goods—1000 literate workers—were delivered. The cost of this experiment was high. It cost at least 150 dollars for each literate worker. But here the number was small, only 1,000 people involved. As the number of students

increases, the cost per student reduces as production costs remain the same, and transmission increases only slightly after the original installation has been made. So it is true of Education by Television, that the more students you have, the cheaper it costs, per student.

One child in 20 goes to school in Niger. Literacy is about 3%. The annual income per person is £35. After Independence there were only 66 trained teachers in the entire country, about as many as would be needed to run Blackrock College. The remaining teaching body was made up of half baked amateurs.

The Niger Government, with the help of a million dollar grant from France, decided to turn the entire 6 year primary school system over to television. Take a look at a Niger TV school: the walls are mud, the floor sand, there are no desks, no chairs, the teacher is miles away, in the TV Studio in Niamey. All the teaching is carried on the TV set. What about the adult, who seems to be in charge. Well he is the class supervisor, chosen more for his goodwill than for his education. He can just about read and write, and got a three weeks crash course in the TV School at Niamey. He opens the school, switches on the set, and if necessary, stops the children from throwing sand at each other.

The training of the class supervisors is laughable, the approach to teaching completely novel, but despite that the scheme is working. Comparing TV pupils with children in conventional schools, spoken language. TV 76% above average, 21% below; reading TV 60% above average, 10% below; writing TV 46% above average, 54% below. The programmes tried to use some of the unique and attractive characteristics of Television to teach in an enjoyable, yet inventive atmosphere. This was a deliberate attempt to break with the traditional rote learning of Niger schools. Since TV for the first time, the word 'why' has made its appearance. The pupils receiving the TV instruction seemed much happier than children in other schools, they are more spontaneous, and seem far more interested in attending school. The UNESCO report, normally a rather sombre document, becomes positively rapturous in describing the pupils. "In the classroom they are free and jovous, and sometimes seem to be absolutely enchanted. Unlike other schools, there is no absence on the part of pupils, none even during a recent epidemic. And not only do they come to school, but they come early so as not to miss the first programme". Perhaps the overall success of this exciting venture is

summed up in the fact that since the introduction of television the Elementary cycle which up to now took six years, can be shortened to five, and TV is now to be used in secondary and adult education as well.

American Samoa is a happy hunting ground for rich Australians, or indeed rich Americans who want to get away from it all for a few weeks. But when in 1961 a new Governor was appointed to American Samoa, he was shocked by the condition of the schools. Instruction was supposed to be in English, but most of the teachers couldn't speak it properly themselves, and most of the classrooms activity was chanting in unison. The Governor said "There is no time for delay. We need an educational revolution." To do this, he could import teachers from the States, but this would cause local antagonism or he could send Samoan teachers to America for training, but this would be too slow. So in 1964 he decided to carry most of the teaching in Television, broadcast over SIX channels. Find the best teachers, give them time and facilities to produce good classes, and you will surely improve teaching. The fact of using 6 channels means that six different lessons can be broadcast at once, a separate channel for each class. In an average week 170 schools programmes are produced, and some are repeated. In the classroom the teacher concentrates on individual work with his pupils. He prepares them for the programme before the broadcast, then quizzes them, gives them follow up work, or encourages them to work on their own. During the summer holidays, he goes to the TV Studio and together with the TV teachers goes over last year's lessons, suggests improvements. This helps him to feel part of the teaching team. The classes can often be big, up to 200. The second hall, or canteen, which otherwise might only be used an hour or so a day, is now fully utilised.

The interesting thing about this Samoan project is the business of using six channels. The problem about the way Television has been traditionally used in education is that it is difficult to fit Television lessons into an already crowded syllabus when you have only one lesson at a time. But with this system you can have one channel per class and then you really make an impact. You take the burden of the teaching load off the shoulders of the classroom teachers, and free him for follow up activities and personal attention. Ex President Johnson and Ladybird visited the Samoan project a few years ago. The First Lady was very impressed, she said: 'If I hadn't gotten so deeply

involved in beautification, I would take on Educational Television as my special project'. Well, we all have our own priorities!

The development of cheaper types of video-tape recorders, have made the expansion of television in education a far greater reality for people who haven't the sort of budget a national enterprise like Telescuola can master. Lectures taped on VTR, could be very important in the sort of adult education schemes organised by the Universities in rural areas. In Cashel Diocese, some of the lectures for the pre-marriage courses are pre-recorded on video tape and played back at several different centres.

A new star to appear in the electronic sky is Electronic Video Recording (EVR). EVR is to Television, what the long playing record was to radio. By putting a small attachment, about the size of a large book, on top of a TV set, it is possible to play pre-recorded tapes or cassette of up to 60 minutes. You can't record your own programmes with this system, but the EVR people are rumoured to be negotiating with the Educational television producers to buy over their existing programmes and make them available at a cost of little more than £5 per hour. This would be about 1/50th the cost of the same material on film.

Anyone concerned with adult education in Ireland must be interested in two recent developments. (1) The Government decision to start a Gaeltacht Radio Station and (2) the British Governments decision to open an additional 60 new local radio stations, making an overall total of over 100 Radio Stations in Britain.

The Gaeltacht Radio will be the first local Radio Station in Ireland. If our development follows the English pattern, its fairly obvious that before long there will be Radio Cork, Radio Limerick, Radio Waterford, maybe even Radio Skibbereen. Local radio can cater for minority tastes, it needn't be the slave to mass audiences that a national station tends to be. The sort of development local radio takes may depend on the local pressures which are brought to bear on it. Adult educators take note!

# PREPARATION FOR RETIREMENT COURSES IN DERBYSHIRE

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THERE is no universal formula for ensuring a happy and successful retirement. Preparing for it involves the very gradual, long-term development of an attitude of mind leading to progressive action based upon personal choice which is closely related to each individual's personality, experience, environment, physical capability and financial situation. This preparation must be a voluntary matter for the individual. Nevertheless, employers and the community at large have a responsibility to encourage and facilitate the individual who wishes to make adequate preparation for this new period of life. The employer can identify who requires help and can integrate the Company's attitude to retirement with general manpower policy. The community can ensure the use of its education services to encourage changes in attitudes to the work/leisure relationship; to provide services appropriate to retirement and to examine the need for changes in legislation as a steadily increasing proportion of the population enter into this category.

Many Local Education Authorities, aware of the fact that retirement is fast becoming a serious national problem, have taken steps to provide opportunities for the individual to attend courses which will enable him towards the realisation of an opportunity through timely thought and action. The organisation of these courses must be a local matter in every instance, with variations to suit local needs and circumstances.

In Derbyshire the development of courses has been an organic growth. In the beginning, there was a tendency for courses to be mounted by different agencies in isolation. The three main agencies concerned were:

The Old People's Welfare Department of the County Council.  
Individual Firms  
The Adult Education Service.

We, in the Adult Education Service, tried mounting courses on one evening per week for 6-10 weeks on a voluntary subscription basis. These were a failure for three reasons, viz:—

Recruitment was difficult; sixty to sixty-five year olds preferred the fireside to coming out for this purpose in inclement weather. The six-day gap between meetings mitigated against a reasonable atmosphere of continuity either in subject content or in social contact. Because of the lack of a general awareness in the community of the serious social implications of the problems of retirement, the courses tended to be looked upon as just another "night-school" eccentricity.

In retrospect, it was obvious that co-operation between the three main agencies referred to earlier might well go a long way towards solving these problems. It seemed clear that a co-ordination of the specialist expertise particular to each agency could prove invaluable. The Old People's Welfare Department had very dide experience of individual problems in later years. Industry had its personnel, welfare and Union expertise, its intimate knowledge of individual financial situations, its ability to facilitate and encourage enrolment to courses through day-release and, not least, its considerable moral responsibility in the whole exercise. The Adult Education Service could offer considerable experience in structuring, staffing and organising courses, providing accommodation, co-ordinating and mounting training sessions for organisers and staff of courses.

As a result of such co-operation, courses of one afternoon session per week for 6-10 weeks were then arranged on a day-release basis. These were more successful because enrolment was encouraged by management and there was the obvious incentive of day-release with pay. There was still the considerable difficulty relating to continuity and small firms in the area found it difficult to arrange for the release of personnel without adversely affecting production schedules over the period of the course.

It was at this point that the Local Authority came together with Rolls Royce Aero Engine Division for the purpose of providing courses. The management of the Company had readily agreed the fact that, just as they accepted the moral responsibility for assisting employees to face the financial problems of retire-

ment through Company pension schemes, it was equally their moral duty to assist those same employees to face the physical, psychological and social difficulties with which they might be confronted. The appointment of a Retirement Consultant with a remit to advise management as to what was required and to advise individual employees with regard to their many personal problems followed. Direct liaison between the Consultant and the Adult Education Staff was immediately established and led to the proposal that courses should be held on two consecutive days rather than spread over a number of weeks. It was felt that the problems of continuity on the courses and interruption of production schedules would be considerably eased. The Consultant is in attendance at and very actively engaged in every course which takes place.

The structure of any course is largely dependent on two factors:—

1. Subject Matter.

2. Course Subscription.

1. We identified the broad area of needs which should be reasonably well met if retirement is to be the period of fulfilment that most of us feel it should be. These were classified as physical, psychological and social. Consequently our course programme would need to be concerned with.

- Good physical and emotional health
- adequate income, substantially beyond subsistence level
- suitable accommodation
- congenial associates and neighbours
- one or more absorbing interests
- an adequate personal philosophy of life

2. Initially we took people of widely differing backgrounds and situations together. There was some merit in this as, through group discussion techniques, much was learned reciprocally, but experience soon showed that certain major problems, although common to all, could not easily be treated in depth with such heterogenous groups. Finance was a particular case in point. It was difficult to strike a level of interest between hourly paid, weekly paid and salaried staff when particularising. It was also found that when dealing with the general aspects of this problem initial suppositions were not necessarily correct. For example, it would be supposed that the financial problems in retirement might well loom larger in the mind of the average wage earner

than in that of an executive. This, we have found, is not necessarily so. The wage earner who has been careful in his spending, saving and insurance may have less of a problem financially in retirement than the executive who has "lived it up", who has been used to a high standard of living and an expense account. The same comparison may be made with regard to the use of leisure in retirement. The executive who has devoted his total energies to "The Company" during his working life may find the sudden dramatic fact of total leisure completely unnerving, whereas, the man on the shop floor, who throughout his working life has developed interests in his leisure time outside the working situation may find he has far less of a problem.

We also found that personnel in the lower income brackets tended to be less vocal in discussion particularly when departmental heads of management staff were in the same group. This then led us to the conclusion that if courses were to be structured to provide maximum benefit to the participants then some sort of selectivity in recruitment would have to be imposed.

Another problem, raised by industry, was that of the venue for the courses. It was suggested that the courses would be best presented away from the work situation. We were fortunate in that we had two Centres which were suitable, one, some twenty miles away from the work area, the other some thirty-five miles away. The nearer one was suitable for day-release courses and the further one for residential courses. This latter provided a unique opportunity for social contact and counselling. It also gave us the opportunity with supervisory, management and executive personnel to emphasise their counselling role within the work situation. An understanding of, and a sympathy with other people's problems regarding the approach of retirement and therefore an ability to advise would surely mitigate towards a happier and more efficient working unit.

The content of the courses at both Centres is basically the same. After arrival on Day 1 the Course is introduced by a statement of the Company's policy relating to retirement, making it quite clear that the invitation to attend the course is in no way an attempt by the Company to suggest to an employee that he is "on his way out", but rather is it an expression of the Company's acceptance of its responsibility to give long term assistance to the man who wishes to make adequate preparation for retirement while still in the working situation.

This is followed by a talk on the problems of retirement in the '70's which stresses that the course in no way purports to offer a neat recipe for successful retirement. It can only stimulate a flow of ideas from which each participant will extract what is relevant to him personally and will provide him with useful information which will assist him to see what are some of the practicable, realistic choices open to him when planning for the totally different sort of living which will be required of him. The emphasis is on retirement as an attitude of mind rather than merely a physical state. A number of basic questions are posed to guide the participant in his search for the alternatives of preparation and action which will be personally suitable to him; What sort of person am I? Am I sociable or a "lone wolf"? Am I self-disciplined? Do I see retirement as "old age" or rather as a welcome and challenging extension of middle age? When I retire and income falls from earnings to pension, how am I to maintain a proper measure of the standard of living I have been building up for myself over the years?

When the pressures of work are off, which have kept me physically and mentally on my toes until this time, how shall I keep myself physically and mentally alert?

When I am separated from those who have been my companions of everyday at work, who are to be my companions and where shall I find them? When the challenges of work which have given purpose to my life day by day are gone, what new interests, challenges and purposes must I devise for myself?

When I cease to fulfil the working role which has given me a sense of belonging, of being needed and being useful, what part can I play as an active contributing member of society? Is my retirement going to be a breakdown or a breakthrough? The two-day course offers an opportunity through discussion, group counselling and lecturing techniques to consider these questions.

Following this introduction the participants are divided into groups of eight to ten for an initial discussion. They inform each other of some of the adjustments they feel they will personally have to make and to what extent they think forethought and positive planning will help. They discuss how the satisfactions gained in the work situation might be replaced in retirement and to what extent the skills and experience gained at work may be translated into a social context in retirement and for whose benefit.

After luncheon which is notable for its continued discussions on the central theme, the question of finance is dealt with in

detail. Workers' Shares, Company Pension Schemes, National Insurance and Supplementary Benefits, Income Tax and methods of Investment are all discussed with experts in each section. Two retired bank managers are employed as course tutors to assist with the work in this part of the course.

Prior to dinner, a solicitor deals with Legal Matters which have a bearing on retirement.

The day concludes with an informal talk and discussion by a medical expert on "Health in Later Years".

The second day is mainly concerned with personal adjustment and the use of leisure. Here we particularly consider the adjustment to change in domestic and social relationships, the change in status of the individual, and the sense of loss of purpose which too often follows the dramatic onset of total leisure for those unprepared for it.

A case study discussed in small groups helps considerably to under-pin many of the ideas evoked in the previous day and a half.

The last session of the morning takes the form of an entertaining and informative lecture/demonstration on "Do It Yourself". This provides a suitable lead into the afternoon session which is made up of a series of optional groups led by experts. Subjects offered have included Handyman in the Home, Home and interests with which retirees can occupy their leisure. which illustrate a small number of the wide variety of activities. Decorating, Painting for Pleasure, Modern Gardening Techniques, Golf, Bowls, Enamel Jewellery, Archery, Local History, Historic Houses and Gardens, National Parks, Photography, Decoration of Glassware, Weather Study, Greenhouse Management and Tomato Cultivation, Furniture Renovation and French Polishing and Coarse Fishing. It is in this important field of preparing the individual to cope with the onset of total leisure that the Adult Education Service has a vital role to play. There is a great deal in the day and evening provision of classes and activities which not only interest the retiree but can also stimulate him to follow patterns of activity outside the class or Centre situation. Involvement in these Adult education activities can help him to ease the problems of replacing lost purpose in life, maintaining physical and mental alertness and, thereby, general health; replacing social contacts and providing opportunities for the individual to continue to use his skills and experience to the benefit of others in the community less skilled and experienced than himself. They also bring him into regular

contact with a wide variety of age groups thus enabling him to maintain regular contact with those younger than himself.

The final plenary session of the course is devoted to comments and criticisms from the participants and a summing up by the Course Director.

In most people there seems to be an in-built "sales resistance" to the idea that retirement is going to happen to them. We find that many of the students who think they will have no problems in retirement have either given the matter considerable thought or none at all. Many of them arrive on the first morning with the attitude that this is not for them but at least it is a change from the normal routine. By the end of the course the majority echo the comment of one participant (a senior executive), when he remarked that he had attended in the first place with a closed mind purely to observe but that he had gained so much of personal value in the two days that he would welcome the opportunity to assist on the courses after his retirement. One of the greatest difficulties therefore in the mounting of any programme of courses is the creation of a sensitivity in the community at large and in industry in particular to the social implications of the problems arising from retirement. It is in this context that employers can give a positive lead.

The formula of programme content as set out here has evolved as a result of a constant feed-back from participants on the courses. They, apart from being our most useful critics, are also our most valuable publicists. They are playing an increasingly effective role in breaking down resistance in the minds of colleagues and workmates to the idea of preparing for retirement by involvement in the courses provided. They also suggest that 60-65 years of age was in many respects the wrong age range for initial involvement. The result has been that the Company have agreed to the release of employees in the 55 years upwards range. Intensive and regular publicity is essential. We have used the Press, television and local advertisements.

Retirement Associations set up at local levels act as co-ordinators of provision and dissemination of publicity. They also provide valuable liaison at local level with smaller firms allowing for their inclusion in courses laid on for the larger concerns.

Our experience in Derbyshire during the past five years has taught us a number of valuable lessons which, although particularly relevant to the local situation, may well be applicable elsewhere:

- (a) Intensive and varied publicity is required to educate the community towards a realisation of the importance of the social need for such courses.
- b) Co-ordination of and co-operation between all the agencies concerned is essential.
- c) Consecutive days (preferably three) are much more effective than wide-spread protracted sessions.
- d) Where possible the residential situation is ideal. Where this is not possible, the removal of courses from direct association with the Company by venue and/or outside tutoring staff has a liberating effect on the participants.
- e) Some form of selectivity where course subscription is concerned is preferable.
- f) Critical feed-back from participants is essential to the organic development of course content.
- g) Age for initial involvement should be at least ten years prior to retirement.
- h) Involvement of domestic partner at some point in the course is to be encouraged.
- i) Some form of training/briefing for organisers and lecturers and discussion group leaders is advisable.
- j) Retirement is a national problem; consequently more support must be forthcoming from national level to assist what in every respect is a form of preventive medicine.

In the field of statutory educational provision much attention is given to preparing pupils for each new phase of their lives culminating in careers advice and guidance in their last year at school. The educational need of those preparing to embark on a totally new phase of life on retirement is no less great. In the context of present expectation this phase may be a period of ten to fifteen or even twenty years, a span equivalent to half a working life-time.

The need for a full understanding of the problems and adequate action by the Community as a whole is therefore urgent. The Government, Industry, and individuals, all have their part to play in ensuring that each person is given sufficient opportunity for preparation for this continually lengthening phase of life.

# ANDRAGOGY : A NEW SCIENCE

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PERHAPS one of the most important developments in the field of adult education during the last ten years is the fact that a new branch of science has emerged with adult education as its specific object. Andragogy or andragology is its name. In Yugoslavia and the Netherlands there are professors, doctors and students in andragogy at the universities. In the United States Professor Malcolm Knowles uses the term "andragogy" to denote his field of study. Also in some other countries, Germany, Poland and Hungary, the same term is frequently used. In English speaking countries there is some hesitation: why not simply use the word adult education? Is andragogy something more? I would like to give some information about andragogy in order to provide a basis for sound discussion about advantages and disadvantages. More specifically I shall refer to the situation in the Netherlands.

## 1. THE WORD "ANDRAGOGY": HISTORY OF THE TERM

It sounds new but the name is older than a lot of people think. Before the German education theorists Diesterweg (in 1835) and Natorp (in 1894) introduced the better known term "social pedagogy" (Sozialpädagogik) the term "andragogy" (Androgogik) was proposed by a German teacher in a grammar school, Alexander Kapp, in 1833. The two words are sometimes used to denote the same field, but with a different accent. Social pedagogy stresses that educational activities outside schools are justified in cases of failed chances or for deprived people; andragogy says that education for adults can be as normal as education of children. Kapp used the word in a description of the educational theory of the Greek philosopher Plato.

Education starts with "Propädeutik" (propaedeutics), before birth; than there is education of children, pedagogy; this pedagogy finds its fulfilment and necessary perfection in the education of adults, andragogy.

The etymology of the word needs some attention. The Greeks did not know this word. They used only the term "paidagogia" to denote the activity of a "paidagogos", i.e., the slave, the professional who has to care about the education of the children.

1. Father Liam Carey invited me to do so. He visited the Netherlands in 1970 and inspired me to write some words about this science for English readers. To him and to professor Ten Have, whose paper "The study of andragogy" I used, many thanks! At the I.C.U.A.E.-conference in Montreal (August 1970) I had the opportunity to discuss a few points with some people. So "pedagogy" is not a combination of "ped" (i.e. paidos, child) and "agogia" (from agein, i.e. to lead), but a derivation of "pedagogos". In classic Greek language only the word "agoge" (the activity of leading) exists as an independent noun; not the word "agogia" (the activity of an "agogos").

So pedagogy is not an incidental, but a professional activity. Now sometimes also the behaviour of adults, is led modified, steered in a professional manner, not accidentally but by conscious intentions and in a functional way. Then by analogy, we can speak of an "andragogos" (an adult educator) and of "androgogy" as his activity: the stem "andr" stays for a grown-up man.

Many great philosophers during all history, from Confucius to Comenius, have said that adults can learn and are learning during their whole life, but saying that adults are also in need of professional guidance in learning was quite a revolution. Of course, adult education existed, but as an exception, not as a normal case. Therefore, we need not be surprised that in his book and in one of his lectures the better known German philosopher Johann Friedrich Herbart (1776-1841) showed himself a very strong opponent. He wrote: "the exaggeration of pedagogy to andragogy has to be blamed, because in this way a general state of tutelage will arise". The first misunderstanding was born: andragogy means that adult education is not pedagogy, is not tutelage. However, the great philosopher had more influence than the simple teacher, and so the word was forgotten and disappeared for nearly a hundred years. And the Germans began to use more frequently the words "social pedagogy" or "adult pedagogy", not recognizing that in these cases education has more the danger to become tutelage.

The term "andragogy" was once more introduced in 1921

by the German social scientist Eugen Rosenstock. (Until 1962 he believed to have invented the word; then Franz Pöggeler told him about Kapp and Herbart!). Rosenstock was an adult educator who worked in the Academy of Labour in Frankfurt. He was much concerned about the specific qualities of adult education: in his opinion this kind of work needed special teachers, special methods and a special philosophy. It was not enough to translate the insights of education theory (or pedagogy) to the situation of adults. In a report on the Academy he wrote in 1921, that the teachers should be professionals who could cooperate with the pupils: only such a teacher can be, in contrast to a "pedagogue", an "andragogue" (Andragoge).

2. I do not agree with the history and the etymology which M. Knowles gives in his book "The modern practice of adult education. Androgogy versus Pedagogy" (New York, 1970).

In 1924 he wrote an article in which he elaborated a theory of andragogy. There he says that andragogy has to be used to stress that education of adults should be quite different from mere "pedagogy" (children education) and from mere "demagogy": it has to be conscious and professional mental education of adults.

Rosenstock and his friend and colleague Werner Picht used the term at various occasions, but it did not yet receive general recognition. In 1933 Rosenstock took refuge to the United States, where he became a professor of sociology; as far as I know he did not use the word andragogy in one of his writings in English language. And in Germany again "andragogy" became almost forgotten.

But now it did not take another century to give a new incentive. After the second World War Heinrich Hanselmann, a Swiss psychiatrist, began to use the word "Andragogik" for the non-medical treatment or re-education of adults. Hanselmann does not seem to have known the German use of this term by Rosenstock a.o. In his book "Andragogik, Wesen, Möglichkeiten, Grenzen der Erwachsenenbildung" (Andragogy: nature, possibilities and boundaries of adult education), published in 1951, and in earlier articles, his first interest is, however, adult counseling or the education of disturbed children and adults. But he stresses that in a sound society also adults must have opportunities to learn. Perhaps he came to andragogy as an analogy to psych-agogy; a term used by the psychiatrists A. Kronfeld (in

1925 and 1927) and P. Janet to denote a specific treatment of adults for less serious neuroses, also called "re-education".

Besides in Hanselmann the word andragogy found a strong defender in the German teacher Franz Pöggeler who published in 1957 his book, 'Introduction to andragogy. Basic issues in adult education.' In the same period Herbert Grau began to use the word in Austria.

There are some differences in the definitions of "andragogy" by Rosenstock, Hanselmann and Pöggeler. All three of them stress that the scientific study of adult education has to be something more than an extra to "pedagogy". Rosenstock, however, says that "schools" are there for children; adult education is a process of life, not of school. Andragogy does not refer to adult schools, but to scholastic adult education, i.e. professional education for a well-defined function, skill or knowledge. Hanselmann goes even further in rejecting schoolish forms of adult education. For him andragogy is not a "wanting to educate adults" but "helping adults". Pöggeler analyses why we have such negative feelings about schools.

For him "school" can also mean: opportunities to get a new orientation, new knowledges etc. Essential is that education has to be systematically planned. In his definition, andragogy stands for all systematical educative activities for adults.

After 1960 also in other than German-speaking countries the word "andragogy" was introduced. In France, Bertrand Schwartz uses "andragogy" sometimes for "éducation des adultes". In England J. A. Simpson published an article about "Andragogy", in 1964/65 in the journal "Adult education". In the United States Malcolm Knowles believes that the word "andragogy" can be used in developing a distinctive theory of adult learning: the art and science of helping adults learn, a theory to justify the treating of adults as adults. In South America Felix Adam, secretary of the Interamerican Federation for Adult Education, a Venezuelan classicist, again invented the word, because "pedagogy" is not an adequate term to denote the theory of adult education. But there are incidental occasions. In the more official academic language "andragogy" has received recognition only in Yugoslavia and in the Netherlands. In Yugoslavia M. Ogrizovic published in 1956, a dissertation about "penological andragogy" and in 1959 a book, titled "Problems of andragogy". Later well-known people like Samolovcev, Filipovic and Savicevic began to speak and to write about andragogy when they introduced adult education as an academic field of study. The

universities of Zagreb, Belgrade and other cities began to offer doctor programs in "andragogy"; a team of professors wrote a handbook "Essentials of Andragogy" (1966), and the professional journal "Obrazovanje odarslij" (Adult education) changed its name to "Andragogija" (1970). (Also in Hungary the term "andragogy" is used for doctor programs in the universities of Budapest and Debrecen; dr. M. Durko is one of the best known Hungarian "andragogues").

In the Netherlands it was professor Ten Have who, as professor in "Foundations of social pedagogy" (since 1950), began to speak about "andragogy" in 1954 in his lectures. In 1959 he published the outlines for a science of andragogy. Since 1966 the University of Amsterdam has a doctorate program for andragogues. Adult education was already one of the fields of study of "social pedagogy" from 1950. In 1970 in the faculty of social sciences an official department of "pedagogical and andragogical sciences" was established. Now there are seven universities in which students may receive a degree or a specialisation in the science of andragogy.

## 2. ANDRAGOGY, ANDRAGOGICS AND ANDRAGOGY.

Some people may smile at attempts to come to precise definitions of words we use in scientific language. They say that the content of a science and its significance for practice are more important. I believe that only by sound formal distinctions we can arrive to a sound scientific theory. In science we have to define exactly about what we are speaking, which fields our generalisations are covering and with which pretensions we give our conclusions. For "andragogy" professor Ten Have suggests the following distinctions:

1. *Andragogy* is any intentional and professionally guided activity which aims at a change in adult persons. Note-worthy is the word "activity": andragogy is not the science but the activity which is studied. It is distinguished from pedagogy (education of the child) and gerontagogy (education and guidance of elder people). The change which is elicited or guided, is considered desirable. Therefore, "planned change" (as American social scientists sometimes call it) is not the right word, because the activity aims not at a change but at a qualified change, a change that is judged to be good or considered to be an improvement. These changes may take place in persons: in their behaviour or feelings, their interrelations, their group-life or in

a society as a whole (Work with society itself, e.g. institution building, could be called "sociagogy".) To these activities belong: social case work, counseling, re-socialization processes, social group work, adult education, personnel management, community organization and community development, work for better communication, extension work; training activities, etc. Adult education is only one of the parts of andragogy.

2. *Andragogics* is the background of methodical and ideological systems which govern the actual process of andragogy. The word stems from the Greek "(techné) andragogiké": the art, the skills, and principles for andragogy. In German sometimes "Andragogie" and "Andragogik" are used as interchangeable, but a distinction (not a separation) of theory and practice is needed. Andragogics is the body of knowledge which belongs to a certain andragogical activity. It can be called the practice-theory: the deposit of systematized experience-knowledge or the whole of working principles and rules which govern the andragogical activities. A complex of factors influences andragogy. It is done systematically and methodically, based on certain concepts about man, society and life, on an idea about what is desirable and on conceptions about the possibilities of the various methods.

Values, methodical concepts and experience-knowledge are the central parts of andragogics. It is a normative theory of practice, and we know several of these theories. They may be very explicit as a Freudian, a Roman-Catholic, a Deweyan-pragmatic theory of adult education, or of a more global nature (revolutionary or evolutionary), or they may be only implicit in the concrete activities of an adult educator. Since adult education, as all andragogical activities, aims at a methodical improvement of a given situation, it is based upon one or another andragogics.

3. *Andragology* is the scientific study of both andragogy and andragogics. It is the "logos" (scientific analysis) of andragogy, like psychology is the "logos" of the psyche, and like methodology is the scientific study of methods and "methodics" (methodical concepts). (In the word "andragology" one "go" has been dropped: etymologically it should be "andragog-o-logy", but that word is difficult to pronounce!). Most important is that andragology is an empirical science about practices and normative theories; andragology itself is not a normative theory but scientific discoveries may be incorporated in certain normative theories. The normative aspects of all andragogical activities are

treated as empirical data, as value premises. In the next section we will have to make some remarks about this point, but it should be accentuated that this distinction between andragogics and andragology does not mean that this science does not have a very specific relation to practice. The discussion about a value-free science can be applied to andragology as well as to sociology and natural science, without neutralizing the distinction between andragogics and andragology. Among the tasks of andragology are:

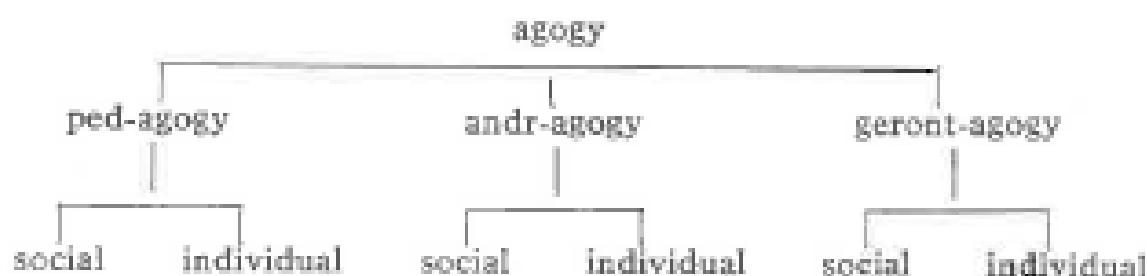
- watching the formal description of (adult) education, social work, etc.,
- formation of various theories which qualify and rule the andragogical activities,
- testing hypotheses and building theories about regularities and empirical laws which are inherent in andragogy, e.g. by empirical research,
- testing normative theories, kinds of andragogics in their abilities as consistent and immanent-logical bodies of knowledge and explicating the (often only implicitly given) pre-suppositions of these theories.

There are several criteria for making distinctions in the field of andragogy and andragology. We know the different fields of andragogical activities: social work, adult education, personnel management, etc. There are different methods: group work, counseling, social action and so on. There are more theoretical distinctions according to the objectives of andragogy: ex-agogy (to lead somebody away from a situation of need) or an-agogy (to bring somebody to an optimal situation of well-being). It is important to make such distinctions also in order to see that the difference between pedagogy (a.o. children education) and andr-agogy (a.o. adult education) is not the only one and perhaps not the most interesting one. Or, in other words, there are also similarities between pedagogy and andragogy. Therefore, we say that both are specifications of the more general phenomenon of "agogical activity" or "planned change". It should not be right to exaggerate the difference between children education and adult education, because of the danger, e.g., to see children as human beings which can be kept in a state of tutelage, or to deny the essential characteristics of a teacher-pupil relation in adult education.

That is the reason we are speaking about pedagogy and andragology as specifications of the more general science *agology*.<sup>\*</sup> Schematically, and in too few words, social sciences

can be divided in sciences of human behaviour (sociology, psychology, social psychology and sciences of intended changes. In the latter ones the value problem plays a very specific role. These sciences are e.g. politicology (the science of the processes of changing rules and circumstances which govern the distribution of power), planology (the science of social re-construction) and agology (the science of the intentional planning of changes in human beings and social relations).

The activity:



The normative theory:



The science:



### 3. THE CHARACTERISTICS OF ANDRAGOGY OR WHY ANDRAGOGY

The reasons for a science of andragogy, or andragology, can be stated in three theses which specify the characteristics of andragogy. According to Ten Have:

1. Andragogy is a social phenomenon of a specific kind. The specific elements—of andragogy as an interaction process are at least the following:

- a. A conception of a more valuable situation which serves as the aim of agogical action. In andragogy we have to do with ideas and ideologies, values and norms, conceptions of "right

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\*Already in 1925 also the Russian Medinski introduced the word "antrop-agogy" as a general term for together ped-agogy, andr-agogy and geront-agogy.

action", "good situation", "well-being", etc. Diagnosis is inherent in andragogy.

- b. A conception of the reality of the given situation which is the starting point of an andragogical action. Situations are qualified as problematic, shortcomings, deficiencies, inadequacies, etc. Not only motivations and situations of persons as such are important, but above all their capacities, resources, workability, leveling points for change in the light of what is conceived as improvement.
- c. The planning or programming of the andragogical activity in order to bridge the gap between a and b. The kind of planning depends on the images of the given situation and of the goals. Counseling or group therapy is quite different from the planning of an adult education program. In every agogical action the planning element is present as the pre-conceiving of the action itself.
- d. The agogical action itself, proceeding less or more systematically according to the conceived plan, with the aid of relevant methods and techniques. This "moving" phase of andragogy can sometimes be divided in several sub-phases (e.g. in a process of community organisation or in an educational program). The methods and techniques belong to the methodology of (andr) agogical action or social technology.
- e. the evaluation of the effects of agogical actions as well as of the process itself. This evaluation can be only successful if the conceptions of the ideal situation and of the given situation (a and b above) are clearly described. A good evaluation pertains not only the effects but also the process of action; was it possible to proceed in the way the action was planned.

Because of these elements the andragogical action is an interactional process of a specific kind. They necessitate us to lift it out of the general context of interaction processes and study it in a specific science (or sciences). But also: the various kinds of agogical actions have so much in common that it is fully justified to create, maintain and develop a general agology as a kind of a stem science with many ramifications (such as pedagogy and andragology).

2. Andragogy cannot be considered as merely an application of the behavioural sciences and/or of sociology. Andragology is not

to be identified with applied (social) psychology or applied sociology.

- a. in andragogical activities of course also insights of psychology and sociology are applied. Knowledge of psychic and social phenomena is necessary to get a clear idea of the situation in which we have to operate. Psychology of interaction and communication has an important function in understanding the concrete andragogical action. From experimental social psychology (e.g. attitude change theories) it can be derived that the introduction of certain variable will produce certain effects.
- b. Fundamental knowledge which is needed by the andragogue and andragogisa is also provided by other than the social sciences.

Additional knowledge is provided by:

- social ethics (theory and science of norms and values, ideals and ideologies).
- the logic of diagnosis, prescription and evaluation,
- epistemology and methodology.

Social and philosophical sciences are fundamental and provide the agologist with the building stones for the basic layers of his science, just like anatomy and physiology provide the medical scientist with some basic knowledge.

- c. Andragogy however is essentially different from an application of insights from the social sciences. New psychological or sociological insights throw new light upon what is, upon the empirical reality. The findings of experimental work allow prediction: they tell us what can happen and by which measures we can transcend or innovate the given reality. They can never tell us in which direction we *ought* to transcend reality and which measures *ought* to be taken, or in other words which prescriptions are the right ones. The concept of improvement, essential in all agogical activities, presupposes a critical study of the value principles involved: a clarification of the essential values and a justification of the handling of these values as norms for action. This is not a task of the social sciences but of philosophy, notably of axiology. It belongs to the tasks of andragology to study the factual choices made in andragogical practice, concerning the purposes of actions as well as the means of actions. Purposes and means have ethical implications and must be justified.

To these two a third reason can be added:

3. Andragology is an effort to break down the separations between the different forms of andragogical action and theory. Andragology is a comparative science of planned change.

- a. Social work, adult education, community organization, management development, sociotherapy, etc., have developed their own languages, own theories, methods and action models. This causes a lot of confusion and "apartheid". In andragology we study also the basic similarities and the possible reasons for different developments.
- b. In andragology we compare not only the different systems of e.g. adult education in different countries and cultures, but also the different fields and theories of andragogy in one country. It is not the first intention to develop a new super-science or super-theory but to compare them in different fields developed theoretical and practical ideas.

#### 4. THE PRINCIPAL PARTS OF ANDRAGOLOGY

In this relatively independent science andragology we can divide several parts or sub-disciplines. So in Yugoslavia the system of andragogy (we should like to say: andragology) consists of general andragology, historical and comparative andragology, special andragologies (e.g. industrial, penological, military, leisure time etc.), methodology of andragological research and the study of teaching methods. At the University of Amsterdam the following parts are emerging:

1. General and theoretical andragology which comprises as interdependent elements:

- a. the comparative study of andragogical systems, practices and theories in:
  - different times (historical andragology),
  - different countries and cultures (comparative andragology) and
  - different working fields.
- b. the study of the sciences which give theoretical support to the diagnosis of the actual problem. Diagnosing a problem presupposes:
  - a theory of normative concepts or potential aims of andragological activities, personal and social values relevant to andragogy. Examples of such concepts: mental health, integrated personality, well-being, right functioning, good

human relations, democratic community, liberty, equality and participation.

- a theory of problem syndromes of personal, social and cultural phenomena. This means the analysis of what is conceived as improvable behaviour, functions, communication, interaction, etc., comparable to somatic and psychic pathology in medical science.
  - a theory of psychological and sociological models of possible individual and social changes. To plan andragogical action we must have knowledge about adult learning, attitude change, adult development, adaptation processes, innovations, change and resistance forces in social systems, etc. It belongs to the tasks of andragology to select the relevant models from the social sciences. Most of the theoretical work in this area has still to be done.
- c. The study of the andragogical process. The analysis of the andragogical process, of the relationship between a change agent and a client system, of the functional and task-oriented versus the emotional and personal elements in the process and so on is perhaps the most important part of andragology. The action must be planned, and executed in an efficient, effective and ethically justified way; when it has come to an end, it is evaluated. This scheme leads to five "sub-theories":
- the theory of andragogical goal-setting,
  - the theory of problem diagnosis,
  - the theory of the planning and programming of action,
  - the theory of the dynamics of the andragogical action,
  - the theory of evaluation.
- d. The study of administration of andragogical action. Most of the andragogical activities are institutionalized: they take place in organizations (mostly a hierarchy of organizations), which involve problems of (social) administration, management, internal relations, communication, power distribution, policy, etc. The more or less institutional or functional character of the relation between change agent (andragogue, teacher) and client system (object of action, pupil) is essential for andragogy. Improving andragogy means also to improve the structure and functioning of the organizations, institutions and functions involved, to improve the administration and management process.

2. **Andragological technology.** This part can be called social or andragological technology, or andragological didactics, or methodology of andragological action. It comprises the analytical and comparative study of and training in andragological methods and techniques. These methods and techniques can be classified in different ways:

- individual and social methods: self-instruction, casework, counseling, discussion techniques, group work, community organization, intergroup work, extension work, etc.
- methods of motivating client systems ("unfreezing"), of assessing needs and interests, of continuing of actions, of evaluating programs, of establishing and freezing results, etc.
- methods and techniques for different purposes: psycho-therapeutic or socio-therapeutic methods, training and consultation methods, educational and instructional methods.

To this social technology belongs also the analysis of more general kinds of modification and intervention mechanisms and of concepts as strategy and tactic.

3. **Methodology of andragological research.** In this part of andragology research methods are analyzed and improved, rules are set out for reliable and valid research techniques, new scientific methods are developed. In general, the criteria and methods of research are the same as in other social sciences, but because of the characteristics of andragogy some methods are more important, are in a higher need for development, and besides the "pure" research methods we need such scientific methods that could be applied in practical work. Methods of diagnosis, of evaluation, of feedback, etc., are highly relevant. Nowadays and in the near future research in andragology is mainly explorative field research and case analysis, and therefore the training and development of research methods concerns itself in the first place with this kind of research.

4. **Special andragologies.** Andragology or the viewpoint of andragology can be applied to a lot of different fields. So we speak of andragological moments in pastoral care, in medical care, in propaganda or in family therapy. In the main field of andragology three specialisations are officially recognized:

- andragology of social work,
- andragology of adult education, and
- andragology of personnel management.

In these specialisations the viewpoint and the methods of andragology are applied to a central working field of andragogues. We look to adult education from the viewpoint of intentionally guided change in the behaviour and social relations of adult persons. But more informally also other specialisation can emerge and are emerging, such as:

- andragology of social action and
- andragology of training and counseling.

#### 5. THE STUDY OF ANDRAGOGY IN THE NETHERLANDS

Since 1947 169 students received in the University of Amsterdam a doctorate "social pedagogy and social psychology", or, as it was called in later years, "andragology".

In their study was embodied as a field of specialisation "adult education" for all students; some of the 169 are androgologists specialized in adult education practice or research, but also specialized trainers, social work andragologists, etc., followed courses about adult education. Between 25 and 50% of all first year students get their doctorate.

Now in 1971, andragology is one of the fastest growing departments in the social sciences and of all departments of the university.

Between 1947 and 1950 there were 38 first years; between 1956 and 1960 42, but then there is a strong growth: in 1960 39, in 1962 64, in 1964 88, in 1966 (after the reorganisation) 70, in 1968 82, in 1969 138 and 1970 202. Around 1965 also in Groningen, Utrecht and Tilburg the universities established chairs for andragology. In later years followed Leiden, Amsterdam (Free University) and Nijmegen. In 1971 there are in the field of andragology (or specialisations: andragological research, adult education, social work, extension work) at the Dutch universities 6 full professors and 5 lectors (associate professors).

What are the students of andragology studying? I can refer to the preceding sections, but perhaps one can say that is only a utopian program. Exact information one can get from the book lists and the bibliography and subjects of the different courses, which I cannot reproduce here. Until this year the study is

meant to take six years, two periods of three years. The first period leads to the "kandidaatsexamen" and the second to the "doctoraal-examen", each period consisting of three times forty weeks of study. The curriculum includes besides andragogy also: philosophy (social) psychology, sociology and an optional subject (e.g. politicology, psycho-pathology, economics). In Amsterdam the scope of obligations for each of these subjects is as follows (in weeks of study):

	kand ex.	doct. ex.
andragology	60	73
philosophy	17	—
psychology	12	—
social psychology	8	18
sociology	20	15
optional subject	—	11
preparation exam.	3	3
	120	120

In conclusion a few words about the academic professions which are open to the "doctorandi" in andragogy. Professional workers on the executive level in the field of andragogy are mostly provided by the "social academies" which have specialisations for social work, cultural work (e.g. adult education and youth work) and personnel work: these academies are not yet included in the university, but belong to the group of institutions which provide so-called higher vocational education. Only in certain cases an academic training is needed for the executive job (e.g. in the case of complex problems or in training high level clients). In adult education of course also teachers from various professions are working. For the andragologists, the "doctorandi" in the science of andragogy, specific professions are among others:

- supervisor or administrator in social work or adult education,
- researcher in one of the research institutes in the field of andragology,
- staff member of a university institute for research and/or training,
- teacher or staff member at a social academy,

- consultant (advisor) in an organization for andragogical work,
- staff member of a bureau for organization in industry,
- trainer, e.g. in group activities, discussion techniques, group work,
- counselor, in an institution (e.g. in the university) or in private practice.

# COMMUNITY COUNCILS FOR ADULT EDUCATION

TOMAS ROSEINGRAVE  
National Director, Muintir na Tire

CHAPTER eleven of the Government White Paper on Local Government Reorganisation makes two main proposals regarding local councils. These are that the Government, having considered the various forms which local representative bodies could take, have decided to put forward for consideration two proposals:

1. that Area Committees of the County Councils should be established, and
2. that the establishment of local Community Councils should be encouraged.

This chapter provides the framework within which the problem of involving local community action in an effective relationship with the work of local authorities may be discussed. It is particularly significant in its implications for adult education as a community development aid.

The specific proposals for the reorganisation of Local Government which involves the concept of community development is set out in the statement in the White Paper: "a committee on the lines proposed could be particularly effective in fostering community development" (Par. 11.5.1). The committee referred to in this statement is the proposed Area Committee. The statement, however, in this context is, I suggest, only valid if the Area Committee which it is stated "could be appointed for each County electoral area" do not become mere appendages of County Councils. If this happens then far from fostering community development they would stifle it. They could best foster it through some system of election or nomination which would ensure that the local community councils of the area were represented on them. It is, I suggest, through the proposed local Community Councils, properly structured and democratically representative of the whole local community that the great opportunity is now afforded in the White Paper to foster community development and its concomitant adult education.

It ought to be stressed that Community Councils are merely the means, perhaps the ideal structure through which the process of community development is facilitated. As such, they are which legitimate grievances and urgent community problems would be perpetuated by sheer frustration and emotional outbursts would never lead to any intelligent solution.

A Community Council of its nature and general purpose ought to be an adult education group, but it could of course have a sub-committee to deal with the promotion of formal adult education courses which would enable local communities to identify their needs, to set their needs in an order of priority and to organise their resources to achieve their objectives in an efficient and methodical way. These sub-committees could be affiliated to the National Adult Education body—AONTAS—which could provide the necessary services, expertise and research which would enable the committee to improve performance and work efficiently at local community level. In this context, I am concerned with the specific function of formal education courses which would enable the systematic collection of data by local communities relative to their selected problem areas; the analysis, processing and organisation of the data according to certain priorities and the subsequent application of clearly defined principles and basic community values to the action judged necessary in the light of the collected data.

The outward signs of successful community projects are not, I suggest, the most important aspect of the work done; they are the visible signs of something far deeper and more important for example, the development of our personalities and the achievement of co-operation and co-ordination of effort. Community centres, group water schemes, co-operative societies, all these are outward achievements but they may obscure the real measure of social action success. The essential success is not to be measured in terms of stone or concrete or electric pylons, but rather it ought to be valued as an achievement of the spirit, a victory of the mind. Essentially, such success is a change in social attitudes, the most difficult ingredient of social change. The removal of bias, prejudice, suspicion and jealousy and the many defects in our social life through informal adult education such as can be achieved through community action removes many of the inhibiting factors to social and economic development. Such a process too, encourages the social virtues—justice, charity and a regard for truth and integrity in public affairs in parliament or in the institutions of the state: they begin

in the home and are strengthened in our local communities. Social action directed towards the consolidation and preservation of the home and local community is effective action of national importance and ought not to be undertaken lightly. Formal adult education courses, through a sub-committee of a Community Council can provide the necessary training for action—an issue too great for any slipshod or unprepared approach.

Social action as Eduard C. Lindeman states is "in essence the use of force or coercion. The use of force and coercion is justified only when the force is democratic. This means that it must be derived from intelligence and reason. Adult Education . . . turns out to be the most reliable instrument for social actionists . . . every social action group should at the same time be an adult education group, and I go even so far as to believe that all successful adult education groups sooner or later become social action groups". (Journal of Educational Sociology. September 1945). Lindeman goes on to point out that the approach to adult education ought to be *via the root of situations*, not subjects, and that the resource of highest value in adult education is the learners experience. In other words, if education is life, then life is also education.

In this approach, the importance for Adult education of the proposals to set up Community Councils through which community development can be carried out are very significant. There is a vagueness, understandable perhaps in the White Paper, on the basic concepts at Community Councils and community development. Before the proposals for reorganisation became law, however, clarification will be necessary regarding these concepts and also it will be necessary to spell out much more clearly the statutory procedures for recognition that will be necessary so as to ensure an effective liaison between local communities and local statutory authorities. The importance of involving the diverse forms of community work and objectives in an effective relationship with local authorities was clearly demonstrated in the research carried out in Britain for the Maud Redcliffe Commission on the Reform of Local Government. Similar developments are observable in Ireland, and the White Paper recognises the need at local community level for structures which would "provide a voice for the community and . . . acquaint the local authority with the area's needs". (Chapter 11, 1.1).

Community development cannot exist without some form of participation by the people themselves but such participation

will be ineffective without the assistance of the statutory bodies and other agencies at all levels of administration. In other words, the improvement of people's standards and levels of living cannot come from Government alone any more than it can be left to the initiative of the people themselves. Both are needed. In other words, it is necessary to combine the energy, resources, and initiative of local people, community groups, etc., with the resources of power, expertise, money and knowledge of the statutory bodies either at central government or local authority level.

In relation to the participation of people therefore, in local development, community development is essentially an educational process because it is concerned with the changing of attitudes, practices that are obstacles to social and economic improvement. It is concerned also with the qualitative changes that are expressed in such attitudes and relationships which are aids to local dignity and which increase the continuing capacity of the people to help themselves to achieve goals which they determine for themselves according to their community values. In the small local community, there is the least division between precept and practice and perhaps, the most amenable environment and structure which can respond to the needs of others. The local community has the best chance in an imperfect society to aspire to be the caring community.

The proposed local community councils could then, I think, form the organised link or formal relationship between local communities and/or voluntary organisations and the relevant statutory authorities either at the county or regional level. The relationship, however, where formal recognition is concerned, ought to be established in such a way as to ensure the independence of action and autonomy of organisation where the local community councils are concerned. It is not, of course, suggested that the final decisions on plans involving large finance ought to rest with local community councils. But they ought to be the structures through which local people would be enabled to be involved in the decision-making process on the various issues which concern them and which are likely to be translated by the higher authorities into plans and programmes.

In this way, the proposed community councils can be productive, efficient, and effective, in fostering the process of community development and of adult education as a community development aid.

## BOOK REVIEWS

ECONOMIC DIMENSIONS IN EDUCATION. By Martin O'Donoghue. 219 pp. Gill and Macmillan, Dublin. 1971. £2.25.

DR. O'DONOGHUE has written a most interesting and useful book, as is to be expected from someone with his wide practical and theoretical knowledge of the economics of education. "Economic Dimensions in Education" is an exposition of the analytical approaches to the economic issues arising in the sphere of education. Described as "introductory" it is nonetheless pitched at a technical level which is demanding of concentration.

The growth of expenditure on education in this country over recent years has been dramatic. Total public expenditure in 1958/59 amounted to £16 million. In 1968/69, the equivalent figure was £58 million and the projection for 1972/73 (in the Third Programme) is £80 million. Add to these figures the private outlays in the various sectors and the size of the total financial involvement may be appreciated. It is important that the analysis and planning of such outlays should be carried out in accordance with the highest technical standards. Dr. O'Donoghue points out that there is no overall theory of public expenditure which covers discussion of education in economic terms. A piecemeal approach is needed and adopted.

The demand for education is investigated, in the first place within the terms of conventional economics. The inadequacy of such an analysis derives from the complex nature of this aspect of demand. Education has both tangible and intangible elements and, over a wide area it is subject to the decisions and priorities of public policy. Consideration of the elasticity of demand is of real significance, revealing that spending by the lower-income groups in Ireland on education rises at a faster rate in relation to income increases than is the case for the middle-income groups.

Demand is further considered from the viewpoints of personal and social investment. Dr. O'Donoghue reviews several studies of the personal costs and benefits in economic terms and deals with the function of rate-of-return analysis. He comments that "the range of benefits which education may confer, and their likely monetary value, are unlikely to be readily apparent to the majority of people." Studies made suggest that the rates-of-return obtainable from education are higher than those from many sectors of the economy—in other words, education can be quantitatively proved to be a good investment. In relation to the social investment aspect, the role of cost-benefit analysis is considered, in the context of reviewing the findings of several major studies of community spending and returns in the education sphere. Any attempt to measure investment in education from the total community viewpoint is full of complexities—how can the contribution of education to the reduction of crime or to the good working of democracy be measured? Perhaps the

emphasis in these areas should be on marginal effects.

The next two chapters deal with education and national economic development, touching on the cause-effect relationship between education and growth on the manpower approach. The vital connection between basic literacy and economic achievement has been underlined by one recent U.N. study which concluded that a literacy rate of 90-95% is necessary to realise incomes of over \$500. In fact, only 65% of the population of the Third World can be considered even nominally literate. In more sophisticated economies the contribution of education to growth is difficult to identify and measure. The manpower approach is of importance, especially in a period of rapid technological advance. Long-term planning of both courses and facilities in education must take into account the manpower needs and trends in society. "The time-lags which characterise the educational system require that some view regarding the future be included when decisions to commit teachers, buildings and other resources to specific purposes are being made."

There follows a consideration of the measurement of efficiency in the provision of education. This is indeed a multi-dimensional problem which cannot be approached merely on a quantitative basis—more is not equivalent to better. "One recent model for the U.S. designed for evaluating some programmes for the education of under-privileged groups, ran to 5 sub-sections, each of which had a minimum of 8 variables, even though it was confined to a relatively limited set of influences . . ."

A chapter on the effects of migration of educated people between countries is followed by an examination of the financing of education. A range of financing methods can be adopted and choice between them must be related to the objectives of the exercise. Assessment of financial schemes is therefore dependent on an understanding of these objectives. It is, however, quite evident that the methods of financing used—whether by loans, grants, vouchers or direct state subsidy—are never neutral in their effects.

Dr. O'Donoghue concludes with a general discussion of the relevance of economics to education. He points to the need for systematic analysis of educational schemes and programmes in the light of available resources. If the recognised urgency of widening access to education is to result in effective action there must be increased knowledge of the economic costs and benefits and of the main factors influencing supply and demand.

Education, the author points out, is too important to be left in the hands of educators or economists. A really "comprehensive interdisciplinary approach is needed in order to arrive at an adequate understanding of the role and functioning of education."

This is a serious and demanding volume which provides a more than useful basis for understanding the facts of life in education. While it does not provide the answers to the perpetual practical difficulties of educators it indicates very clearly the conceptual and methodological frameworks within which the answers must be sought.

TONY BROWN:

THE INTERIM REPORT OF THE NATIONAL EDUCATION SURVEY. A comment on chapter VII.

ONE hopes that the final report of the National Adult Education Survey Team will make up for the surprising lack of attention which its Interim

Report gives to voluntary organisations and their adult education functions. In effect the relevant section (Ch. VII) dismisses the topic in two paragraphs, the remaining three-quarters of a page being given over to leader training.

While recognizing the difficulties which faced the Survey Team, the first of its kind in this field, it must be insisted that any treatment which deals so cavalierly with voluntary organisations is open to serious criticism. This on at least two grounds:

1. It does not reflect in any real sense the *de facto* importance of voluntary organisations in adult education in Ireland. One example will suffice. In one area, the Glenties Rural District of West Donegal, An Foras Taluntais found that in 1966 in a population of a little over 18,000, there were over 160 active voluntary organisations, of which 77% were initiated locally. The implications of this phenomenon of voluntary "socialisation" must be of great importance for adult education.
2. It would seem to signal an inadequate philosophy of adult education vis a vis of voluntary organisations, and therefore unable to discern and define from an adult education viewpoint what positive values they embody, what their specific contribution to adult education is, whether they are entitled to a legitimate freedom and if so, what it consists of, the relationship of voluntary organisations to the state and to statutory bodies, the nature of their contribution to human development in a society undergoing continual change, and so on.

Possibly this latter point is only a particular sign of what I feel to be an underlying effect, and its most important one, in the report generally, namely, the absence of a comprehensive, explicitly stated philosophy of adult education as a whole.

This is probably the underlying reason why the Survey Team, with such a well endowed and experienced membership, has nevertheless produced such a disappointing report.

JEROME CONNOLLY :

THE LEARNING SOCIETY. By Robert M. Hutchins. 134 pp. A Pelican Book. Penguin Books, 1970. 25 pp.

This is a stimulating essay on the elusive distinction between education and educational systems in the world of today. Dr. Hutchins is asking his reader to reflect on the true role of education which he defines as "the deliberate, organised attempt to help people to become intelligent."

The last twenty years have led to an explosion of interest and investment in education. In every part of the world, education has become the focus of Government policy, of economic planning, of social development. Dr. Hutchins looks at the sources of the stress on education in national policy; as a right, as the key to a better life, as a "good investment", as necessary for economic advance.

He criticises those who see education in a merely economic light—"The object of educational systems the world over is not to gain wisdom but to gain riches and power. The effect of these systems is to accelerate technical change without thought of its social consequences." Looking around the world we can see vast commitments of resources to education

for ends which are materialistic, nationalistic or imperialistic. How much is devoted simply to helping men become more human and more aware of their humanity?

The problems inherent in providing educational opportunity for those whose cultural and social background is hostile to learning are dealt with. "Education cannot come into its own in any country unless the culture of that country has the same aim as education." A society committed to technological advance will "educate" its people to become conformist servants of technology. Education is downgraded when the emphasis is on jobs rather than on people. True education has as its aim "not manpower, but manhood."

The author states his belief that, insofar as educational systems are developed on a genuine basis of education for understanding, they will promote human brotherhood. He stresses the need for liberal education which can aid people to view even their own, small local world in some degree of perspective. The most valuable point, from an adult education view, is made that "the chance to go out of school and to go back is important and that oscillation between schooling and other forms of activity will be encouraged rather than frowned on . . ." Such should be the characteristics of a mature, learning society.

It is in the statement of this view of what he calls "The Learning Society" that Dr. Hutchins is most challenging and provocative. Society must come to recognise that education is about the true values of life. For this to come about, society must adapt culturally to accommodate real education. Modern market economies are little geared to such educational purposes: "A country that is chiefly interested in turning out consumers and producers is not likely to be much concerned with setting minds free." Change will come about only through leadership, from those whose minds are more or less free. Society must be convinced that education is more than instrumental, that it does not stop at a certain date. There must emerge a society which "had succeeded in transforming its values in such a way that learning, fulfilment, becoming human, had become its aims and all its institutions were directed to this end."

While it is hard to disagree with Dr. Hutchins' views and purposes, one comes to the end of his essay with a feeling of the enormous task which confronts those who must lead in this matter. However, recognition of the size of the job is the first, necessary step and recognition is what this excellent book is all about.

TONY BROWN:

## ABSTRACTS

Clarke, Ronald *Cultivating a delicate hybrid*. In: *Adult Education*, 43, 1970, nr. 2, p. 31-36.

Description of new Intermediate Certificate of Adult Studies at Makerere University. Another indication of trend in E. Africa away from traditions of liberal Ad. Ed. toward formal exam system to meet student demand for 'ladder of achievement'. Certificate originally designed along liberal lines but later adapted, made fully equivalent to 'A' levels. The Intermediate Certificate was deliberately created as comparable to 'O' levels. Program structure-evaluation and future plans.

J. Jans: *'Dommelhof', Provinciaal Centrum voor sociaal-cultureel vormingswerk te Neerpelt ('Dommelhof', Provincial Center for ad. ed. and cultural work)*. In: *Volksopvoeding (Belg.)*, 19, 1970, no. 3-4, p. 104-122.

Dommelhof is a provincial community center, in action since September, 1968. It includes a theatre of about 400 seats, halls for exhibitions and meetings, 7 workshop studios, a library, 50 sleeping rooms, a restaurant, recreation hall. This centre is unique in Belgium and therefore it also is accomplishing a national function.

T. Husen: *Lifelong learning in the educative society*. In: *Convergence*, vol. 1, nr. 4, 1968, p. 12-21.

A theoretical discussion of what the concept of life-long learning implies in a modern society in rapid growth and development. It must be obvious that in all planning in education, the need for higher and further education exists for all groups and levels of society.

The author bases his discussion on the rapid development in all areas in today's society which creates a continuous need for higher and further education within all groups in society. Politicians and others who deal with the planning of education and instruction must be aware of this and must consider this in the development of plans. Those at the lowest educational levels must be prepared to take higher and/or further education at least once in the course of their productive lives. Some will come to a level quite removed from the one at which they started. Those at the higher levels will also need further instruction/education, but these will find that the replacement and acquisition of knowledge will be less painful.

L. J. Wilhelmsen: *Cultural activities in lifelong education*. In: *Convergence*, vol. 1, nr. 4, 1968, p. 36-41.

The author describes how an integrated life-long educational program will affect different sections of the school system and influence all work in popular and cultural education work in the country. All education aims at personal development, the author maintains, who later on describes how all education and all popular education will become a

part of an integrated teaching program. Paradoxically, it will have greatest influence in elementary school, which instead of offering pieces of knowledge, will be obliged to accentuate the development of a critical attitude on the part of the pupils and give them the possibility for developing the ability to acquire knowledge independently. These skills make up the conditions for continuous learning.

*B. Rugaas: Voksenopplaering i Norge—forsk pa en kartlegging (Adult Education in Norway—An Attempt to Chart it). In: Tidsskrift for voksenopplaering, 1969, nr. 2, p. 19-21.*

Discusses the following questions: Who administers adult education in Norway? How does ad. ed. work? What is taught in ad. ed.?; and describes how the documentation centre at the Norwegian Central Education Library will try to collect, systematize, and make available all the information necessary to answer these questions.

*B. Gustavsson: Utbildningsmetodik för äldre (Methods in Educating the Elderly). In: Yrke og utbildning, 1968, nr. 2, p. 8-12.*

A summary of a Swedish project connected with OECD (Age and Employment, a report. Schm. 1962). A summarized study of the project—problem, method and results. Short, general indication of further problems within the area. Selected references.

*Brook, F. G.: London's tutorial classes—an assessment. In: Adult Education, 43 (1970) nr. 2, p. 88-94.*

Recent growth in number and range of tutorial classes provided by London University Extra-Mural Dept. result mainly from long tradition of adult education in London, the good relationship between LEA, the WEA and the University and the existence of a strong voluntary force. Emphasis is placed on written work by the student-housewives, industrial workers, retired and youth most responsive to tutorial approach.

*Frost, H. G.: Science education for all? In: Adult Education, 43, 1970, nr. 1, p. 22-30.*

Author's experience relating to 10 years' research in science education for adults. Suggested origins of barrier between '2 cultures'. Introduction and testing of courses, new syllabuses designed to reorientate students and teachers from traditional unsympathetic image of 'paleoscience' to appreciation of 'neoscience', its nature and context. Establishment of diploma in Science with emphasis on appreciation rather than practice—4 hypotheses tested, checked by observation.

*Leitartikel der Redaktion: Erwachsenenbildung und Bildungsreform (Adult Education and the Reform of Education). In: Erwachsenenbildung in Osterreich, 21, 1970, nr. 2, p. 2-10.*

Report of a working party convened by the Ministry of Education. Themes: aims of adult education; training of adult educators; planning and expansion of adult education; legal basis of adult education. Working group activities took place after the lectures.

*Naekaerts, Hein: Ervaringen met landbouwuitzending en op de Vlaamse televisie (Experience with agricultural broadcasts on Flemish television). In: Volksopvoeding (Belg.), 19, 1970, nr. 1/2, p. 27-41.*

Methods involved in TV panel broadcast, with subsequent group dis-

cussions. Five of these broadcasts have already been realized; each time about 300 local discussion groups were in participation, who later forwarded a report. The author states the advantage of this method.

*Mrs. R. M. Goezinne Zizlman: De functie van consultant in het vormingswerk (The function of consultant in adult education). In: Volksovoeding (Neth.), 19, 1970, nr. 3, p. 104-114.*

Task is a.o. to elicit and/or guide purposeful change processes in certain groups and organisations, e.g., governing bodies and staff groups of adult education institutions, etc.; to advise; to improve quality of the work by organizing training facilities, etc.; to arrange contacts with government, service institutions a.o. The activities can be described in the phases of a planned change process.

*Schmitt, Robert: Ein Beitrag zur Erneuerung der künstlerischen Volksbildung (A contribution to the renovation of art teaching in adult education). In: Erwachsenenbildung in Österreich, 21, 1970, nr. 3, p. 109-119.*

A criticism of courses quickly imparting technical skills without artistic comprehension. Evening Folk High Schools should help the talented develop artistically; for those non-gifted but interested, schools should promote artistic comprehension using artistic practice. Examples from art seminars of the Austrian tradesunion.

