

DOCUMENT RESUME

ED 060 446

AC 012 465

AUTHOR Murphy, Con
TITLE National Adult Education Survey. Interim Report.
INSTITUTION Ministry of Education, Dublin (Ireland).
PUB DATE Apr 70
NOTE 130p.
AVAILABLE FROM Government Publications Sale Office, G.O.P. Arcade,
Dublin 1, Ireland (six shillings)

EDRS PRICE MF-\$0.65 HC-\$6.58

DESCRIPTORS *Adult Education; Adult Educators; Adult Farmer
Education; Community Programs; *Curriculum
Development; Disadvantaged Groups; Educational Needs;
Extension Education; Functional Illiteracy; Home
Visits; Leadership Training; *National Surveys;
*Participant Characteristics; Rural Extension;
Teacher Education; University Extension; *Vocational
Education; Voluntary Agencies

IDENTIFIERS *Ireland

ABSTRACT

A survey of the needs of the community in the matter of adult education was conducted, and the type of permanent organization that should be set up to serve those needs was determined. Questionnaires, explanatory letters, leaflets, meetings, advertisements, and interviews were used to obtain data. The definition of adult education used was: it is all the educational activity engaged in by people who have broken with full-time continuous education. The survey results are discussed under the following chapter headings: General Needs; Informal Adult Education; Formal Adult Education; The Function of Voluntary Organisations; Personnel; Buildings and Accommodation; Other Media; Structure; Research; and Finance. Seven appendixes present: Percentage Response from Various Groups Invited to Make Submissions; A Directory of Agencies and Voluntary Bodies Engaged Directly or Indirectly in Adult Education; Industrial Relations; University College Galway, Extra-Mural Programme; The Kellogg Extension Centre, UCD; The Adult Educator; and Submissions Received. Recommendations of this interim report, which is intended only as a guideline include these: that vocational teachers should engage in extension work; that teachers and community leaders should make personal contact with adults who need education; that the training of voluntary leaders is of the highest importance. (DB)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED 060446



NATIONAL ADULT EDUCATION SURVEY

INTERIM REPORT

DUBLIN :
PUBLISHED BY THE STATIONERY OFFICE.

To be purchased from the
GOVERNMENT PUBLICATIONS SALE OFFICE, G.P.O. ARCADE, DUBLIN 1.
or through any Bookseller.

Price : Six shillings

(Pri. 1343)

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**ST. STEPHEN'S GREEN HOUSE
DUBLIN, 2.**

To:

MR. P. O'FACHTNA, MINISTER FOR EDUCATION.

April, 1970.

Sir,

Your predecessor, Mr. Brian Lenihan, T.D. appointed me in May, 1969 to carry out a Survey of the needs of the community in the matter of Adult Education, and to indicate the type of permanent organisation to be set up, in order to serve those needs.

He also appointed an Advisory Committee to assist me.

For reasons which are given in Chapter III, this is an Interim Report which I now have the honour to present to you. Most of the members of the Advisory Committee agree with all of it but all of them agree with most of it.

CON MURPHY

CHAPTER I

Assignment and Terms of Reference

On 5th May, 1969, the Minister for Education, Mr. Brian Lenihan, T.D. announced that he had appointed me to carry out a Survey of the needs of the community in the matter of Adult Education and to indicate the type of permanent organisation to be set up, in order to serve those needs.

He appointed the following to act as an Advisory Committee :

- Mr. Con Murphy, 8 Sycamore Crescent, Mount Merrion, Co. Dublin. Director and Chairman.
- Rev. L. Carey, Director, Dublin Institute of Adult Education. Vice-Chairman, (now Chairman of Aontas).
- Mr. P. Byron, Chief Executive Officer, Co. Meath Vocational Education Committee.
- Mr. James Dunne, President, Irish Congress of Trade Unions.
- Mr. M. Hassett, Chief Agricultural Officer, Co. Offaly Committee of Agriculture.
- Miss M. Ní Lobbais, Secretary, Irish Countrywomen's Association.
- Mr. R. Langford, Headmaster, Vocational School, Birr, (now Principal, Waterford Regional Technical College).
- Mr. D. Martin, Coolyduff House, Inniscara, Co. Cork, (now Vice-President of Macra na Feirme).
- Seán Uas. Ó Murchu, Director, Department of Adult Education, University College, Cork.
- Mr. Paul Quigley, General Manager, Shannon Free Airport Development Co. Ltd.
- Mr. Kevin Vaughan, Co. Development Officer, Co. Clare.

Mr. James Dunne (now a Senator) resigned in November, 1969, and was replaced by Mr. Harold O'Sullivan, General Secretary, Irish Local Government Officials' Union.

Mr. R. Langford was appointed Deputy Director of the Survey for which purpose he was seconded by the Co. Offaly Vocational Education Committee to work almost fulltime on it.

Miss Maire Ní Chionnaí, Executive Officer, Dept. of Education was appointed Secretary to the Committee.

Mrs. Ethel Fingleton, B.Soc.Sc., was employed fulltime on the Survey.

CHAPTER II

Procedure

Basic Approach :

The Minister indicated that he wanted a report from us quickly, if possible within six months; this obviously precluded any attempt at conducting the survey according to established scientific methods which would probe deeply and thoroughly into expressed or latent adult education needs. The survey, therefore, sought to discover immediate and perhaps fundamental needs on which immediate action might be taken.

This more simplified approach would be justifiable anyhow, because our recommendations and conclusions show that without a proven structure and general national and local working systems for adult education, detailed research would be enormously expensive and its results might be of little practical value. The structure proposed later in this report provides an adequate system of servicing and anticipating needs promptly and effectively.

What was done :

1. Questionnaires and explanatory letters were sent to Institutions in Ireland known to be engaged in adult education.
2. A different type of letter with the same questionnaire was sent to organisations in Ireland whose members were known to have an interest in adult education.
3. Letters were sent to many persons in Ireland seeking their opinions and advice.
4. Special illustrated explanatory leaflets were published in Irish and in English and 120,000 copies were distributed throughout the country.
5. Irish diplomatic missions abroad were invited through the Department of External Affairs to submit information on the adult education activities of the countries in which they were situated.
6. Liaison was established with international bodies who had an interest in adult education.
7. Advertisements were published in Irish and in English in the daily newspapers, inviting any organisations who were interested and who had not been on our mailing list to make themselves known to us.
8. Every request for personal interview, meeting or lecture was met by the Chairman, Mr. Langford, Mrs. Fingleton or some other member of the Advisory Committee.

9. Also, the Chairman, Mr. Langford and Mrs. Fingleton visited many parts of the country, making personal contact with as many people as possible who were involved in adult education.
10. The survey was well covered by the Press, Radio and T.V.
11. The Advisory Committee met for a whole day each month from June, 1969 to March, 1970 with the exception of January when they conferred for two days in residence at An Grianan, Termonfeckin.
12. The Committee also spent a day studying modern communications techniques in the Communications Centre, Booterstown, Co. Dublin.

CHAPTER III

Definition

The Advisory Committee adopted as their definition of adult education that:—

IT IS ALL THE EDUCATIONAL ACTIVITY ENGAGED IN BY PEOPLE WHO HAVE BROKEN WITH FULL-TIME CONTINUOUS EDUCATION.

The centre piece of adult education and adult learning is the ADULT, who:—

- (a) is a free agent and voluntary participant in the learning activity,
- (b) has real life experience to support his learning activity,
- (c) is required to play certain social roles and functions,
- (d) has various stages of social and human development,
- (e) is subject to personal, moral, religious, social, economic and political pressures and tensions.

Formal and Informal Education :

The purpose of adult education (formal or informal) is change in knowledge, skill and attitude, leading to personal, social, moral, political, religious and community development.

We recognise that although education and training may be divided by definition, they cannot be easily divided in practice. However, we consider that we are not asked to report on obvious adult training programmes e.g. those of An Chomhairle Oiliúna (AnCO), the Irish Management Institute (IMI), the Institute of Public Administration, internal training courses etc., although we may from time to time refer to them.

Adult education in this country is usually considered as a process of classes for adults in schoolrooms but the Committee considered that this is too narrow a view, that other activities which impart knowledge to adults in a less formal way may be even more important.

Adults who enrol for classes have been reasonably provided for, but they form only a small percentage of the total adult population. The Committee estimates that about 10%* of the total adult popula-

*The total number of persons (1966 Census) whose full-time education had ceased amounted to 1,895,890. Approximately 86,000 people enrolled last year at part-time day and evening courses in vocational schools. Approximately 70,000 enrolled in Winter classes, farm schools and series of lectures and symposia conducted by the County Committees of Agriculture and at least 10,000 were reported to us as having enrolled for other adult courses. This gives an enrolment of 9% of the total adult population, but we believe there were even more to bring the figure to 10%.

tion in Ireland engages in adult education annually. However, some of the remaining 90% are being serviced in a way that is not generally regarded as adult education; we consider that if this type of service were more developed, the remainder of that 90% would have many of their ambitions for personal fulfilment resolved.

It is mainly because of this expansion of its concept of what adult education is, that the Committee decided to issue an interim report, in the hope that it will excite interest and comment which in turn can be fed into the deliberations on the final report.

The Committee has a further reason for issuing an interim report. It is that the response has been inadequate (Appendix A.) and we believe that this interim report will excite those who have not yet made submissions to do so immediately.

Examples of informal adult education serving some of the 90% referred to earlier are:—

1. The greater part of the work of the County Committees' of Agriculture advisory services which are designed to advise on Agriculture, Horticulture, Farm Home Management and Poultry Keeping.
2. The work of some types of teacher such as the teachers of Building Construction employed by most Vocational Education Committees.
3. The work of social workers employed by Local and Health Authorities who visit people's homes and help them through counselling and advice towards better living.
4. The work and activities of emerging councils of social services, community councils, tenants' and residents' associations, etc., which characterise modern Irish social and community living.

The Committee thus found itself with a much wider area for exploration than it had expected.

Continuing or lifelong education :

Any report on Adult Education must take into account the concept of "education permanente" or lifelong education which is now becoming widely accepted on the Continent of Europe, in Great Britain, and in the United States of America.

This concept is not identical with adult education or continuing education; it is a new integrating concept comprising the whole spectrum of educational activity from nursery school to educational institutions attended in the "third age".

Much thought has been given to "education permanente" by the Council for Cultural Co-operation of the Council of Europe who have accepted the following definition for it:—

"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”.

The document “Imperatives for Action” prepared for the Galaxy Conference on Adult Education held in Washington D.C., December, 1969, contained the following paragraph:—

“ . . . people desperately need an adequate system of life-long learning, to enable us to remedy past deficiencies and to direct the forces of change toward humane ends. This lack cannot be filled merely by improving conventional schooling designed to prepare young people for the future, important as that may be. It must be filled by meeting continuous challenge with continuous response. Life-long learning must be made an all pervasive influence through which those who are responsible for to-day’s critical decisions and choices—the adults of our nation—control the present and create the future we want.”

The Educative Community :

Another reality, germane to our deliberations and investigation, is that of the EDUCATIVE Community. When the three major systems of education in the community, which are concerned with the deliberate education of all its members, viz :

1. the family education system,
2. Primary, Post Primary, and Higher Education (sequential system),
3. Adult Education,

are operating with full recognition of the nature and function and interdependence of each other, and when they collectively provide the opportunities for ANYONE to learn *whatever* he needs to learn, whenever he needs to learn it, the community has reached a stage of excellence in using its total resources for the deliberate education of all its members. This is what is meant by the Educative Community. This reality provides the driving force and motivation to provide an adequate adult education provision in our country.

Adult education also includes within its definition and objectives, community development, social service, social and economic planning and the involvement by the citizen in decision making about local affairs, remedial and preventive work, value-orientation, creativity, human relations and social sensitivity. Special chapters based on research, would be required to treat even in a brief and inadequate manner, each of these objectives.

CHAPTER IV

General Needs

A recurring observation in many of the submissions was "to get the people to appreciate the need for and value of adult education". Unless the need is felt, the effort will not be made. We would accept as a priority, appreciation programmes in adult education itself i.e. programmes designed to excite people to want what they need.

There are many changes in our society which continually create and foster the need for education for adults, e.g.

1. Technological advances in farming, manufacturing, distribution and communications give new possibilities for better living standards, increased incomes, more leisure and greater security. Now that economic opportunities have come within the reach of the people of Ireland to an extent unknown in the past, it is of vital importance that people should be able to see and grasp them.
2. Increasing leisure* expands these possibilities if it is used to acquire knowledge.
3. Many people find themselves in situations for which they were badly prepared educationally but which they have reached through qualities of integrity, courage or leadership. Many such people readily admit handicaps, which could be eased if they could now get an adequate amount of the right education at a time to suit them.
4. Even people with a university degree realise that no longer is a single period of higher education enough to carry them for life through their careers; they want to, and do, come back for more. In many walks of life, much of the knowledge acquired during school or college is good for only a few years, because change is so rapid.
5. The development of the critical faculty and the development of creativity and individuality are specially necessary with the growth and influence of mass communications.
6. With the mass media of newspapers, radio and television from our country and other countries continually bombarding all of us with new information, new ideas and new ideologies, we must strive to become as discriminating about what we admit through our eyes and ears as we are about what we admit through our mouths and noses.

*" The provision of an external opportunity for leisure is not enough, it can only be fruitful if the man himself is capable of leisure and can as we say occupy his leisure or work his leisure"—Joseph Perper—"Leisure".

7. With increasing standards of living available to more people than ever before, and the bewildering confusion from so great and so heavily advertised a choice, people seek the objective and impartial knowledge to purchase with discrimination.
8. People want to influence more the environment in which they live, in order to get more satisfaction out of life. People must become aware of their environment and the value of natural amenities, such as pure water, clean seas, wild birds, trees and scenery.
 Science has brought with its blessings, its deprivations for all of us; our comforts, our health, our aesthetic perception may be hurt in one way or another by science. Conservation, therefore, has rightly become a national concern and Adult Education can do much for it.
9. As living standards increase and leisure time expands, many people discover in themselves qualities or feelings which they want to express through an art, a skill or a hobby.
10. It is important that our people identify and develop our own culture in all its facets—language, music, traditions and our way of life.

It must be manifest that our way of life and our culture are as valuable in the computer and space age as they ever were in the past, and as vulnerable.

11. One of our special needs is to seek and provide more employment opportunities for our people.
 Leaders at all levels must be trained to search out and identify every native and local resource we have and develop it.
12. With the development of our economy, particularly the development of new industries and services, there is a rapidly growing need for a greater awareness and a deeper study of Industrial Relations and appropriate associated adult education programmes.
13. There are many people in our society who are educationally under-privileged to a serious extent; these are the subject of separate considerations in this report.
14. There is a need to inform all levels of our society in all levels of education. Also, it must be accepted that most of our people will need refresher courses from time to time and probably at least every seven years; this is especially true of people in technical employment.

Examples of expressed needs, not being adequately met in many areas, extracted from submissions and very broadly classified under the categories which made them, are:—

Cultural Bodies :

Courses in the Arts, Design in Industry, etc.
Conservation.
Tree growing.
Culture in every course as an integral part of it.
Irish language.

Development Groups :

Leadership.
Communication skills for instructors and advisers.
Folk School type education.
Training for construction industry.
Nutrition.
Craft training for small and home industry.
Citizenship.
Appreciation of adult education.
Parent/Teacher liaison.
Career guidance appreciation.
Physical education.
Functional Literacy—according to need i.e. remedial treatment in certain subjects.
Small scale management.
Co-operative and Board training.
Rural people entering industrial employment in rural industries.
Credit courses for degrees and diplomas taken locally.
Community development.
Communications—Techniques and Appreciation.

Educational Bodies :

Art and Design.
Cultural Subjects.
Music.
Provision for more leisure.
Appreciation courses in adult education itself.
Community development.
Industrial Relations.
Communications in Industry.
Group leadership.
Youth leadership.
Pre-retirement training.
Mass-media appreciation.
Art appreciation.
Functional literacy.
Credit courses e.g. cumulative Leaving Certificate.

Employers' Bodies :

Civics.
Leadership.
Economics (National).
Industrial relations.
Communications in Industry.

Farmer and Rural Organisations :

Cultural education.
Specialised branches of farming.
Economics.
Leadership.
Farm Home Management.
English.
Public speaking.
Biology, Zoology, Botany.
The full range of technical skills necessary in farming.
Agricultural policy and farm planning.
The mechanics of group activity.
Courses designed to help farmers participate in industry (part-time farming) and tourism.
Electricity.
Law for the farmer.
Insurance.
Taxes—Income tax, Death duty, Stamp duty, etc.
Education for co-operation.
History.
Public Administration.
The Fine Arts.
Physical education.
Career guidance.
Community development.
Management studies.
Courses designed to help towards proper use of leisure.

Parents' and Housewives' Groups :

Child care.
Personal hygiene.
Music appreciation.
Book-keeping.
Languages.
Road Traffic rules.
Mental Health and Hygiene.
Food Hygiene.
Art appreciation.
New mathematics.
Civics.
Refresher Courses for professional housewives.

Political Parties :

Politics.
Sociology.
Economics.

Professional Bodies :

Supervisory training.
Degree and diploma credit courses.
Courses for Parents.
Cultural subjects.
Civics.
Management techniques.

Religious Bodies :

Leisure—better use of it.
Theology for adults.
Helping people to think coherently and critically i.e. discrimination
in listening and reading.
Credit system for degrees and diplomas.
Structure of our societies.

Social Bodies :

Family planning.
Marriage counselling.
First Aid.
Changeover to decimal currency.
Conservation.
Social skills.
Education and employers.
Leadership and Citizenship courses.
Health Awareness education.
Credit courses for degrees and diplomas.
Art appreciation.
Road safety.
Intellectual type courses for leisure.
Oral hygiene.
Parents—Sex education for children.

Trade Associations :

Business education.
Consumer education.
Management.
Special subjects in wholesale and retail trades.

Trade Unions :

Management training in preparation for worker participation.
Civic and community consciousness.
Community and cultural involvement for leisure and to counteract
materialism.
Drama and Communication.
Arts for professionals.
Refresher Courses for professionals and other workers to keep them
up to date.
Trade Union education.
Shop steward education.

Trade Unions (contd.)

Functional literacy.
Correspondence courses.
Parent education.
Industrial psychology.
Economics.
Training for television appearances.

Women's Organisations :

Public speaking.
Conduct of meetings.
Elocution.
New Mathematics.
Decimalisation and Metrication.
Physical culture.
Cookery.
Home economics.
Woodwork.
Art and Art appreciation.
Drama and Drama appreciation.
Music and Music appreciation.
Crochet.
Dressmaking.
Farming.
Farmhouse holidays.
Horticulture.
History.
Languages.
Photography.
Social Studies.
Home Crafts.
Rushwork.
Commercial studies.
English literature.
Culture.
Knitting.
First Aid.
Marriage guidance.
Family planning.
Irish Language (elementary).
Pottery.
Antiques.
Archaeology.
General knowledge.
Floral arrangements.
Civics.
Car and tractor maintenance.

CHAPTER V

Informal Adult Education

The 90% referred to in Chapter III (those not engaging in any formal adult education) do not belong to any special group or set of groups in our society; they are distributed all over it. Their educational needs as adults may range from the problem of coping with the housekeeping budget in the home of an unemployed labourer with a large family to the problem of coping with the housekeeping budget in the home of a senior company executive with a large family at College and University; from a wish for a skill to use for the better enjoyment of leisure to a need to increase their incomes through spare time work. For various reasons, they do not seek adult education classes from bodies willing to provide them or if such classes are available, they do not join them. Yet, these people need to be served—as a minimum by being made aware of the services available to them, that the inadequacies in their lives are capable of solution.

This problem is particularly acute where there is poverty or near-poverty, poor or inadequate housing, unemployment and often functional illiteracy.*

We have considered what should be the priorities in a new national adult education programme, and conclude that informal adult education should first be provided to the following groups:—

- Poverty groups.
- Functional illiterates, especially young people in industrial employment.
- Unattached youth.
- The under-employed and unemployed.
- Those about to retire.
- Itinerants.
- Prisoners.
- The Aged.
- Those concerned in any way with mental illness and handicap.

And that special attention should be paid to the educational needs of:—

- Parents as a class, and Housewives.

*Functional illiteracy is not absolute illiteracy; it is the inability to cope with the ordinary functions of living which require a knowledge of reading and writing; it is manifested by an inability to read advertisements, warning signs, notices, or to write letters and complete forms.

Expanding briefly on the educational needs of each Group :

Poverty Groups :

With poverty goes a sense of hopelessness and entrapment. Adult Education should first be aimed at these groups, to enable their members to live better, in their domestic economy, even within their low income situation, and then to generate in them a widespread sense of commitment to and involvement in improving their incomes. This in turn will induce them to seek the type of formal education which they need and as a minimum, where necessary, to achieve functional literacy.

Functional Illiterates :

We do not know, nor have we any inexpensive way of finding out, the extent of functional illiteracy in our society but through submissions, especially from some Trade Unions, we conclude that the situation is a good deal worse than is generally believed. It has been submitted to us that the level of literacy and numeracy is so low amongst many of the working population that promotion, even to minor supervisory grades or further training that is not strictly manipulative is virtually impossible for many.

We have also been urged to take account of a similar type of functional illiteracy amongst many farmers and farm workers, although the evidence is that no such problem exists amongst adult females in the rural community.

Unattached Youth :

Unattached youth are a widespread problem today, and one likely to become worse unless we can attract them to learn to lead a fuller and more useful life. Many of them are on the way to becoming functionally illiterate too.

The Underemployed and Unemployed :

Leisure can be a blessing to those who can enjoy it and use it fruitfully; it can be a curse when forced on people unable to do either of these things. Education can be a means of turning profitless idleness to account, and thus eliminating it.

Those about to retire :

When we realise that up to 25% of one's life may be spent in retirement, we come to look on it not as the end of life but as a new phase of it, in which there can be much satisfaction. Retired people get immense satisfaction out of catching up on all sorts of knowledge, and the sooner before retirement that a start is made with them the better. Just as with every other phase in life, preparation is necessary for successful retirement but little headway has been made in this field in Ireland up to now. Ideal pre-retirement training goes on right throughout one's life when the habit of knowledge acquisition is never allowed to lapse and the brain doesn't atrophy.

Itinerants :

Itinerants are a special type of poverty group, with all of the group's problems plus the problem of adapting successfully to settled living.

Prisoners :

Many prisoners, especially those on short-term sentences, are in prison because they cannot cope with life. Many of them are illiterate; a great improvement in their condition can be effected while they are "in" and a start has been made. Adult Education can fulfil both preventive and remedial functions for them.

The Aged :

Much of what we have said on those about to retire applies equally to the aged.

Those concerned in any way with mental illness and handicap :

The lay public now knows much about physical illness but still knows little about mental illness and handicap. There is an urgent need for the spread of information on these subjects through all available channels. Adult Education could thus play a large part in dispelling the mystique about mental illness and handicap which is hindering the rehabilitation of those affected. This lack of information is more noticeable, and the rehabilitation prospects therefore diminished, among the lower socio-economic groups. More knowledge, too, would enable more of the mentally handicapped to be cared for at home.

Parents :

Parents in every class are aware of the ever-widening educational gap between them and their children; this causes tension in the home and anxiety among parents. Our higher aspirations for child education must, therefore, be accompanied by wider opportunities for their parents to gain an understanding of what in fact is taking place.

Housewives :

Pressures on the family budget, lack of opportunity to get outside the home, and acceptance by too many families that the mother's place is solely in the home, makes life unnecessarily hard for many Irish housewives. Educational activity could help in all these areas.

Earlier in this Chapter, we noted the problem of reaching the vast numbers of adults who do not seek their knowledge through formal classes. Many of them indeed lack the basic literacy and numeracy skills necessary for that type of education, others are simply not aware of the existing opportunities, while others still are deterred by the traditional image of adult education as a middle-class activity. Not all of the blame lies with those people themselves; our present adult education systems are not adequately organised or structured for them, and not enough thought has been given to adult learning problems, but we shall discuss this later.

EXAMPLE—THE AGRICULTURAL ADVISORY SERVICE :

In the course of surveys or inquiries such as this, one is inclined to seek examples abroad. We have done so, and have concluded that there is as good an example as any in Ireland, in the Agricultural Advisory Service referred to earlier. We, therefore, made a study of this Service and as a consequence believe that the methods, procedures and approaches used in its advisory work could provide guidelines in the extension of informal adult education to other groups in our society.

This advisory service, in addition to a substantial formal adult education service, operates an informal continuing programme directed at farmers, farm workers, farm women and young people entering farming. It makes use of courses, classes, lectures and seminars but the greater part of its work is conducted on an informal, often person to person, basis and it is with this aspect of its work that we concern ourselves here. The Service, which operates through County Committees appointed by the County Councils, under the general direction of the Department of Agriculture and Fisheries, has the responsibility to equip farm and farm worker families with the information, training and skills, to enable them maintain a satisfying level of living.

In the 1966 census of population, 200,000 persons were enumerated as farmers. In addition to the farm owners, the census also included 83,147 relatives assisting on the farms and 46,295 hired workers.

The Agricultural Advisory Service goes about its business in the following way:—

Personnel :

Each year, the Chief Agricultural Officer (C.A.O.) of the county drafts an educational and advisory programme from the programmes prepared by each of his instructors. This programme sets out the main problems which exist in the county and the action which the advisory service proposes to take during the year, in order to help the people to solve them. It points to the educational needs of the people, in relation to these problems and lists the learning opportunities which will be provided to bring them the required information. The programme guides the county advisory staff and indicates to people generally the work which is being done.

The personnel of the advisory service are qualified in the science and practice of Agriculture and Farm Home Management, and they have received training in adult education methods and techniques. Participation in the programme on the part of farm people is voluntary. The programme, therefore, necessitates attention to motivating people to take action on their problems as well as ensuring their competence to carry out action. The teaching methods used are those in keeping with adult needs and interests and stress participation, decision-making through discussion, demonstration, individual counselling and other appropriate methods.

Techniques :

The problems of farm families, especially those on small farms, are

very often both technical and social, and they cannot be separated. The advisory service recognises this and uses a unified family approach focussed on problems rather than on separate projects. The rôle of the farmer's wife is particularly important; her influence is often the prime factor in determining how the farm is worked and especially in the whole approach of the farmer and family to education and progress. This has been given as the main reason for extending the service in 1963 to include Farm Home Management. An advisory and educational service is now available to provide the training and information which women should have if they are to make a full contribution to the management of the farm and home. Instructors in farm home management work closely with the other instructors in bringing joint advice to farm families, so that farm and family needs can be catered for in the plans which are drawn up for production and spending.

The agricultural advisory service exists to help farm people to use their own and other resources available to them, in solving their current problems and in meeting changing economic and social needs. It is the business of the service to get information to people in ways that they easily understand, so that it will result in changes in:—

- (i) What people know, e.g., what variety of a crop suits best.
- (ii) What people understand, e.g., why a crop failed,
- (iii) What people do, e.g., how to use a piece of equipment,
and
- (iv) What people feel, e.g., in relation to what they can accomplish in their farms and homes.

The advisory service, from its experience knows that some methods are better than others for getting information across to different people. No one advisory method will reach everybody, nor will it influence everyone it reaches. Experience shows that when several methods are used, more changes take place. Furthermore, information must be provided in many different ways, because of the wide range in the educational levels of the instructors' clientele.

Some farmers can learn from almost any kind of information source such as instructors, neighbours, leaflets, radio, etc. Others, usually those who have received much less formal schooling, are not able or willing to learn other than through personal contact and help from the instructor.

Methods reported as successful by the advisory service for reaching people are:—

1. Individual contacts in which instructors counsel with people on their farms, in their homes, or in the instructor's office.
2. Group contacts at meetings, demonstrations and farm walks.
3. Mass contacts through leaflets, news articles, show exhibits, posters, circular letters, radio and television.
4. Indirect contact by information passed along by word of mouth from farmers who have personal contact with instructors, to their neighbours.

Farm and home visits give instructors first-hand information about the problems on the farms. Through them, they build the confidence of farm people in the advisory service. The individual or personal approach remains a very important means of persuading people to adopt better methods. The use of this method is shown in the following table:—

1968/69	Agriculture	Horticulture	Farm Home Management	Poultry-Keeping
Number of Farm Visits	197,820	65,100	24,100	26,566
Number of Farms visited	78,041	24,895	10,121	10,465

Demonstrations have always proved a successful method of teaching farm people the changes they should make in their farm and home management practices. Neighbours can come and see for themselves what others are doing in situations similar to their own. Instructors regularly encourage leading local farmers to adopt some new practice which is applicable in the area. These then show the practice and give information about it to neighbouring farmers. Up to 2,022 educational demonstrations were arranged in 1968/'69.

The advisory service uses mass communication methods continuously. These include circular letters, news articles, reports, and exhibits at agricultural shows. Advisory officers take part in radio and television programmes.

Two particular examples of the work of the advisory service which serve to illustrate how the officers go about this type of work are the Pilot Area Development Programme and the Small Farm (incentive bonus) Scheme.

The Pilot Area Development Programme :

The Pilot Area Development Programme was established in the 12 western counties, to find the most effective means for solving the problems of these areas. The programme is based on intensive advisory work supported by community action. The key to initiating action is bringing 15 to 20 neighbouring farmers together in local voluntary groups. Representatives from these local groups form the Pilot Area Committee which has responsibility for planning, and carrying out activities for the area as a whole. The Pilot Area Committee supported by local neighbourhood groups forms an effective organisation for the total economic and social development of its area. An important feature of the programme is the co-ordination of the activities of government agencies, which can assist in the development of these areas. Advisory work highlights the rôle of the instructor, in getting farmers to think about their problems, so that they will want to take action in solving them. Getting people to accept and use information is the instructor's main task. Hence the emphasis is placed on bringing farmers together in local neighbourhood groups where the people and the instructor can together discuss their problems and decide what action can be taken.

The Small Farm (incentive bonus) Scheme :

This scheme applies to the whole country. Its objective is to help farmers who have potentially viable farms to farm them in such a manner that they make satisfactory incomes. In operating the scheme, the instructor helps the farmer to draw up and carry out a plan for the development of the farm over a four to six year period. Over 8,000 farmers applied to be included in the scheme in 1968/'69, the initial year of the Scheme, and 4,500 are working to a plan.

EXAMPLE—THE BUILDING CONSTRUCTION TEACHERS :

We have already mentioned the work of the Building Construction teachers employed by most Vocational Education Committees. These men aim at helping people to raise the standard of their homes. They may convince people to build new houses or improve their existing ones. They help in selecting and drawing up plans, they take a large share of the organisation of the building work, they issue certificates of payment for work done, they assist in the making of applications for grants.

In County Donegal, for example, they have been responsible for building work which involved the payment of £500,000 in grants during the past ten years. They have indeed been largely responsible for the disappearance of one-roomed "kitchen houses" in Co. Donegal.

In County Meath, three such teachers were responsible for building work to the value of £150,000, involving the payment of more than £40,000 in grants in 1968/'69.

Recommendation on Informal Adult Education:

One of our most basic requirements in adult education is to promote an even greater extension of this type of activity in rural areas and to find means of initiating similar schemes to meet existing and obvious needs in urban areas.

We urge the Government and Local Authorities to make funds available for such home advisory services; we believe that some of these services are being supplied already for a limited number of urban residents through social workers employed by Local and Health Authorities and through Public Health Nurses, Housing Officers, etc. Existing services should be expanded to meet the demand wherever it arises, but new services should be introduced to fill other needs, e.g., a home economics advisory service, building construction advisory service, horticultural advisory service—for all urban residents. We have given much thought to how such new services should be organised, and we conclude that, in general, they should be attached to the existing Vocational Education system.* We have three main reasons for this:—

*Since the Horticultural Advisory Services in urban areas might more easily be provided through an extension of the function of the County Committees of Agriculture, we recommend that this be considered too. Alternatively, the Committees of Agriculture and Vocational Education Committees might co-operate in the horticultural advisory work.

- (a) Vocational Education Committees already have the personnel in their employment, albeit they are mostly concerned with formal education—the same teachers plus more of them could combine class teaching with home visiting.
- (b) Vocational Education Committees have already in some places (e.g., Co. Donegal) demonstrated their ability to do such work.
- (c) Informal adult education is the “seed” out of which further education programmes can grow. Where the teacher visiting the home has also a classroom and classroom colleagues at his disposal, the growth rate will be rapid and healthy.

In short, therefore, what we are recommending is that vocational school teachers should, as far as possible, engage in extension work, i.e., advisory work in urban society and in rural society where there is a need. This will require some increase in teaching and advisory personnel, but the system should be developed gradually.

However, in addition to recommending personnel, we urge that such personnel be specially trained in techniques, methods, programme planning and design, etc., of adult education and community development.

CHAPTER VI

Formal Adult Education

Formal Adult Education Services are provided by very many agencies and a Directory of these is to be found in Appendix B. Indeed, this country is well served with such courses, although as we have noted in Chapter IV, there is still an abundance of needs waiting to be served. We shall, however, take only one example of a formal Adult Education Service—the Vocational Education System.

Vocational Education Committees have been the main providers of Adult Education Courses for many years, and we shall now examine their function and performance in some detail.

Function and Personnel :

In pursuance of the obligation laid on them by the 1930 Vocational Education Act to develop adult education, the Committees have always kept the requirements of adults in mind when building and equipping schools, of which there are now 350. If permanent schools are not available, they lease or rent premises according to need. Where it would be more appropriate to hold activities for adults on premises other than schools, this may be and has been done.

Serving under the Vocational Committees at present, there is a pool of expert teachers, instructors and administrators with wide and varied qualifications. Amongst the 3,300 whole-time teachers, there are 40 different categories employed for general purposes and 70 different categories employed for special purposes. These do not include part-time teachers whose numbers may increase or decrease according to requirements. Where there is no teacher in the employment of a Committee to cater for a particular kind of adult need, a part-time teacher may be appointed. The remuneration of such teachers is in accordance with their expertise and the standard at which they teach.

Vocational Education is closely in contact with the people. Members of the Committees and Sub-Committees who give service to the general public understand public attitudes and observe public needs. These needs are also identified through parents, students, ex-students, headmasters, teachers, local voluntary bodies, and local industries.

Committees may purchase equipment to suit particular courses, e.g., tape recorders, projectors, lathes, kilns for pottery. Also, Committees may enter into an agreement with the local Library Authorities to set up reference libraries in schools. This practice is expanding.

Special courses, classes, lecture series, etc., normally are provided in accordance with an Educational Scheme drawn up by the Chief Executive Officer (C.E.O.) in consultation with Headmasters, at the beginning of each school year, or specially at the request of particular

voluntary groups, on the understanding that a minimum average attendance of about 9 will be maintained in each case. Fees are nominal and in all cases, teachers are paid by the Committees.

Most Committees make school premises available to recognised Voluntary Associations for their activities, in accordance with specified conditions. For the most part, facilities are provided free or on payment of a nominal contribution towards the cost of heating, cleaning and lighting.

Adult courses conducted by Vocational Committees may be classified under the following headings:—

1. *Leisure, Cultural and Quasi-vocational.*
2. *Vocational and Technical*, in preparation for certification.
3. *Remedial* :
To help adults fill gaps that remain because of late development, retardation or deprivation.
4. *Social Advancement* :
Help adults change to a more suitable or higher level position: Evening courses leading to Intermediate Certificate, Matriculation, G.C.E., Leaving Certificate.
5. *In-Service Promotion* :
Help Adults obtain qualifications, post-Leaving Certificate.
6. *Current Needs* :
Provide courses to cater for *immediate needs* :
e.g., New Mathematics for Parents, Irish for Parents, Decimatisation, Farmhouse Catering.
7. *Development of Citizenship* :
Political philosophy, Current Affairs, Sociology, Economics (generally as a "follow-up" to Extra-Mural University courses).
8. Social, Cultural, Intellectual, Physical, Socio-Spiritual, etc.

The following examples illustrate the methods by which Vocational Education Committees, using the flexibility of the system have administered Adult Education:—

- I. Teacher, employee of the Committee, having specialist qualifications, gives course in the school, either leisure course or vocational.
Examples : Auto-Electricity for Garage Employees (Vocational), "Know your Car" for Owner Drivers (Leisure, etc.).
- II. Teacher leaves school and gives course or series of demonstrations to groups in outlying district, in response to a request from voluntary organisation.
Examples : (a) Teacher holds series of discussions for a Muintir na Tire Guild on aspects of Civics, Democracy, Economics, Taxation, etc.

- (b) Teacher responds to requests from the Irish Countrywomen's Association (I.C.A.) or Macra na Feirme group to run lecture series, public speaking, etc., etc.
- III. Committee's teacher does some organising on his own initiative or on instructions from the Committee. Having done research or observations locally, he sees a need and attends to it.
Examples : (a) Short course of general education and basic Business Methods for Young Shop Assistants.
 (b) A course for adult itinerants.
 (c) Demonstrations for Housewives on "Uses and Abuses of Electricity".
 (d) Demonstration and Practice for Housewives, "Home Repairs", etc.
- IV. Committee gives the use of school premises to a group or society who have their own organisers and officers.
Examples : Film Society, Gramophone Society, French Circle, Art Club, Discussion Groups, etc.
- V. School Authorities arrange for and organise for large audiences. (Teacher acts in secretarial capacity.)
Examples : Lecture series on topics such as Art Appreciation, Civics, Local History, Exhibitions of Paintings, Musical or Choral Recitals, Home Economics Demonstration or Demonstration-Lecture.
- VI. School Authorities arrange for T.V. viewing groups. Teacher acts as organiser and guide for discussion groups.
Example : Language Programmes—French, Irish, Agricultural Programmes.
- VII. Vocational Committee appoints wholtime organiser whose functions include liaison with grown-ups in his speciality.
Examples : Music, Choral Work.
 Irish and General Education.
 Rural Science and Rural activities.
- VIII. Vocational Committee lends the services of teacher to particular organisations for youth and adult work—part or all of teacher's time, free or otherwise.
Examples : Macra na Tuaithe, Irish Countrywomen's Association.
- IX. Extension work, Home Economics and Home Advisory ser-

vices, reaching to the rural housewife while a teacher of building and Home Improvements reaches to the householder. (A co-operative effort between Domestic Science and Building Construction.)

- X. Vocational Committee appoints teachers to devote their time *completely* to adult requirements (and youth).

Examples : Rural Building Construction, Home Improvements throughout the Republic but particularly in Western Counties (there are 84 of these Building Instructors).
Irish and General Education, Home Crafts, First Aid and Nursing.

- XI. Teachers' services are given for rehabilitation work, occupational therapy or other humanitarian aims.

Examples : Rehabilitation Mental Hospitals.
Craftwork and Woodwork, Lip-reading.
Cookery for the Blind.
Basic Education for Adult Itinerants, etc., etc.

- XII. The Committee may appoint a teacher to help in a distinct purpose in Adult Education, e.g., Nursing and First Aid, Weaving and Home Crafts. General Education to Skill Training Courses, General Studies in Colleges of Technology, Social Work, etc.

- XIII. Finally, there are the courses which Committees and their officers launch in co-operation with other organisations. The list of examples which follows indicates what a complex of activities can materialise when a committee reacts favourably to needs and requests. Generally speaking, in such courses, the Vocational Education committees provide the accommodation and its officers do the administration.

<i>Course :</i>	<i>In Co-Operation With :</i>
Guest-house management :	ESB, Bord Iascaigh Mhara (BIM), Bord Fáilte.
Boat-building :	Local Tourist Development Groups. Bord Fáilte.
Physical Education :	Athletic Clubs.
General Education for Army Personnel :	Army Authorities.
Home Makers' Intensive Courses.	Spiritual, Medical, Commercial Inter- ests.
Training of Skills for Industry.	AnCO Training Boards.

<i>Course (Contd.):</i>	<i>In Co-Operation With :</i>
Work-Study:	Irish National Productivity Comm. (INPC), Local Industry, Work Study Institute.
Rôle of Supervisors:	Irish Management Institute (IMI), Industrial Development Authority (IDA), Local Industry.
Drama, Production, Acting:	Amateur Drama League, Equity, Foras Éireann.
Social and Economic Studies:	(Extra Mural) Universities, Educational Bodies, Local Organisations.
Traditional Music:	Comhaltas Ceoltoiri Éireann, Conradh na Gaeilge.
Irish and Gaelic Activities:	Conradh na Gaeilge, Club Leabhar, Comh-Choiste an Fhainne, etc.
Lecture Series:	Royal Dublin Society (RDS), Barrington Trust, Shaw Trust.
Musical Recitals:	Dorothy Meyer Foundation, Foras Éireann.
Visual Arts Exhibitions:	Arts Council, Music Association of Ireland.
Home Crafts, Cookery, Home Economics:	I.C.A., Muntir na Tíre, Local Bodies.
Marine Navigation:	Department of Agriculture and Fisheries, B.I.M.
Weaving, Knitting, Home Crafts:	I.C.A., Gaeltarra Éireann, Roinn na Gaeltachta.
General Education for Industrial Workers:	Local Industries and Factories, e.g., Communications, Civics, Home Making.
Rural Building and Home Improvements:	Local Government, Co. Council, Planning Authority, Roinn na Gaeltachta.

Types of Teaching Methods Used :

The learning experience in vocational education adult courses is not designed primarily to help anybody to get pre-job qualifications. The courses are aimed at those already in society, for their training and re-training, to improve standards, to provide worthy leisure occupations, to help the national and local economic effort, to promote rural industries, and for rehabilitating rural areas, raising living standards, understanding national economics, improving spiritual values, sharpening the awareness of national identity, developing community spirit, safeguarding national traditions, improving health and fitness, providing useful hobbies, etc., etc.

Learning is effected by:—

1. Class confrontation: One teacher to one group practical, theoretical, demonstrational.
2. Many teachers with varying specialities to one group: Composite Course. (e.g., Home Makers, Guest-house proprietors.)
3. Discussion Groups, Syndicate Practice, Study Circles, Case Studies.
4. Demonstration only, or Lecture-Demonstration.
5. T.V. or Radio, viewing or listening, with discussion.
6. Debating Series: teacher as guide or chairman.
7. Lecture Series: teacher organises.
8. Day Release, Block Release, Sandwich courses (Vocational).
9. Project Preparation (Cultural), Preparation for Play, Concert, Feis.
10. Group Project guided by teacher (Practical).
Short periods of instruction followed by visit of teacher to individual project.
11. Pre-Marriage Courses: School Authorities, Local Clergy, Domestic Science Teachers; Medical Experts, etc.
12. Courses with Socio-Spiritual aims: Dublin Adult Education Committee, Dublin Archdiocese, Local Voluntary Groups.
13. Public Speaking and Debate: Macra na Feirme.
14. Leader Training: Macra na Tuaithe.

The following table summarises the formal Adult Education contribution by Vocational Committees during 1967/'68:—

	Aggregate Enrolment	Aggregate hours of attendance	Aggregate hours of instruction
Part-time Day Courses	17,290	792,591	93,074
Part-time Evening Courses	68,881	2,039,285	183,623
TOTAL	86,171	2,831,876	276,697

Formal Adult Education—Some Considerations and Recommendations:

We said at the opening of this Chapter that many agencies provided an adult education service and again we draw attention to those listed in Appendix B; no doubt, there are others of which we have not heard. The summary which follows would, of course, be fully expanded in the final report.

1. The participants' social "circuit" should be used, e.g., athletic clubs, darts groups, beagling clubs, etc.
2. Courses in social skills and personal improvement and interest courses must be developed.

3. Every course successfully completed should be rewarded with some standard credit.
4. Organisations and Institutions which promote cultural education must be encouraged.
5. Employers should accept some of the responsibility for adult education of their employees, even if only to encourage them. They might well consider giving time off with pay, or alternatively, pay the class fees for employees who improve themselves by study and learning. It may be worth considering a system on the lines of AnCO's levy, so that employers who meet such adult education responsibilities would not have to carry all the financial burden. Such a levy would not amount to more than .5% on wages and salaries. Indeed, it would create an appreciation of education on all sides if the levy were to be met equally by employer and employee, i.e., .25% each.
6. Ireland needs an Institute of Industrial Relations; we expand on this in Appendix C.
7. The feasibility of a separate College of Trade Union Education (as distinct from an Industrial Relations Institute) must also be explored. It has been suggested to us that such a College should be operated by the I.C.T.U., be autonomous but be supported by some degree of State subvention.
8. Fees for adult classes can be an inhibitant; we recognise however that "something for nothing" may not be valued but nonetheless urge that nobody be turned away for want of money.
9. Universities should continue to provide evening diploma and degree courses.
10. Adult Education tends to have a "middle class" image; the lower socio-economic groups must therefore be especially aimed at.
11. Competition is an immense stimulant in learning.
12. Teachers and other community leaders should reach out to make personal contact with adult members of the community who need education, e.g., the teacher who goes out to the home to discuss a child problem should be alert to interest the parent in furthering his own education; the social worker on a home visit should be alert for the same opportunity.
13. There is no doubt that many social problems derive directly from "round peg in square hole" situations, with individuals reacting subconsciously and often violently against environments with which they cannot cope or perhaps no longer tolerate. Typical of these is the adult of considerable native potential—academically or otherwise—who for a variety of reasons did not obtain a qualification necessary for entry to courses leading to posts that otherwise his capacities would enable him to fill competently.

Courses leading to the cumulative Leaving Certificate or similar qualification can go a long way towards relieving much of this problem, but while there is evidence of a growing demand for such courses, the number of applicants in small centres of population may be too low to justify the expense involved.

An obvious solution would be to subsidise necessary transport to larger centres.

14. Adults should have an adequate counselling and guidance service, whereby to identify needs and to make decisions on how to satisfy them.
15. If a person admits to having only one educational need and be that even for hobby purposes, then it can be a framework around which a whole education programme can be constructed, for example, the housewife anxious to advance her cookery knowledge may be glad to improve her English, in order to follow the teacher better; her contact with the school may excite in her an interest in learning dress-making or a craft or art; a whole field of education can be offered to her in this way.
16. The whole approach in adult education must be flexible.
17. Modern methods must be employed as much as possible, but we shall deal with these in more detail later.
18. We believe that any adult education programme which is entirely or mainly technological should include wherever possible subjects related to the culture, history and language of the country.
19. Young people who must acquire practical experience before proceeding to further higher education should be facilitated as far as possible with suitable evening courses to keep their education up to date and to advance it as well.
20. Each executive with a responsibility for Adult Education should survey and keep up to date a list of retired and other people who would be available to give adult education services.
21. Teachers and other personnel involved in the adult education "service" should receive some formal training in adult education and community development. We shall deal with this more fully later.
22. The development of Departments of Adult Education in our Universities, as distinct from Departments of Extra-Mural Studies, should be carefully considered in the light of cost, possible duplication of services especially research and training and the likely establishment of a National Institute of Education.

CHAPTER VII

The Function of Voluntary Organisations

Voluntary Organisations of all types and including Trade Unions, Employers and Trade Associations, because they have access to large groups of people, must be given recognition in the development of an adult education programme. Normally, the demand will come from them anyhow, and in the absence of a continuous monitoring system on needs, they must be regarded as fair interpreters of the demand of the community for whom they profess to speak.

In addition, the leaders at all levels of these organisations are themselves stimulators of group and community action, which action if orientated towards informing or educating is in itself an important part of permanent education. Even more so, it is important that leaders be adequately educated as any education absorbed by them has a multiplier effect. While the purpose of people associating in organisations is not always, nor even often educational, the objectives of the organisation can almost always be better achieved if its members are well informed.

Thus, we regard as of the highest importance the training of voluntary leaders.

Each group will have its own particular leader—training needs, its own resources—limited or otherwise—and its own freedom to select, or plan its own educational programmes.

We urge that leader-training be supported and encouraged at all levels of central and local government. Examples of leader-training programmes and processes are:—

1. University extra-mural courses, e.g., that of U.C.G. in Appendix D.
2. University intra-mural short residential courses (Appendix D).
3. Short (week-end) Residential Courses arranged by organisations themselves.
4. Sessional courses on particular subjects or groups of subjects provided by Statutory and other Educational Bodies.
5. Correspondence Courses.

There is no such thing as a standard formula for leader training. One set of leaders may require an intensive course in economics,

another in procedure at meetings, another in accounting, another in public speaking.

The urgency of leader-training is nowhere more evident than in the field of community development. We do not believe that community development is a system which can itself be brought about by direct action; we believe that communities gell progressively of their own accord when the elements of which they are composed have achieved a full understanding of their respective obligations, status and goals; this can only be brought about by well-informed and effective leader.

CHAPTER VIII

Personnel

The primary resource of adult education is the teacher, adviser, lecturer or instructor. Advances in technology* increasingly place new means and methods of learning at the disposal of students; these may affect the rôle of the teacher but will not eliminate him. It is, therefore, important that we consider the training and preparation of these teachers and instructors for their careers.

The easily identifiable groups most concerned with educating adults are:—

Full-time Vocational Teachers.
Agricultural Advisory Officers.
Specialists, either: (1) Full-time
or
(2) Part-time.

Vocational Teachers :

A very large proportion of these teachers, particularly those recruited in the recent past, even though statutorily charged with responsibility for educating adults, receive no formal preparation for this part of their work.

Agricultural Instructor :

The would-be Agricultural Instructor in his primary degree of B.Agr.Sc., studies under the heading of "Communications", the principles of adult education, their application in the rural context, teaching methods and techniques, etc.

It is to the credit both of the Agricultural Advisory Service and of the Department of Agriculture and Fisheries that there is a continuous building on this foundation, through in-service training, and regular seminars on methods. In addition, post-graduate courses in Agricultural Advisory work have been provided with the co-operation of University College, Dublin, in recent years.

*"The first function of technological media (audio vision instruction etc.) is to supplement the teacher through enhancing his effectiveness in the classroom Educational media are both tools for teaching and avenues for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and forcefulness in appeal. Apart from the teacher, these media will determine more than anything else the quality of our educational effort. A second function of technological media is the direction of routine students' activities. This function enhances overall productivity and allows the teacher assume a new, yet important, rôle as evaluator and keen observer of student behaviour and reaction and to be less concerned with clerical-mechanical chores." (1963 Task Force of the Department of Audiovisual Instruction of the National Education Association, U.S.A.).

Specialists :

(1) Full-time :

There are many other bodies engaged full-time, or almost full-time, in the teaching of adults, for example, the Irish Management Institute, the Institute of Public Administration, An Chomhairle Oiliuma, the Irish National Productivity Committee, etc. Each of these takes care of its own instructor/training.

(2) Part-time :

A large number of professional and skilled people make themselves available to the community as part-time educators through Vocational Schools, University Adult Education and Extra-Mural courses and on the lecture circuits of many other educational bodies and voluntary organisations. Generally, they will have received no formal preparation for educating adults.

Training of Adult Educators :

The imparting of education to adults requires special skills if the work is to be fully effective; a few people have a natural ability to transmit knowledge with ease and great effect, the remainder must acquire the necessary skills.

It is obvious, therefore, that many of those involved in adult education work would benefit from suitable courses on "Adult Education principles, methods and techniques", with consequent benefit to the community at large through more effective communication and stimulation.

In Britain, there are courses in Adult Education techniques, leading to certificates or diplomas; we have heard of similar courses in America and elsewhere, but we conclude that the work of the Department of Farm Management, University College, Dublin, in the training of present and future Agricultural Advisory Officers, might be emulated elsewhere or extended, in order to provide immediate short courses for those already in Adult Education in all services (Appendix E.).

Payment for Services :

There is a not unusual problem of which we have become aware. It is the poor reward which so many part-time adult educators get in money terms. For instance, we were told that wholetime vocational teachers do not get paid anything extra for adult classes, given over and above their normal duties. We recommend that such teachers be paid the same part-time rates for such additional work, as would any part-time teacher. We consider that the part-time fees paid to all teachers and instructors need to be reviewed.

CHAPTER IX

Buildings and Accommodation

For formal adult education activity, a building with suitable accommodation is needed, whether it be a school, hotel, university parish hall or educational centre. Sometimes, groups of adults meet in one of their homes for class but this is more the exception than the rule.

There are so many claims on the limited resources of a small country like ours that it is evident that maximum use must be made of existing buildings before schemes can even be considered for the erection of special adult education centres. We have no doubt but that existing buildings, if made available, would adequately meet the need.

Schools :

It is only in the Vocational system that schools are normally made available for adult teaching, instruction or meetings. Generally, the schools are suitable for adult activities as not alone is the furniture designed to meet the needs of grown-ups but in addition, laboratories, metalwork and woodwork rooms are also available. Comprehensive schools built as such, while few, are excellent examples of buildings designed to include adult education activities and are already functioning admirably in this regard.

The availability for evening classes of secondary and primary schools varies greatly from place to place, but they are obvious resources in the expansion of adult education. In recent years, the Department of Education has incorporated a multi-purpose room in its plans for new primary schools; the room is furnished with chairs instead of desks and each has a kitchenette attached. Here, one sees the nucleus of a community centre and certainly a splendid development from the adult education point of view. We hope that School Managers will make primary schools in their care more available to the community and that the principals of other schools will not deprive the community of adult education space where it is urgently needed.

We also believe that small primary schools which have been closed should be made available as community and Adult Education Centres.

Residential Adult Education Centres and Summer Schools :

It is a pity that there are not a few more full-time residential centres of adult education like that of the Irish Countrywomen's Association at An Grianan, Termonfeckin, Co. Louth, which could serve the needs of many people and organisations desiring adult education. However, an alternative would be to negotiate the use of boarding schools and colleges during the holiday periods. This is

already taking place but only to a limited extent; we know for instance that the Franciscan College at Gormanston is much used during vacation and other Colleges are similarly used. Some Universities here conduct Summer Schools for foreign students and accommodate them in local Boarding Schools.

We are also aware that Opus Dei offers its Residential Centres for short and long courses.

Universities :

The lecture rooms and halls of the various Universities and University colleges are becoming increasingly open to the public for classes, occasional lectures, seminars, concerts of all kinds, music, art exhibitions, etc.

Hotels :

Hotels throughout the country are being used more and more for many educational activities. Not alone are hotel managements anxious to have their facilities used during the off-season, but the Adult Education organiser or planner is relieved of anxieties about heating, lighting, maintenance, etc. We urge more hotels to equip themselves with suitable furniture e.g., small tables, blackboards, projectors etc., and indeed the State might encourage such developments by appropriate grants.

Already, many agricultural classes and seminars are held in hotels; even voluntary organisations hold their leadership training courses and other seminars in local hotels, although their own hall may be only a few miles away. In the larger centres of population, most Management and Trade Union seminars are conducted in hotels, and it looks as if this trend will continue.

The reasons why hotels are attractive—decor, furnishings, easy provision of tea and refreshments—could well be noted by those designing other buildings for education.

Organisation and Parish Halls :

These were originally designed as recreational centres for dancing, film shows and drama and even though used for educational activities at times, are seldom ideal—heating is generally inadequate, and furnishing not suited to class meetings. Those with rooms and annexes could be adapted, and many Vocational Education Committees have done this.

Learning at Home :

The home may be used for adult education by the individual himself, the family by itself or a group of neighbours. The discussion group system which has been well developed by the Agricultural Advisory Service frequently uses the participants' homes usually in rotation. Sometimes a housewife offers her kitchen as a class-demonstration centre for her colleagues and accommodation problems have sometimes been resolved by teachers and instructors in this

way. In many countries, study circles based on the home, play an important part in adult education programmes and indeed many scholars of our own country in times past got most of their learning around the fireside.

We shall be considering Radio, Television and reading material in the next chapter, but these of course belong almost essentially to the home.

Education through correspondence is another activity belonging to the home. To date, there has been little development in this field in Ireland. A few Correspondence Colleges in Dublin cater for students seeking professional qualifications, for those who wish to sit for the Intermediate or Leaving Certificate Examinations and for those who wish to pursue language or other interest courses. In addition to the numbers enrolled in the Irish Colleges, it is quite likely that far higher numbers are enrolled in the longer established, widely advertised and possibly better equipped English Correspondence Schools.

The arrival of the Cumulative Leaving Certificate should increase the numbers enrolling in this country, and possibly also bring into existence more institutions of a similar kind.

The great strength of this method of education is that it allows for study at home and, at the same time, the student is kept moving by a tutor at a reasonable pace through having to answer questions, submit essays etc. Attention to individual problems is also guaranteed. As the correspondence student is at a disadvantage for want of face to face contact with his teacher and discussion of problems with fellow students, it is all the more necessary that he receive better than average help and guidance. To ensure, therefore, that good educational standards are maintained by a competent staff, it should be the prerogative of the Department of Education to license only such Colleges as would meet its requirements.

CHAPTER X

Other Media

Textbooks, Journals, Magazines, Newspapers :

There is no need to elaborate on the basic fact that books and leaflets either of a general nature or with a special educational bias are a fundamental resource of Adult Education. All that need be said is that the more cheaply they can be produced, the more available they will be to the reading public. It is worth noting that in certain fields, e.g. social science and economics, there are few popularly priced books available on Irish topics. Many educational leaflets are available free to the public e.g. those of the Department of Agriculture, Local Government, Labour and Health.

The other printed media of communication have the largest audience of all the media in the country and in recent years, the daily and weekly newspapers have realised more and more their responsibilities and are making a massive contribution to the education of adults.

The quality and standard of magazines and journals, religious and lay, is generally excellent in Ireland.

Libraries :

A library is a great deal more than a store-house of books; it is a store-house of knowledge. A good librarian is an "information centre" and can guide and inspire learning. All those involved in adult education, whether professionally or part-time, can benefit greatly from close contact with the librarian, a contact necessary in any case to the librarian if he is to select and stock books related to educational activities and interests.

The Public Library system of this country, though underdeveloped and underfinanced, provides an essential educational service to the community. Not alone is the eager adult or student provided for but it reaches a proportion of the 90% of people who do not formally involve themselves in educational activities.

It is all the more necessary, therefore, that Public Libraries be stocked, extended and kept in a condition that will attract more and more people to them. A national campaign advertising their services as part of an adult education awareness drive would be money well spent.

As the aims and objectives of all Public Libraries are educational, possibly a more effective use could be made of them, not alone in the context of adult education, but in the context of all education, if responsibility for their operation were transferred from the Department of Local Government to the Department of Education.

Audio-Visual Aids

There is now a vast range of these, some of them such as the blackboard have been with us for a long time; others, such as Electronic Video Recorders are about to arrive. The blackboard itself has been developed into flannel boards, flip-over charts and magnetic boards. Use is made of tape recorders, slide and filmstrip projectors, films, film loops, overhead projectors, sound/slide or strip projectors where the sound is synchronised with automatic slide projection the subject could form a report in itself and indeed nowadays brings about special exhibitions and conferences.

Equipment ranges from programmed learning machines to the hardworking duplicating machine, without which class notes could not be so much available; and now the photocopying machine is further helping to make more accessible extracts from books, records and maps.

An important factor with most, if not all, of these audio/visual aids is that the instructor can make his own programmes or use those of others. Knowing how to use a 35 mm camera, a slide projector and a tape recorder is part of knowing how to teach.

Radio and Television :

Radio Éireann has been on the air for just over forty years, and its television colleague for eight years. Like the newspapers, they are both having an increasing educative effect on the public. They, perhaps, stimulate interests more than they actually educate, but their potential for both is not only vast but dangerous. Every adult in the country is in one way or another influenced by Radio and Television.

In its forty years, Radio Éireann has played a very distinctive part in educating the Irish public, mostly by means of entertainment and popular programmes; at present, it sends out two hours of direct education per week, but the educational content of some of its other programmes as well as those of Telefís Éireann is high. Telefís Éireann sends out around four hours of direct education a week but at valley viewing times.

Television has undoubtedly more potential for education than has radio. Its increased educational use would call for a second television station. We would like to see this, but we recognise its cost as prohibitive. A second radio station is, however, a possibility that should be examined sympathetically. Its planning and use would call for longer study, as it should be part of a total educational system, associated with textbooks and live teaching.

Further, consideration should be given to the erection of some mini-television stations throughout the country. Apart from the initial capital outlay for such stations of approximately £100,000 each, little other capital costs would arise. Running costs would be low, as educational and other material could be drawn from stocks available at national and international level. Their use would be carefully planned, and could be both or either open circuit (available on any television set) or closed circuit, available to groups meeting

and studying together at sub-centres within the area. Such groups could get the larger part of instruction by television, and come to the main centre occasionally to meet the tutors.

Initially at least, such regional educational television centres should be associated with educational institutions. The proposed Limerick Institute of Education might give the best opportunity for a pilot project.

General Principles :

We consider that the following principles should apply to educational Radio and Television:—

- (a) They should not be separated from the more traditional ways of imparting knowledge and of learning; they should be regarded as highly important auxiliaries to such methods, stimulating the audience and creating an appetite or a desire to learn more.
- (b) The educational value of Radio and Television for adults cannot be confined to programmes intended specifically for the purposes of adult education. Such programmes are having increasing time given to them by R.T.E. but the threefold purpose of Radio and Television—information, education, and entertainment—is best realised within the context of the total programme.
- (c) There must be research by programme planners to identify educational needs common to many people, and which can be satisfied by the media. It should be a matter of policy for those responsible for the media to create an educated climate sympathetic to the best traditions and ideas of the country and so heighten the country's awareness of its national identity. In Ireland's case, on the verge of entry into Europe, this is an important task.
- (d) The best educational results are often achieved when the climate of a station is educationally biased, without obtruding on the public consciousness. It seems superfluous to mention, but it seems to require re-statement at times, that the climate should be sympathetic to the best traditions and ideals of the country without at the same time being soporific in effect.

University of the Air :

A University of the Air, or as it is now known, the Open University, has just been started in Britain. It offers opportunities to people of all ages, with or without academic qualifications, to study for a degree through the provision of linked television, radio and correspondence course under tutorial supervision. Arrangements are also made for the students to attend seminars, study weekends, laboratory sessions and summer schools, where they make contact with their teachers and fellow students. For want of information, we are unable to make

any recommendation, but we consider that the matter is worthy of a separate study, if not for degree courses at least for credit courses integrated with a credit system in our existing Universities which would lead to a degree. The possibility of a link with the British Open University should also be explored.

Looking to the future :

Education has not been overlooked in the major technological developments which have taken place in the world, and the means of communication available to educationists has expanded greatly.

Because of these developments, many changes have taken place, and will continue to take place in learning and teaching techniques, to such an extent that the situation described hereunder*, which would have seemed far-fetched ten years ago, could become a reality in the foreseeable future.

The local public library or "House of Culture" will provide an educational centre for adult students. At the Tape Bar, students will consult a language adviser about new study materials, which have just been publicised on radio or television. They will join a group of fellow students at the "Listening Table", where recordings of interesting literature will be played. In small lecture theatres, they will watch, and listen to, videotape background programmes on the civilisation and everyday life of the countries whose languages they are learning. If the students come across something which needs more thorough learning, they can easily borrow a cassette or tape to play at home. Finally, in the comfortable Education Hall, they will smoke and talk "school". Here, the only thing that they will miss, will be that ever popular object of slander: the teacher. Even so, they will certainly find some other excuse for their lack of success in their studies.

When our adult student returns home, he will sit down in his comfortable arm-chair in his Language Study Corner. Here, he will adjust the loudspeaker of his special telephone and then join in his afternoon, "over the 'phone" French lesson. The teacher, M. Dupont, has eight other students in the same telephone study group, and all can hear what the other members of the group are saying. M. Dupont will listen to Student A, reading from an article entitled "Problemes douaniers du Marche Commun: les liqueurs" and will correct his pronunciation. He will then ask Student B a question on the text and make Students C and D discuss this highly interesting subject in the light of their own experience while he himself drinks a glass of cognac unseen. M. Dupont thinks that these telephone lessons are far more pleasant than those in the classroom or on the television, for they are so much more comfortable, and, of course, the students cannot see his glass. On the other hand, lessons in

*Professor Max Gorosch, Copenhagen School of Economics, writing in "Education and Culture" (Council of Europe publication).

the classroom or on television can be more realistic, because facial expressions and typical gestures can be added. Sometimes, M. Dupont will ask a French friend to join him in the lesson. The friend can either be a visitor or somebody to whom M. Dupont can telephone, somewhat on the lines of "The Guests" in television programmes.

When our adult student wishes to listen at home to a special lesson on French grammar, perhaps on the subjunctive, he will look up the reference in the "Catalogue of the Language Learning Dial-in Service"; dial the number and then, via the automatic exchange, put himself through at any hour of the day or night to the lesson in question. This lesson will be given by a specialist and will be interesting and have a personal touch, for the student will be asked to read aloud, to answer questions and to do homework. In the same way, the student will be able to dial for a language test to discover how successful he has been. The test will be assessed by a language adviser and, if the student wishes, the result will be stored in an electronic register, from which the student can obtain a report on himself at the end of term. If the report is favourable, the student will be able to use it as a certificate. If it is not, it is always useful to know what one has to improve. As our adult student is very busy and sometimes comes home very late, he is grateful for the dial-in service which is available round the clock.

CHAPTER XI

Structure

The Minister asked us to recommend a permanent organisation, in order to serve the adult education needs of the community. We have given much thought to this request, and from a number of possibilities have chosen what follows.

We are well aware of the overlapping and lack of real co-operation amongst most of the services providing adult education in one form or another. We were disappointed to discover that the preservation of some agencies' dominance in some field of adult education could hinder adult education development. We have observed petty jealousy and petty selfishness side by side with dedication and enthusiasm, and we blame Government Departments at the top for this state of affairs. Our attention has been drawn to this lack of co-ordination in a number of submissions, and its existence has been proven to our satisfaction.

We believe that in general the people of this country have available to them as good an adult education service as there is in the world, and we believe that it could be many times better if there was co-operation. We would be happy if nothing other than co-operation came out of this survey, because that alone would bring about the intensification of effort we desire with a great, though not easily measured, conservation of resources. As we said at the beginning, detailed information on needs would be useless without an adequate system to provide for them.

We have concluded that, at least, the following bodies contribute an adult education service to the community:

- Department of Education.
- Department of Agriculture and Fisheries.
- Department of Defence.
- Department of Health.
- Department of Labour.
- Department of Local Government.
- Department of Social Welfare.
- Vocational Education Committees.
- County Committees of Agriculture.
- Radio and T.V.
- Public Libraries.
- Local Health Authorities.
- The Churches.
- Voluntary and Welfare Organisations.
- Trade Unions.

Farming Organisations.
Employers' Organisations.
Sports Bodies e.g., G.A.A.
Industry and Business in general.
Successful people within areas or groups.
Universities.

To achieve co-operation, some co-ordination will be necessary; co-ordination does not mean control; we mean it as guided co-operative effort and we hope that for the sake of the country's welfare, all those agencies named above, and any others providing an adult education service who draw all or part of their finances from the tax-payer, will accept that co-ordination is necessary and will accept the recommendations we now make.

Local Structure :

For the country areas, we recommend that a County Officer, analogous to the County Development Officer in the Western Counties be appointed as co-ordinator and that in the cities of Cork and Dublin, one such officer be appointed for roughly each 100,000 of the population. The ideal system would be for such an officer to be employed by the Vocational Education Committees, but we are satisfied that it would not be right for any one authority to have even the appearance of jurisdiction over the other, although that is not at all our intention.

This officer would not be able to dictate to agencies involved in adult education in his area; his function would be to co-ordinate and to be "Mr. Adult Education" for his county or area. An elaboration of his functions and training requirements is given in Appendix F.

It seems to us that there does exist in the Western and in a few other counties an ideal system on which to establish such an officer; it is the County Development Team. It is already a co-ordinating body, it is widely representative and therefore provides for the widest possible consultation. It has proven its ability and its County Development Officer has been an important and essential leader in many developments. Our recommendation is simply that the County Development Teams employ another man each, this man to report directly to them and to be the County Adult Education Officer. In counties where there is not a County Development Team, it is worth setting up one for Adult Education alone, and in the large urban centres an analogous body should be established.

As in the case of the County Development officers, the Adult Education Officers' salary and expenses should be provided by the Department of Finance.

We recommend that this system be given a trial in five areas:—

County Monaghan.
County Roscommon.
County Louth.
County Kerry.
Dublin City South West.

We see one special necessary function which this officer might fulfil—an Information Service. There is a need for at least one central office in each county and large area where information would be readily and immediately available to enquirers on any of the county or local services, local organisations, fixtures and functions (seminars, open days at research centres, training courses etc.). Such a centre would be not only an information pool, but the focal point of many co-ordinations in addition to the co-ordination of adult education.

We deliberately refrain from recommending any further organisation, but we do think that each Adult Education Officer ought to promote a consultative body in his own county or area drawn from organisations who have adult education interests.

National Structure :

It is likely that the Adult Education Development Officers will meet problems of co-ordination calling for action at national level.

We, therefore, recommend that there be established by the Government a permanent Council of Adult Education, its members to be representative, in the majority, of the national community and appointed by the Government, and in the minority, of the Government Departments most concerned in implementation and in co-ordination—the Departments of Finance, Education, Agriculture and Fisheries, Labour and Local Government; this would give a Council of eleven persons.

The Council would be financed by the Department of Finance and would employ a Chief Executive, whose duties would be to execute the Council's policy.

We believe that the system we recommend will be successful, and it should be extended progressively to other counties, or developed on regions because it could well be that regions will be more efficient units for co-ordination.

Aontas :

We have taken account of Aontas—the recently established National Association of Adult Education, and we believe that it can, as a voluntary body, carry out an essential and important function in monitoring and auditing the performance of adult education programmes throughout the country, and in providing information to its members and the public at large. It could function too in promoting the local consultative bodies mentioned above.

CHAPTER XII

Research

Research in Adult Education has been neglected in Ireland; while experimental and expensive programmes have been conducted, most of them have not been scientifically evaluated. Much research is needed but this country is too small, and its taxpayers too few to be able to support adult education research at more than one main centre. We do not know enough about the proposed National Institute of Education to take account of it in our recommendations, but it could well be the main centre for such research. We recommend that the Council of Adult Education be responsible for allocating research projects and money. It could, of course, distribute research over any one of the country's educational Research Centres i.e., Universities, An Foras Talúntais, Institute for Industrial Research and Standards, An Foras Forbartha, etc., etc., but essentially it would control it.

Areas of Research :

- (1) The adult in his capacity as :—
 - (a) Participant.
 - (b) Learner.
 - (c) Personal motivation to learn.
 - (d) Interests.
 - (e) Rôles and Development Tasks.
- (2) Techniques and methods of Adult Education.
- (3) Organisation of Adult Education.
- (4) History of Adult Education.
- (5) Different programmes of Adult Education.
- (6) Community Development and Community Adult Education.
- (7) Education of special groups (as trade unions, business and industry, older adults).
- (8) Identification of leaders and leadership training.
- (9) Drop-outs in Adult Education.
- (10) Evaluation—process, techniques etc. (achievement research).
- (11) Mass-media.
- (12) Programme Development process.

Suggested Priorities in Research in Adult Education :

- (a) Where and amongst whom are the most pressing Adult Education needs?
- (b) How can these needs be resolved?
- (c) How can participation in an adult education project be maintained?
- (d) Evaluation of completed adult education programmes e.g., the U.C.C. Extra-Mural programme over the past 24 years.
- (e) What motivates adults to learn? How do adult education programmes modify motivation?
- (f) How do social values affect participants and actual learning?
- (g) To what extent should the participant be involved in determining objectives?
- (h) How can the effectiveness of adult education be determined?
- (i) What styles of leadership produce change most efficiently?
- (j) Why drop-outs from adult education?
- (k) Continuous evaluation of new teaching techniques as they may be applied to adults.

CHAPTER XIII

Finance

On the basis of submissions made to us and our own estimates, we calculated that at least £3,100,000 was expended on Adult Education activities in Ireland in 1968/69.

This figure must however be regarded as an estimate rather than a completely accurate calculation because:—

- (a) Vocational Education Committees who are among the biggest adult education “spenders” are also responsible for much wider educational functions, and separate accounts are not normally kept for each of these. Consequently, it is extremely difficult to identify what exact percentage of the expenditure of the Vocational Education Committees goes to Adult Education.
- (b) Many Government grants are made to organisations who include an adult education activity in their programmes. We found it virtually impossible to determine what proportion of such grants was applied specifically to Adult Education.
- (c) In the many cases where some of the funds of an organisation with aims much wider than adult education alone are diverted to adult education, e.g., Trade Unions, Rural Organisations and Church Related Bodies, it is equally difficult to specify how much is spent in this way.
- (d) While we did receive financial information from a large number of organisations, there were many who did not submit such information and so we had to make estimates. We are hopeful that more of this information will be available in time for our final report.

Sources of Finance :

Adult education in Ireland is financed from several sources of which the following are the most common:—

- (a) Funds from Central and Local Government. These form the principal sources of finance of Vocational Education Committees and of County Committees of Agriculture; the proportion of these funds apply to Adult Education accounted for approximately £2,300,000 in 1968/69.
- (b) Grants, subsidies and deficit payments from various Government Departments to certain organisations. The size of these grants may vary from year to year but in 1968/69

the proportion of them applied to adult education accounted for approximately £500,000.

- (c) Money generated internally by organisations. This is achieved mainly by:—
- (i) Fees from students.
 - (ii) National collections from the public.
 - (iii) Lotteries, performance-concerts, recitals etc.
 - (iv) "Flow-over" grants from a non-educational sector of an organisation to the education sector e.g. R.D.S., Diocesan Funds, Trade Union funds etc.
 - (v) Sales of publications.
 - (vi) Interest on investments.

As has been explained above, our calculations for this sector are very far from definitive for want of information. From evidence available to us, however, we believe that this source of finance accounted for at least £300,000 in 1968/69.

- (d) Trusts, Foundations, Bequests, Commercial Sponsorship. While there has been some finance available for Adult Education from these sources in the past, it has been very limited e.g., the Kellogg Foundation, the Gulbenkian Foundation, the Shaw Trust etc.—and has not accounted for any great amount of adult education activity in Ireland. This is in sharp contrast with the position in many other countries, and it is to be hoped that this source of finance will take responsibility for a far greater proportion of Ireland's adult education in the future.

When considering the allocation of resources to Adult Education in Ireland, two other extremely important factors have to be taken into account:—

- (1) The contribution of the mass-media to Adult Education. It would be an impossible task to identify the proportion of the expenditure of the mass-media which can be attributed to Adult Education. We can make an informed guess in the case of Radio Telefis Éireann, and we estimate that approximately £600,000 of its annual expenditure could reasonably be ascribed to adult education i.e. 30% of its total expenditure because we reckon that at least 30% of its total programmes would be of an adult education character.

We could not even attempt to put a figure on the contribution of newspapers, national and provincial, journals and magazines, but all these make substantial and important contributions to Adult Education.

- (2) A vast abundance of human and other resources, which cannot be measured in money terms, is diverted to Adult Education activity annually e.g., the tremendous help given

by many voluntary workers and the free use of premises, equipment etc., available to many organisations.

Cost of our Proposals :

We emphasise that this is an interim report, therefore these estimates are intended only as guide lines, until we come to present a final report.

- (a) We estimate that the experiment recommended on page 52 would cost £20,000 per annum.
- (b) We estimate that the minimum cost of implementing the informal adult education programme recommended on pages 23 and 24 would be about the same as the current cost of the country's Agricultural Advisory Services, i.e., approximately £1,500,000 per annum.
- (c) We estimate that the permanent Council recommended on page 52, together with its Chief Executive and supporting services would cost initially around £10,000 per annum.
- (d) We believe that at least an additional £5,000 per annum should be allocated to the permanent Council, for research purposes.
- (e) We estimate that the annual cost of financing the proposed Institute of Industrial Relations (Appendix C.) would be £40,000, to be derived from membership subscriptions (including the Government's), course fees and income from publications.
- (f) It would be impossible at this stage to make any realistic estimates of the cost of introducing free transport services to adult education, and the cost of adapting existing buildings for adult education purposes.
- (g) Our main ambition in our recommendations on the structure of Adult Education activities in Ireland is to bring about a better use of resources at present being applied to Adult Education rather than to divert new resources to it.

ACKNOWLEDGEMENTS

A work of this kind couldn't possibly be completed within so short a time without the help of dedicated people; I was fortunate in having such people so close to me in the membership of the Advisory Committee. They are dedicated and competent persons who gave freely of the time of which they had so little to spare. This survey was a committee production and as I have said in the letter of presentation, not all of them agree with all of it but, in general, it is the product of a team.

I should, I suppose, apologise to the many people whom I harried for submissions, and who showed commendable patience; instead, I shall thank them and hope that this interim report reflects at least some of their labours and ambitions.

Some submissions did not arrive in time for consideration, they will of course be taken into account for the final report. We are acknowledging all submissions however (Appendix G) received at the time of going to press, whether we have considered them or not.

There were people other than the committee closely associated with the survey whom I thank specially on my own behalf and on behalf of the committee—Máire Ní Chionnaith, our secretary, of the Department of Education who preserved a cheerfulness and willingness right through, that greatly lightened our task, Ethel Fingleton who attended meetings and wrote reports at all hours, Ann Keegan, my patient and competent secretary and the typists in the Department of Education, all of whom joined in the effort as if their lives depended on it. There were the messengers in the Department of Education who were an essential link in a fast-moving chain. The secretary of the Department, Seán MacGearailt, the assistant Secretary, Seán O'Connor, the chief inspector, Michael O'Flannagain, the senior inspectors, Michael Cafferky, Michael O'Sullivan and Maura Bonfil all made handsome contributions.

We were greatly obliged to the Offaly County Vocational Education Committee and subsequently to the City of Waterford Vocational Education Committee for having seconded Mr. Dick Langford and to Mr. Tom Flanagan of the Offaly County Committee of Agriculture who acted on one of our sub-committees, and gave the committee some useful advice.

Lastly and with great humility, I thank Father Liam Carey, the Vice-Chairman and Dick Langford, the Deputy Director of the survey. The dedication and enthusiasm of these two men made my own efforts appear small and miserable. Each member of the committee undertook some special study, and I refer the reader to their names in the first Chapter that they may be identified with sincere thanks.

CON MURPHY.

April, 1970.

APPENDIX A

PERCENTAGE RESPONSE FROM VARIOUS GROUPS INVITED TO MAKE SUBMISSIONS

Farming and Rural Organisations	100%
Universities	100%
County Committees of Agriculture	85%
Government Departments	77%
Vocational Education Committees	71%
County Development Teams	57%
Trade Associations	53%
Church Related Bodies and Church Leaders	45%
Trade Unions, Professional Associations and Employer Bodies	27%
Chamber of Commerce and Junior Chambers of Commerce	7%
Others	52%

APPENDIX B

A DIRECTORY OF AGENCIES AND VOLUNTARY BODIES ENGAGED DIRECTLY AND INDIRECTLY IN ADULT EDUCATION

NOTE: The information for this directory was compiled from the submissions received and was verified by the agencies concerned (see questionnaire).

National Adult Education Survey QUESTIONNAIRE

- I. AGENCY OR ORGANISATION: Name, address and telephone number.
- II. OBJECTIVES: What your Agency or Organisation hopes to achieve in Adult Education.
- III. FOR: What section or sections of the community does your Agency or Organisation hope to serve?
- IV. HOW: Types of Service offered and methods used.
- V. RESOURCES:
 - (a) *Personnel* :
 - (b) *Financial* :
 - (c) *Physical* : Premises, Equipment.

Aontas—National Association for Adult Education.

AGRICULTURAL BODIES:

Agricultural Advisory Services (see Local Authorities).

Department of Agriculture (see Government Depts.).

Farm Apprenticeship Board.

An Foras Talúntais (see State Related Bodies).

Irish Countrywomen's Association.

Irish Creamery Managers' Association.

Irish Creamery Milk Suppliers' Association.

Macra na Feirme.

Macra na Tuaithe.

National Dairy Council.

National Farmers' Association.

CHURCH RELATED BODIES:

Catholic Marriage Advisory Council, Cork.

Catholic Social Welfare Bureau, Dublin.

Legion of Mary—Overseas Club.

Nullamore Association.

Pax Romana.

Presbyterian Church of Ireland.

COMMERCIAL ORGANISATIONS:

Chambers of Commerce.
Consumers' Association.
Irish Exporters' Association.

CULTURAL BODIES:

Association for the Promotion of Music.
An Chomhairle Náisiúnta Drámafochta.
Foras Éireann.
Irish Wildbird Conservancy.
National Film Institute.
National Gallery of Ireland.
National Library of Ireland.
National Museum of Ireland.
Royal Dublin Society.
An Taisce.
Tuairim.
Trees for Ireland.

EDUCATIONAL CENTRES (Other than schools and universities):

College of Industrial Relations, Dublin.
Columban Adult Education Club, Sligo.
The Communications Centre.
Dublin Institute for Adult Education.
Dublin Adult Education Committee.
An Grianáin (Irish Countrywomen's Association).
The Institute of Irish Studies—Language Centre of Ireland.
The Irish Management Institute.
Institute of Theology and Philosophy, Milltown Park, Dublin, 6.
Opus Dei Centre—Ballyglunin.
The People's College, Dublin.

GOVERNMENT DEPARTMENTS:

Department of Agriculture.
Department of Defence.
Department of Lands.

INDUSTRIAL AND TRADE ORGANISATIONS:

Federation of Builders.
Federation of Trade Associations.

HEALTH AND WELFARE ORGANISATIONS:

Irish Cancer Society.
Irish Heart Foundation.
Irish Red Cross.
Safety First Association.

LOCAL AUTHORITIES:

County Committees of Agriculture.
Vocational Education Committees.

PROFESSIONAL ASSOCIATIONS:

The Assurance Representatives' Organisation.
The Dublin Society of Chartered Accountants.
The Incorporated Law Society of Ireland.
The Institute of Bankers in Ireland.
Institiúid Céimice na hÉireann.
The Institute of Cost Works Accountants.
The Insurance Institute of Ireland.
Operations Research Institiúic.
Public Relations Institute of Ireland.

SPORTING ORGANISATION:

Cumann Luthchleas Gael.

STATE RELATED BODIES:

An Chomhairle Ealaíon.
The Economic and Social Research Institute.
An Foras Forbartha.
An Foras Talúntais.
The Institute for Industrial Research and Standards.
Irish Decimal Currency Board.
Irish National Productivity Committee.
National Savings Committee.
Shannon Free Airport Development Company Limited.

UNIVERSITIES:

University College, Cork.
University College, Dublin.
University College, Galway.

VOLUNTARY ORGANISATIONS:

Edgeworth Society.
Irish Housewives' Association.
Navan Road Community Organisation.
National Council of Parents' Associations.

TRADE UNIONS AND ASSOCIATED BODIES:

Amalgamated Society of Woodworkers.
Irish Congress of Trade Unions.
National Graphical Association.
Post Office Workers' Union.
Electrical Trades Union (Ireland).
Irish Women Workers.
Workers Union of Ireland.

MASS MEDIA:

Radio Telefís Éireann.