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ABSTRACT

Three papers from a half-day seminar which formed part of a meeting of the World Confederation of Organizations of the Teaching Profession have been compiled in this document. An Overview of Adult Education in England and Wales and the Role of the Professional Education Association by E. W. Foulser touches on the absence of a pattern in the provision of adult education, financial support for adult programs, problems and opportunities for public educators, and the role of the professional education association. The Long Term Adult Education Colleges by Mrs. K. Cockerill describes such colleges, their teaching patterns, historical background, financial support, enrollment patterns, and provisions for the further training of students. Adult Education Centers by Howard Gilbert briefly describes (1) the village or community college form and (2) the area adult education college form of adult education center. The Report of the Secretary of the Special Committee on Adult Education, by Robert A. Luke, follows the papers. Copies of the complete programs for both meetings are appended. (BP)

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PROCEEDINGS
SEVENTH WCOTP INVITATIONAL SEMINAR ON ADULT EDUCATION

The Responsibility
of the Public Education Authority
in Providing Adult Education

August 9, 1972

Hamilton House
London, England

Special Committee on Adult Education

World Confederation of Organizations
of the Teaching Profession
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1971 - 1972

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INTRODUCTION

For more than twelve years the World Confederation of Organizations of the Teaching Profession has supported a Special Committee on Adult Education. One of the principal activities of the Committee has been to plan and present special seminars and conferences on adult education, held in connection with the WCOTP Assemblies. The purpose of these meetings is to place adult education in the context of the continuing responsibilities of national associations of teachers.

At the London Assembly of 1972, the Committee scheduled two such meetings. On August 4, as part of the Assembly's program devoted to special interest groups, the Committee presented a half-day seminar on "The Role of the Public Education Authority in Providing Adult Education." Immediately following the conclusion of the main Assembly on August 9, the Adult Education Committee presented a special seminar on "Case Examples of Publicly Supported Adult Education Programs." Three papers from this latter meeting have been compiled into this report, issued under the title *The Responsibility of the Public Education Authority in Providing Adult Education*.

Copies of the complete programs for both meetings are included in the Appendices to this report.

The London meeting represented the final activity planned by those members of the Committee on Adult Education who served during the 1970 - 1972 biennium. During this period, Miss Hilma Cranley of Australia served as Chairman. Particular thanks is due to her for the many hours of selfless service she devoted to the work of the Committee and for the skillful leadership she provided as presiding officer of the 1972 seminar meetings as well as the 1971 meeting held in Jamaica. Many other acknowledgements for help during the year are due and a few of these are noted in the Secretary's Report which is a part of these proceedings.

Many individuals contributed to helping make arrangements for the London Assembly. Chief among these was Miss Shiela Wood, Secretary of the Association of Assistant Mistresses in London. Mr. E. W. Foulser, Honorary Secretary of the Association for Adult Education (whose paper is included among those in this report), was particularly helpful in making arrangements for the London Seminar. Grateful thanks is extended to all who prepared papers and to all who participated.

The 1973 WCOTP Assembly will be held in Nairobi, Kenya, on the theme "Devising Strategies for the Effective Education of Adults in Developing Nations."

Robert A. Luke
Secretary
WCOTP Special Committee on Adult Education

November 1972

AN OVERVIEW OF ADULT EDUCATION
IN ENGLAND AND WALES
AND THE ROLE OF THE
PROFESSIONAL EDUCATION ASSOCIATION

E. W. Foulser
Hon. Secretary
Association for Adult Education

If one looks at the adult education provision in England and Wales, which from now on I shall refer to collectively as "this country," then one soon becomes aware that the provision is very much a mixture. The bulk of the work is done within the service of the local education authorities, but a reasonable proportion, say about ten percent, is done by what are called the "responsible bodies," namely, the universities through their departments of extramural studies, and the Workers' Educational Association. The responsible bodies are, incidentally, limited to providing only liberal studies courses in adult education; courses of a high academic level on subjects such as philosophy, psychology, literature, music, history, and politics. The local education authorities provide subjects of all kinds at all levels from such things as elementary reading, writing, and arithmetic for adult illiterates, to courses of a high academic level including some examination courses in academic subjects and commercial subjects, languages, crafts of all kinds, a variety of forms of physical education, social subjects, and liberal studies.

Some provision is made, usually in cooperation with the local education authority, through such voluntary organizations as the Townswomen's Guilds, Women's Institute, and so on. There are residential colleges, sometimes provided by a local education authority and sometimes provided independently, as well as that adult education which is provided by such services of radio and television. There is an increasing demand for retraining of adults who need to change from one job to another and this is likely to be done by a local education authority or by central government provision.

No Uniform Pattern

Thus, the actual field itself, the fabric in which this service takes place, is quite diversified with no obvious unity. Furthermore, in the case of the local authorities, adult education may be provided in such a way that the staff concerned are, in fact, also part of the staff of a secondary school, or they may be employed in centers where they are in no way on the staff of a school. Other authorities make the provision in neither of these two ways, but through an appropriate department of a college of further education or a technical college. There are, in addition, the staff who serve in the sphere of the responsible bodies and are employed by them.

The number of full time employees is only a small fraction of the total number employed because most of the teaching itself is done by those who serve part time only, for as little as one morning or afternoon or evening per week, or by those who might serve the majority of the week, but again only in a part time capacity. Thus, there is no obvious, clear-cut, unified system of staff employment. Because of the fact that service is not mandatory or compulsory on education authorities, conditions vary from one authority to another.

If one looks where the service takes place (the actual buildings), the majority will be sited in a school building, but some will be sited in further education colleges, some in buildings used only as adult education centers, and quite a reasonable proportion will be found taking place in church and village halls. Thus, again there is no standard pattern, but a diversity in accommodation.

It is only since the Second World War that there has been any considerable development of the work by the local education authorities, and if one compares as recently as ten years ago with today, there is a marked increase in the provision and in its variety. But as the service is not mandatory on authorities, one authority may have a highly developed system, with appropriate full and part time staffing, a policy for premises, and proper provision in respect to equipment, while in another authority the whole may be quite haphazard, casual, neglected, and of no real consequence. While a few authorities have full time principals, vice principals, and possibly some full time teachers for their adult education service, there are other authorities who rely entirely on part time personnel.

Financial Support

In this country, students who attend adult education courses have to pay a tuition fee. In general, the fee is only a nominal sum; a token of intent on the part of the student. There are some authorities, however, which seek to charge fees approaching the economic cost of the provision. Broadly speaking, the majority of authorities charge a fee which is approximately 25 percent of the cost of remuneration of teachers' salaries. Although those who serve in this sphere consider that fees should be nominal, it is interesting to comment that, generally, the only time the central government demonstrates any direct interest in the service is when it issues the local authorities a suggestion that fees might be increased. One should add, however, that approximately 10 years ago, it did suggest to authorities that where there were a thousand students there should be at least a full time principal.

As you may know, in 1968, because of the general feeling that the whole adult education field was (if one may use the word), a jungle, the government of this country was persuaded to set up a National Committee of Enquiry into Adult Education, which will be the first occasion for 50 years that the central government has decided to take a real look at this part of the education service. It is hoped that this Committee, commonly called "The Russell Committee" (its Chairman is Sir Lionel Russel, who was formerly Chief Education Officer in the City of Birmingham), will report in the next few months. It is also hoped that, as a result, the need for adult education will be fortified and there will be recommendations covering all aspects of its provision, including some reference to its financing. At present, less than one percent of the educational budget of the country is devoted to this sector.

Problems . . .

There is no doubt that the adult education service needs to be integrated and recognized as a part of the full educational provision of the country. If this is to come about, public and political opinion must be made fully aware of the need for it so it can keep its proper share of resources. Whilst in this country, there is, at the present time, a high level of activity and enthusiasm with growth and development going on, much of the work is taken for granted, is regarded in a derogatory fashion, and is not con-

sidered of any real importance. If one looks at the picture as a whole, one can see that it is extending; that the proper facilities are coming about, the number of full time employed is increasing, and that it is being realized as having social and community purpose as well as educational purpose. However, those serving in adult education are always aware of a feeling of being at risk because they know, when it comes to finance and resources, adult education has only a low priority and that the financial limitations and the emphasis on tuition fees does not encourage full educational confidence. Those engaged in it are constantly aware that, to some extent, they are the "Cinderellas" of education.

. . . And Opportunities

On the other hand, with the raising of the school leaving age after the War to 15, and this year to 16; with the growth of the population and with people surviving today who would not have survived in the past, with the tendency toward shorter working hours and longer holidays, with the changes being brought about by advanced technology, and with the general climate of change and unrest, it is obvious that public interest in, and demand for adult education must ultimately cause both national and local government to recognize their responsibilities and the obligations on them to make proper provision. The local government system of England is also about to be re-organized and one must hope that the new authorities will face up to their responsibilities in this field. Those concerned in providing the service, the responsible bodies and the local education authorities, must accept the need for integration, so that there can be proper allocation of use and resources including proper equipment, provision at all appropriate times of the day, and more full time staff.

The Role of the Professional Education Association

If the service is to develop because of the reasons and in the way I have tried to indicate, then obviously the professional bodies of the teachers concerned in it must face up to the obligations on them in respect of their members. There is a considerable number of professional organizations to which those who serve as teachers of adults belong, and somehow it would seem appropriate that these bodies come together or that at least those serving in this field should belong to fewer organizations than they do at present. There is an old saying that "unity is strength" and there is no doubt that one reason for the chaotic situation is because until quite recently the major professional teaching bodies in this country gave scant attention to those of their members serving in the adult field. The organizations directly serving those in the adult education field inevitably tended to be ineffective.

However, the development that seems likely must mean that the professional bodies will have to face up to the problems of both full time and part time staff and of training opportunities for them, since many engaged in the service train for some other form of education and not for teaching adults.

They will also have to face up to the conditions of service. Teachers in schools, colleges, and universities have, even if no national conditions of service, a broadly similar set of conditions across the country as a whole. In the adult service the conditions vary widely at the whim of the individual employer. Similarly, it is interesting to note that it is only in adult education that there is in this country no national system of remuneration and no national system of negotiation on matters of salary. Until quite

recently, neither the employers' side nor the employees' side of the various salary negotiation committees even considered the adult education teacher as worthy of their attention. Furthermore, if a man or woman enters on a career in school teaching or in further education teaching or in university teaching, he or she can see before them some kind of career system and can plan out the way they hope to advance their careers. This does not pertain in adult education and is a problem the professional organizations must face. Likewise, schools, colleges, and universities are reasonably well provided for in respect to ancillary staff but, to a large extent, ancillary staff are conspicuous by their absence in the adult field.

Thus, it will be seen that the professional bodies, if they wish to attract into membership those serving in the adult service, must devote attention to the organization of the service; to the matter of system in it; to its unfavorable situation in respect of buildings, equipment, and staffing; and to the inadequacy of the training provision for it. The professional bodies must face up to the question of a career structure with proper conditions of service and a proper negotiating system of remuneration, together with staffing comparable to that in other sectors. All this will not be easy, particularly when one thinks of the different methods of the organization in the local education authority field itself. But if the service is to provide what it should for those who come to it, and for the much greater number who ought to come to it and whose absence should be a real matter for concern, then the professional bodies cannot bury their heads in the sand; but must be as active in the adult education sector as they are when it comes to matters relating to school teachers, college staff, or university staff.

THE LONG TERM ADULT EDUCATION COLLEGES

Mrs. J. Cockerill
Principal
Hillcroft College

The assumption we make is, obviously, that the process of education and the achievement of its purpose cannot be completed in childhood and youth, however talented the individual scholar, however good the teacher. If the purpose of education is the training of the whole mind and the development of harmony and balance in the personality, so that each of us may make a contribution to the evolution of our society, then it is obvious that the experiences we acquire--the opportunities we are given--during the course of our adult lives and the speculations or convictions that arise from these experiences, must be continuously reviewed and integrated with what has gone before.

Those of us who have had a "good education" are presumed to know how to keep this process of review and integration in motion. It may not be easy for us to follow the rules of analysis and objective assessment which we have been taught--indeed, the ever-present evidence of prejudice and obduracy in high places is a constant reminder of how many of us fail--but at least we have been given the tools. Imagine the situation of an intelligent mind, which knows instinctively that some such process must be possible but which, with no notion of conceptual thinking and a paucity of information at its command, thrashes about in the dark, unable to find a way to produce order out of chaos. Add to this--lack of self confidence, arising from the inability to express ideas for lack of vocabulary to formulate them--and one may have some idea of the frustration suffered by someone in this situation.

A candidate seeking entry into a college once wrote, "I wonder if you realize what a ghastly struggle it is to want knowledge with all your heart and yet to be perpetually worried by the fear that you are on the wrong track and that your endeavours and longings will prove fruitless."

This is frustration indeed! And it was to come to grips with this frustration that the residential colleges came into being.

Short Term Community Colleges

I must deal only briefly with the short term colleges, for they lie outside my own experience. There are over 30 of them, nearly all established after the last war as a result of wartime educational experiences (largely in the Forces) and promoted by individual educationalists who had the Scandinavian adult colleges in mind. Some are sponsored by local education authorities, some by voluntary organizations such as the YMCA, some by universities, and some by a combination of all three. Each has, at its head, an academic with clear responsibility for devising and promoting a program of educational work occupying the greater part of the year, although hospitality is sometimes given to independent organizations which wish to find accommodation for a particular course. The study promoted by these colleges covers an enormous field ranging from literature and philosophy through current social and economic problems, to arts, crafts, and nature study. The duration of these courses ranges from a weekend only, up to a length of twelve weeks.

Long Term Community Colleges

At this point I turn to the long term colleges about which I have more right to speak since I have been Principal of one for eight years. They are charities, independent of local and central government, open to students from anywhere. These are sometimes dubbed the Colleges of the Second Chance. Both long and short term colleges hold to the same ideals and principles, and many factors are common to both--the main difference is one of time. The long term colleges are fortunate that they keep their students with them for at least one year, sometimes for two years. Long term colleges have time to investigate, and endeavor to cure, the basic study difficulties of the mature student and to see the astonishing progress that can be made once his difficulties have been cleared away.

Students must be over 20 years of age. Most of them left school at 14-16 years of age and very few of them have any academic qualifications at all; however, such qualifications are not required as a condition of entry into the long term colleges. We have our own selection procedure, of which an interview is the central point. We ask what part time study the candidate has undertaken and what books he has read recently. In addition, some colleges set an essay, while others rely on a written test taken at the time of interview. We offer subjects within the limits set by the term "liberal"--English, history, sociology, economics, political theory, and so on.

Our students' experience is variable, but in every case their schooling has been inadequate--in its effect, at any rate. We find that they have difficulty in reading and writing with ease and quickness. We find they do not, indeed, know how to read with purpose. They have difficulty in taking clear and relevant notes either from books or from oral teaching. They cannot establish priorities in assessing the relative importance of facts and evidence, they cannot construct a logical argument. Their vocabularies are inadequate--sometimes woefully so--they lack a breadth of background knowledge, and they worry about spelling and grammar. In short, students who enroll in long term colleges have no sure academic touchstones--but they do have great advantages. They are highly motivated, they have experience in living and they have a fresh approach. Students have to be persuaded to recognize these tools, to believe in them and to use them. If they can do so, they can surmount the conscious, or unconscious, emotional blockages which sometimes hinder their initial progress.

Teaching Patterns

It follows that the staff, who are all university trained, must adapt their teaching in a special way. Staff must, first and foremost, know their students and know them well. We aim at a staff/student ratio of one to eight. Wherever and whenever possible, we believe in encouragement and praise. We find that we need constantly to watch our own behavior as teachers--to be careful to explain new names and technical terms, to put them in a context, to illustrate and to make them concrete. In fact, many of what I take to be the precepts of teaching children and young people are applicable to the mature student--the difference being that one makes one's aims explicit to the student and consciously involves him in a process directed not to "teaching" but to helping the learner to learn for himself.

To this end, we rely largely on a pattern of formal teaching involving lectures, small discussion groups, and individual tutorials. In total, this does not amount to many hours a week; maximum time must be left for individual reading and the writing of a weekly essay or paper. In my college, we

- lay a good deal of emphasis on the essay, because we think that committing thought to paper is the quickest way of revealing unclear or inadequate thinking. Our major aim is to persuade a student to practice constantly the art of making a valid judgement.

To an audience with experience in adult education, I need hardly add that another major instrument of learning is the free discussion which takes place between student and student and between student and staff (from which the staff, certainly, benefit constantly). Most of the candidates I see show a sure instinct when they speak longingly of the opportunity to study and discuss with others (whose motivation is as strong as their own) at the time when they want to ask, want to test out a theory--instead of having to put it into cold storage for next week's class. When the urge has evaporated, the point no longer seems to have any merit and the particular difficulty has become submerged. They are also very well aware of the advantages of a period of time when they are largely free of the burden of day to day chores and of the home atmosphere, which is seldom conducive to study. In these factors lie the principle merits of residential education.

University education has long recognized these merits, but university education is for those who have money. The turn of the twentieth century saw the birth of an effort to extend these benefits to those without money, to the working class. As a result, residential colleges, each with a flavor of its own, resulting from the personalities and aims of those who founded them, came into being.

Historical Background

First came Ruskin College founded in 1899 and characterized by strong links with the trade union movement from which most of its students are recruited. This was followed in 1909 by Fircroft College, sponsored largely by members of the Cadbury family and influenced by admiration for the Danish Folk High Schools. The understanding here is that its students, when they have completed their courses, will return to the sphere from which they came, able to labor there more effectively because of the education they have received.

In 1919 Stamford Hall, the cooperative college, came into being. The work here is largely devoted to training people--both at home and abroad--for work in the cooperative movement, although there is a non-vocational course for some students. Hillcroft College was established in 1920, largely by university women to give to their own sex the opportunities already being provided by the other residential colleges very largely for men. In the following year came the Roman Catholic workers' college, now called Plater, whose specific purpose is that of training working men and women for service to the Roman Catholic laity.

Finally, two colleges, Coleg Harlech (established in 1927) and Newbattle Abbey (1937) carry on the main traditions of other colleges, but have a particular flavor of a national character. Coleg Harlech is in Wales and prominent among the subjects studied there are the Welsh language and Welsh culture. Newbattle Abbey, situated in Scotland, was proposed by Lord Lothian, the Scottish Peer who gave a large and magnificent house belonging to his family as a home for the new college.

I have said that the long term colleges have certain things in common. All their courses last for at least a year, they have similar teaching methods and learning patterns. Their accomodation is of the same nature: their

finances are an everlasting problem. Each college began in a building which was certainly not custom built--usually a grandiose private house. With very limited funds at its disposal, conditions of life had to be frugal, not luxurious. And, although there has been expansion, things are much the same today. Every effort is made to give each student an individual study-bedroom and there are facilities for work and activity in common. But we would all like more teaching rooms and more amenities for our students.

Financial Support

Finance is a perpetual headache--our incomes are never enough and they are uncertain from year to year. The colleges are recognized and grant-aided by the Department of Education and Science (DES). They submit annual estimates and accounts for requests for grants, and though the grant is not based on any settled formula, it does amount to between 40 and 50 percent of the recurrent costs. The rest of the money is made up from fees paid by students. Students who cannot pay their own fees--and certainly the working class men and women who attend the adult colleges cannot--apply for an award to cover fees and personal expenses to the local education authorities. Some awards are mandatory--notably those for University Degree Courses and three year teacher training courses for qualified students. Local authorities have a large area of discretion and, one must admit, in this area they are very hard pressed. The result is that, although the Secretary of State for Education has expressed the hope that all authorities will make awards at uniform rates to students at the adult colleges, the policy of the authorities is not a uniform one.

There are a few authorities which refuse to make any awards to students in this category. Others among them have conflicting policies--for example, one authority will not consider a mature student over the age of 25, while another will not consider a student under the age of 25. Where grants are made, they vary in amount. They are not always adequate to meet the peculiar needs of the mature student--particularly if he is a married man with a wife and family to support. Most of the married men, to take advantage of this educational opportunity, must see their wives go out to work in order to help them through their periods of study. This can impose a very severe strain on the individual student and it also has its effect upon the colleges. Because of administrative procedures, we only discover how many students accepted by the college have grants in August--and our terms begin in September. We all know that an unspecified proportion of our students will be forced to decline the places they have been awarded at the last moment and the resultant general uncertainty makes it very difficult for the administration, as well as for the students, to plan.

Another financial difficulty arises in connection with capital expenditure. For capital works colleges of education in this country receive a 75 percent grant and universities a higher one still. The long term adult colleges have to beg or borrow money for this purpose and, therefore, though we have been under strong pressure to expand, it is very difficult for us to do so. We have made a tremendous effort over the last seven years, aided by an extraordinary grant of 50 percent from the DES and we have increased our student places, but in the existing situation it will not be possible for us to expand further.

Enrollment Patterns

Talk of numbers and limitation on expansion, lead me to emphasize that I am talking all the time in terms of a very small proportion of the population.

The latest illustrative figures apply to 1969 and cover only five colleges. They exclude Newbattle Abbey, since it comes under the Scottish Department of Education, and Stamford Hall because of its largely vocational nature. In 1969 the other five colleges received 1,121 firm applications, of these 865 were from men, 256 from women. Of this total, 372 (251 men and 121 women) were finally offered places. Because the colleges do very little advertising, applications come largely through the agency of the trade unions and the adult education world and sometimes as a result of recommendation by former students.

These statistics lead to the whole *raison d'être* of the colleges--the students themselves. Of those 372 who were offered places--222 left a secondary modern school at 15 years of age. A quarter attended grammar school up to the age of 16. About a sixth were in some kind of full time education up to 17 plus--and on investigation one discovers that the latter part of their education was almost without exception devoted to the acquisition of an expertise such as shorthand and typing. These students come literally from all over the world. Just over a seventh of them were overseas students, for it is a deliberate policy of the adult colleges to recruit from outside the British Isles, partly because we wish to give what help we can to underdeveloped countries (and some of those who have been through the adult colleges have returned to their own countries to rise to very distinguished positions) and partly because we are well aware of the value to our own communities of the contributions made by such students. Backgrounds vary dramatically, both in terms of national origin and in terms of occupation. We count among our numbers bus drivers, miners, nurses, workers in factories and in offices, and a number of housewives.

Further Training

What do all these students do when they leave us? Some go back to the life and work which occupied them before. They take what they have learned with them and one usually hears from them in later years that they have made a place for themselves in many voluntary activities. They become county councillors, justices of the peace, chairmen and secretaries of innumerable voluntary organizations with a political or social purpose. The majority, however, want to go on to some further form of training.

It is not always easy for them to do this. The students are competing against younger applicants for university teacher training or social work training who have had up to three years in the sixth form at school and are armed with the normal academic entry requirements. Where the contribution which can be made by the mature student is appreciated (there are many universities and colleges which value them highly) and where the work done at the adult colleges is recognized, their situation is not a handicap. But, both the individual student and the colleges must fight an everlasting battle to overcome prejudice engendered by lack of this knowledge. Once accepted, the mature student then finds that he must fight for his financial support, since he is rarely qualified for a mandatory award because he lacks formal educational qualifications. In two of the seven colleges, it is not possible for the students to stay any longer, but the other five colleges do provide for a proportion of their students a two year course which leads to a university diploma, sometimes specifically in social studies, sometimes of a more general character. This is possible because each of the five colleges has established a relationship with the university which it is geographically nearest.

To return to my point about entry to further training: it is true to say that those students who hold a diploma find it rather easier to surmount the main difficulties I have mentioned, but the general principle remains the same for those who have the diploma and those who have had one year of residential education only. Nevertheless, I might illustrate the kind of success which we achieve by returning to that year of 1969. You will remember that 372 places were offered. Not all of those places were taken up--in my own college for example, 20 accepted students were refused local education authority awards (this was out of a maximum possible intake of 75) but, of those who did complete the five college courses, 84 went on to the university, 31 to teacher training, 48 to social work training or full time jobs from which they might expect secondment and 16 to other full time courses. I have no further figures, but I know from experience that others of that year have already or will later on find their ways to the same end.

I began by saying that good education should rid us of our prejudices; I end by confessing that neither my own education nor the educating process in which I am involved, have done anything to shift one of *my* personal prejudices. Indeed, I cling to it the more obstinately as time goes by. I believe firmly in the work of the residential colleges. I only wish there were more of them.

ADULT EDUCATION CENTERS

Howard Gilbert
Principal
North Havering College of Adult Education

Before commencing this statement, there are two short qualifying comments to be made: *Adult Education Centers* is, in one sense, a technical term in this country, and, in this sense, refers to centers which are members of the Educational Centers Association. About 60 English adult education centers belong, together with some of the residential colleges. Membership in the Association means that the center has satisfied certain criteria:

- ° wide range of formal and informal education provision;
- ° some accomodation where members may meet socially;
- ° member participation in management;
- ° a full time warden or principal.

Speaking about these criteria, the E.C.A. Secretary writes in the N.I.A.R. Year Book thus:

"The Center creates its own social and corporate life which stems naturally from its educational program. It is felt by those connected with center work that adult education flourishes in an educational center in a way that it cannot when isolated in buildings designed for other ends. This is a belief that appears to be borne out in practice."

Thus, my first qualification is that an adult education center (as a term), can mean a center which is in membership of the E.C.A. or something much wider. The second qualifying comment I have to make is of a slightly different nature, although it is related to the first indirectly.

The majority of the places where adult non-vocational education is provided are available in the evenings only. Most of these are school premises in which the adults are second users. We used to call these places "evening institutes" but such has been the influence of the Educational Centers Movement that many are now known as "adult evening centers" or "adult education centers" or, more simply, "evening centers." The term "adult education center," therefore, is not definitive of a particular institution. However, when I am speaking about adult education centers I shall generally be using the term in the broader context to apply to centers which have some full time staff and some daytime premises, but you should appreciate that there has been very little building of a sizeable nature for adult education during the last twenty years, while most of the staff are either half time or part time.

The Village or Community College Form of Adult Center

The concept of the village or community college derives from the period from 1924 to 1930 when the influence of the first major national report on adult education in this country was beginning to make itself felt. The Director of Education for Cambridgeshire, Henry Morris, developed in that county the village college . . . a form of community school . . . in an endeavor to re-

store to the rural community something of its entity and social purpose, then in danger of disintegrating because of rural depopulation. Since the 1930's and particularly since the 1950's, the village and community college form of adult education center has become more popular, especially in the rural regions of England which use this form of organization.

Each of these authorities has a slightly different approach to the organizational questions involved. Each organizes most, though not all, its adult education provision by these means, except a few cities and towns where the concept is largely experimental. The count compares with the 55 to 60 public authorities who use the area form of adult education college or center.

The Area Adult Education College or Center

It ought to be fairly easy for me to spell out now the other various forms of adult education center which there are, and say who, or what, is responsible for them. Up to a point this is true, but you will probably know that many things "English" do not follow a logical pattern, and for every form of center you find, you can be fairly certain you will find a variant.

The most common form of adult education organization in England is that based upon a particular area. Since 1963 rapid progress has been made in some of our cities and towns to give this area pattern more specific shape and form. England has two other basic patterns of organization, one of which is the village college or school integrated pattern mentioned earlier. The second is a premises associated pattern where school and evening institute use the same premises, but are unrelated to themselves, or to any other structure except in the loosest sense. The third is the area pattern.

This area pattern is important and may well become much more prominent in the next decade. It is the urban, suburban, and city counterpart of the village or community college and is appropriate for densely populated districts. My own college is not an untypical example of this type of adult education arrangement within which we have daytime and evening adult education centers. The principles upon which it operates are these:

- ° We are solely concerned with the education of adults. We have no under 21 fee, for example;
- ° We have three major evening centers and two daytime centers in which the students contribute socially in addition to educationally;
- ° We enroll upon a consumer choice basis, e.g., all beginner classes and subjects are presented to the students by the tutor before fees are taken.

Additionally, program planning is "area-wide" using the available local facilities to best advantage. For example, one of our schools has a motor pit which is made available on an area basis. Another of the schools offers excellent sports and fitness facilities. One of our centers specializes in this.

Staff appointments are also operated on the same principle, while our equipment resources are maximized by central purchase. Senior staff are, of course, full time, and we have supervisory staff who are part time but whose appointments are determined solely by adult education needs.

We are a medium to large form of area institute with a roll of approximately 4,500 students during the last academic year. Our program comprises a very full range of adult educational opportunity: matters concerned with the family and domestic life, cultural and social development arts, creative crafts and practical skills, and physical skills.

Examinations, with syllabuses as appropriate to adult needs as possible, are offered and include university extension diplomas and certificates. The major emphasis of the college, however, is not in this direction, but toward the non-vocational, non-examined studies field. This exclusiveness for adults may be thought relatively narrow but, within a mile or two of the colleges' main centers, there are two technical and further education colleges and a regional college of technology, each of which caters extensively to young people.

This then, is the type of adult education organization which embraces a particular area and incorporates one or two adult education centers, including a headquarters building available day and night, that has become much more in common in England in recent years and which will grow in number.

Some Observations and Criticisms

There are some observations and criticisms of this form of adult education provision which ought to be considered briefly. First, the question of a philosophy underlying this form of institution. This is often thought to be almost absent, but not so: for example, of the 60 E.C.A. members mentioned at the outset, all of whom subscribe to a basic adult education philosophy (student participation), 29 are area colleges of the type I have described. Where an L.E.A. has determined specifically upon this form of organization, generally, it will have determined the basic philosophic concept to be applied.

Second, the problem of shared premises diminishes the head teachers' status or local relationships. This is a difficult one to be absolute about, but there are two valid points to make:

1. Organizationally, I have not found this significant. Our relationships with heads are very good and none of those with whom I have to deal would welcome the additional duty of running the adult education side.
2. In most urban areas, secondary schools are large and unrelated to the neighborhood.

Third, the inhibitions of scale, which imply an impersonal organization. Much depends here upon the determination of the senior staff to organize a personal service. Each member of the full time staff, each of the part time supervisors, is very well known in the centers and we not only publicize, but practice accessibility via class and center visits.

There is a regular "absence follow up" system. The consumer oriented enrolment service has already been mentioned. People who want to see, or speak on the telephone to the principal or vice-principal are normally put straight through without question.

Fourth, it is said that resource sharing may be difficult. This is a vexed question. But in the last analysis, a clear public authority policy plus good will can resolve this matter equally as well as in more school-integral

schemes like the village or community college. We use domestic rooms, specialist craft and art facilities, gyms, and other apparatus or premises without major difficulty. Often we "own" substantial quantities of the apparatus and share as readily as the schools do with us. Program overlapping happens occasionally, but is resolved readily without acrimony.

In Conclusion

This discussion of the area organization which provides adult education colleges or centers does not cover all forms of the adult education center. There are some 30 short term residential colleges which might be so described. There are a number of centers, school based but organized separately and outside any area structure. Each of these have either a part time or a full time member of organizing staff. A few independent centers (i.e., independently organized from the L.E.A.'s) still operate, although most are grant aided and there are a very large number of what might be termed "unrecognized" institutions or centers running on lines of a traditional evening institute. I have made no reference at all to the long term residential colleges or university extramural centers, the most notable of which is Vaughar College in the city of Leicester, an adult education center wholly organized by the University Department of Adult Education in the city.

What I have done is to outline briefly the form of organization with which I am currently concerned. This type will, I think, become more common* and already exists in some 55 to 60 urban local education authorities in England and Wales--including the largest one--the Inner London Education Authority, with 30 institutes and a roll of 200,000 adult students.

*Under the local government reorganization in 1974 the present 168 L.R.A.'s in England and Wales will be reduced to 72.

REPORT OF THE SECRETARY

Robert A. Luke
WCOTP Special Committee on Adult Education

London
August 7, 1972

Mr. President, Ladies and Gentlemen:

The responsibility for educating adults is a responsibility at all levels of education. In many parts of the world, including countries such as my own, millions of adults are still engaged in learning the primary skills of reading, of writing, and of arithmetic. Millions more who have these skills--but only these skills--are returning to school to learn new academic and vocational skills similar to those their own children may be studying in secondary or trade school.

The World Confederation of Organizations of the Teaching Profession (WCOTP) Adult Education Committee, therefore, endeavors to be of service not to a small and specialized group of teachers, but rather to teachers at every level who may, at some time or another, be called upon to impart their knowledge to adults. In other words, potentially to all of you.

The concern of WCOTP for the education of adults has been a concern since 1960. During these twelve years, an Adult Education Committee--made up of individuals representing every region of the world--has planned and carried out that part of WCOTP's program directed toward strengthening the teaching profession's commitment to the education of adults as well as of children.

Of the several ways in which the Committee has endeavored to meet this responsibility, an important one has been through planning and conducting conferences and seminars for delegates attending the annual WCOTP Assemblies. Such a seminar was held a year ago in Jamaica, another is scheduled for next Wednesday at Hamilton House. Currently the Adult Education Committee is working with the members of the WCOTP Audio-Visual Committee to jointly sponsor a seminar next year at Nairobi. This will be on the general topic "Strengthening Citizen Support for Public Education." From time to time, as Mr. Driver indicated last Friday, the Adult Education Committee has had the privilege of engaging in jointly-sponsored activities with the WCOTP Committee on Technical and Vocational Education.

This past year, however, in addition to planning the London meeting and reporting the Jamaica Seminar, the Committee has had two additional duties:

First, in connection with the small subvention the Committee received last year from Unesco to operate the Jamaica Seminar we were--as part of that contract--called upon to prepare an historical summary of the work of the Committee since 1960. An abridged version of that document "WCOTP and the Education of Adults" has been available on the literature table outside this hall.

Second, WCOTP--enjoying as it does Consultative Status "A" with Unesco--was invited to send an observer to the Third World Conference on Adult Education which is being held in Tokyo even as we meet here. WCOTP was also invited by Unesco to prepare a position paper for the use of the delegates attending the Tokyo Conference.

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At the World Conference on Adult Education now meeting in Tokyo, WCOTP is being represented by Mr. Miguel Gaffud of the Philippines, a former member of the WCOTP Committee on Adult Education, and long active in the Philippine Public School Teachers Association.

The position paper written for Unesco by the WCOTP Adult Education Committee was prepared on the basis of replies to a questionnaire sent out by the WCOTP secretariat to member associations and to which many of you replied . . . 52 to be exact.

I would like to briefly report six of the more significant findings:

1. The need for teaching literacy skills to adults continues. In the "developing" nations literacy education was mentioned as a necessary force in increasing the rate of development. In the more technologically advanced societies, the eradication of adult illiteracy was presented as the last remaining educational frontier to overcome before all members of society could equitably participate in sharing the rewards--and assuming the responsibilities--of a technologically advanced society.
2. Beyond this, however, the necessity of utilizing adult education forms and processes to teach trade skills was mentioned as a priority task by representatives of teachers organizations from countries at all levels of economic and social development.
3. Immigrant education--particularly training in the language of the host country--continues to be the need in many parts of the world.
4. Adult education as a means of enabling individuals to make productive use of leisure time received surprisingly little comment. Most replies to the WCOTP questionnaire reflected the need to continue, to strengthen, or to initiate adult education programs which are related to the world of work.
5. I am happy to say that none of the WCOTP responses reflected any inclination on the part of any of the respondents to disassociate the adult education function from the responsibility of the public education authority. The reverse was clearly evident.
6. There was general agreement that any increase in the overall status of teachers would be reflected in an increase in the status of the adult education teachers. It was observed that teachers of boys and girls--and teachers of adults--must work together to secure improved conditions of work for all teachers. Only one respondent suggested that a separate teachers association should be established for teachers of adults. All other responses suggested the importance of teachers of both children and adults staying within the same syndicate or organization.

In concluding this report, there are several acknowledgements I wish to make. First to my colleague at the NEA, Dr. Richard W. Cortright who, although WCOTP duties are not a part of his assignment, cheerfully agrees to translate Spanish and French committee correspondence received in Washington. I am particularly grateful to him for his assistance in the translation of replies received to our questionnaire.

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Second, it is impossible for me to adequately express my esteem for our Chairman, Miss Hilma Cranley of Australia. You heard her on Wednesday when she made an intervention on behalf of the Committee. Sometimes Miss Cranley makes me work harder than I want to work--but I am glad to do even that for her.

Third, the WCOTP Secretariat. I will not try to enumerate the many ways in which the various members of the staff make our small Committee seem to have a stature and influence--even the illusion of which would otherwise be impossible.

Fourth, our thanks to the half hundred of you, whoever you may be, who responded to the Committee's questionnaire from which we developed our report for Unesco.

Finally, Mr. Chairman, on behalf of Miss Cranley and the members of the Adult Education Committee, we wish to express our appreciation to the members of the WCOTP Executive for their generous support over the twelve years the Adult Education Committee has been at work. They have never given us that "let down" feeling.

And I am sure, Mr. President, the members of this Assembly will indulge me one minute more for a personal word. During part of the twelve year history of the Committee, Dr. Carr,* you were my boss, and for all of it--I trust--my friend. I know that you were always my mentor, as well as a fellow worker for WCOTP. You have never wavered in your support of the concept that every person is entitled to access to educational opportunity--irrespective of that person's age. I know I speak for adult educators everywhere--certainly for all who know you, and that is many indeed, in many parts of the world, in saying that for this we thank you--and, as our own small part of the teaching profession, we salute you.

Thank you, ladies and gentlemen.

* The reference is to Dr. William G. Carr who served as Executive Secretary of the National Education Association until 1967, Secretary General of WCOTP from its founding until 1970, and as President of WCOTP from 1970 through the 1972 London Assembly.

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WCOTP POST-ASSEMBLY ADULT EDUCATION SEMINAR

Hamilton House
Mabledon Place
London, WC1, England
August 9, 1972

THEME: *Case Examples of Publicly Supported Adult Education Programs*

9:30 a.m. Official Opening and Introduction

Miss Hilma Cranley, Chairman
WCOTP Special Committee on Adult Education
Australia

Welcoming Address

Mr. E. W. Foulser, Hon. Secretary
Association for Adult Education
(In joint membership with the ATTI and the NUT)
England

Presentations: *An Overview of the Adult Education
Programs in Great Britain*

Adult Education Centers: Mr. H. D. Gilbert, Principal
North Havering College
of Adult Education
Marshalls, Havering Drive
Romford RM, 1 4BA, England

Mrs. J. Cockerill, Principal
Hillcroft College
Surbiton, Surrey, England

Adult Education and Local Radio: Mr. Hal Bethell
Radio Education Officer
BBC Broadcasting House
London, W1A IAA, England

The Community College: Mr. A. N. Fairbairn, Director
of Education
County Hall
Glenfield, Leicestershire, England

2:00 p.m. General Discussion

The Experience of Other Countries
(Seminar Discussion, Miss Cranley presiding)

4:30 p.m. Adjourn

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**THE ROLE OF THE PUBLIC EDUCATION AUTHORITY
IN PROVIDING ADULT EDUCATION**

Sponsor: WCOTP Committee on Adult Education

Church House

**August 4, 1972
9:30 a.m. to 12:00 Noon**

Welcome and Presiding

**Mr. H. D. Gilbert, Principal
North Havering College of Adult Education
Romford, England**

Presentations

The Work of a Teachers' Association in Adult Education

Mr. Gilbert

**Mr. Robert A. Luke
Professional Associate in Adult Education
National Education Association
United States of America .**

Implications for Developing Countries

**Professor Hutchinson
Institute of Extension Studies
Liverpool, England**

Discussion of Key Issues

**Fees, quality control, the role of full time professionals,
the training of part time personnel, the relationship to
community schools, etc.**

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Mr. Philip Hopkins, Director
Institute of Adult Education
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