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**To Do the Very Best for Students:
a History of the New Start
Programme at The University of Auckland.**

A Thesis

submitted in partial fulfillment of the

requirements for the

Degree of

Master of Arts in Education

at the University of Auckland

by

HELEN HEPPNER

The University of Auckland

1995

To Anne

**Whose dedication, persistence
and integrity has opened the
educational door for so many.**

- Claude:** At first I was terrified. I am in awe of scholarship. New Start opens up another world for people like me.
- Julie:** After the pain and difficulties I'd had...the lectures were a range of new ideas being floated in front of me - like lollies in a lolly shop.
- Helen:** University wasn't in our family culture. I really needed that confidence. I was really lucky to get it.
- Fiva:** It really felt as though it was not the right place for me. I walked backwards and forwards, should I knock on the door or should I leave it and go home.
- Freda:** It looked like everyone else in the family was going to have a degree and I was going to be the dummy.
- Erl:** It's a wonderful institution; a great idea, particularly for people who have been away from learning for a long time.
- Margaret:** The lectures in New Start are excellent. A real slice of life - a mixed bag.
- Te Paea:** It is a life changing thing when you come to university.
- Jenny:** I have lived a dream. I can ask for no more. New Start was the beginning of the most wonderful rewarding years I've had.
- Roberta:** Some of my friends were quite astonished that a person of my age would all of a sudden be wanting to go off to university. But I found that I get on quite well with the young ones. I don't feel my age really.

ABSTRACT

This study is about the development of a programme which improves adults' access to and their learning experience within university. Based on the New Start programme run by the Centre for Continuing Education at the University of Auckland, the study documents and analyses the development of this access programme from its inception in 1976 until 1989. New Zealand social policy as it relates to the ability of adults to undertake a university education, and factors which affect adults' access to higher education are examined. The central questions addressed are, the need for a programme which facilitates adults entry into tertiary education and the benefits of such a programme. Research data obtained by traditional historical methods have been supplemented by evidence collected by feminist oral history techniques. Analysis was carried out within a framework of critical and feminist research methodologies.

In the 1980s New Zealand's earlier attempts to resist higher education being defined only as the completion of a young person's formal schooling were overtaken. Educational policy, which strengthened the connection between education and economic growth, proposed that a government funded expansion of the education system should double the number of school leavers who proceeded on to higher education.

The development of the New Start programme was grounded in a recognition of the developmental ability of adults, an awareness that formal access to higher education did not ensure access for all adults and the knowledge that participation in a preparatory programme enabled adults to be more successful in their quest to fulfill learning and personal aspirations.

This study which as well as being about a programme which bridges the access to higher education for adults, also bridges the conventional divide between adult education and higher education.

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PREFACE

The subject of this study, a university-based access programme, and my more recent educational past are inextricably linked. In the early 1980s, when my learning and personal development was guided by my work in a voluntary organisation, I came in contact with women who were obviously gaining satisfaction from the challenge and demands of university learning. Also, critically for me, some of my learning within this voluntary organisation was facilitated by Anne Davis, the co-ordinator of 'The New Start' course at the University of Auckland.

University seemed such a foreign place to me that I could not imagine that without some knowledge of such people, particularly someone employed in academia, that I would ever have contemplated entering university. It was not that I did not then know university graduates. It was more that having been a frequently admonished school pupil who had left school at 15, I had believed that university or any tertiary studies were beyond my capabilities. Also, as a child in rural New Zealand where practicality was a much praised ability, I had frequently heard my father and men he worked with say that a tertiary education was a waste of money and not necessary to achieve in the world. The ideas expressed by university graduates or the work carried out by those who had had a higher education, was often ridiculed.

In my mid-forties I set out to discover whether university learning either appealed, or could be a viable alternative to playing mid-week ladies tennis. Knowing the person who organised the course and women who had entered university after having done the New Start programme, provided me with the internal support needed to consider becoming a New Start student.

I found being exposed to new knowledge and gaining insights which explained events in, and structures of society, a stimulating and enjoyable experience. On completion of the New Start course I achieved a grade which indicated an average degree of competence. With much trepidation and considerable anxiety, "just to see what it was like", I embarked upon a BA. In preparation I spent the summer learning to type on a self teach computer programme.

After three years of part-time study, I resigned from my voluntary activities. As my goal had become to utilize my degree to help find paid employment, I completed my degree as a full-time student. My time and energies were fully committed to the multiple roles of student, partner, mother and housekeeper. When I graduated without a place in either the paid or voluntary workforce, I was unable to obtain employment. I had finished my degree in 1990. In 1991, New Zealand reached record unemployment levels (NZ Herald, November, 1994). Rather than being taken into the workforce, people of my age were being made redundant. The hard work of studying for an MA was more appealing than no occupation or academic study at all.

Post-graduate Studies

As one of the topics for my MA, I planned to pursue an interest in adult education which had been fostered by my voluntary activities and a Stage Three Education course in Adult Learning and Education. My intention of taking the follow-up postgraduate course, the only course available in adult learning at the University of Auckland, was derailed by a reorganisation of programmes. The post-graduate Adult Education and Development course had been relocated in the M Ed. programme, a programme which caters for practitioners in the field, not Arts students.

I had also studied History of Education and in the process of searching for some way of catering for my wish to combine the study of History of Education and Adult Learning, it was suggested that if a new member of staff was willing to supervise me, I could take a Special Topic paper. When I was looking for this History of Adult Education topic, Anne Davis suggested that I write a history of the New Start programme. As I believed that to be too large a project for a one year research topic, I delayed taking up the offer until I was ready to begin my thesis.

The solitary process of postgraduate research has been heightened by having no colleagues in my chosen field. In addition to History of Education being a small segment of the academic programme at the University of Auckland, when I began this study and as there had been no post-graduate papers on adult learning offered within the Arts programme of Auckland University, there were no other students completing an MA in Adult Education.

Acknowledgments

Researching the content of this thesis has been an enjoyable and enlightening experience. In addition to the knowledge gained from reading I have valued the perceptions and knowledge of the people whom I have interviewed. I have appreciated the willingness of academics present and past, who gave of their time so that this record could be more fully informed by their knowledge and experience. Particularly in relation to the establishment of the New Start programme, these contributions have expanded and illuminated the sparse written record.

The co-operation and recollections of Anne Davis and Joan Diamond were essential and valued contributions to a history of the New Start programme. This work has also been improved by Anne's editorial skills. I have also gained encouragement from staff of the Centre for Continuing Education. This interest in my work, the co-operation of library staff and in some cases, useful additional information has been warmly appreciated.

To the re-entry students who gave their time for interviews, to check transcripts and a draft copy of this work, I wish to say a sincere and heartfelt thank-you. I appreciate your co-operation in allowing me to enhance my work with material from your experiences.

The process of converting the material into a work which I believed fully respected the New Start programme and those who work for it, has been both rewarding and stressful. Throughout this long process I have been encouraged and sustained by academic and personal support.

The calibre of the final work has been lifted by the knowledge, guidance and complementary editorial abilities of my supervisors, Kay Morris-Matthews and Brian Findsen. Each of you has contributed in ways which I respect and value. The length of the work and the time taken to complete this study are both well beyond the accepted requirements for supervising an MA thesis. I appreciate and thank you for your continued commitment to my work. I am also most appreciative of the personal support you have given me.

As I have gradually become an obsessed recluse, the tolerance of friends and the forbearance of my family have sustained me through this all consuming project. To Kim, my chief supporter, secretary and provider of technology, I extend an immense feeling of gratitude and appreciation of your support. The

interest, concerned enquiry and encouragement, warmly and frequently conveyed by Marion and Peter, have added vital contributions to my support system. Mark's competence, which has been called upon to calm my computer induced hysteria, has been particularly restorative. While I have reneged on maintaining social contact, I have been gratified that our friends have continued to ask us to socialise with them.

CHAPTER ONE

Introduction

Students tend to regard their education in a mixed light, as both a mealticket and a way of self-realisation; governments tend to regard post-secondary education as an economic resource, and to a lesser extent as a means of personal fulfilment to which all individuals, at least in theory, have a right.

(Anderson and Vervoorn,1983:4)

Based on the 'New Start' programme at the University of Auckland, this work explores issues related to the access of adults to New Zealand universities. The main issues addressed are educational policy and its impact on the ability of adults to enter New Zealand universities, and strategies employed in this access programme to assist adults undertake higher education.

Traditionally, the relatively liberal admission policies of New Zealand universities have enabled a comparatively high attendance rate of people over 25 years of age. In the 1980s educational policy directed that a proposed expansion of the university population should be achieved by increasing the number of school leavers who gained the benefits of university knowledge and qualifications. In rapidly changing economic and employment circumstances, the effect of having, or not having, access to the educational and vocational qualifications of higher education became more significant. Policy makers did not recognise that regulations which gave adults formal access to the institutions of higher learning did not automatically create conditions of accessibility. The neglect of policy to deal with such issues, has to some extent been mediated by the work of educators committed to empowering the learning of adults.

In addition to recognising the work of those who implemented and developed the New Start programme, this study discusses factors which may disadvantage an adult's ability to access higher education and at the same time

sets out strategies used to assist adults negotiate barriers to learning. An important aim is to demonstrate how this programme of empowerment, which adapts adults to the requirements and conventions of the university, is of value to the student and the university. As such it is a study which contributes to scholarship on access education, higher education and the education of adults.

In order to demonstrate how educational practices, as they pertained to adults studying at university prior to the establishment of the New Start programme evolved, this historical account of the New Start programme has examined pertinent antecedent aspects of university education and the education of adults. Analysis of the associated developments and practices of this access programme, concludes at 1989. To have continued into the 1990s would have necessitated a more comprehensive discussion issues which would have expanded the work beyond what was acceptable in both length and time. Thus the discussion on the relationship between ethnicity and equity is limited. Also introduced but not the subject of a full analysis, are the ways in which the New Start team have implemented the 'inreach' (influencing the university to respond to the needs of re-entry students) and 'outreach' (moving out into the community, establishing links and networks with outside organisations and individuals) aspects of access education.

The New Start Programme at the University of Auckland

For almost 20 years the Centre for Continuing Education at the University of Auckland has offered an access programme designed to introduce adult students to the requirements and rigours of university study. Begun in 1976, when 49 prospective Arts Faculty students were enrolled, 4142 people have embarked upon an expanding range of New Start programmes in a growing number of locations. The New Start programme is intended for men and women over the age of 20 years who are considering entering tertiary study and who have not participated in formal education for some years and who may or may not hold recognised university entrance qualifications.

The core New Start for Arts programme includes an introduction to some of the subjects which may be studied at university; information on and practice in the skills required to be a successful student; information on the structure of university degrees and a familiarisation of the physical layout of the campus (Centre for Continuing Education brochures, 1976-1994). The modest fees

charged for the programme are set at a partial cost recovery rate. It is a programme which recognises that many adults who contemplate re-entry into the formal education system at a high level do so "with shaky self confidence, uncertain goals and minimal experience with bureaucracies. They meet a challenging array of things to be learned, systems to be understood, complex decisions to be made" (Schlossberg, Lynch and Chickering,1989:65).

New Start is a programme which serves important functions for both the student and the University. Designed to give adults an opportunity to determine their interest in and capacity for formal learning, the programme creates "a non-threatening learning environment for adults, to bridge [their] (sometimes distant, sometimes negative) earlier schooling experiences, and recent informal learning activities, to the formal institutional context of university study" (Findsen,1992a:89). Oriented towards, but not exclusively a preparation for degree study at the University of Auckland, the programme aims to

encourage and support adult students gain confidence in their academic abilities; receive adequate preparation for tertiary studies, make on-going choices that are appropriate and realistic, and to ensure a successful launching on their chosen degree courses.

(Davis,1992a:1)

To achieve an objective of giving students an accurate understanding of what being a university student involves, the programme "simulates conditions... students must face in the reality of university student life" (Findsen,1992a:89). It is designed to be an experience which enables students to realistically appraise the nature and implications of becoming a university student, to assess whether they are willing to commit their time and energy, and to adjust their lives to the requirements of degree study.

While they adapt to the unfamiliar and perhaps threatening milieu of the university, New Start students are introduced to the subject based learning of the university and the skills required to succeed in degree studies. Levels of risk associated with credit awarding programmes are lessened and students are given the opportunity to assess and/or develop their academic competency. Thus, while learning is non-competitive, assessment is an important aspect of the programme. A course which is designed to increase the confidence, motivation and success of adult students, the New Start

programme gives re-entry adults an opportunity to become familiar with "the academic and social practices, expectations and values of the institution" (Fraser, Malone and Taylor,1990:87).

The New Start team who seek to 'enable' and 'empower' students, work within what they have defined as a 'friendship model'. To achieve this aim, the staff endeavour to create a non-threatening, positive environment in which applicants feel welcome and respected, and which dispels any nervousness associated with entering a place of higher learning (Davis,1992a). In an effort to lessen anxiety or any sense of threat that a student, particularly a person with low self confidence may be feeling, the staff convey a sense that they are collaborators and less evaluators or judges (Cross,1981). As well as helping learners identify their learning strengths and interests, the staff offer personal support at all stages of the New Start programme.

In addition to being a programme which prepares students for academic study, New Start functions as a selection process which is of value to both the student and the University. Throughout the programme students have the opportunity to assess their aptitude for, and to think carefully about the implications of undertaking study at university. Care is taken not to encourage false confidence or foster unrealistic expectations. Students are given "firm clear messages about the hard work and commitment that is the reality of tertiary study. [They are expected] to measure up" (Davis,1992a:4). The increased confidence gained from completing the course at a satisfactory level, enables students to proceed to degree studies with an enhanced sense of competence and autonomy. Those who decide not to enter university can withdraw with no embarrassment (Smith and Collins, 1977). By discovering that university studies are not what they want to pursue, students are saved from committing their time, energy and money to an unsuitable learning programme. They are also spared the negative experience of non achievement.

The University also gains. The New Start programme provides the university with an opportunity to advise students on matters which facilitate their entry into and progress through university. It has been found that most drop-out and failure occurs in the first year of degree studies (Wilson,1981) and that much of the drop-out in degree studies occurs because students "do not make well informed choices" (Barrett and Powell,1980:367). Moreover, informed and prepared students are more likely to make appropriate subject choices and be more successful in degree studies (Schlossberg, Lynch and Chickering,1989).

When students have attended a programme which has provided them with an opportunity to explore their learning interests in relation to their personal goals, the subsequent informed subject choice will reduce wastage of the university's resources.

Evidence of a commitment to study, in the form of course grades, is used by the university to assist in the selection of Special Admission students (previously, Provisional Admission) and allocate places in Restricted Entry courses (New Start Archives).

By documenting the development of the New Start programme and the experiences of some administrators, academic staff and students associated with the programme, an otherwise unknown world of those whose beliefs are unconventional, those who are considered different or 'other', or who are invisible, is acknowledged (Scott,1991). By adding the endeavours and experiences of these people to our body of knowledge I seek to validate the work of those who have created the programme and the experience of students who have attended (Merriam,1991).

Frameworks and Definitions

In the 1980s, when economic, vocational and social changes increased the necessity for adults to have access to the scholarship and qualifications of higher education, reports on university education focussed on increasing the number of school leavers who continued on to university. New Zealand's liberal entrance regulations had enabled a comparatively high number of people over 25 years of age to access university study. Thus issues of social equity and accessibility, factors which were considered important in relation to school leavers, were as they affected the ability of adults to attend university, not addressed.

In contrast to these directives some educators argued that the economic, social and personal benefits of higher education should be available to all throughout life. For people to cope with on-going economic and social changes and not to be disadvantaged by the continued growth in knowledge, higher education should be accessible to all adults. These arguments were supported by new assessments of the developmental capability of adults.

In this work I have used the designation of re-entry student to indicate a person over 20 years of age who has decided to re-enter formal, credit earning course of study. 'Re-entry' is a term which I believe not only more accurately reflects the position of the adult students but is preferable to the term 'mature' student. The use of the term 'mature' student came from regulations which stated that provisional admission into university may be granted after 25 years of age, by which time an individual was deemed to have gained the maturity which compensated for their lack of regular qualifications.

I have also not used the term 'second chance' in relation to re-entering formal education. I share the view expressed by Legge (1982:20), that 'second chance' "always carries with it such a flavour of patronage", that "only poor unfortunate failures 'missed out' on an assumed first chance".

The Need for Adults to Access Higher Education

During the 1980s the pace of economic and technological change had quickened to such an extent that governments throughout the western industrialised world were investigating ways of achieving the social and economic advancement necessary to function in the increasingly competitive and changing world economy. Education was identified as the means by which countries would develop the human capital necessary for industrial and technological success. In particular, higher education was seen as the primary means by which a nation developed the skills, technology and knowledge required for the 'information society' of the 'post-industrial' era (The Report of the New Zealand Universities Review Committee (1987) (The Watts Report). As education became more closely associated with the economic growth and wealth of a nation, and a university education was increasingly regarded as the means of preparing the highly educated workforce needed for that economic development, universities were urged to increase the size of the student population.

The Watts Report (1987:1) stated that "in human society, knowledge has always been important, for in the end, knowledge has inevitably meant power". Thus as the managerial and professional sectors of society expanded, the knowledge, competence and skills obtained in higher education enabled those who were educated at university to access the higher status groups. It was also argued that a higher education gave individuals greater flexibility in the rapidly

changing job markets (The Watts Report,1987) and in an increasingly complex world, the ability to achieve higher levels of personal satisfaction and control (Legge,1982).

Neglect of Adult Learning at University in Educational Policy

At least three reports during the 1980s directed the New Zealand government to increase the size and quality of university education. To achieve the quantitative and qualitative growth they considered necessary, the Watts Committee (1987) proposed that the university population should be doubled. School leavers were identified as the main group to receive the higher educational and vocational qualifications of a tertiary education.

As will be seen, the place of adults in New Zealand universities was dismissed with little comment and no discussion. It was young adults who were encouraged to raise the level of their educational and vocational qualifications to meet the higher levels of learning and flexibility required in the workplace. As the higher learning requirements of adults were not addressed, a discussion of factors which influenced the access and accessibility of non-traditional students in higher education, if not silenced, was definitely muted. It may be noted (and will be discussed in Chapter Three), that the education of adults was traditionally considered within the context of 'adult education', the main focus of which is the non-formal learning of adults within community based programmes or organisations.

In 'Universities into the 21st Century' (1981:10), it was written that

universities must perform a key role for New Zealand society in the years ahead [and] provide the specialised workforce to implement technology, for traditional professions, to monitor and manage social change, to manage the private and public sectors of the economy, to create and conserve aspects of our culture, and to aid us in our exchanges with other societies there must be a higher output of graduates from *all sectors* of society. (emphasis added)

To achieve an adequate supply of professionals, managers, technicians and highly skilled people to meet the coming economic and social demands, New Zealand must "train and RE-TRAIN those who will provide this specialised workforce" (ibid:10). (emphasis in original)

This potential student population was divided into three categories. For the most 'important section', greater investments in higher levels of secondary school and universities would increase the numbers of those who entered university directly from secondary school. While noting that the proportion of students over 25 years of age had declined since 1978, the report made it clear where it believed the "much greater emphasis on continuing education [and] retraining" should lie (ibid:11). Those who had already been to university would "re-enter university to change or upgrade their qualifications" (ibid:16). "Students entering [university] some years after leaving school with varying qualifications... [are] *suffice to note here...a group of growing significance*" (ibid:16). (emphasis added)

The Organisation for Economic and Cultural Development (1983:63) in a 'Review of National Policies for Education in New Zealand', revealed similar thinking. Again, 'traditional' age students were the cause of greatest concern. Although entrance fees were 'modest', lack of financial support was said to be the main reason young people did not complete school and proceed on-to university. The report regarded the high part-time enrolment at New Zealand universities as an expression of New Zealand's commitment to the recently sanctioned concept of lifelong learning. However, by referring to "the link between university study and working life", the review associated lifelong learning at university level with upgrading existing skills and qualifications of adults already in the workplace.

The Watts Report (1987:75) became more insistent that the nation should increase its investment in the development of 'human capital'. After noting that the percentage of school leavers who entered university was comparatively low, the report argued that in order for New Zealand to function successfully in the "progressively more knowledge-based international economy", there should be both a 'quantitative and qualitative' expansion of universities. Further, to

meet New Zealand's long-standing public objective of providing the opportunity to individuals who have the *desire* and *capacity* to benefit from university education...high priority should be given by the Government and universities to improving *real, as opposed to formal*, accessibility to university studies.

(ibid:75) (emphasis added)

The private return to individuals would be a gain in economic advancement, independence and personal development. As well as the ability to improve their earning capacity, individuals would benefit from the more subtle payoffs of improved status and "greater adaptability to the changing requirements of the job market" (ibid:6).

Addressing the issue of social equity, the report noted that there were problems of differential accessibility. Recommendations were made for the four major groups identified as being disadvantaged: women, Maori and Pacific Islanders; people of lower socio-economic status; and those for whom access was prevented by geographical location. The report also made suggestions to improve access for people who were disabled. All of these recommendations were orientated towards the needs of school leavers and the equal employment opportunities of those already in the workplace or studying at university.

In both the OECD review (1983:69), which stated that New Zealand "offers generous opportunities for adults to pursue their formal education at university level", and the Watts Report (1987:3), which argued that the country had "been relatively successful in ensuring access by mature students", accessibility for unqualified adults or adults who had not attended university, was not examined. While it was noted that 'mature' people were disadvantaged, they were not perceived as an under-represented group.

Perhaps because a significant number of adults had taken advantage of New Zealand's relatively 'open entry' policies, the issue of access to university for those over 21 years of age was not regarded as problematic. Indeed it is likely that attendance statistics at New Zealand universities may have deflected any suggestions to examine factors which influenced the access of adults. From 1981 to 1987 the attendance rates of over 25 year olds increased from 25% of the student population in 1981 to 39.89% in 1987 (Department of Education Statistics, 1982-1988).

(Note: Although Provisional Admission applied to students who were 21 years and over, because many in the 21-25 year category may have been school leavers finishing degrees or school leavers who had interrupted their university studies, I considered it more suitable to compare statistics in the over 25 year category.)

Satisfied with the relatively high number of adult students at university, the reports did not take account of the development needs of adults or an adult's need to adapt to the changing structures of society. While a significant number of adults had clearly recognised the value of upgrading their qualifications, policy makers did not appear to be concerned that patterns of higher education favoured those who were educationally advantaged. The reports therefore did not consider the disadvantaged situation of some adult groups, or factors which facilitated or hindered the learning of adults. The development of the 'human potential' of an identified group, those people who in the preceding years had left school without university qualifications, was apparently not a priority. Issues of social equity and accessibility which acknowledged factors affecting the attendance of school leavers were neglected when it came to the attendance of adults at university. While the Watts Report (1987) noted that social and cultural factors together with perceptions of value placed on higher education influenced attendance, it did not address the implications of these variables as they affected the ability of adults to enter university. The additional assistance considered necessary to overcome the disadvantages faced by younger adults was evidently not considered a necessity for that large section of the community who either had been out of the education system for some time or lacked the academic preparation for university learning.

As adults individually negotiated entry obstacles, an excluded group did not accumulate to force an assessment of circumstances which deterred adults from entering university or strategies which improved their ability as students. Nor did the report consider that an adult's "reasonable chance of success" (a clause which qualified open entry regulations) (The Watts Report, 1987:57), was positively influenced by attendance at preparatory programmes such as New Start.

Educational policies which were so strongly orientated towards enticing school leavers to proceed directly on to university, did not cater for the realities of learning in a modern society. New patterns of employment, new knowledge needed in the workplace and the need to adapt to the on-going and far-reaching changes in society increased the necessity for all adults to have access to all forms of learning. Furthermore, the emphasis on facilitating young people into higher education did not cater to all of the variables of learning. As in humankind there will always be "a diversity in learning rates and learning styles... [so that] not all pupils will be ready for continuation at 16"

(Alcorn,1992:6), there will always be a group of people who, for a variety of reasons, leave school before gaining tertiary qualifications or without having studied the subjects of academia (Fraser, Malone and Taylor,1990).

The Learning Needs of Adults

Failure to address the university learning needs of adults was intersected by the growth of the influential personal development movement and the work of educators who sought a more positive relationship between adults and education. Some educators asserted that higher education should not now be regarded as the completion of the formal education of a select minority of school leavers. By virtue of living in a society "characterised by significant social, economic, demographic and technological change" (Weil,1986:220), which affected ALL members of society, traditional 'end-on' models of education were no longer adequate.

Studies of growth and development had shown that

despite the fairly widespread assumption that adults, having attained maturity, simply settle down into a predictable routine and cease to learn or develop in any way...models of adult development draw attention to the fact that adult life is not some kind of plateau, but full of ups and downs and changes; changes in jobs, changes in family circumstances and personal relationships, role changes, changes in attitudes and beliefs, and to some extent, physical changes.

(Thorpe et al,1993:95)

Citing the work of Paula Allman, Payne (1985:35) outlined how the personal development movement picked up on both the contestation to the traditional models of intelligence-decrement and adulthood being a time when mental activity can influence "lifestyles, attitudes, perceptions and ultimately, the fulfilment of the individual's human potential". Researchers who were interested in development of the potential of adults (that is, identifying a person's learning 'needs' and then supporting their development), became concerned that adults lacked access to higher education. Payne referred to research findings which argued that intelligence is not a fixed ability but a competence which can be developed with life experience and stimulation.

Taking cognizance of both the developmental ability of adults and the economic, vocational and social mutations occurring in the workplace, some writers, for example Evans (1985) and Campling (1985), suggested that universities should be re-ordered in a way which would benefit learners throughout life. The structure of life was changing to such an extent that adaptation had become an important and never ending learning task for all adults. Changes associated with personal development, internal change, and the external forces of social and economic change, created transition periods for adults. The need to adapt to these changes, the need to resolve the conflict between external pressures and one's own position and beliefs and not be crushed by them, was a major developmental task for the individual. As transition points did not occur at the same time for everyone, individuals were "ready to learn different things at different times" (Evans,1985:107). Thus realistic learning opportunities should be provided for individuals who faced transition points and needed to plan new futures. In order for adults to learn what they want to learn when they want to learn it, educational "institutions need to learn to think of themselves as resources for learning rather than as distributors of learning" (Campling,1985:8).

A further argument against universities limiting their attention to school leavers, came from educators concerned that those sections of the population who were in a position to upgrade their vocational knowledge increased the disadvantage faced by other groups of adults. An assessment of which groups of adults had access to continued vocational learning pointed to the additional effects of unemployment and discontinuous career patterns. Overall, younger adults or those with good educational qualifications retained in the workforce received on-going educational and training support from employers. Thus, the need for continued training and re-training handicapped the less educated, women who had been out of the paid work-force, employed adults who were not supported in training by their employers and adults who became unemployed, either through early retirement or by being made redundant (DeBell,1992).

The direction proposed for tertiary education in New Zealand, ignored evidence from Britain, Australia and New Zealand. As the following outline explains, experience had shown that when assisted to do so, there were many adults who welcomed the opportunity to enter higher education and that their learning capabilities were enhanced by the assistance of access programmes. A

structured programme of assistance provided an alternative route into university and recognised that formal qualifications were not the only measure of an ability to benefit from higher education. When adults are given additional assistance, they are able to capitalise on their maturity and life experience so that they "more than adequately compensate for a lack of normal entry qualifications" (Mills and Molloy,1989:4).

Experience at the Open University in Britain had demonstrated that the demand from adults for assisted access to university continued unabated. The pool of adults students was "not finite, but [was] continually being topped up" (Perry,1978:129). Similarly, experience in Australia had shown that the 'overwhelming response' to re-entry courses indicated that there was a large group of adults whose latent learning needs had not been addressed by the conventional entrance routes which adults had previously utilized. Haines and Collins (1979:5) asserted that among this large potential group of students were people who had been "denied access to tertiary education through circumstances of schooling, or had become dissatisfied in their employment, or who have simply reached a personal threshold and wish to seek self-fulfilment in a new way". Furthermore, adults who re-entered university were better served by first having attended a programme through which they became familiar with the conventions and requirements of university study (Smith and Collins,1977). As will be seen, in New Zealand, graduates of the New Start programme at the University of Auckland had achieved at a higher level in degree courses, and were more likely to complete the first year of studies than adults who had not received the support of such a programme (Morrison,1979).

Scholarship on Access Education

Within academic writing on education in New Zealand, there has limited discussion on access to tertiary learning for adults, or about the circumstances which prompt adults to enter university and the barriers they face. The practice of giving unqualified adults or those who lack confidence in their ability to fulfil course requirements, access to university study, is a minor segment of academic enquiry.

Some issues of access to and the construction of the knowledge of higher education have been addressed; for example on the establishment and outcomes of the New Start programme at the University of Auckland

(Davis,1978; 1979; 1984 and Morrison, 1979 and 1981); how the New Start course assists adults negotiate life changes (Davis,1992a) and the use and value of guidance and counselling within an access programme (Davis,1993); the potential for courses within Centres for Continuing Education to empower democracy (Findsen,1992a) and the legitimization of Maori language and culture within academia (Findsen,1992b); the practice of continuing education and lifelong learning within Centres for Continuing Education (Alcorn,1989 and 1992); and the recognition of prior learning in a New Zealand university (Harre' Hindmarsh, 1992).

New Zealand writings however, do not include works such as those of Veronica McGivney. For example, the access of working class people to education (1990); strategies which facilitate the entry of adult learners into education (1991a); which groups of adults participate in education and the barriers they face (1993) or an academic analysis of factors which affect women who seek to further their education (1994).

While from the 1970s and through the 1980s, New Zealand espoused similar goals of equity in education as Australia, there is a noticeable difference in the scholarly output on access to higher education. Australian researchers, supported by funding from the Commonwealth Government of Australia for a Higher Education Equity Programme (McNamee and Maxwell,1993), have presented a variety of papers related to issues of access in higher education. For example Barrett and Powell (1980) assessed the academic benefit of preparatory programmes over a number of entry cohorts; McDonald, Knights, Overall, Quilty and Sansom (1983) asked mature age students whether they thought that study had been worth the effort. More recently Fraser, Malone and Taylor (1990) reported on a bridging course designed to help ethnically disadvantaged people qualify for entry into science and mathematics programmes in higher education; Collins and Penglase (1991) assessed the characteristics of students who entered an access course; McNamee and Maxwell (1993) discussed problems in relation to access and equity and Fulmer and Jenkin (1993) reported on a programme devised specifically to assist women of lower socio-economic groups gain access to tertiary level education.

The director for the Centre for Continuing Education, Dr Alcorn (1989:41) wrote that "limited staffing" and the need to attend to "organisational, teaching and political activities" severely restricted their ability to attend to the "fundamental needs of research and reflection". The lack of substantial

financial support for research and development is similar to the situation noted by Cross (1981:111). There had been few scholars in adult education because as "most people involved in adult education on college campuses have been administrators and program planners in extension divisions, their first obligation is to serve the immediate needs of their publics".

The comparative silence in the study and analysis of adults' learning in universities is surprising. As one professor of adult education in Britain reminded us, adult learning in programmes offered by the extension departments of universities is "older than all but four of the universities of England and Wales" (Jennings,1983:47).

In more recent times,

adults in higher education [have become] not just another 'non-traditional' group. Their advent at the gates of the holy grail, formerly reserved exclusively for the young and the academically bright reflects a fundamental change in attitude with respect to knowledge and learning, and an intrinsic interrelatedness between work and social life. Learning in one's youth is not a sufficient preparation for adult life.

(OECD,1987a:16)

Lifelong Learning

An educational concept which had emerged during the 1970s, was thought appropriate to encompass the new realities relating to adults, education and changes in society. 'Lifelong learning', it was argued was a concept which took account of the changing conditions in the workplace, the evolving closer association between employment and education, and the developmental abilities of adults. Supporters of lifelong learning believed that as people now lived longer and there was an increased number and proportion of adults in the population, and as change in society was "so great and so far reaching", it was necessary to ensure that adults could improve the quality of both their work and leisure time (Cross,1981:2). Similarly it was reasoned, that on account of the "fast moving body of knowledge, which was a prerequisite for competency and hence employability", people should have access to all levels of learning throughout their lives (OECD,1987a:16). Lifelong Learning it was argued, was "not a privilege or a right; it is a necessity for anyone, young or

old, who must live with the escalating pace of change - in the family, on the job, in the community, and in the world-wide society" (Cross, 1981: ix).

Among the many definitions of lifelong learning, Cross (1981:259) wrote that in formal and informal learning situations "individuals continue to develop their knowledge, skills, and attitudes over their lifetimes". Proponents of lifelong learning wanted it understood that as "a learning society is a condition of human survival", learning throughout life was vital to the individual and to the whole of society (Duke,1992:xii). Education should not now necessarily be completed in the early years of life. Individuals should be able to "engage in purposeful and systematic learning during the periods of their lives when the opportunity is most relevant" (Griffin,1987:113). In a recommendation which encompassed higher education, the New Zealand National Commission for United Nations Educational, Scientific and Cultural Organisation (1972) recommended that *everyone* throughout their lives, should have *ready* access to a full range of learning, and that where necessary, to adapt adults to qualify for re-entry into advanced courses, bridging programmes should be provided. (emphasis added).

Access and Accessibility

Although it was stated that the attendance of adults in New Zealand universities better fitted the concept of lifelong learning (OECD,1983), this comment did not recognise that a right to the resources of higher education does not ensure equality of access. As formal access favours the educationally privileged, access and genuine accessibility are not synonymous (Gerver,1992). A liberal approach which gives adults formal access to study at tertiary level but does not include extra assistance for those who left secondary school without the qualifications or knowledge that are pre-requisites for university study, does not create equal opportunities for all (Fraser, Malone and Taylor,1990). Within an adult population, individuals will differentially experience a range of factors which may deter them from embarking upon a university education. For access into higher education to be successful, "it must come to grips with needs, interests and concerns of the diversity of adult learners including those whose needs by virtue of gender, race, social class", that may not be catered for (Weil,1986:220).

An access programme which incorporates strategies to convert formal access into accessibility assists; those who were filtered out of the education system when young; those who lack confidence in their higher learning abilities; those who face particular barriers to entry; groups who feel uncomfortable within the culturally alien environment of a university. Access programmes extend the opportunities of adults, especially those who have received least from educational resources in the past, to upgrade their knowledge sufficiently to qualify them to enter undergraduate programmes. They are an important means of enabling adults "redress the conditions of disadvantage which have previously limited success in gaining access to higher education by traditional routes" (Fraser, Malone and Taylor,1990:219).

New Start

In carrying out its role as a link between the community and the resources of the university, the Centre for Continuing Education at the University of Auckland has maintained an avenue of access for non-traditional students. Although preferring to call themselves 'empowerers' and 'enablers' (Davis, 1992a), the New Start team have implemented the values and beliefs of adult educators. According to Darkenwald and Merriam (1982) adult educators are people who believe that adults and their education is important, and that cultivation of an adult's intellect and personal growth contributes to the development of a better society. As we continue to experience social, political and economic change, it may be argued that the work of those involved in the education of adults is of great value both to the individual and to society. For as stated by Elsey (1986:116), one of the purposes of adult education is to help

people adjust to social change, often experienced initially at a personal level, arising from wider based changes in the economy and social structure... enabling adults to gain greater control over their own lives, whether at a personal level or as members of groups or communities.

As a facilitator and a partner in this process the New Start team make available systems of personal and emotional support. The New Start team understand that in order to facilitate the growth and development of individuals, they must create conditions which attend to the affective as well as the cognitive dimensions of learning. It is an approach which recognises that in an unequal society, the act of learning is as significant as the knowledge learned

(Mezirow,1990). By incorporating systems of personal support, the New Start team acknowledge that, as an individual's "personal, private subjective outlook is a function of social learning, for the most part culturally assimilated in the process of socialization", exposure to alternative perspectives may create a disorientating dilemma (Mezirow,1990:362). Resolution of this dilemma, perspective transformation, "enhances an individual's ability to negotiate meanings and purposes, [an alternative to] passively accepting the social realities defined by others" (Mezirow,1990:354). It is a process which Mezirow (1990:18) describes as emancipatory education, "an organized effort to help the learner challenge presuppositions, explore alternative perspectives, transform old ways of understanding, and act on new perspectives". It is a student centred approach which helps a person determine what they do not know, helps them identify learning goals and assists the person as they develop a new set of meaning perspectives which "enables that person to the next step of their learning" (Interview with Anne Davis, 29th September 1994).

For individuals whose earlier less successful term of education limited their ability to access higher education through the historically more traditional channels, New Start offers an important alternative avenue (McNamee and Maxwell,1993). As it is a programme which adapts students to the conventions and standards of the university, it does not challenge the order of the university and therefore is acceptable to the conservative hierarchy of the institution. In a university which "has no trouble in getting students" (Interview with Noeline Alcorn, 8th December 1994), the place of the programme has been assured by the continuing number of students who wish to upgrade their educational qualifications; by the support of academics who have seen what good students New Start graduates make and by the support of "sympathetic friends in court" (ibid). An additional important ingredient which has assured the continuation of the New Start programme is the integrity and commitment of the New Start team.

In the process of meeting the dual requirements of the students and the University, the integrity of the long serving New Start team and the sound reputation of New Start have both contributed to the respect the programme has gained. Working within an area felt to be "little understood and appreciated by the University as a whole, by the Grants Committee [or] by the Government" (Alcorn,1989:27), the frugal and efficient manner in which the minimal resources have been managed (Interview with Noeline Alcorn, 8th

December 1994) have no doubt also contributed to the acceptability of New Start programme to those who apportion the financial resources.

The Organisation of Chapters

The methodology employed in this study is outlined in Chapter Two. This is followed by an analysis of the national and international influences on the learning of adults and higher education prior to the establishment of the New Start programme. In order to demonstrate how the liberal entrance regulations of New Zealand universities evolved, and to understand why the New Start programme developed when it did, it seemed necessary to explore the relevant antecedent educational situation. In addition, as I am a person who within this period, left school at 15 years of age, and who like my three siblings and nine cousins did not proceed on to university, I wanted to understand why we did not do so and why as an adult I embarked on such a course of study. Thus, Chapter Three examines the organisation of learning for adults and higher education in New Zealand up until the mid 1970s. The chapter describes how, although the institutions of adult education and university education reflected their British origins, the restrictive entry practices of the parent universities were modified by principles of egalitarianism. Adults in undergraduate courses and part-time study were tolerated by The University of New Zealand.

Chapter Four is concerned with changes in the education of adults within The Centre for Continuing Education and the establishment of the New Start programme.

In order to show how the New Start programmes have facilitated the entry of adults into higher education, Chapter Five outlines the development and modification of courses from 1976 up until the end of 1989. The chapter begins by explaining the format and practices of the programme and noting the excellent results obtained in degree studies by early New Start graduates. An outline of courses developed within the period defined is also covered in Chapter Five. Chapters Five, Six and Seven are illustrated by the experiences of some students.

Chapters Six and Seven address the reasons why adults wish to extend their learning at university, the barriers they face and how these deterrents are addressed within New Start. This assessment of these aspects of the New Start

programme has been informed by material from Cross's (1981) extensive appraisal of "Adults as Learners". It is similarly informed by the work of Veronica McGivney who in association with the National Institute of Adult Continuing Education (NIACE), has examined why access courses for adults are necessary and the components of access programmes. My analysis also uses material on access programmes available from Australian scholarship and from Schlossberg, Lynch and Chickering's (1989) work on "Improving Higher Education Environments for Adults". The conclusion of the study is set out in Chapter Eight.

CHAPTER TWO

The Research Process

If [a scholar] is committed to the cause of [adult] liberation, she cannot choose her area of research purely from a career point of view but must try to use her relative power to take up issues that are central to the movement... Studies, therefore, must strive to overcome the individualism, the competitiveness, the careerism, prevalent among male scholars.

(Mies,1983:128)

The idea of writing a history of the New Start programme was a subject suggested to me when I was seeking a topic for a smaller project. Throughout the year in which I completed other course requirements of which that project was a part, the challenge of writing a history of the New Start programme remained in my thoughts. Throughout that time the project held its appeal. It was a study which covered a number of areas of interest. First, it was the New Start programme which gave me the confidence to pursue my inexplicable urge to attend university. Then by writing a history of New Start, I was able to combine two areas of interest: the education of adults, in this case as it related to the New Start programme; and the history of education. I was keen to discover what my undergraduate history of education courses had not told me; the place of university education in New Zealand and how that had changed over time; how the social processes had influenced adults' entry into universities; why initially it felt so unusual to be walking up the hill, borrowing books alongside and interpreting the same subject matter as 'bright' school leavers.

As the project proceeded, some of my initial questions remained unanswered. At the outset I had been interested to determine the value of the programme to the University. While some understanding of why the University

sanctioned the course has been gained, it is not an aspect which has been pursued fully. I preferred to detail the developments associated with the New Start programme, and to analyse how the programme worked for its subjects, the adult students.

Research Model

The methodological principle guiding this historical study has been drawn from models of emancipatory research. It was an approach which seemed appropriate for a number of reasons. First it enabled me to critically analyse social policy as it has affected the access of adults to higher education. Additionally an emancipatory research model enabled the inclusion of the evidence of those who have administered, and some experiences of those who have utilized, an alternative access route to higher education. Of importance also, it was an approach which incorporated an analysis which "both empowers the researched and contribute[s] to the generation of change enhancing social theory" (Lather,1988:570).

Analysis from both critical and feminist perspectives may be included in an emancipatory approach to research. Patti Lather (1991a:12) has argued that "the central issue of critical research" is to bring together scholarship and advocacy in order to produce knowledge and develop a theory which will improve people's understandings and situations. The goal is enlightenment and empowerment to emancipate those who are constrained and marginalised. Empowerment in this sense is

analyzing ideas about the causes of powerlessness, recognizing systematic oppressive forces and acting to change the conditions of our lives. [It is a] process that a person undertakes for oneself; it is not something done "to" or "for" someone:... The heart of the idea of empowerment involves people coming into a sense of their own power, a new relationship with their own contexts.

(Lather,1991b:4)

While Lather adds that there has been criticism that critical research has not been very successful in bringing changes to social policy, I remain optimistic that, by making the work of the New Start programme more visible, this

scholarship will augment the process of empowerment inherent in the New Start programme.

The use of a critical perspective enables education to be viewed as a politically, socially and culturally constructed enterprise, an institution which creates inequities among and between groups. To critically analyse the "forms of subordination that create inequities among different groups" (Aronowitz and Giroux,1991:118), the researcher "stands apart from the prevailing order of the world" and asks how that order came about. The researcher questions the relations and institutions of society; how they are created, maintained and modified (Dale,1992:206). By recognising that empowerment and emancipation through education do not occur universally, critical science makes known the work and realities of marginalised groups, with the aim of "changing for the better the social situation of those involved" (Merriam,1991:52).

When Lather (1988:570) wrote that the "ways of knowing are culture bound", she argued that enabling research identified the "coercive values - racism, classism and sexism". While this work does address variable access to education with reference to ethnicity, class and gender, the dominant coercive value addressed is that of ageism; the construction of a university education being for young school leavers and the failure of educational policy and scholarship, or the University of Auckland in a robust manner, to address issues in relation to adults' attendance at university.

I was attracted to an analysis informed by the principles of feminist research for a number of reasons. Within the overarching objective of making the New Start programme more visible, working from a feminist perspective enabled me to develop a methodology which "answer[ed] the questions" that interested me (Geiger,1990:170). The fairly detailed picture of the developments New Zealand education before the New Start began, are related to my own experience. In my early years at university I was frequently perplexed about why I was drawn to the struggle of understanding difficult concepts and exposing myself to the trauma of examinations. What was the magnetism of a university education and why was it held in such high esteem? I was also curious to understand what processes had caused me not to continue on to university after schooling and what had changed so that I went in the mid 1980s.

For a study of adults in education, the reasoning incorporated within feminist scholarship seemed most apt. When I read the work of feminist academics and transposed the word 're-entry adult' for 'woman' the writings made very good sense. I was particularly drawn to some exclusionary practices identified by Jane Haggis (1990:67). Thus:-

1. re-entry student's experiences have not yet been described, identified or included within the study of education.
2. this omission is the result of a series of exclusionary practices operating at various levels within ... academic knowledge (and practice)...
4. the task is of considerable contemporary relevance.

Each of these statements are hypotheses which could have been formulated specifically for this work.

A methodology which addresses the silences in scholarship, which examines the practices that bring about that absence, is appropriate in relation to the work of those who administer New Start and the experience of students who have attended the programme. In New Zealand little is known of the work of those who develop and administer programmes which enable adults to enter higher education, or of the experiences of those adults who attend the programmes. A research process which includes the "experience of others, as well as of the historian who learns to see and illuminate the lives of others in his or her texts... enlarges the known picture and corrects oversights resulting from an... incomplete vision" (Scott,1991:776).

In order to obtain an understanding of the contribution made by those who proposed, established and worked in and for the programme, this work incorporates oral testimony from some university employees who have been or are associated with New Start. As will be seen, the use of the methods embodied in the practice of feminist research were useful here. Not being "trapped in a set of rigidly fixed rules" enabled a flexibility to adapt methods to the "needs of the research situation" (Klein,1983:96). When I began this work I was unsure of the extent to which 'knowledge' would be available. As I became aware of the incomplete and patchy information available on the New Start programme, particularly on the establishment of the first programme, I believed that to gain a better understanding of what actually happened, any information which could be obtained should be included. How this occurred will be outlined later in this chapter.

A research methodology "committed to the historical experiences of men and women in both their divergences and interactions" (Schmidt,1993:87) enabled me to include the oral testimony of students. As New Start is a programme for students I believed that it was necessary to understand the programme from a student's point of view and to make their experiences visible; to find out why they wanted to go to university, what difficulties they faced; how they regarded the programme, how it had helped or hindered their experience as undergraduates and what within the programme had been useful.

As I embarked upon this project I was aware that because I had been a New Start student, the research process would be informed by my experience. Again a feminist methodology which makes known the relationship between the researcher and the researched (Lather, 1991b) and which incorporates the use of subjective views, seemed appropriate. Using this approach acknowledges that our experiences shape our views of the world and develop into perspectives which influence our "involvement with the present, ...engagement with the past" and "approach to the future" (Schmidt,1993:96). The questions I asked and the interpretations I made reflected my 'view of the world' and determined the content of this study being defined in specific ways (Klein,1983). The resultant historical record is necessarily a partisan knowledge.

Not only would the direction taken for interpretation and analysis produce a history which reflects my interests, it is also imprinted with my "social fingerprints" (Lather,1991a:25). The history recorded here is conditioned by my position as a white, middle class woman and my age. My social, economic, cultural and temporal location within society "shapes and limits" my understanding of events (ibid:25). Perspectives to which I do not have access would influence the assumptions, processes and content of a history written by someone who inhabits either a different economic position; a person of a group not of the dominant culture (for example Maori, Pacific Island or Asian); a person who is younger or older; a male or another woman, or someone whose experience is influenced or determined by their geographical location in relation to the university.

Collection of Data

Material which forms the basis of this study has been gathered from both documentary and oral sources. Documentary material was obtained from published and unpublished reports on New Start programmes, other published material related to the development of non-degree studies for adults at the university, archival material held by the Centre for Continuing Education and meeting minutes of the Senate of the University of Auckland. To supplement the material available in the formal, public domain I interviewed a number of people who had been associated with the programme, either as employees of the University or as students. Although interviewing entailed considerable extra work I believed that a history constructed from documentary evidence would not only have privileged that knowledge but also would have been inadequate. As Dorothy Smith (1987) states, in a socially constructed world, the only way of knowing how events are organised and understood, is from within.

In this work I have constructed my own meanings on events and structures associated with the New Start programme. While the interview material has not formed the basis of knowledge, material gained in interviews has allowed me to incorporate details of people's experiences that would otherwise have remained concealed.

In the Public Domain

To begin the process of data gathering, I obtained copies of published and unpublished articles on New Start programmes or aspects of those programmes from Anne Davis, the co-ordinator of the New Start programme for the Centre for Continuing Education (CCE). I then read through the annual files which have been kept by New Start staff. From these I sought answers to questions such as who proposed the establishment of a bridging programme and why? What were the forces which led to the formation of a course which supported the entry of non traditional students into university? I was also interested to ascertain the attitude of the University to the programme. In what ways had the University facilitated or impeded the establishment and continuation of the course?

I thought that it was important to know why the New Start course began when it did, who proposed its introduction, who were the first students and why they became New Start students. I also considered it important to include an understanding of the New Start programme from those who had been associated with the programme, as administrators. From the archival material I obtained a record of programmes offered; the continuity and change of subjects; the number and type of programmes; and associated developments.

Oral Evidence

Interviewing is a valuable method of gathering additional material which had not been incorporated within the official record. By using oral evidence, social historians can include the perceptions and experiences of those interviewed in the production of knowledge. An "authentic kind of truth" (Scott,1991:781), oral evidence may be used to make a valuable and otherwise unobtainable contribution to the complex reality of the subject under discussion. In a world in which the dominant practice is for post-compulsory education to continue immediately following schooling, the inclusion of oral evidence in this historical account, documents the otherwise unknown world of those whose experience is unconventional or considered to be different (ibid).

The information, perspectives and detail obtained from staff and students makes known the "strategies used by individuals and subgroups to resist maintaining the imposition of the hegemonic culture" (Tisdell,1993:205); the ways in which older men and women, older working class people and older Maori and Pacific Island people have resisted the construction of University as being a place for young, privileged school leavers to obtain academic and vocational qualifications. The oral testimony of employees of the university and students of the New Start programme, enables us to see that they are not passive victims of the dominant social construction, but are "creative strategists who devise means of dealing with, resisting and resolving, the contradictions they experience" (Middleton,1987:135).

Interviewing Students

In addition to drawing on material from written records, the use of material from interviews with the subjects of the New Start programme enabled me to draw a broader, more detailed picture. Material obtained in interviews was used to show how the students experienced the many different aspects of the programme, what they thought of the programme overall as well as components within the whole. Although the number of people interviewed were a small proportion of 2245 students who by 1990 had completed the New Start programme, the transcripts of interviews provide some individual illustrations and interpretations of experiences associated with the New Start programme.

To obtain a representative selection of interviewees, I made out a grid plan on which I set out categories of people to be interviewed. First, the 18 years of the New Start programme were divided into roughly four time-slots; 1976-1980;1981-1985;1986-1990 and 1991-1993. I then listed the programmes or special categories which had been added. In addition I wished to have a gender balance and age range which was relatively representative of the student population. To include a perspective in relation to ethnicity, I wished to interview one Maori and one Pacific Island student.

I then took my plan to the New Start staff. Their co-operation and assistance to locate prospective interviewees was necessary for two reasons. Privacy Laws required that interviewees must be contacted by CCE staff, who in any case had the names and addresses of former students. The New Start staff sent out letters on my behalf in which they outlined the project and asked if the former students were willing to be interviewed. Three of the original twelve people had either shifted house (2), or failed to respond (1). One person contacted was too busy at work and in other activities so that we failed to arrange a mutually agreeable time.

My original number of student interviewees was extended by two. When I read accounts of students who had not had the benefit of a preparation programme, the notion of including a comparative experience occurred to me. A friend who had been a re-entry student before the New Start programme began, willingly agreed that the evidence of her experience could be included. Later, when I was writing the section on the first New Start course it seemed to me that the experience of those early students was of particular interest. I sought and obtained the co-operation of one further person from

that course. In all, I gained affirmative responses from nine New Start graduates and one person whose university studies were undertaken without the benefit of a preparatory programme. The interviewee sample enabled me to include evidence from the dominant aspects of the New Start course.

The interview process was guided by principles set out by the University of Auckland Human Subjects Ethics Committee.

The Interview Process

When the potential interviewees responded to the request for an interview, they gave a telephone number through which they could be contacted. As telephone numbers became available to me, I phoned people to introduce myself and arrange a mutually agreeable time and place for the interview. I told respondents that I expected the interview to take from half an hour to an hour and that if they were agreeable, I would like to tape record the interview. For one interviewee who expressed discomfort at having the conversation recorded, I handwrote notes as we talked. The interviews took place either in the person's home or at the University. The transcribed material of the interviews included to illustrate relevant aspects of this historical record, was used as supplementary evidence.

The interview time together began by attending to Ethics Committee requirements. I then gave a more detailed account of the research project. I explained to interviewees that I had entered university as a New Start student and gave a brief outline of how I envisaged using their contribution. Interviewees were assured they would be given a copy of the transcript which they could amend in any way and that they would see and could amend the final study before it became a public document. All were telephoned to check that they agreed with the content and intention of the interview transcripts. Any suggested alterations were noted on my copy. For the one non-sighted interviewee, I went to her house and read the transcript. Alterations were made as I read the transcript.

All interviewees agreed to the use of their given names in the study, one by a given name that was not in daily use.

Interviewing

From my reading of archives and related material I put together some questions with which I could guide the interview. (For interview guide, see appendix A). The use of the questions as prompts varied according to the responses of interviewees. As some people told their story of being a New Start student many of my questions were answered. On other occasions my questions were used to explore the topics I had identified.

I would describe the nature of the interviews as being collegial. Interviews were freely given from a point of mutual understanding. Information was related, and experiences were recalled with a mixture of pleasure and efficiency.

In my opinion there were two factors which influenced the relationship in this way. It seemed to me that there was a common identification in that we had accessed university study through the same programme. Two of the people I interviewed were in full-time employment and the majority of the others were currently enrolled as students at The University of Auckland. I was therefore conscious of adding to the time-pressure they might have been experiencing. I did gain the sense (and was sometimes told), that these people were very willing to give their time in support of the programme and those who administered it. It was a sense of wanting to 'give back' the benefits of their experience to the programme and to the people who ran it.

For me, the interviews were enjoyable. A response from Helen, that it was an "indulgence to be interviewed", reassured me that this was perhaps a view shared by interviewees (Interviewed, 18th August 1994). I was aware however, that the material gained from the interviews was initially for my own purposes; a university degree. I also knew that as Sue Scott (1985:80) states, I would use material from the transcripts to provide "quotable quotes" which would be used to assist in developing the argument that I presented. I acknowledge that this is a position of power; a "translator and presenter" of the lives of others (ibid:80). I endeavoured to moderate my position of authority by giving the transcripts and a copy of the study to the interviewees. As well as being able to amend or delete material, the interviewees were able to see how their contribution was located within the arguments I had developed. It was a process by which I sought to use my skills and place of privilege to make a "space from which the unrecorded/unheeded [could] be said/heard" (Lather,1991a:84).

Expanding My Workload

While reading archival and published material in relation to the first New Start programme, I became aware that vital pieces of information were missing. To give a more detailed picture of events, and beliefs within the University which led to the establishment of the New Start programme, I believed it was necessary to obtain the evidence of people who had had significant contact with that programme. I began by phoning academics still employed in the University who had been on the subcommittee which investigated the proposal to establish New Start. Two people stated that they remembered nothing of value, nor held any written record of those events. An interview with the third person uncovered interesting pieces of the jigsaw puzzle. In a lengthy telephone conversation, the fourth person said that she had no specific, relevant information but filled in useful background information and gave me personal encouragement. From the fifth contact I gathered more pieces of the mosaic but of much greater importance, I was alerted to, and subsequently interviewed, a significant gatekeeper within the university hierarchy when New Start was established. From three further unplanned interviews I endeavoured to discover why the University supported the New Start programme. Two interviews were with academics working in the Centre for Continuing Education when the programme began and the third was with the person responsible for provisional entry admissions to university at that time.

Early in the research process, I interviewed Anne Davis, who has worked on the New Start programme since 1977. As other lines of enquiry became known to me, two further interviews with Anne Davis were added to the schedule. A greater awareness of the New Start for Commerce programme necessitated an interview with its co-ordinator, Joan Diamond. A telephone conversation with the Dean of the Faculty of Commerce supplied answers to specific questions in relation to the establishment of the New Start for Commerce programme. As the place and significance of the associated study skills lectures and courses were revealed, I sought and obtained an interview with the person who had been associated with these developments. An interview with Dr Noeline Alcorn, the Director of the Centre for Continuing Education from 1985-1992, completed my programme of unscheduled interviews.

From reading which accompanied the research process, I became aware of issues which influenced adults' accessibility to the formal education system. They were factors which I believed, critically influenced the way the New Start programme functioned. A history of the New Start programme which did not include these aspects of the programme, would have been inadequate both in terms of the development of the programme and the experiences of the students who have attended New Start. A discussion of the reasons why adults seek a university education, and factors which enhance or inhibit an adult's access to higher education, lengthened this work considerably.

Both the inclusion of material from the extra interviews and an analysis of practices which enable or preclude adults from studying at university extended the time taken on this project beyond that designated to comply with university regulations. My subjective experience precluded me from writing a spectator knowledge, "a view from above" (Mies,1983), an approach devised from positivist science. As I agree that feminist scholarship can be a "personal enterprise and a collective endeavour" (Reuben,1978:217) and as I sought to empower both the subject and the subjects of this research project, I was reluctant to limit the work. I resisted the requirement to comply with the inherited, institutionalised credentialling systems of the university, designed for positivist science (ibid,1978). My resistance was accommodated by an extension of time from the University. This enabled me to complete the project in a way which adequately addressed the issues incorporated within the development of a programme for adults who wish to expand their knowledge or upgrade their academic and/or vocational qualifications by entering a degree programme.

Conclusion

This chapter has outlined the research methodologies employed in this thesis. Both documentary material and oral testimony have been used and are viewed as complementary sources.

Many principles of feminist research have been incorporated in this study. Working from a feminist perspective has allowed me to acknowledge that my position in the world, and my experience of having accessed university through the New Start programme, influenced the questions I asked. I also

considered that the exclusionary practices noted by feminist scholarship and an analysis which noted the diversity of experience, were relevant.

An emancipatory research framework was selected and seemed appropriate because I believed that the goals of enlightenment and empowerment embodied within this approach, were particularly apt for a programme which aims to enable and empower its subjects.

CHAPTER THREE

Almost Separate Spheres: The Education of Adults and University Education in New Zealand

However varied the functions of universities in the modern world, they retain their central role as providers of post-secondary education for a substantial proportion - and, in many countries, the ablest proportion - of secondary school-leavers who have the ability to pursue further studies and wish to do so. The millions of young men and women who, term after term, semester after semester, have registered and re-registered on campuses around the world for first degrees and diplomas have given the modern university its distinctive appearance, architecture and character.

(Organisation for Economic Co-operation and Development,1987b:34)

To provide an historical basis for the establishment of the New Start programme, this chapter will outline relevant developments in the education of adults and the diversification of post-compulsory education up until the mid 1970s, the date when the New Start programme was established.

As educational practices in New Zealand were developed along lines settlers had know in the parent British system, the education of adults was predominantly catered for outside of the formal education system. A university education was to develop the intellect of that small, select group of school leavers, who would become leaders of the nation. Early colonialists, who rejected notions of privilege "and deliberate policies of social subordination" (Renwick,1975:10), modified the restrictive practices of the parent university education model. The colonialist's desire to spread the benefits of education as widely as possible throughout the community, resulted in liberal entrance regulations which allowed adults to study at New Zealand universities. While a university education was predominantly regarded as being a select group of school leavers, many university students

did not complete their studies within the conventional time considered necessary to complete a degree. Others "resume[d] study after a break" (Renwick,1975:16) or entered university through provisional admission regulations.

The late 1960s saw the beginning of a trend which resulted in an increase in the number of adults who entered university. A number of factors combined to increase the percentage of the university population who were over 25 years of age. As the result of demographic and social shifts, an expansion and diversification of employment opportunities and an accompanying credentialism, adults sought new, or upgraded their existing educational qualifications.

Adult Education

In the first half of the twentieth century, the education of adults tended to be liberal in character and carried out within the somewhat narrowly defined framework of adult education. For example, in 1968 The Director General of Education described adult education in New Zealand as being a voluntary, non-vocational activity for those individuals who wish to "extend their knowledge in cultural and liberal arts subjects" (Sheen,1968:128). More formalised adult learning was viewed as a leisure time activity, an optional extra, for those wanting to be uplifted, extended or entertained. It was an activity undertaken by two distinct groups of people. The first were most likely to be middle class, usually women, who attended classes for 'leisure and pleasure'. The second group tended to be those with minimal secondary schooling for whom adult education was remedial in nature; it filled in the gaps left from education in childhood (Garrett,1974).

Before the 1950s, a primary purpose of adult education was to educate and improve the mind of an individual so that a person was better equipped to become a responsible community member and contribute to the democratic needs of society (Williams,1978). By the early 1950s the ideals of an educated democracy were overtaken by attendance at practical courses not associated with university learning. The increased attendance at hobby classes such as cake decorating, dressmaking and painting, were thought by some to offer a limited range of adult learning. Tutors, particularly those who had a

university education, were "looking for a new role in adult education for New Zealand universities" (Williams,1978:13).

Responsive to the wishes of people in their leisure hours, adult education (the poor relation in the family of education), was very much a separate entity from degree studies. Adults who studied in degree courses were 'at university', not learning within 'adult education' (Williams,1978). The two forms of learning had separate administrative systems.

University Education

The establishment of universities in New Zealand was influenced by the highly selective systems of both England and Scotland (Parton,1979). At the time of foundation in the mid-nineteenth century, university education was designed to develop the intellect by exposure to the 'liberal arts'. Learning in the liberal tradition introduced those considered the more intelligent members of society, to that body of knowledge which was thought appropriate for the gentlemen (and a few women) who would become leaders of society (Allen,1981). The established norm for the student body was young people, between the ages of 17-24 years. Those who attended university did so after their schooling and before moving into the paid workforce. It was an uninterrupted process which made the knowledge and skills of the university available to a selected few (Williams,1978).

The university took this selected proportion of the able young and educated, examined and graduated them into the professions, public service, businesses and industry (Irvine,1988). Considered the 'highest and final stage' of education (Campbell,1941), university learning encompassed a tradition of scholarship which held an elite position at the top of the educational pyramid (Ellwood,1976).

University Education in New Zealand

Despite a small population and limited resources, a university was regarded as essential by many early New Zealand settlers and politicians. It was argued that a local university would allow the able young to "achieve the highest possible standards of education and culture... for material and moral

advantage" (Thompson,1920:14). In addition to education being beneficial to the cultivation of gentlemen, [sic] supporters suggested that in local universities, learning could be based on and adapt to the needs of the developing colony (Beaglehole,1936).

From the outset the restrictive, elitist practices of the English parent model were modified by political and educational policies which endeavoured to provide equality of educational opportunity. As outlined by Renwick (1975), the debate over who should study at university was a continuing and controversial issue, often hotly contested. Throughout its existence, from 1870 until its dissolution in 1961, The University of New Zealand was subjected to tensions between those who supported a more open entry system and those who believed that a university was an exclusive place of higher learning and scholarship. The dominant view held by New Zealanders was that universities were seen "less as enclaves of privilege" and more "as ladders of opportunity for the able and aspiring" (Renwick,1975:13). Aware of the electoral implications of more restrictive entry regulations, politicians were reluctant to introduce any measures which restricted access to university.

The resistance of the New Zealand population, to attempts designed to limit access to university learning, produced patterns of university attendance which were distinctive to this country. Against the wishes of many of the professors, a relatively 'open entry' system was tailored to accommodate the learning and earning needs of students. Provisions which enabled students to earn a living while attending university also permitted study on a part-time basis (Renwick,1975). University timetables were organised to accommodate the demands of those who worked in the professions and state services so that in 1925, 68% of students attended university on a part-time basis. On average, it took part-time students twice as long to complete a degree as those who studied full-time (Parton,1979). By 1968 The Director-General of Education was able to state that although "degree courses have not usually been regarded as part of adult education... the tradition of part-time study...might well have made them so" (Sheen,1968:128).

An additional section of the regulations gave a further group of adults access to degree studies. Over the years, statutes enabled students to continue degree courses after a break from study and provisional admission regulations permitted entry for those over 25 years of age (Renwick,1975). These 'open entry' policies combined to create a university population of

which many were over the age of 25 years, the conventional age by which an undergraduate degree was most usually completed.

Pressures to Change

In 1925 the government appointed The Royal Commission on University Education (The Reichal-Tate Commission) to investigate university education. The Commissioners, who expressed their disapproval at a number of aspects of New Zealand universities, were particularly critical of the standard of learning. They argued that one of the reasons for a poor standard of scholarship was an excessive number of part-time students. The commissioners believed that such students did not in fact receive a university education. It was they said,

...contrary to all commonsense... to suppose that a body of young men [sic] who come to their studies after a full day's work.. can engage in them with the same freshness of mind and keenness of interest as they would if they were able to devote to them their undivided energies, free from all outside interruptions

(Parton,1979:224).

Within the universities, professors believed that the liberal entry conditions were responsible for the high failure rate of students (Sinclair,1983). However, politicians, still mindful of the constituents' attitudes, again rejected the elite, exclusive systems of scholarship and higher learning preferred by the commission and the professors. They believed that equality of opportunity for advanced education should continue to be available to all who sought it (Renwick,1975).

Again in 1959, university education in New Zealand was the subject of investigation by a government appointed committee. To assess the future of university education, the New Zealand government set up The Committee on New Zealand Universities (The Hughes Parry Committee,1959). Recommendations which connected university education with national development also endeavoured to redefine a university education as the completion of a young person's formal education (Sinclair,1983). It was an evaluation which was not peculiar to New Zealand. By the late 1950s, when an increasing number of students were qualifying for entry to university and

the achievements of those at university were under scrutiny, governments worldwide were being forced to consider the role of universities.

In Britain the government was told by the Robbins Committee that economic development depended upon higher education. The Committee argued that financial commitment to higher education was a 'sound investment of public funds'. According to Robbins, a reformed higher education system was necessary in order to maintain "an adequate position in the fiercely competitive world of the future" (Allen,1981:28). In America federal money was being used to support targeted American university research projects in areas of defense, health and scientific and technological developments (Kerr,1963).

A major recommendation of The Hughes Parry Report (1959) was that university education should be organised as a term of post-compulsory education to be completed in minimum time. The Committee had noted that as many New Zealanders believed academic credentials were considered not "an indispensable passport to worldly success", the part universities had to play in the education of men and women had yet to be realized (Renwick,1975:11). Members believed that pioneering traditions, which catered for today and tomorrow but placed little value on planning ahead, and attitudes which favoured qualities of "practicality, physical strength and adaptability over book learning" (Alcorn,1992:4), were still in evidence. As a result, "the imagination of the New Zealand public has not been sufficiently aroused to the unique importance of the universities for the continuance of this growth and development" (Hughes Parry Report,1959:13). Consistent with emerging beliefs in other countries, the Committee argued that higher education was essential to future economic development and thus the standard of living achieved. In order to expand and diversify the range of goods and services needed to maintain growth and development, the universities should be encouraged to educate and train the "very large number of highly educated and imaginative men and women" needed in the years ahead (ibid:14). As the growth rate required was higher than the growth of the population, the Committee included proposals on how to achieve an expansion of university student numbers.

More School Leavers Encouraged into Universities

The Hughes Parry Committee (1959) regarded the extent of part-time study unsatisfactory and also believed that financial difficulties prevented many from being full-time students. To overcome this problem, the Committee suggested a two-tiered system of scholarships and bursaries to assist students to undertake full-time study. School pupils who attended school for a longer time and thus prepared more specifically for university would have access to financial scholarships. In addition, to encourage students to study on a full-time basis at university, the scholarships were only tenurable for a restricted period of time. University lectures were rescheduled into the daytime hours considered suitable for full-time study (Dakin,1973). The implementation of these measures increased the percentage of full-time students (Gould,1988) and consolidated the perception of university education as being the completion of a young person's preparation for the workplace.

As students (or their parents) recognised that the professional and vocational training provided by universities offered an opportunity to a better future, university enrolment grew. From 15,809 at the time of the Hughes Parry Report (1959) enrolment had, by 1975 expanded to 42,122 (New Zealand Official Yearbook, 1977). Minogue (1965) argued that by the mid 1960s some people were beginning to see that access to better jobs and the accompanying financial rewards gave those who had gained higher qualifications a greater share of the material, social and cultural benefits of society. For a few years it was popularly thought that "part-time enrolment was inconsistent with the purposes of university level work, and out of line with what was regarded as appropriate in other countries" (Organisation for Economic and Cultural Development (OECD),1983:63).

The commonly held belief that access to credentials should be a universal right, however, ensured that access to university remained relatively open. Provisional admission regulations which enabled 'mature' people to enrol in university continued. These regulations admitted people over the age of 25 years who did not have entrance qualifications or those who had gained other qualifications such nursing or teaching certificates. The ability for adult students to study on a part-time basis was increased in 1960 when Massey University launched its extra-mural study courses (Owens,1985). Unlike the situation in America, where part-time students were considered to be extension students, New Zealand students enrolled in extra-mural courses

were regarded as being part of a regular university course and that the degree obtained was not considered to be inferior in any way (New Zealand National Commission for United Nations Economic, Social and Cultural Organisation,1972) (UNESCO).

Changing Needs and Opportunities for Adults

Continuing education needs to be fostered not only for its essential role in promoting economic prosperity but also for its contribution to personal development and social progress. It can renew personal confidence, regenerate the human spirit and restore a sense of purpose to people's lives through the cultivation of new interests. In short, both effective economic performance and harmonious social relationships depend on our ability to deal successfully with the changes and uncertainties which are now ever present in our personal and working lives. That is the primary role which we see for continuing education.

(The Fifth Robbins Principle for Higher Education. NIACE,1989)

The redirection of education for adults was not confined to the retraining and upskilling of the educationally privileged. Changing social goals, shifting demographic patterns, a constant expansion of knowledge, technological innovation and new vocational opportunities all combined to alter educational patterns. These influences and the demand in the workplace for higher qualifications were factors which placed a greater emphasis on education. It was a reorientation of education patterns which required more than increasing opportunities for the elite few at the top of the educational pyramid (Ellwood,1976).

In the 1960s, many people expressed considerable dissatisfaction with the existing formal systems of education. In the critical environment of the time the established practices of education were constantly challenged by a "continuous ferment of new ideas" (Perry,1978:1). In Britain, adults whether qualified or not, experienced exceptional difficulty in gaining entry to university. That so many were unable to gain access to advanced learning was regarded by some as a waste of national resources (Shaw,1969).

The Open University in Britain

A very successful British experiment in the post-compulsory education of adults became an important influence on the education of adults in other countries. The British Labour Government of 1964 believed that education was one of the means by which economic and social goals, considered essential for the nation's economic and social well-being, could be addressed. Therefore, to provide opportunities for retraining and to fulfill objectives of egalitarianism in education, The British Prime Minister Harold Wilson proposed the formation of a new university. The Open University was to cater for any adult who could benefit from the tuition offered whether or not they held recognised tertiary entry qualifications. Study could be undertaken on a part-time basis. Before proceeding on to degree studies all students were required to take a bridging course. The 'Foundation Year' was intended to assess the ability and interest of potential students, while giving them an introduction to what is involved in undertaking academic studies (Ellwood,1976).

It was considered that this innovative form of university learning would cater for those who were excluded from study in the full-time courses provided by British universities; young people shut out of existing universities, those who felt the need to upgrade their qualifications, people with physical handicaps and those who needed to remain employed while they studied. The qualifications obtained were to be equal in calibre to those from other universities (Shaw, 1969). Successful, both in terms of numbers who have attended and the pass rates they have achieved (Wilby,1975), the experience of The Open University demonstrated that adults in degree programmes did not lower academic standards. The Open University also challenged the concept that degree programmes were the preserve of school leavers who studied full-time.

In New Zealand, where universities often looked to their British counterparts for ideas, such shifts in emphasis were important. Although New Zealand adults had always had the opportunity to re-enter university only a small number did so. The impact of The Open University combined with social and demographic factors, exerted considerable influence on the thinking and practices in relation to the institutionally-provided education of adults.

Demographic and Social Influences on Education

Demographic and social shifts in the early 1970s combined to alter the composition of the post compulsory student population in New Zealand. The proportion of school leavers going on to university, declined. Young people who were now being taught at school to 'think for themselves' did so by not proceeding on to tertiary institutions at quite the rate expected (Garrett,1984). Many, who regarded the lengthening period of continuous education uncongenial, were attracted to either well paid positions in the workforce or to a variety of new technical institute courses. Some chose to combine part-time study with work and/or family responsibilities (Garrett,1984).

As well as a reduction in the numbers of school leavers moving into this sector, there was a growing demand from adults for access to university education. Complex "demographic factors of increased life expectancy, earlier marriage, declines in fertility and size of family" created an increased number of adults who sought access to education (West, Hore and Eaton,1980:7). Women were particularly and significantly affected by the increased control they had over fertility, as well as the number and spacing of children. Supported by the challenge which the women's movement mounted against the existing social structures and practices of the workplace, women remained in or re-entered the paid workforce. Both the women, and husbands whom women were now able to support financially, entered institutions of higher education (West, Hore and Eaton,1980).

Those affected by a changing job market sought access to further education and qualifications. The knowledge explosion and the demands of business, professions and industry for a wider range of higher qualifications, fuelled a growth in the number and variety of academic credentials available as an entry point to an occupation. The credentialling expansion of the early 1970s was compounded by the effects of the recession of the mid 1970s. An overfull labour market severely undermined the New Zealand ethos which regarded qualifications gained on the job, 'in the university of hard knocks', more favourably than academic achievement (Renwick,1975). Employers, who selected those applicants with the higher qualifications, raised the level of achievement required. Academic qualifications were now seen as necessary for both access to, and indicative of, the level of performance required for that occupation (McDonald and Livingstone,1984). Many in the workplace who now considered their educational background inadequate, felt the need to

upgrade their qualifications. Those made redundant or seeking to re-enter the workforce were forced to obtain the academic qualifications they lacked. These circumstances particularly affected the increasing number of women who now stayed in or sought to return the workforce. The limited range and extent of their initial education, was frequently found to be inadequate and unacceptable for positions they now aspired to (Working Party on Aims and Objectives for EDC,1974).

Education and Adults

'International Education' Year in 1970 triggered considerable debate on the state of education in New Zealand. Some people now considered that the education of adults was necessary for the social and the economic development of the nation. Those who argued that access to learning was a basic human right, also argued that learning should no longer be the preserve of the young to prepare them for a particular place in life. A worldwide expression of the changing emphases in education was seen in the emergence of terms such as 'education permanente' (in Europe), recurrent education (OECD) and lifelong education (UNESCO) (Ireland,1978).

Many educators now argued that it was no longer appropriate to subscribe to the terminal concept of education in which university studies were the pinnacle of a young person's education. Education should no longer be considered a package, a "one shot inoculation against ignorance" (Garrett,1974:157), to be completed as soon as possible to enable the 'educated' person who had finished her or his education to function in the adult world (Legge,1982). Change, both within a person and continuing social and technological change, would place people in situations where they would be required to extend or renew their learning (Garrett,1974). At the same time new psychological studies (for example, Botwinick,1977; Horn,1970; Owens,1966; Schaie,1978; Schaie and Parr,1981; cited in Cross,1981), pointed out that people retained their ability to learn well into adulthood. Researchers in the area of cognition argued that intelligence is not a fixed ability but a product of experience and learning which increases with adequate mental stimulation (Woolfe, Murgatroyd and Rhys,1987). Some educators argued therefore, that those who wished to learn should have access to education throughout life; that all members of society should have access to

a full range of educational opportunities in forms and at times which suit their needs. No form of education or training should be confined to those below a specific age limit. It should be possible for anyone at any age to re-enter any area of education, and to receive instruction adapted to his [sic] age and circumstances.

(New Zealand National Commission for UNESCO, 1972:11)

Furthermore, as well as a fulfilling work requirements, adults should have continued access to learning to ensure that they experienced a satisfying leisure time (Sheen,1969).

Diversification in Post-Compulsory Education.

In 1974 all aspects of education within New Zealand were considered in the nationwide discussions on education set up by the newly-elected Labour Government. Throughout the Education and Development Conference (EDC), in which there was a consensus that "...old education had been 'too narrowly conceived' and the objectives of our education system too limited" (Williams,1978:225), many references were made to the concept of lifelong learning (Dakin,1988). The belief that all people had a right to develop their abilities was particularly suited to a society which continued to pursue egalitarian ideals. Adults, it was suggested, had learning needs which were different from but not less than those of children (Williams,1978).

An expanded concept of 'continuing education' was also thought necessary to cope with the pace of change. Conditions were being created which meant that people may not always 'complete' their education the first time round or necessarily choose an occupation that would suit them for the rest of their working life (Garrett,1984). To cater for such needs, the Working Party on Aims and Objectives of the EDC (1974) made recommendations for improved access and diversification of learning choices as well as social equality.

In 1975 in a paper written for the Organisation for Economic Co-operation and Development (OECD), the Director General of Education outlined how New Zealand attempted to achieve equality of educational opportunity. Renwick (1975:8) stated that in this country the preferred term, 'continuing education', "covered the same semantic territory" as 'recurrent education' and 'lifelong learning'. Changes in attitude and practice, which took into account

the "interests, needs and circumstances of people at different stages of their life," were indicated in the 1974 amendment to the Education Act. Continuing education now referred to all post-compulsory education, including vocational and non-vocational education but not university or teachers college education (ibid:31). The term 'adult education' was superseded by an enlarged use and understanding of the phrase, 'continuing education'. The new usage of the term 'continuing education' also reduced longstanding divisions between 'adult' education for leisure and vocational education which led to qualifications. As greater competence in either vocational or non-vocational areas were now considered valuable contributions to society, it was believed that such categorisations had become outdated. People frequently sat in the same course for both vocational and non-vocational reasons, while others such as those training to be voluntary social workers, took 'non-vocational' courses (Garrett,1984). As continuing education did not cover university education, the education of adults in university was a separate issue.

Committed to "make the best use of the skills of the total workforce", the government assisted the diversification of educational opportunities for adults (Renwick,1975:35). From 1974, when 13 secondary schools opened their doors to adults, many took the opportunity to upgrade their qualifications. In regional areas from 1975, newly-styled community colleges provided a wide range of general studies courses of a post-secondary education nature. Adults also made good use of courses offered by the Correspondence School and the Technical Correspondence Institute (Renwick,1975).

Growth in the extent and complexity of technical institutes also arose from a desire to offer courses above the trade and technical level, and the ability of these institutions to respond to the increasing need for mental skills and sophistication in learning. An economic recession in the late seventies caused people with narrow forms of vocational preparation, limited qualifications or who were unemployed or made redundant, to seek new training opportunities which met the needs of a rapidly changing economy (Renwick,1981).

In the 'halcyon economic times' of the late nineteen-sixties and early nineteen-seventies, technical institutes experienced almost unrestricted growth. Adults, who could study on a part-time or full-time basis, were offered a wide range of vocational, cultural and recreational study opportunities (Fargher,1985).

Being more outward looking than universities, technical institutes responded to the dual requirements of industry and commerce and the needs of students (Lee,1970). New courses were developed in response to pressure from a growing number of technical and professional occupational specialties which wanted to raise the qualification levels (for example, accountancy, building construction, and medically related occupations.)

Amidst this growing demand for increasingly specialised learning, an expanding array of professions, businesses, public services and industry sought to increase their stature by requiring a university education as a condition of entry. By guarding the routes to these higher status jobs, the university retained its place at the top of the learning pyramid (Lawson,1979).

Social Objectives of Education

As was happening in other western, industrialised societies, many New Zealanders argued that, as well as being essential for continued economic growth, education should contribute to the social good of the community. People who argued that inequalities in society and education were a danger to the fabric of society, suggested that quality of life was more important than striving after material things (McDonald and Livingstone,1984). In societies which had become increasingly urbanised, organised, industrialised and technological, it was considered by many that education should be the means by which related social problems could be addressed. Governments, and those who sought social equity, saw education as a suitable means of addressing problems of race relations, unemployment, poverty and crime (Ellwood,1976).

The New Zealand government was reminded of Peter Fraser's comments forty years earlier. "Education is not enough if it teaches us how to make a living. Education must teach us how to live" (quoted in Advisory Council for EDC,1974). When social problems of race relations, unemployment, poverty and crime, brought attention to inequalities within society, particular groups were identified as needing improved access to education if they were to improve their quality of life. In particular, it was believed that educational practices should be altered to assist disadvantaged groups such as women, Maori and Pacific Island people and those who were handicapped in some way. Educationalists pointed out that as policies of equal opportunity had not

resulted in equality of outcomes, they should be replaced by a concept of 'equity'. Additional financial assistance should be made available to assist the educationally disadvantaged move out of their position of disadvantage (Morris Matthews,1995). Such a recommendation challenged ingrained attitudes and expectations which restricted educational participation of such groups (Renwick,1975). This represented a shift in emphasis from that where the state should prepare individuals to fulfill their social duty, to one in which the state had a responsibility to ensure that an individual lives fully and thus is able to contribute to the good of all (Williams,1978).

By the 1970s it was clear that Maori and Pacific Islanders, clustered in the lower socio-economic strata of society, had failed to gain the rewards from Pakeha educational systems. A growing public awareness of Treaty of Waitangi issues drew attention to successive educational policies and institutions which negatively affected attitudes and aspirations of Maori (Awatere,1975). Maori and Pacific Islanders who, within the formal educational systems experienced a lack of cultural identity and respect, also found the impersonal and competitive systems uncongenial. While the low attendance of Maori and Pacific Islanders at university was recognised by some to be a problem of poverty as well as ethnicity (Adams,1973), it was acknowledged that specific efforts must be made to improve the ability of the education system to cater for the needs of Maori and Pacific Islanders. Some community colleges, in areas of high Maori population, were given 'particular responsibility' for the educational advancement of Maori adults (Renwick,1975).

The Working Party of the EDC (1974) endorsed an earlier report on Maori Adult Education (Te Hau; Chairman,1972), which regretfully noted the reduced involvement of university extension departments in Maori adult education. It was observed that, following the recommendations of the Parry Report (1959), new patterns of extension education appealed to the educationally privileged, a very small minority among the Maori people. In addition, attempts to develop University Extension programmes of interest to Maori adults in an urban area, did not reach the many Maori in rural districts (Te Hau; Chairman,1972).

Endorsing a Commitment to the Education of Adults

In 1973 the first Officer for Continuing Education was appointed to the Department of Education (Dakin,1988). To cater for the emerging profession of continuing education, there was seen to be a need to train continuing educators (Clift,1977). It was suggested that a variety of programmes was required to meet the diverse training needs of both teachers and programme developers (Garrett,1974). In addition to specialist appointments in universities, training colleges and technical institutes for the training of adult educators, the National Council of Adult Education recommended that each university should have a staff member specialising in the study of adult education as an academic discipline. Further, to gain knowledge and understanding of adult learning, money should be made available for study and research into the education of adults (Dakin,1988).

While ease of access into and within post-compulsory education was viewed as essential, the National Council of Adult Education (1975) considered an Open University unnecessary in New Zealand. The members of the Working Party argued that increased access to university should be achieved through expansion of part-time study in all universities and extra-mural study through Massey University. The results achieved by The Open University however were quoted to support the notion of extending educational opportunity and that doing so did not sacrifice academic standards. What was recommended were bridging courses which permitted older people or those who considered their educational background inadequate, an opportunity to study further. As "maturity and experience of life can sometimes compensate for lack of formal qualifications" bridging courses would "equip older and less-qualified students" for further study (Advisory Council for the EDC,1974:83). Among the submissions to the Educational Development Conference were proposals from two educators in the Centre for Continuing Education at the University of Auckland. Dr Ranginui Walker suggested that courses completed outside of the university could fulfill the pre-entry requirements for a university course. In his submission, Dr Richard Bedggood argued for greater accessibility to the university for those who had special needs, such as women and ethnic groups (Walker,1974).

Conclusion

Until the end of the 1950s, learning that adults undertook in formal settings was termed 'adult education'. This was understood to refer to learning for pleasure or personal development and was carried out in leisure hours. A university education was predominantly understood to be that learning undertaken by students who, on completion of their schooling continued on to university. As for much of its early history, New Zealand was a country which did not place a high value on university education, efforts to restrict attendance at university to a term of post-compulsory learning for a small, select group of school leavers was countered by a number of influences. Ideals of egalitarianism, and the tolerance of part-time and extra-mural study sustained a relatively open-entry system that included people beyond the traditional age of completion.

In the 1960s, as the result of social, demographic and economic influences, an increasing number of adults sought university education and qualifications. The practice of allowing adults to study at university was furthered by the establishment of the Open University. Experience in Britain had shown that there was a demand among adults for higher education and that adults were very capable students.

Education within this period was education was also influenced by the notion of equity. This was a recognition that as not all groups within society were catered for equally, additional assistance should be given those who were educationally disadvantaged.

CHAPTER FOUR

Merging the Spheres of Adult Learning and Higher Education

...the wider purpose of the university should be to make university learning available to all who seek it and are able to profit by it, wherever they may be and whatever purpose they desire to serve in their own lives and in the larger society...

(Morrison,1970:2)

By 1976, the year in which the New Start programme was first trialled, the programmes offered to adults by the Centre for Continuing Education at The University of Auckland had been significantly influenced by two reports. The government-appointed Hughes Parry Committee which reported in 1959 was followed in 1973, by a review of the department undertaken by incoming director, Peter Tillot. These reports prompted a change in the emphasis of the courses offered. To provide programmes 'at the level of university scholarship', the Centre for Continuing Education retained courses of liberal learning and replaced practical courses with vocationally useful, certificate or diploma awarding courses. Adults frequently used continuing education courses run by university extension departments, as a means of obtaining the educational qualifications now demanded in the workplace.

This chapter will outline how internal and external forces, and the personal beliefs of key individuals combined to create a programme which converted 'maturity' and the wish to learn, into a positive learning experience for adults who entered university.

Redefining Adult Education at University Level

The Hughes Parry Committee (1959), although not directed to do so, reviewed adult education offered by the universities. The Committee's report

included some recommendations on the development of departments of university extension. The Committee believed that the extent of this British model of university level education for adults, should increase. In a move away from organizing and being associated with all adult education in the region, the Hughes Parry Report (1959) recommended that university extension departments should restrict their attention to courses which were related to the university's professional, scientific and technological programmes of study. This redefinition was expedited by the climate of change which accompanied the devolution of the University of New Zealand into individual colleges that were entities in their own right. In response to the directives and intentions of the Hughes Parry Committee, in 1963 The Department of Adult Education at The University of Auckland became a fully integrated department of the university and renamed The Department of University Extension. While departments of university extension in New Zealand were never, like their British prototype, required to provide an extensive extra-mural service for students who were denied access into university, extension classes did become a conduit into degree studies (Williams,1978).

It was the view of the Hughes Parry Committee (1959) that the education of adults in universities was an appropriate activity for university extension departments. Having noted what they believed was a reluctance of the universities to become involved in the 'important' work of adult education, new directions for the purpose and practice of education for adults were suggested (Tillot,1973). Education for adults, at the level of university scholarship, should be provided by departments which were considered an 'extension' of the university. The Committee also recommended adults should have access to courses which related to the economic and social, as well as the cultural needs of the community. The Hughes Parry Committee (1959:11) believed liberal arts courses, which had become an "accepted function of the university's adult education activities", should continue. The Committee argued that these programmes fulfilled the responsibility that the university had to "channel the fruits of its investigation and thought, and the thought of others to the informed public" (ibid,p11). It was also suggested that university extension programmes should respond to the new skills required in a changing world and the growing emphasis on specialisation, training and certification which were being demanded in the workplace. "In a world in which change has become constant" and knowledge soon becomes obsolete, universities should make the expanding body of knowledge available to those

whom they had once trained" (Morrison,1970:4). As the educational needs of the country moved away from the "critical skills of an informed citizenry" towards those of the 'expert worker' (Williams,1978:15), extension education should provide opportunities for "periodic refreshment and upgrading of [skills for] those who want to keep abreast of the scientific and social change in their fields of special interest" (Hughes Parry Report,1959:11).

Delighted with such encouragement the universities were quick to respond. They established courses in accordance with the strengths and interests of each university and the needs and demands of their local and regional client group. In the process of 'colonizing this new field of vocational education' universities offered "refresher courses for occupational and professional groups, seminars and study conferences upon community matters..." (Williams,1978:191). The basis had been laid for non-credit, certificate-awarding programmes which universities offered to adults from the early 1970s.

University Extension at The University of Auckland

There appeared to be continued difficulty in precisely defining the subject boundaries of university extension. Many university teachers were reluctant to devote very much time to this 'extension of their teaching'. Many also were still critical of the connection between university learning and employment (Morrison,1970). Nevertheless, in response to student demands, the department set up certificate and diploma courses in criminological studies, personnel management and in social work. It also provided 'refresher' courses for occupational and professional groups and offered seminar and study conferences on community matters (Williams,1978). Aware of the changing concept of continuing education, Mr Morrison (1970:5) argued that the new department needed to "adapt current practices even if they are time-honoured" so that they could cater for the 'changing aspirations and emerging needs' of adults. In future he suggested, men and women would seek further education for vocational reasons as well as to make better use of their leisure time.

In 1971, newly-appointed director of the Department of University Extension Studies, Mr Peter Tillot, found the 'role and function' of the department had still not settled. The situation was outlined in a review of the department

undertaken by Tillot (1973). Changes to the Education Act in 1964 had resulted in universities no longer being responsible for the wide range of adult education courses they had previously organised. However in Tillot's view, universities had been left with an unclearly defined policy in relation to adult education so that confusion regarding the organisation and prioritisation of courses had continued. No longer the central organiser for all education in the region, The Department of University Extension had dropped most of the practical classes such as art, home science, horticulture and creative dancing. These had been replaced with vocationally related courses, designed to "refresh and renew the skills of professional, scientific and technological workers..." (Williams,1978:191). Courses also catered for the on-going education of groups such as lawyers, accountants, local body officers, teachers and managers (ibid).

To clarify and refocus the programme a number of changes were implemented. The general programme, which made the knowledge and scholarship available to adults as a leisure activity, was organised within a Liberal Studies section; the certificate and professional courses continued to offer vocationally orientated studies and the Community Education Service offered university expertise and technical assistance into problems of the community such as housing, youth delinquency and recreation. There was also to be a section for Maori Studies. Studies of "Maori 'high culture'... and community issues deemed important to Maori" should be continued as, "Auckland University had had a long association with Maori adult education and there is a large number of Maoris in the Auckland region" (Tillot,1970:30).

In conjunction with these new developments, Tillot recommended that there should be studies in the field of adult education covering the processes of adult learning and teaching techniques. He also believed that the Centre's own programmes should be evaluated and programmes should be offered for teachers of adults.

A Vision of Elite Learning

Two comments which accompanied the changes reflected Tillot's narrow, elite philosophy for these continuing education programmes.

The department was renamed The Centre for Continuing Education (CCE), which Tillot said, was in keeping with the findings of a survey of course participants. Quite unlike the experience of the total population, those who attended the Centre's courses had much higher education qualifications and were therefore 'continuing their education'.

Tillott (1973:33) stated that although it is "one of the roles of continuing education to provide second chance education," some service must be provided to redirect those adults whom he believed would apply inappropriately for university level courses. As the courses in CCE were open to adults, regardless of their qualifications, an educational counselling service would be necessary to prevent the "dissatisfaction and loss of confidence that may arise from taking courses inappropriate to the student's experience" (ibid:33). Alternative educational opportunities should then be made available outside the Centre to which people could then be directed. Counselling was not to assist a person to improve their educational experience, but to sift into appropriate categories. Two years later, a new director, perhaps influenced by changing educational patterns as well as his own experience, expressed very different views.

Shifts in Learning Patterns

Throughout the decade of the 1970s the student population at universities was changing. At The University of Auckland the drop in the number of school leavers and the effects of credentialism combined to produce a first year student body in which one third did not come directly from school. In 1974, almost one third of the just over 6000 students at The University of Auckland were studying on a part-time basis (Sinclair,1983). By 1976, 200 adult students, who did not have entry qualifications, were accepted into the University of Auckland under Provisional Admission regulations (University News,1976). In that year also 22% of first year students were over 21 years and 40% had not come directly from secondary schools (Davis,1978).

Meanwhile, despite an increase in attendance at credit awarding courses, there was a decline in enrolments at the Centre for Continuing Education. From a peak of 9084 in 1969, overall enrolments had fallen by 1974 to 5855. Those figures included the steady growth in attendance at 'professional' courses; from 931 in 1968 to 2101 in 1974 (Annual Report CCE,1974). In assessing the cause for these changes the director noted that in addition to the growing number of continuing education courses which were on offer, adults were showing a preference for courses which enhanced their vocational and professional advancement (Annual Report CCE,1974).

Strands of Resistance to Separate Spheres of Learning

The establishment of a new course within a university is, as described by Morris-Matthews (1993), not a swift or easy process. Citing Goodson (1988), Morris-Matthews outlined how the ideas necessary for creating a new course of study are available over a period of time and come from several sources. Antecedent external forces are the source of ideas which prompt and influence internal curriculum change. Thus the formulation of a new course may result from changing attitudes and practices in society, student demands, and within academia, the ideas and activities of educators. The credentialing demands of older students and the growing acceptance of women in the paid workforce were external forces which in New Zealand continued to resist the construction of university education as a 'finishing school' for school leavers (Duke,1992). Those associated with the education programmes for adults within the university could see the value in supporting adults as they re-entered academic studies. To translate the ideas into a practical reality, commitment and enthusiasm is required by key educators who must then enthuse others especially those who will approve and implement the course.

The new director of the Centre for Continuing Education, who is on record as having suggested the New Start programme (Davis,1978), believed that the university should plan positively for the learning needs of adults. A former part-time history student, Mr E.P. Malone argued that rather than keep up the pretence that the University of Auckland was wholly a full-time university, it should recognise that one third of the students were studying on a part-time basis. In addition, Mr Malone (1975:36) questioned the value of tertiary education which completed a person's "intellectual or professional food for the whole of his life's journey before he reaches the age of 22". Without

compromising academic standards, Mr Malone argued that the university had a responsibility to educate wider than for adolescents and young adults. Rather than being considered 'a bit of a nuisance' the needs of adult students who sought new qualifications, "should be planned for from the ground up" (Malone,1975:35).

Dr P. Becroft, who taught philosophy within the General Studies programme of the Centre for Continuing Education, recalled in an interview one suggestion which was part of the discussion on how to assist adults into degree programmes. Lecturers in the Liberal Studies programme had in their evening classes students who, as they were in paid employment during the day, were precluded from day-time studies. Keen to pursue degree studies outside the regular university hours, a suggestion was made that CCE could offer courses in academic disciplines which could be credited towards a degree. Although this method of making university study more accessible to adults was not taken up, it no doubt contributed to the discussion on how this could be accomplished (Interview 2nd August 1994).

Another stimulus for a programme which gave unqualified adults access to undergraduate studies, was outlined by Professor Deeks, who at that time ran Management and Industrial Relations Courses for CCE. Within the Certificate programmes, which accepted students with little or no academic credentials, there were people who sought academic qualifications to back up their practical experience. Their lack of academic qualifications had precluded entry into degree programmes, particularly those which had restricted entry requirements. For many the certificates obtained were used to gain entry into degree programmes and were thus being used as a quasi New Start. In effect, therefore, the certificate programmes were functioning as access courses to degree studies (Interview, 19th July 1994).

A Positive Plan of Learning for Re-entry Adults

If the director of CCE created the environment for and worked hard to gain the acceptance of a bridging course, it is believed that the specific proposal for the New Start programme was largely the work of Dr John Lambert, an American academic whose area of expertise was Continuing Education. The origins of Dr Lambert's plans are not known. It is interesting to note however, that the only copy of an access programme from that time held in the CCE

library is of The Open Foundation Course begun at the University of Newcastle in Australia in 1974 (Smith and Collins,1977). The programme described in this volume is very similar to that which was originally proposed at the University of Auckland.

The Report of the Sub-Committee of The Committee for Continuing Education of (1975:1) states, that the "sub-committee accepts the suggestion of Dr Lambert that a 'New Start' Programme for adults should be run by the University in 1976". This view is supported by Professor Deeks who added that the programme was conceived by Dr Lambert in order to give adults the confidence to undertake advanced study within the university system. As stated in the proposal, the aim of the programme was to assist "adults who intend to enter or re-enter degree programmes within the university" (Sub-committee Report, July 1975). Aspects of this situation were described to me by Dr Tony Morrison (Interview, 20th September 1994). The university was aware that there were capable adults in the community, many of whom were apprehensive about embarking upon university study. They also knew that for some of those who had braved the return unaided, university study was a struggle.

Although New Start was the responsibility of The Centre for Continuing Education, co-operation was required from the academic faculties into which New Start graduates would proceed and from which lecturers would be drawn. It was therefore necessary for CCE to gain approval from those committees responsible for academic programmes. The Director of Continuing Education sought the co-operation of the Faculty of Arts through the then Dean of Arts, Professor Lacey.

If, as Morris-Matthews (1993) writes, the acceptance of an emergent idea is influenced by the support of a sponsor as well as timing, then New Start appears to have been particularly fortunate in having Professor Lacey as a sympathetic sponsor. From his experience in teaching adults during the war; observing the ability and achievement of one female re-entry student at Cambridge University and pertinent reading which supported the notion of adult students at university, Professor Lacey had become convinced that "the notion of education being something finished at 22 a mistake" (Interview, 21st September 1994). Believing that "education was one of those things you should continue all your life", the influential professor, then set out to convince the departments who would both contribute lecturers to the New

Start programme and teach its graduates as undergraduates. It was, he recalled, "a tricky discussion, but not a major battle" (Interview with Professor Lacey, 21st September 1994).

In his discussions with Mr Malone on the format of the programme, Professor Lacey suggested two modifications to the original proposal. Implementation of these suggestions altered the focus of the course in ways which, I suggest, influenced the emphasis, accessibility and overall format of the New Start programme. Initially it was proposed that students would have sixty contact hours run over two fifteen week semesters of two hour sessions. Also, it was envisaged that the programme "should be seen to be an integral part of the programme of teaching of the university as a whole rather than as an activity confined to the Centre for Continuing Education" (Report of Sub-Committee for the Centre for Continuing Education, 1975).

Official records state that the reduction of contact hours to a more concentrated course of 20 hours was to give students a better indication of university workloads. The reasoning behind this modification was explained by its author, Professor Lacey. Rather than sitting in on lectures and then being told how to write essays and sit examinations, Professor Lacey suggested a shorter, more challenging course would more accurately reflect the rigours of university study. In addition to the shorter course giving students some understanding of a university workload, it was Professor Lacey's belief that the more realistic experience of actually writing assignments which would be marked, and sitting an examination, would be a better preparation for students (Interview, 21st September 1994).

The reorientation of the programme meant that rather than students fitting in and coping with the systems of the university, the programme would be located in and run by the Centre for Continuing Education. It could also focus more on and cater to the needs of the students. The programme became more than just exposing students to the University. Utilising its associations with adult education and experience in providing programmes for adult students, CCE was able to develop a programme which introduced students to the conventions and requirements of tertiary learning within a structure that catered more for their particular needs. An example of this transfer of adult learning knowledge, is the inclusion of study skills lectures in the first New Start programme. Lectures on study skills, given by Dr John Lambert in the Diploma of Management and Industrial Relations courses taught by Professor

Deeks, were included in the first New Start programme (Interview, 19th July 1994), .

It is important to note that, as in all probability the longer course would have been more expensive, the shorter course would have appealed to students (and perhaps the university), both in terms of financial and time commitments. The significance of a short, core course well supported by additional relevant courses, is the subject of Chapter Seven.

Enough Students?

One of the key concerns for the sub-committee of the Committee for Continuing Education in 1975, was whether students would be attracted to the course (Interview, Professor Deeks, 19th July 1994). Similar programmes in other universities had, however, attracted positive responses. In 1975, for example, The University of Canterbury initiated a Liberal Studies programme which was considered to be a pre-entry course for degree studies. The first course which was planned for 40 students, attracted 120 enrolments (Auckland University News, 1975). By early 1975 The Open University of Britain, which had by then 38,000 students of whom 900 had graduated, was being termed "an astonishing success" (Wilby, 1975). Another international comparison is available in Australia. For those who lacked standard entry qualifications, Australian universities offered a varying array of procedures ranging from those which appear to have been fairly intimidating to The Open Foundation Course run by Newcastle University. In 1975, the second year of the programme, the organisers argued that a quota of 80 students was inadequate. As graduates of the course performed well in degree studies the university were well disposed to respond to a suggestion that places be made available to all who completed the Foundation Course. At the end of 1975 there were 160 enrolments for the next year's course (Smith and Collins, 1977).

Conclusion

The introduction of a programme which facilitated the access of adults to The University of Auckland resulted from internal and external influences as well as the commitment of individuals within the university. The New Start programme constituted a shift in the emphasis of courses offered by the

Centre for Continuing Education. Previously, following the directions of the Hughes Parry Report (1959) and the Tillot Review (1973), the programmes of the Department of University Extension at The University of Auckland had been oriented towards providing further education for those whom the university had once educated; those who had already demonstrated that they were capable of learning at the level of university scholarship.

The establishment of the New Start programme at the renamed Centre for Continuing Education reflected a different emphasis. As the result of increasing credentialism and the growing number of women who sought paid employment, adults who may have lacked the necessary academic entrance requirements sought higher vocational qualifications. In response to these trends, the Centre for Continuing Education developed courses which raised the qualification levels of this group of adults. A number of students used some of these courses as a means of gaining entrance to university courses. Alerted to the positive effects of pre-degree programmes and the possibility that there may be more adults who lacked the assurance to enter university, a programme to assist those adults who were apprehensive about embarking upon higher education was planned.

Not aimed at those who, by evidence of qualifications were deemed capable of studying at 'university level', the New Start programme offered unqualified adults or those who lacked the confidence to enter a degree programme, a realistic opportunity of obtaining the satisfaction and/or qualifications of university learning. The acceptance of this access programme within the Faculty of Arts, was expedited by the attitude and influence of the Dean of Arts.

The response to the pilot programme, to assess whether or not there was a market for such a course, indicated that there were a significant number of people over 25 years of age who appreciated the assistance of an orientation programme to access the scholarship and qualifications of an undergraduate degree.

CHAPTER FIVE

The Implementation of New Start Programmes

Since change is inevitable in life...everyone is faced with new situations in which the maintenance of competence demands learning. The desire to understand is a most powerful human motive. The desires to master, to be competent, to be effective,...arise as intrinsic motivations to learn.

(D. Garrett,1974:162)

The programme attended by the 1994 New Start for Arts students attended looks very similar to that offered in 1976. From the first introductory session through topics and skills lectures, to the examination held in the last session, the programme would be instantly recognized by a 1976 New Starter. However, the remarkable achievement of having designed at the outset a course which has continued for almost twenty years, does not mean that there have been no modifications.

An account of the first New Start programme which begins this chapter, is followed in the second section by an outline of developments associated with the core New Start programmes. A review of these developments covers changes to the New Start for Arts programme, a description in chronological order until 1989, of programmes which were developed within the New Start framework and the reasons for their implementation and modifications.

The New Start programmes were established and developed by educators who understood that, while technically adults could gain entry to some university courses, there were many adults who did not know how to re-enter the formal education system and/or lacked the confidence to do so (Davis,1979). Committed to improving the learning chances of all adults, the New Start team implemented and, when necessary, modified programmes to give a greater number of adults access to the personal and/or vocational satisfaction of a university education. Utilized and valued by adults who otherwise might have "found the 'shock' of attending university 'cold', too

much to bear" (Letter in New Start Archives,1988), New Start provides an opportunity for potential re-entry students "to become familiar with 'university culture' in many of its forms" (Findsen,1992a:89).

In constructing this and subsequent chapters, evidence from interviews with students has been used to supplement published material.

The First Course Co-ordinator

A short announcement in The University News (March,1976:15) that the Centre for Continuing Education was having difficulty finding an academic staff member to co-ordinate the proposed New Start programme was followed in July by an article outlining the "Introductory Course for Older Students" which was to be co-ordinated by Mrs Margot Klippel, a lecturer in education (ibid:12). Following her expression of interest, and with the consent of Professor Marie Clay, her Head of Department, Margot Klippel, in addition to continuing her duties in the Education Department (and her PhD research on the cognitive development of children), undertook to set up and run the pilot New Start course.

In her study on the introduction of Women's Studies courses to New Zealand universities, Kay Morris Matthews (1993) found that the introduction of the first courses was dependent upon the energy and commitment of a single person. Although well supported by Mr Malone, the considerable energy, dedication and personality of Margot Klippel appeared to be essential ingredients in the successful implementation of the New Start programme. It may be presumed that Margot Klippel's commitment was fostered by her own experience of having begun her university studies as an adult student.

Margot Klippel was responsible for planning the programme, contacting departments who were willing to participate in the programme and all the administrative details required to arrange the course. The position also required her to respond to enquiries from potential students, organise the selection process and then undertake all that was involved in running the programme. As a liaison person within the University and a mentor to students, it would appear that in Margot Klippel, the Centre for Continuing Education had found a most appropriate ambassador. As Dr Becroft recalled, "everybody liked her. I don't know anybody who didn't. She was one out of

the bag" (Interview, 1st August 1994). And from a student's viewpoint. "She was lovely. She obviously had the academic background, but she was also a lovely warm and supportive person" (Helen, interviewed 18th August 1994).

To Open the Academic Door

As outlined in The University News (July,1976:12), the pilot scheme was "designed to open the door to University for people over 25". 'Provisional Entry' was granted to people of 25 and over because, it was thought that by then a person had gained the maturity which compensated for lack of formal qualifications. Open to "thirty students who intended to study in the Arts Faculty", the course was designed for "those who had been away from the academic environment for a number of years". As well as "giving the participants a realistic expectation of University work..., feedback on the level of performance required" would be given. Study skills would be taught and students assisted in the selection of subjects for university study. To assess the student need and programme outcomes, both the number of students and subject choice were limited. If there was a demand, courses such as science or commerce which required specialised knowledge, could be added later. New Start was not to be a 'refresher' course for failed students and it was thought that people younger than twenty five had "other avenues of gaining admission" (The University News; July, 1976:13).

If the Centre for Continuing Education and the University really did not know whether there was a market for their course, they were soon to find out. Although people over 25 years were technically entitled to enter university, the number who applied for the first New Start course indicated that there were many who welcomed additional assistance to do so. After reading the one centimetre advertisement in the personal column of the daily newspapers or having been alerted by friends within the University, 197 people applied to do the course. Enough people to fill the proposed allocation six times over!

The Selection Process

The initial aim of the New Start programme was to 'orientate' adults who were believed to have the ability and aptitude to study at university to the requirements and practices of degree study (The University News; July 1976).

Thus, students were selected on the basis of results from two psychological tests and an interview by a panel of two or three people. This highly competitive process is illustrated by the reactions of two successful students.

In the first session 158 students sat the intelligence and motivation tests, were given a description of university life, told of the structure of a BA and given the opportunity to ask questions (Davis,1979). Just sitting the test was an experience in itself for two women of this pioneering group. Following the "wild excitement" on reading the advertisement, came another set of emotions and reactions. There was the stimulation and excitement from being one of the "hundreds in the really crowded lecture room". But, from the buzz of the crowd and the thrill of being part of a pioneer adventure, another set of feelings emerged. Julie could "remember distinctly filling in those darned papers... You were being judged on them. Everybody was really worried about them. Lots of people went through that with a whole lot of uptight feelings" (Interview,17th August 1994). From this group, 78 applicants were interviewed by CCE staff. A number of people whom it was believed could not cope with university studies were directed to other courses while 70 students "who were well qualified and did not need the New Start course", were recommended to apply directly to the University for provisional entry (Morrison,1979:13). The final 49 students were selected after being interviewed. For reasons which were not stated, places were given to five Maori people, who it was said, "did not meet the criteria" (Klippel,1977).

Further emotional responses to the results of the interview are described by Julie. "I can remember the high I got from being informed by letter that I'd actually got through the tests and been selected for an interview. I remember desperately trying to find out if anyone else had got one". Heightened awareness continued. "There was this stream of people going through this interview process. I was quite amazed. They must have put a lot of time into it. A hell of a lot of time" (Interview, 17th August 1994).

Helen's determination to keep the door of opportunity open, has given us an indication of some thoughts which guided the interview and selection process. Helen was so keen to be considered a suitable candidate that when asked what she was currently reading and whether she was enjoying it, Helen answered in the affirmative. The not entirely accurate answer was part of Helen's endeavour to portray a sense of confidence and competence which she was not feeling. Then, when told that it was preferred that places were

given to people who did not have entrance qualifications, Helen showed her determination. Upon pressing her claim and relating the support and expectations of her family, the panel enquired as to whether other family members had attended university. That university study had not been part of her family culture was Helen thinks, one reason which helped her to be accepted into the course (Interview, 18th August 1994).

Being selected for the programme was clearly an event of some significance. Letters on file tell us how one person was "very keen to have this chance of tertiary education and feel confident I could cope with it". The emphasis was slightly different for two others. As well as being "really grateful and delighted" on being accepted, the writer intended to "do my best not only for myself, but also to vindicate my selection." Then, as well as being grateful, the third writer intended to "undertake the course with a proper sense of responsibility. It is my intention to take full advantage of the programme offered" (CCE Archives, New Start, 1977).

Sitting in the room as one of the chosen 49 students was a great 'ego boost' to Julie. It was a boost which was almost destroyed. A sole parent of three very young children, Julie saw New Start as an opportunity to create a better future for herself and her children. Well supported by her friends, the Social Welfare Department had other ideas. Angered at their threats to reduce her benefit if she went to university, Julie lobbied her Member of Parliament and wrote to the Director of Social Welfare. Indignantly she asked whether, rather than being on the benefit forever, was it not better that the money should be used to assist her gain qualifications which would enable her to be free of financial assistance from the state? The Department of Social Welfare was persuaded by her argument and Julie entered university (Interview, 17th August 1994).

The First Programme

A description of the first New Start programme and the occupations, educational qualifications, reactions and outcomes of the first group of students has been fully documented by Davis (1978, 1979, 1984) and Morrison (1979). A summary of relevant material has been taken from these accounts.

Course Content

The ten week course of two contact hours per week began with a short presentation by a panel of returnee students who described how they coped when combining the requirements of study with the other commitments in their lives. A one hour lecture, 'typical' of those at Stage One, was given by teachers from eleven departments of the Faculty of Arts. The lecture was to be complete in itself and not a descriptive overview of the subject. To introduce students to as wide a variety of subjects as possible within the limitations of the course, students were to attend all lectures. From material covered in the lectures, students were set eight assignments, which were marked at a Stage One level by the appropriate department. Lecturers also took sessions on note-taking, study-skills, essay writing and examination techniques. The mysteries of accessing material from the library were explained by a librarian who then took the students on a tour of the general library. To round out this introduction to the systems of university, small group discussions or tutorials were offered. An overall assessment was obtained from the grades of the assignments and the end of course examination drawn from lecture material. The final grade obtained could then be cited in support of a request for provisional admission to university (Davis,1978; 1979; 1984 and Morrison,1979).

The Students

Thirty-six of this first New Start group were asked why they did not proceed from school to university and why as adults they sought a university education (Davis,1978,1979). When asked why university education was not undertaken after secondary school, one third of the students cited financial hardship. Other reasons given were lack of interest and university education being seen as inappropriate for women. A different emphasis was given from one person who grew up in England. For her, university studies were not considered because "only the rich or brilliant scholars got a place" (Davis,1978:5). Some adults said that although they were keen to continue their education, they had been deterred by a lack of confidence and an uncertainty about how to re-enter the education system or the need to earn a living and/or care for children (Davis,1978;1979).

In conjunction with the assistance offered in the New Start programme, raised learning, personal and vocational aspirations now appeared to overrule earlier reluctance. The reasons the 36 women and 13 men gave for wanting to go to university were mostly career related. This was followed by personal satisfaction or a combination of personal and vocational development (Davis,1978; 1979). A trend of upgrading academic qualifications was evident in that, seven of the 27 students who had School Certificate and two of the five students who had University Entrance, had gained these qualifications as adults. There were also people whose professions (for example nurses, kindergarten teachers and social workers), were moving towards augmenting or supplanting earlier narrow forms of training with higher academic requirements. The high proportion of women, including the 5 who were solo mothers with dependent children, were indicative of changing influences and perceptions in relation to the role of women.

The Practice of Personal Support is Established

Records of the first New Start course reveal two ways in which Margot Klippel gave adults additional assistance with their learning decisions. Before enrolling for degree studies, students individually discussed their planned course of study with Margot Klippel. This was done to ensure that students had manageable programmes, satisfactory timetables, and knew where the departments and lecture rooms were. Margot Klippel also reported that the amount of counselling, not only of accepted students, but also of those rejected, was one of the unexpected aspects of the programme. Many of the very large number who could not be taken into the New Start course were given information to assist them to pursue alternative educational opportunities (Klippel,1977). Margot Klippel's evident dedication to the needs of the student established a pattern of supporting re-entry adults personally as well as academically. Her commitment to the personal as well as the learning needs of the student became established practice within the programme. It is a practice which followed the New Zealand custom of one person fulfilling the role of educational guidance and counsellor as well as the duties of programme planner, organiser and liaison person (Guy,1982). (The place of educational guidance in the New Start programme is the subject of Chapter Seven).

Diffidence Defeated

The New Start programme was considered successful by students and the university alike. Students reported that they "considered the course most worthwhile" and "couldn't have [entered university] without that course" (Davis,1979:99). From the University's perspective, success was measured from the highly satisfactory 95% rate of attendance at lectures and tutorials and completion of assignments (Klippel,1977). However, to be considered successful in the long term, information on student progress in university studies was required. To assist in assessing the value of the programme, the progress of 1976 and 1977 New Start students at university was monitored. The examination results of the 31 New Start graduates who completed the academic year, constituted a 90% pass rate. It was a pass rate equal to that of high achieving school leavers against whom the New Starters had been measured. This result, which located the students among the top 20% of first year students, was reported in the Times Higher Education Supplement (21st, July,1978) as being a 'staggering pass rate'. Evidence which supported the value of an orientation programme for adults also came from comparisons made between New Start graduates and those adults who, because they had university entrance qualifications, had been encouraged to enter directly into university. At the end of their first year as undergraduates the 35 adults who embarked upon study on the basis of their traditional entrance qualifications, achieved at the much lower rate of 59% (Morrison,1979).

As there were two programmes offered in 1977, all students who wished to attend the programme were offered a place. From this unselected group of students, 45 enrolled at university in 1978. In their end of year examinations, these students achieved an 89% pass rate, similar to the first New Start graduates and well above the 77% pass rate for those who enrolled directly from or within one year of leaving school (Morrison,1979).

The Stresses of being a Re-entry Student

At the end of their first year of university study the 31 students who completed the year were asked to identify what stressors they had experienced (Davis,1979). Aware that re-entry students come to university with "a much larger and more complex baggage of commitments and external constraints than their younger colleagues" (Wagner,1990:49), Anne Davis was

keen to understand how the New Start programme could assist in moderating the difficulties they experienced (Interview, 29th September 1994). The stressors identified were similar in nature to barriers which may deter adults from entering university, (and which will be discussed in Chapter Six).

Most common were lack of confidence in the university setting, difficulties in concentration and recall, conflicting demands on time and financial pressures. Women, who generally have greater family responsibilities, experienced stress in relation to caring for children as well as attending to partners and parents when they were unwell.

Although students reported that the predominant responses from family and friends were positive and encouraging, some parents were criticised for having less time available for their children. The attitude of friends may also be influential. A friend of one student thought that she should be employed not studying, while the friend of another considered that her place at university should be taken by a young person.

Of the 45 students who enrolled for undergraduate studies in 1977, 14 withdrew during the year. Financial difficulties, lack of support from families and the conflict which arose from trying to accommodate the role of student with other roles of work, family member and parent were among the main reasons for withdrawing. Those who withdrew were, on average, most likely to be under 40 years of age.

This withdrawal rate of 31% when compared with a rate of 9% recorded in the late 1990s (Davis,1992a) triggers a number of questions. According to Edwards (1982:71) "...attendance in higher education is influenced by the perception and value attached to the process". Therefore to what extent would this withdrawal rate have been influenced a decade later by, for example, a growing acceptance of women in the paid workforce, an increase in the number of similar aged students at university or the need for higher tertiary qualifications in the workplace?

An additional question relates to modifications of the New Start programme itself. To what extent have subsequent university retention rates been influenced by developments in and associated with the New Start programme? Developments which have resulted in a wider range of academic and personal support strategies being available to New Starters,

and which have incorporated an element of self-selection into the New Start programme.

Programme Developments

...although the students were older than average, and rusty because of a gap in their education, there was a tremendous advantage: almost every [student] had seen matters of life for [themselves] and decided of [their] own free will that [they] wanted to come back to university and get a degree. They had no pressure by parents or teachers, or to conformity to fashion.

(Jones, R.V. 1978:521)

Since 1977, following the premature death of Margot Klippel, the New Start programme has been administered by Anne Davis. When employed as an administrative secretary within CCE and while studying for her MA in education, Anne Davis's contact with the New Start programme began in the pilot programme. In response to a request from Margot Klippel, Anne Davis was one of the panel who described their experiences as re-entry students to the first group of New Starters (Interview with Anne Davis, 21st April 1994). Anne Davis has continued to administer the New Start programmes with the same commitment and dedication begun by Margot Klippel.

In both 1978 and 1979, there were three New Start for Arts programmes; one each in the morning, afternoon and evening. Since 1980 the City Campus of the University of Auckland has held two New Start programmes per year, one during daytime hours and one in the early evening to cater for those in paid employment.

New Start for Arts: Course Content

The subject lectures chosen to introduce students to a 'comprehensive range of possible options', have remained remarkably constant. Of the ten subjects which constituted the content lectures in 1976, six (English, Education,

History, Sociology, Political Studies and Psychology) were still included in the 1989 syllabus. Anthropology was added in 1980 (New Start Archives).

The remaining subject places are varied according to student interest, as well as the availability and willingness of lecturers (Interview with Anne Davis, 29th September 1994). Classical Studies is one subject, which although included in most programmes, has not been offered in every course. It was included in the first programme because Professor Lacey, a Professor of Classics, believed that a person should lead by example. Although he knew that the small department of Classics attracted only a modest number of re-entry students, Professor Lacey undertook to give a Classics lecture and mark the resultant essays (Interview, 21st September 1994).

From accounts of the small number of students I interviewed it was clear that being exposed to a range of subjects and to different lecturing styles, was both an enjoyable as well as valuable part of New Start.

It was a completely new idea for me, to have lecturers come in and give lectures and assignments. Every week you were getting something new. It was quite an experience to be part of it and even though I wouldn't want to study the subjects that we were lectured on, I found it interesting to be there.

(Interview with Roberta, 14th July 1994).

Similarly from Erl, "It gave me a taste of the lecture situation and an introduction to a range of subjects. That was interesting because I knew that I would have to choose some of them - even though I was fairly sure of two I would take - I knew I would have to choose at least two others" (Interview, 26th July 1994). And from a young mother whose main companionship and mental stimulation came from three pre-school children.

...here were these people offering me a wide range of absolutely new concepts, you know, it was exciting, it was wonderful. After the pain and difficulties I had experienced, here were these people - someone from psychology, someone from classics, someone from sociology, and from other departments. There's this range of ideas suddenly being floated in front of you, like lollies in a lolly shop.

(Interview with Julie, 17th August 1994).

For some, a New Start lecture introduced a student to an unknown subject which later became the main focus of their undergraduate study. Gradually, as Fiva started to cope with taking notes from the lectures, she realised that what she was hearing about was what she wanted to study. Now majoring in anthropology, "[i]t was the first time I had heard of anthropology. I didn't know what they were talking about. It's a great introduction. It helps beginners" (Interview, 26th July 1994).

To Lecture in New Start

One of the main aims of the New Start programme is to create a learning environment which caters for the needs of adult students. To achieve this objective the New Start staff seek lecturers who recognise and are responsive to the learning needs of re-entry adults. Having lecturers who have a positive attitude towards adult students and who are prepared to give "positive, clear feedback on assignments" is, Anne Davis believes, one of the key elements of a course which works well for students (Davis, 1992a:4).

The continuity of lecturers' names throughout the years is an indication that New Start staff have lecturers who are both supportive of their programme and most willing to take on this extra teaching commitment. Attitudes expressed in notes from lecturers that 'they would be delighted' (to give the lecture) or 'looking forward to it' (New Start archives) are given some understanding by Anne Davis. Lecturers enjoy it because

New Start students are highly motivated and very responsive. They respond from their life experiences and prior learning. They're keen, they've got questions. They want to be there. There is no dart throwing, feet up on the tables and talking. It is an affirming experience to lecture to students who are attentive and respond enthusiastically.

(Interview with Anne Davis, 21st April 1994).

In contrast to students who have drifted in from school to find out what they will do next in life, re-entry students are seen as people who have been in the world or in the workforce and have made an active decision to enter university (Interview with Professor Irwin, 5th October 1994). They bring with them their experience and a will to learn, and if they gain confidence in

their ability to do assignments and pass examinations they "become wonderful students" (Interview with Professor Lacey, 21st September 1994).

Anne Davis has found that overall, subject departments have been most co-operative and there have been some lecturers who have displayed an intense commitment to the programme (Interview, 21st April 1994). However when, by casual remark or any other indication a lecturer or department have implied that they do not wish to give a lecture or mark the growing number of assignments, the large pool of potential lecturers has ensured that Anne Davis has had no difficulty in finding someone who was willing to be heard by an attentive, responsive group of students.

A minor modification to the programme in the late 1980s served two purposes. As New Start numbers had increased to 80-100 per class, students were offered some choice in the assignments they could write. Particularly in the third term, when lecturers were subject to increasing workload pressures, a choice of assignment reduced the number of assignments any given lecturer was responsible for. It was a practical way of spreading the task of marking assignments and maintaining the course organiser's aim of giving students prompt feedback on their work. This modification also gave students practice in choosing which topic they would write an essay on, another useful preparation strategy for degree studies (Interview with Anne Davis, 23rd November 1994).

A Mini New Start Programme

The time a person decides or is prompted to consider further study, may not fit in with the structures of a bureaucracy such as the university. In October and November the New Start team would have a number of people phone saying "I want to study at university next year. No, I cannot wait to do the full New Start course next year. I want to go to university soon" (Interview with Anne Davis, 21st April 1994). To cater for this emerging group, in 1980 the New Start staff mounted a one day, 'Mini New Start'. While the programme could not give the in-depth assistance and opportunities of the full New Start programme, it gave intending students some knowledge to assist them as they entered into the foreign and bureaucratic world of university. Students were given information on the structure of degrees, what is involved in study at university, enrolment procedures, costs involved and allowances available.

This was followed by a practical exercise which acquainted students with the layout and procedures of the library. Lectures on the essential skills of study techniques, note taking and learning strategies preceded a subject lecture from which students could take notes and reflect upon the content and the process. As well as a brief tour of the campus, students were given opportunities to discuss their study plans and talk about the papers they wished to enrol in.

The Mini-New Start programme has provided a service for those re-entry students who do not wish to delay entry into university for a further year, or who felt that they do not need the in-depth programme. It was an additional means by which the New Start team could introduce re-entry adults to the requirements and conventions of university study.

New Start for People with Disabilities

McConnell (1981:36) claimed that the generalised procedures which English institutions had undertaken to improve disabled student's access to higher education were inadequate. An assessment of the situation had made it clear that "students with a disability require some form of positive discrimination if they are to succeed in achieving their academic aims". McConnell argued that the particular and varied problems faced by people with disabilities needed to be identified and strategies put in place to deal with their specific needs.

The number of students with physical disabilities at The University of Auckland in 1979, would suggest a similar situation. Bicheno and Davis (1981) wrote that in 1979 although 10% of our population are physically disabled in some way, in a roll of 11,700 students at The University of Auckland, only 15 identified as having a physical disability. While there may have been additional students who did not wish to identify themselves as being disabled, the proportion of disabled students at The University of Auckland was very low in comparison to the number in the population as a whole.

In 1980, the year prior to the International Year for Disabled People, Marie Bicheno suggested to Anne Davis that a New Start programme for people with physical disabilities should be set up. As a student with a physical disability and a counsellor for disabled students, Marie Bicheno had a

particular appreciation of the problems and needs of disabled people who studied at university. Willing to support those with good ideas, those who are well motivated and have energy for a project, Anne Davis saw this as an opportunity to address the special needs and requirements of this group of people (Interview, 21st April 1994).

In a proposal to the Academic Committee for a pilot New Start for Arts course for people with disabilities, Anne Davis stated that the course aimed to give the disabled an opportunity to achieve equality with the able-bodied on campus, and assist people with disabilities to achieve maximum independence. As well as developing learning and knowledge skills in the regular New Start programme, additional input aimed to assist the disabled to identify problem areas; to offer on-going assessment and realistic goal setting so that opportunities for adjustment were provided before the pressures of the academic year began (New Start Archives, 1981).

Additional Barriers faced by People with Disabilities

Among the reasons that university study may not be considered by a person with a physical disability are matters relating to previous schooling, mobility and motivation (Bicheno and Davis, 1981). Because of the disability, it is likely that schooling was disrupted or curtailed so that formal schooling was not completed. In the bustle of the everyday world contact with people may also have been limited, especially for those who had lived for many years in institutions. A person who feels inadequately prepared academically or socially, is less likely to embark upon tertiary study.

When, at 14 years of age, Margaret lost her sight, not only was her schooling disrupted but the possibility that she might have studied at university was curtailed. Her learning was directed towards what were considered more appropriate options in the circumstances (Interview, 21st July 1994).

Job rejections prompted Margaret to consider her alternatives. When she was not selected for any of twelve positions she had been short-listed for, and believing that she was as well qualified for the positions as those who had been accepted, a disillusioned Margaret was forced to review her future plans. Although she wondered whether "university was for people cleverer than me", Margaret phoned the university (Interview, 21st July 1994). Initial

enquiries from the New Start staff, in which she did not reveal her disability, were quickly followed by a second phone call in which she stated that she was blind. Without reference to friends or family for assurance or otherwise, Margaret called a taxi and went to pursue the matter further. "Still Joan [Diamond] made me feel as though I could handle it. She was so natural, so friendly and comfortable that I didn't have to be other than who I was" (Interview, 21st July 1994).

It is Anne Davis' belief that problems associated with being disabled tend to override academic concerns so that mobility around campus is one of the major problems for those with physical disabilities (Interview 21st April 1994). Difficulties related to mobility may also mean that a disabled person does not even consider university study. As described by Nicky "the thought of going to university with abled bodied people was difficult for me to comprehend" (Interview on video,1990). Each person must have some understanding of where they will be required to go to and how long it will take them to move between lecture halls. As well as attending the regular New Start programme, the physically disabled students practised going to those areas of the university to which they would be required to go for regular study (New Start Archives,1981). Nicky found this very practical information valuable. As it was a "very big effort to move between buildings", it was important that she knew where they were and how long it would take her to move between them. Having made the first step in a supportive atmosphere in which her particular needs were taken into account, Nicky found that university "was not as daunting as I had thought" (Interview on Video 1990).

Towards Equality with Able-Bodied Students

Margaret was excited and challenged by all that there was to learn. "I didn't know what anthropology was, never mind that there were three kinds. I just soaked it up like a big sponge" (Interview, 21st July 1994). Elated when she received a B+ for her first assignment, Margaret then became dispirited; "everything seemed too much" and she felt that she wouldn't be able to cope with the demands of university study. But despite the pressures of completing an assignment within two weeks and the need to "sweat blood over those assignments", the very determined Margaret, well supported by

her husband and children, completed New Start and proceeded on to study English and Psychology as an undergraduate.

The New Start staff were made aware that people with disabilities did not want to be segregated from able bodied students. Students with disabilities, some of whom had spent most of their lives living in institutions for disabled people, appreciated the opportunity to mix with their able bodied colleagues - "they want to be part of the main stream" (Interview with Anne Davis, 21st April 1994). From feeling anxious about how people would react to her, how she would cope with other students and feeling that she would be very conspicuous, Margaret has found that people are very accepting of her. "I am rarely on my own; people talk to me" (Interview, 21st July 1994). For Nicky, going to New Start opened up the possibility of making friends with able bodied people in a way that she had previously been unable to do (Interview on video). New Start for people with disabilities is no longer advertised as a separate event. In response to requests from students the New Start brochure was altered to state that people with physical and sensory disabilities are welcome to join New Start (Interview with Anne Davis, 21st April 1994).

New Start for Science

By 1982, when the New Start programme was well established, Anne Davis was ready to extend the access opportunities for adult students beyond the Faculty of Arts. Accordingly, in consultation with the Head of the Science Faculty and with the assistance of members of that Faculty, a New Start for Science programme was put in place. The New Start for Science course set out to familiarise students with the lecture and laboratory experience as well as giving an indication as to what was involved in studying for a science degree (New Start Archives, 1982). The programme was similar in structure and length to the existing Arts programme. Students attended introductory and study skills lectures with the New Start for Arts students. Specialist subjects of chemistry, physics and biology were taught in the Science Faculty, so that where necessary students could carry out related laboratory experiments.

It was a course which, as expected, attracted considerably fewer students than the New Start for Arts programme. Study in most science courses required competency in more highly specialised content than was the case for most arts courses. As re-entry adults could not build on experience and maturity in the

same way as for arts subjects, science programmes were a less attractive option. For the university, the amount of work involved for lecturers and demonstrators for the small number of people made the programme difficult to sustain financially. In all, four programmes were held, in 1982, 1983, 1984 and 1986, after which it was decided that as New Start Science was not a viable programme, it would be discontinued.

Preparation for study in sciences continued in other forms. A year long programme which is run on a full-time basis and which includes the option of science subjects, or departmental 'brush-up' courses which are held prior to lectures commencing were developed to cater for re-entry students who sought to enter the Faculty of Science.

New Start for Commerce

In the early 1980s when applications for a place in the Faculty of Commerce were well in excess of the number of places available, faculty administrators became aware that many adult applicants failed to meet the entrance requirements. Typically, the applicants were women either in, or wanting to re-enter the workforce, whose initial academic qualifications did not meet the highly competitive entrance requirements (Interview with Professor MacCormick, 5th December 1994). To remedy this situation, in 1984 the Faculty of Commerce made an internal decision to increase the number of re-entry students within their degree programme. In order to facilitate this decision an approach was made to CCE with the view to mounting a New Start for Commerce programme. To ensure that there were places in the highly competitive Bachelor of Commerce degree course, ten places were reserved for graduates of the New Start programme (New Start Archives, 1985). Not totally confident that the New Start programme would adequately prepare students for the specialised learning of the Faculty of Commerce, the Faculty wished to monitor the progress of students at undergraduate level before increasing the number of New Start graduates it accepted (Interview with Professor MacCormick, 5th December 1994).

By the end of July when fifty people had enquired about the course, the New Start staff believed that from those who had already applied, there would be more than sufficient a number of people to fill the available New Start places. The staff considered that it was unfair to have too many students on the

course who, because of the quota system, would not gain places in the Faculty of Commerce. After interviews 21 people were offered places in the programme. Nineteen people became the first New Start for Commerce students (Report, in New Start Archives,1985).

Held in the third term of 1985, the format was the same as for the Arts and Science programmes; students attended introductory, study skills and evaluation sessions together with Arts New Starters. Commerce students then moved into an adjoining room to attend their specialty lectures. In 1986 the term three New Start programme catered for Arts, Science and Commerce students. All students came together for the orientation and study skills sessions and then were accommodated in three separate areas for their specialist topics.

The reasons adults gave for doing the New Start for Commerce programme, which included specialist lectures on micro and macro economics, marketing, accounting, commercial law and economics history, were not surprisingly very career orientated. Students stated that they wanted to: obtain qualifications for which they had not previously had the opportunity to study; upgrade their qualifications to enhance their career prospects; or pursue an alternative career. These reasons reflected the rising credentialism in the workplace and the influence of factors such as an increase in the length of time a person was engaged in the paid workforce, a decreased reliance on manual work and the emergence of multiple careers (Schlossberg, Lynch and Chickering,1989).

Throughout the course students were aware that the Faculty of Commerce had allocated only 10 places for the New Start students. This restriction introduced an element of competition which was contrary to the co-operative principles of access programmes. It is likely that the element of competition may have aroused concerns about the ability of being accepted into a degree programme which in turn made the students a 'very committed group'. Comments which were indicative of the calibre and commitment of the students, can be seen in the remarks made by one lecturer on a returned assignment. The assignment she said was "either easy, or the lecture was good or the students were very bright" (New Start Archives, 1986).

Revising Commerce New Start

This access course for students interested in obtaining qualifications in commerce related areas has evolved into a separate course with its own characteristics. When the New Start for Commerce programme had been in place for three years, the staff became aware that in their second year of degree studies former New Start students were struggling, particularly with mathematics. Joan Diamond, who had taken over the responsibility for the Commerce programme, was keen to put in place a longer programme in which students could develop their skills more thoroughly and gain a greater understanding of the specialised subjects. Unlike Arts students who to some extent built upon knowledge they already had, students in Commerce were required to have and build upon a highly specialised knowledge base. In consultation with the Dean of the Commerce Faculty and the Director of CCE, Joan Diamond devised a longer, more in-depth preparation programme. Renamed the Preliminary Commerce Course, the new 25 week programme sought to prepare the students more adequately for studies in Commerce. For those who completed the course but did not proceed on to university there was a Certificate of Attainment which could be used as evidence of professional development (New Start for Commerce Archives, 1988).

Preliminary Commerce Course

Students attended the expanded 25 weeks long course for two hours on two evenings a week, a total of 100 contact hours. As well as being a considerable commitment for students, many of whom were in full-time employment, this constituted a huge extra commitment for lecturers. Lecturers for the three main subjects of mathematics, accounting and economics each had 30 contact hours in addition to the associated preparation and marking. For four additional subjects, (Commercial Law, Marketing, Personnel Management and Management Studies) there were lesser commitments of two hours each. At the end of each major topic there was a one and a half hour exam at the level of the Bursary examination, the assessment used as the criterion for admitting school students to the Faculty of Commerce. The final grade for the course could be based on either the marks of the examinations and course work or solely on examinations, whichever was the more advantageous. On a 'follow-up' day students could discuss their performance and future plans with New Start staff. A careers advisor talked about relevant career options, a

session was devoted to learning strategies for adult learners and students were given information on degree structures, study grants, enrolment requirements and an orientation to the campus (New Start for Commerce Archives,1988).

Joan Diamond's comment made in an interview (November, 8th 1994), that the commitment of teachers in New Start for Commerce had been a very important factor in the success of the programme, was amply supported by archival evidence. The dedication of lecturers both to the course and to students could be seen in the: comprehensive course outlines prepared by each lecturer (which included details for students to access lecturers out of course hours); handouts to students which explained that they could cover the work at their own pace and that assistance would be given during class for them to achieve this; notes to Joan Diamond to keep her informed of students whose progress caused concern; and the offer of one lecturer to make himself available for the hour prior to class, free of charge, for any student who wanted extra assistance in economics.

Specialised Content Learning Necessary for Studies in Commerce

The only pre-entry evaluation of student's ability is a diagnostic maths test. The test was devised by staff in the Mathematics Department to assess which of the two maths classes was appropriate for that student. The more capable students, who demonstrated knowledge to approximately 5th or 6th form standard, were taught at a higher level. Those whose work was below School Certificate standard, formed a second group. Students in the second group had the option of working at a speed which would allow them to move into the higher level class. Students who at the end of the first term required further maths tuition could attend additional classes in the second and third terms (Interview with Joan Diamond 8th November, 1994).

The New Start staff had always found mathematics a difficult subject to plan for. Scores on the diagnostic test which ranged from 9% to 99% indicate the range of ability of students. Low scores however may not necessarily mean that a student cannot achieve in degree studies. For the determined, they may be a trigger for work.

On her first attempt at the test Jenny sat and thought "I know how to do percentages, don't I?" and "how do I do these fractions? Surely I can remember". Having decided that she really did want to study, Jenny sought maths coaching from a friend. She then pleaded to sit the test again. On the basis of her determination and improved maths score, Jenny began New Start. Jenny reported that she had been so "excited and enthused" by the New Start experience, that she never missed a session. On completion Jenny was ready to respond to Joan's suggestion that she enter university. Jenny's plans of upgrading her job had been modified by the very unfamiliar but exhilarating experience of advanced study (Interview, 18th August 1994).

This is a pattern familiar to New Start staff. Many people who enter the New Start for Commerce programme with the aim of improving their work performance, decide during the course of the year to enter a degree programme.

Supportive Educators at The Centre for Continuing Education

In 1985, when appointed to the position of Director of The Centre for Continuing Education, Dr Noeline Alcorn (1985) conducted an internal review of the Centre. The outcomes of the review were guided by an overview of the educational and social context within which the Centre functioned. It was noted (ibid:3-4), that there had been a greatly increased demand for education and that a number of adult groups, notably Maori, women and the unemployed were "more assertive and more conscious of social and/or educational disadvantage"; that as the result of curriculum changes in schools and the increased number of school leavers who proceeded on to tertiary study, the consequences of not achieving at school had become greater; and that due to "widespread unemployment, recession, population shifts and changing technologies" there was an increased demand for "different forms of adult education". These factors, the report argued, "reinforced the need for access to education by adults in diverse situations" and the need for people to have access to educational opportunities throughout their lifespan. In conclusion, the report argued that as it was believed that lifelong learning was related to social and economic development, the learning needs of those groups who had not been addressed and barriers individuals faced, should be examined.

The review process instigated organisational changes which recognised the work and value of the New Start programme and the contribution of its administrator. While Anne Davis continued to fulfill the administrative functions associated with the New Start programme, Dr (then Mr) Tony Morrison was in 1978 appointed to an academic position in adult education. The position included the academic oversight of the New Start programme. By 1985 when the internal review was conducted, Dr Morrison's academic interests had moved more in the direction of studies in higher education, Anne Davis had maintained the major responsibility for administration, the direction, and day to day running of the New Start programme. A recommendation of the review was that studies in Adult Education and the New Start programme be divided into separate sections. By locating the New Start programme in a stand alone section, Noeline Alcorn sought to recognise the importance of New Start as an access programme and to make it more significant and visible (Interview with Noeline Alcorn, 8th December 1994) .

In conjunction with this move, Noeline Alcorn lobbied to remove the anomaly associated with Anne Davis's position as a member of the administrative staff and the work she was doing. Noeline Alcorn argued against university regulations which prevented promotion between two grades of employment; a promotion which recognised Anne Davis's professional input (Interview with Noeline Alcorn, 8th December,1994). The new designation of Continuing Education Officer was considered to more accurately reflect Anne Davis's "considerable commitment and expertise" and the skills of "course development, liaison and counselling" required in this position (Alcorn,1985:14). The appointment also gave Anne Davis "a clearer sense of direction, a sense of being in control and able to take initiatives without having to ask permission" (Interview with Noeline Alcorn, 8th December 1994). It was an adjustment which recognised Anne Davis's persistent determination to do "my very best for students" (Interview with Anne Davis, 23rd November 1994).

Conclusion

The New Start programme is an access programme designed to facilitate adults' re-entry into the institutions of higher education. It is a preparation programme which, by giving students practice in and knowledge of the skills and standards required for undergraduate study gives potential students a

better understanding of the nature and implications of university study (Davis,1992).

Through the 1980s the New Start staff, with the co-operation of sympathetic and dedicated academic staff, broadened the range of access opportunities available through the New Start programmes. In response to perceived needs and requests from others, programmes were developed to facilitate entry into a wider range of university courses. While the basic format of the New Start for Arts programme has remained substantially the same throughout, modifications have been made in response to need and circumstance.

Modifications to the New Start for Commerce programme resulted in the development of a programme with its own characteristics. When it became apparent that graduates of the New Start for Commerce programme were having difficulties as undergraduates, the ten week course was extended into a more intensive, comprehensive course. Students could use this course either as a certificated programme in its own right or as an entrance qualification to university.

In addition to the learning support and orientation to the university which was incorporated within the programme, the first co-ordinator established a precedent of assisting students by giving them educational guidance. Chapter Seven will expand on the place and value of educational guidance and counselling in an access programme for adults.

CHAPTER SIX

Motivations and Deterrents to Entering University

I was so terrified. But the situation eventually became impossible. I...told myself I loved hairdressing and that I could be a satisfied human being. But I wasn't. I wanted more. I was cursed with the desire for something else, something unattainable.

Walking into Kirkby College of Education... riddled with fear and uncertainty, the smells common to all educational buildings - making me feel sick with memories of school. In the classroom with twenty others - all of them looking poised and confident.

Willy Russell in the Foreward to 'Second Chances' (Pye,1991: x-xi).

Participation in any form of educational programme as an adult is largely a voluntary activity which is not uniformly undertaken by all sectors of the adult population (McGivney1993). Similarly as the Watts Report (1987) acknowledged, attendance at university is influenced by factors of socio-economic status, gender, ethnicity and physical disability. While both the Watts Report (1987) and politicians stated that social equity, both in terms of access and outcomes were important issues in education (Benseman,1992), there has been little discussion of these factors as they affect the access of adults to higher education.

The attendance rate of adults in New Zealand universities demonstrated that the value of a university education was recognised by a significant proportion of the adult population. By concentrating its attention on strategies to increase the number of school leavers who continued on to university, the Watts Committee (1987) appeared not to be concerned that the same factors which affected the progression of young people on to university, might also affect adults. As the pace of social and economic change quickened and the effect of

not having access to higher education intensified, social equity and the opportunity for adults to access the rewards of economic growth, was apparently not an issue.

To understand why adults entered learning programmes, researchers have investigated factors which have prompted and deterred individuals from re-entering learning programmes. As research on why students have entered the New Start programmes has not been undertaken and is not the main focus of this study, a full examination of motivational/participation literature is not appropriate in this work. However, to give some understanding of why adults enter a programme such as New Start, and therefore the value of the New Start programme, this chapter will include an overview of motivational/participation literature.

Reasons some students have given for becoming New Start students will be followed by an examination of the factors identified as 'barriers', which may deter adults from re-entering higher education.

Why Do Adults Enter Learning Programmes?

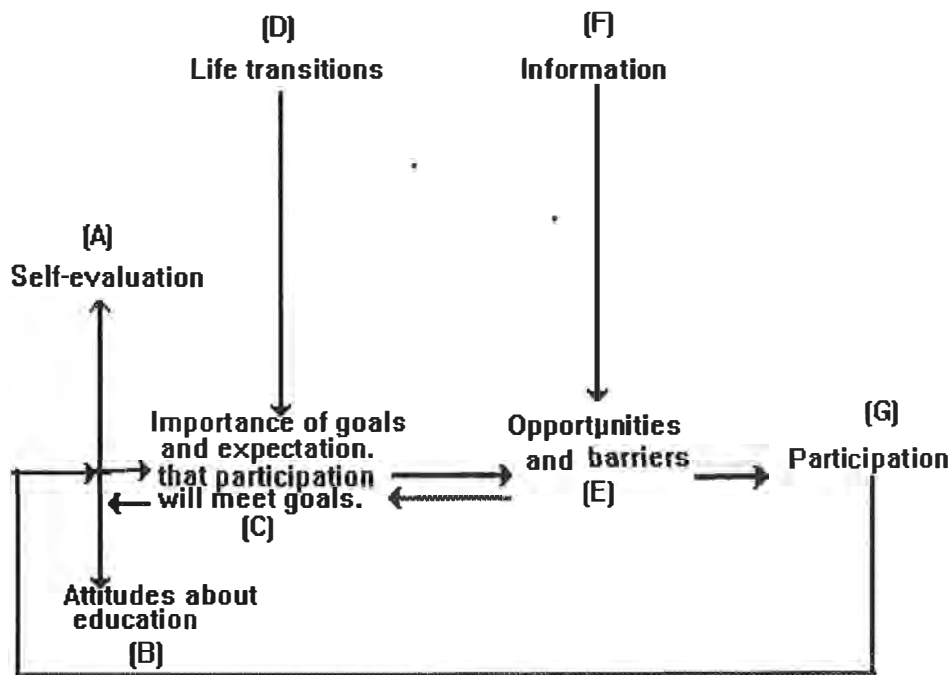
According to McGivney (1993), while research on 'participation and non-participation' of adults in educational programmes has been 'prolific', there is no definitive theory to explain why adults participate in learning activities. The diverse and complex nature of post-compulsory education coupled with the diverse and complex nature of human beings, and their circumstances, makes it unlikely that any single theory could ever explain all aspects of participation and non-participation in education. A survey in England showed that adult students who entered college programmes, did so with a range of expectations and for a variety of purposes. Adult learners sought "initial or further qualifications, retraining or updating", to pursue new interests, or to assist in coping with a disability (McGivney,1991b:28).

Theorists have also acknowledged that most people will have not one, but many reasons for learning, and that the reasons a person gives on entering an educational programme can change. McGivney (1993:24) noted that although initially men feel the need to cite instrumental motives for their learning, while engaged in the learning process, "personal self development and recreational motives" become important. From two 'Return to Study' groups

for women, which she organised, Pauline Kirk (1982:244) recorded a reverse transition. Women, who initially stated they entered the course because they were 'lonely' or 'accompanied a friend', by the end were asking for "careers advice or working hard to develop [their] writing skills".

Cross (1981) and McGivney (1993) argued that the motivation to learn will vary for different groups of people over the life span. Whether or not an adult engages in a learning activity is influenced by factors such as age, gender and socio-economic circumstances. Cross (1981) and McGivney (1993) cite studies which show that adults who entered education programmes, were from the higher economic and better educated groups of society. The poor and those who have had less initial education were less likely to enter elite formal learning programmes.

Cross (1981:125) developed a model which integrated elements of existing theories to show how a number of variables promoted or deterred an individual's drive to seek competency through education. She argued in the 'Chain of Response' model that the decision on whether or not to enter a learning activity is the end result of a series of interlinking responses "each based on an evaluation of the position of the individual in his or her environment"



Chain-of-Response (COR) Model for Understanding Participation in Adult Learning Activities (Cross,1981:124)

The process by which a person seeks to improve their situation through learning, is in Cross's 'Chain of Response' model, likely to be triggered by personal reflection or 'self-evaluation'. After reflection of one's situation in life, a person is then influenced by the attitudes to education held by the individual and 'significant others'. The decision to enter a learning programme may then be influenced by the perceived value of the learning programme and the magnitude of the sense of being at a point of transition. Sudden changes in life, such as redundancy, retirement or divorce are more likely than a less eventful period of life, to trigger a latent inclination to learn. Participation may then be either positively or negatively influenced by the opportunities or barriers which facilitate or impede a decision to act. The last variable, information - or the lack of it - is considered by Cross (1981:127) to be a critical point in a person's decision making process. Lack of accurate information to link motivated learners with appropriate opportunities, weakens a person's resolve "because opportunities are not discovered and barriers loom large".

Why Become a New Start Student?

Since the first course in 1976, New Start has catered for people from 21 years to the late 70s; from all socio-economic groups and with varied educational and life experiences. While ages, previous educational, occupational and living experiences have not been formally catalogued or researched, course organisers attest to the characteristics of New Start students. New Starters have often been people who left school early and therefore did not have advanced learning skills; were often considered non-achievers at school and so needed to learn the skills required for formal study or left school with qualifications a varying length of time ago and felt some degree of rustiness in the necessary skills. There have been a small number who failed in an earlier attempt at university and were 'under exclusion' and a similarly small group who, as the result of an accident sought retraining. There were also people who, because of their physical disabilities, considered university study was beyond their scope. As well, there were those for whom English was a second language and who therefore needed extra assistance (Interview with Anne Davis, 21st April 1994).

Nancy Schlossberg and her colleagues (1989) (whose work is the only analysis I found which dealt solely with adults who returned to university), suggested

that dissatisfaction with one's situation is likely to arise at a point of transition in people's lives. For women, family transitions are more predominant than career transitions. The order is usually reversed for men. While valid for some people I interviewed who faced divorce (one), and either retirement or redundancy (three), such an analysis did not fit everyone. For these people a more appropriate stimulus was the self-evaluation observed by Anne Davis, and identified by Cross (1981) as the initial point in her C O R model. From the many interviews conducted with re-entry students since 1977, Anne Davis (1992a) has found that most people express some dissatisfaction with their present life circumstances and wish to change the situation.

Anne Davis (1992a:3) has also found that instrumental needs (point C on the COR model) motivate many to return to study. University study is a means of obtaining "specific skills in order to enter or upgrade career paths or to gain greater financial security from paid employment". It is Joan Diamond's experience that instrumental reasons are most often given by those who enter the New Start for Commerce programme.

It is most noticeable; the reasons why students enter Commerce New Start, are different from Arts students. Their reasons are very career orientated whereas at the end of the day, an Arts student will say that as well as needing a change, a strong motivation is personal development. Commerce students are more specific about why they wish to study. They come in and say that they want to do accounting and economics because they want a better job. It is very career orientated. I've met very few people who have said that they want to do a commerce degree for self development.

(Interview 8th November 1994).

Among those I interviewed, only one person (whose goals have since changed), identified a purely instrumental reason for doing a New Start course. When she entered the New Start for Commerce, Jenny's intention was to work towards a better job (Interview, 18th August 1994). Julie, an Arts student and a sole parent of three young children, could see that as well as providing her with intellectual stimulation, university learning could lead to qualifications which would enable her to better care for herself and family (Interview 17th August 1994).

As noted above, during the course of study a student's goals can change. Jenny's plans have been diverted by a love of learning. A Master of Commerce is almost completed and rather than contemplating full time work, Jenny was talking of other courses she could take (Interview, 18th August 1994).

Another reason Anne Davis (1992a) said that people gave for wanting to do New Start was the wish to feel more confident and more equal in either a social or work group. This fitted with one of the reasons Helen identified. Positive attitudes to formal learning for Helen came from a social walking group in which she took part. "I could see that people with more education and qualifications, as well as having a better job, were a lot more confident and contented as people" (Interview 18th August 1994).

Among those whom I interviewed, many identified expressive motives as a significant reason for learning. A major source of satisfaction for Helen was building on a hobby interest of Art History (Interview, 18th August 1994). Fulfillment of expressive needs for Claude came from the the act of learning. Claude had spent a life-time in the printing trade and resented the fact that he had to earn a living rather than continue his academic education. When he was moved out of the workforce a little earlier than anticipated, Claude set out to fulfill his "long held wish to study". In "awe of scholarship", Claude relished being in the "place of higher learning and scholarship" (Interview 7th July 1994). Roberta, who had been in the paid workforce since schooldays, also pursued a lifetime goal for additional learning (Interview 14th July 1994). Te Paea "had a hunger for knowledge, an urge to learn. I felt the excitement of being among all the young ones. It was just neat" (Interview 12th July 1994).

Not everyone who enters New Start does so with goals clearly defined. Undertaking the New Start programme may be part of a process in which the purpose of learning is identified (Courtney, 1992). After having done a number of courses and still not being able to identify what she wanted to do with them, Fiva was directed to the New Start team. Despite being "shocked" that she had been directed to a university and "uncomfortable about the idea of coming to see Anne Davis, somehow deep down in my heart I knew I wanted to try this" (Interview 26th July 1994). Lack of clearly stated goals may have other origins. In a comment which I can certainly identify with, Collins and Penglase (1991:193) said that over the years counsellors of the Open Foundation Course at Newcastle University, have gained the impression that

"many people... do not admit to further ambitions, even to themselves, until assured of success in the course".

By the late 1980s, many adults who felt the need to upgrade their qualifications sought the benefit of a preparation programme. It would appear that in the worsening employment situation, further study was considered by many who would not otherwise have contemplated entering university. A big increase in enrolment figures in New Start programmes coincided with a period of economic upheavals, widespread redundancies and a growing rate of unemployment. From 1980 (168 students) until 1984 (172 students) the enrolment numbers for New Start for Arts remained relatively steady. But from 1986 when enrolments had dropped to 114, they catapulted in 1987 to 173. In a trend which has continued, numbers increased again in 1989 to 204 students (New Start Archives). Meanwhile from its small beginnings of 19 students in 1985, New Start for Commerce had by 1989 attracted 59 students, who sought additional training and qualifications to the more demanding, year long course. The increase in New Start student numbers is consistent with the findings of Gooderham (1993). When conditions in the labour market reduce access people have to promotion, they are more likely to turn to formal qualifications to achieve their continuing educational and vocational goals.

Barriers which may Deter Adults from Entering University

In a tertiary education system, in which the structures and procedures have been designed to cater predominantly for highly qualified school leavers, re-entry students encounter a number of barriers to participation. Referred to by many writers on adult learning (for example, McGivney, 1993 and Schlossberg, Lynch and Chickering, 1989), the barriers which adults must negotiate when they contemplate entering a learning programme, have been grouped by Cross (1981) into three broad, though not mutually exclusive categories: situational, institutional and dispositional barriers. Highly committed to furthering the educational opportunities of adults, Anne Davis was aware of overseas literature which identified and described these deterrents. By supporting the New Start programme, the Centre for Continuing Education and The University of Auckland administered an equity initiative for adults not considered necessary by the Watts Committee.

Situational Barriers

One group of deterrent factors, categorised as 'situational barriers' include, lack of time and conflicting demands upon time which arise out of work and family responsibilities; the demands of child or elder care; transportation difficulties and the cost of study programmes. Work and family responsibilities have been found to deter 25-45 year olds, while high costs particularly affect younger people and others with low incomes (Cross,1981). Financial assistance packages which favour school leavers not only compound financial constraints but also reinforce the perception that university is a place for young people.

Financial Barriers

The short length of the core New Start for Arts programme (by implication less expensive than a longer course) and having fees below the costs incurred in running the programme, enables the cost of the programme to be kept to a minimum level. The lowered initial financial barrier allows adults to determine during the New Start programme whether the rewards of university study are worth the financial sacrifices involved. This is a valuable service for all adults, more especially for those with meagre financial resources.

In a small, but significant way New Start can modify the financial difficulties some people experience. As New Start staff have greater knowledge and understanding of the financial regulations, they can explain to students exactly what will be required. Accurate information (point F on Cross's COR model) has the potential to counteract barriers which may be more perceived than real. Also, when an intending student's financial resources are inadequate and where it is appropriate to do so, the New Start staff write recommendatory letters, or direct students to funds from either public agencies or private scholarships. In 1989, when university fees were set to rise, a survey of New Start graduates revealed that in order to keep costs down, some students intended to take fewer papers than they might otherwise have done. But in fact, as potential students would either not present for New Start, or because it is difficult to monitor the progress of New Start graduates, an accurate assessment of how many would be affected by the higher costs was not possible (Anne Davis, New Start Archives,1990).

One government imposed financial barrier was removed after the first New Start programme. Julie's success in overturning the Social Welfare Department's directive that she should not attend university while receiving financial support from the government, reduced a significant barrier for one group of potential students. The successful outcome of her challenge has enabled many adults (predominantly women), to choose a university education as a means of securing a more stable economic future. Sole parents, forced to reconsider their financial options, have used New Start as a pathway to improved occupational opportunities and thus a more secure future (Interview with Anne Davis, 29th September 1994). In 1992, (the only year for which there are figures available), 20% of New Starters were on income-tested benefits from the Ministry of Social Welfare (Davis,1992a).

Very clear vocational goals and a belief that the benefits will outweigh the considerable costs have persuaded some New Start for Commerce students to negotiate financial barriers. Many of the students "make huge financial sacrifices to come here". For a student who withdraws from a well paid job for three years and then pays fees, a degree might cost at least \$150,000. "You've got to be someone who is very clear about what you're doing" (Interview with Joan Diamond, 8th November 1994).

Geographical Barriers

The geographical location of The University of Auckland and the spread-out character of the city are other situational barriers which created difficulties for students. The sparse service and cost of public transport, together with the most frequently heard complaint, the difficulties or cost of parking a car, are barriers which particularly affect adults who consider adding the role of university student to the roles they already fulfil. A small percentage of the New Start graduates have negotiated this barrier by enrolling for an extra-mural course from Massey University (Interview with Anne Davis, 23rd November 1994).

Institutional Barriers

Cross (1981) considered the second most important set of deterrent factors are those put in place by educational institutions. In one respect in New Zealand,

barriers imposed by universities have for some courses been less obstructive than elsewhere. The retention, against the recommendations of the Reichal-Tate Commission (1925) and Hughes Parry Committee (1959), of part-time study and the timetabling of some courses outside of employment hours coupled with the growth of extra-mural degree study, have reduced the restrictive effect of full-time degree study, experienced for example, in Britain.

Nevertheless, potential adult students may be discouraged by any one of a number of other university practices. Lack of information about university courses, complicated and time-consuming admission procedures (understanding the University Calendar, the need to complete pre-enrolment forms well in advance of the university year, difficulty in interpreting information about the process of enrolment and study programmes), together with a bureaucracy not attuned to the specific needs of adult students, have the potential to deter those who are less confident or determined.

Re-entry adults may also be deterred by scheduling options (for example, lectures which are after school hours or subjects which have lectures on three days each week); a lack of relevant or appealing courses (for example, the minimal attention accorded to adult development and adult education in psychology and education programmes). Potential adult students may also be disinclined to enter a higher learning programme which has inadequate credit transfer arrangements and does not give sufficient recognition to prior learning (Gerver, 1992). (The last, is a factor which particularly affects women who have gained skills and knowledge in non-paid activities).

The Nature of the Education System as an Institutional Barrier

Considered by McGivney (1993) to be the single most important institutional barrier, is the nature of the education system itself. Participation in education as an adult is often the perpetuation of a process begun by schooling. Using a number of theories, including those of Weber and Bourdieu, Elsey (1986:110) outlined how in a modern industrial society in which there are status hierarchies, the education system is used to select and train the workforce according to the economic needs of that society. On the basis of academic achievement, initial education drafts people into status hierarchies of society. Thus, there are "different levels of learning, both in the acquisition of

vocational and practical skills and the transmission of cultural values". A university education, which teaches the high status skills, knowledge and competence to an elite minority who will fill the professional and managerial roles, has retained its place at the pinnacle of this selection process. The culture transmitted in the university is that of the dominant group, who organise and maintain the hierarchy of status groups.

In an education system which reproduces the inequalities of society, the ethos of a university education is more attractive to those of the higher status groups who have been socially and culturally prepared. The longer people spend in the education system, the more they value education and the more different they become from those not similarly socialised. Thus it is those adults who understand the culture of the university and who perceive the benefits in the opportunities it offers, personally and economically, who are more likely to seek re-entry (McGivney,1993). People of the lower socio-economic groups who do not share the linguistic and cultural attributes of the dominant culture (Bourdieu,1976), do not perceive higher formal education as being relevant to their circumstances and problems.

Surveys at The University of Auckland supported such theories. Jones (1987:23) reported that "overall there [was] little to distinguish" the socio-economic status of students over 25 years from the younger student body. Records have not been kept of the socio-economic status of New Start students. However, it is Anne Davis' perception that as was found to be the case in one Australian re-entry programme (Collins and Penglase,1991) "once the programme's reputation is established securely, others of meagre means and confidence are attracted to it" (Davis,1992a:2).

Similar results were found in a survey at The University of Canterbury in Christchurch. In response to criticisms that the Liberal Studies programme had attracted people from the socio-economic elite, a survey of the 1985 and 1986 student intake was carried out. Excluding domestic workers and retired people (for whom socio-economic status was not recorded), 27% of students were in working class jobs or unemployed. Although there was no information of the social class of the 44% who were engaged in domestic work, from interviews with the students the course organiser gained the impression that "their class backgrounds were as diverse as those in paid employment" (Tobias,1987:1).

Although the New Start programme at The University of Auckland and the Liberal Studies course at The University of Canterbury may have attracted a higher proportion of lower status groups than the undergraduate student body, there is a high probability that in a largely self-perpetuating, unequal society the majority of re-entry students, especially those who sought education for the sheer joy of learning, would come from socially and educationally privileged backgrounds. They are that group of people who feel comfortable within the university culture or who perceive the value, expressive or instrumental, of a university education. To fulfil policies of social equity (defined as "ensuring that everyone, whatever his/her life circumstances, has a right to appropriate and accessible education and training" (Daines, Daines and Graham,1994:7)) such as were espoused in the Watts Report (1987), 'disadvantaged' groups require additional learning and personal support as well as outreach activities. Many people selected out in the earlier stages of the compulsory education system are considered to be and regard themselves as educational failures. As post-school education "can all too easily reinforce the inequalities" commenced in earlier learning, people who 'failed' at school are reluctant to enter a system which might again fail them (McGivney,1993:19).

Under-representation of Maori and Pacific Island Students

The ethnocentric nature of the culture and curriculum of the New Zealand education system, which privileges middle class, Pakeha knowledge over other types of knowledge acts as a cultural barrier to Maori and Pacific Islanders (Jones et al,1990). The culture transmitted by the university not only confirms the culture of the ruling class, but simultaneously disconfirms the cultures of other groups (Courtney,1992). Thus the ethnocentric nature of a university curriculum has the potential to pose cultural conflicts and adjustment problems for Maori and Pacific Island people who become university students.

For two years, in 1979 and 1980, Dr Ranginui Walker ran a New Start course for Maori students for whom it was thought the general New Start programme was not appropriate. Dr Walker noted that because of the diffidence of Maori and Pacific Island people a "course to meet their need is essential if they are to be recruited into the university" (Annual Report for Centre for Continuing Education,1979). While the importance of catering for

learning needs of Maori and Pacific Islander students in small groups was recognised, at that time because of the small enrolment numbers and the reality that Maori and Pacific Island students must move on to study alongside the wider student body, Maori and Pacific Island students were again incorporated within the regular New Start course (Interview with Anne Davis, 21st September 1994).

During the first half of the 1980s the enrolments of both Maori and Pacific Island students at The University of Auckland were low in comparison to their number in the population. Measured against a population of 7.9% and 7.3% respectively in the greater Auckland community, there were in 1981, 3.4% Maori and 1.8% Pacific Island and in 1986, 2.8% Maori and 3.0% Pacific Island students at The University of Auckland (Draft Corporate Plan for the University of Auckland, 1989). In 1986, of the students for the New Start for Arts programme Maori and Pacific Island were each 5% of the total class (New Start Archives).

Although highly delighted with the progress of some Maori and Pacific Island students who had entered university through the New Start programme, Anne Davis was also concerned at the high drop-out rate. Anne Davis had heard from students of the cultural and learning discrepancies which discouraged many Maori and Pacific Island people from becoming university students. New Start staff were also very aware of the "[w]ork commitments, family expectations, financial and travel difficulties" which put additional strains on the wish to study (Davis,1992b:2). While mindful of the "resistance to 'bridging' courses that smacked of compensatory activities and lodged the 'problem' with the students" (ibid:3), the New Start team believed that an additional bridging programme was necessary to improve the ability, confidence and motivation of those whose previous school experience had not been an empowering experience. Aware that "the providers and decision makers" (ibid:3) of the New Start programme were all Pakeha, it was proposed that a Polynesian university student be contracted to help with the programme. Not only would the Polynesian helper have a greater understanding of the social and cultural reality of the students, this person would also act as a role model; a person who was already successfully studying at university.

The structure of the proposed course recognised that culturally different people benefit from extra encouragement and support from "significant

others" of their cultural grouping (Cross,1981:139). In addition to a "strong emphasis on study skills" (Davis,1992b:2), the staff believed that a personalised approach, in which students and staff relate to each other on a friendship basis, was appropriate. This approach recognised that extra assistance was necessary to overcome additional barriers associated with being a Maori or Pacific Islander in the New Zealand education system. It also recognised that re-entry students who are disadvantaged because of their race are best served by a "supportive learning environment which fosters positive attitudes and self-concepts, promotes peer-group support and a positive image" of their own culture (Fraser, Malone and Taylor,1990:87). The insertion of additional support also acknowledged that extra assistance is necessary to overcome barriers faced by those who at school were "'legitimately' selected into low level occupations with correspondingly lower levels of reward and power" (Elsey,1986:110).

In 1989 and 1990 the New Start team applied to the university for equity funding the government had made available to universities (New Start Archives,1991). In declining their request, the University of Auckland delayed the implementation of an equity access programme specifically designed to address the learning needs of Maori and Pacific Island re-entry adults.

Personal or Dispositional Barriers

It is the elements of this third grouping, labelled either personal or dispositional barriers, which McGivney (1990) considered most influential in deterring adults from entering learning programmes. More inhibiting than any physical barriers, and probably underestimated in research, are the attitudes, perceptions and expectations adults have of higher education. Adults may consider that they lack the necessary skills, lack confidence in their ability to learn, or may be concerned that "university study demands a level of intelligence they do not possess" (West, Hore and Eaton,1980:20).

Many must overcome barriers associated with previous learning experiences:

Even though they know in their heart of hearts that they want to do something like this, they can be quite scared and nervous. People whose past relations with education have not always been satisfactory, or who have not been able to continue their education as they might have liked; there is a lot of trauma in some cases, emotional baggage, lack of self esteem so that people can be very tentative about picking up on education.

(Interview with Anne Davis, 21st September 1994)

Adults may be deterred from entering university; by a perception that education ends with schooling and that post-compulsory education caters for young "talented Pakeha males" (Benseman,1989:137); from a belief that the person is too old to begin an advanced learning course; concern about the attitude of faculty members and young students; by the attitude of the adult's partner, social group or that society has to adults at university (McGivney,1994).

The attitude a person has to education, the attitude held by significant others and by the person's reference group are all factors which in Cross's (1981) 'Chain of Response' model are closely linked to a person's initial self evaluation. Both Roberta and Erl, whose experiences in initial education had been relatively positive, entered New Start as a means of re-orientating themselves with university learning. Both people had had recent contact with adults who had been in and enjoyed the New Start experience, so that existing positive attitudes had been reinforced (interview with Roberta, 14th July 1994; interview with Erl, 26th July 1994). A positive attitude to learning, sidetracked but not destroyed by teachers who believed that Maori girls should not be in the academic class, was rekindled when Te Paea entered the university building. "My early school experience was really good. I was a bright kid." After having been demoted into the B stream, Te Paea gave up on schooling. And although she knew no-one at university, Te Paea's personal attitude to learning was a significant influence in her decision to re-enter education (Interview,12th July 1994). For Claude it was the attitude of 'significant others' who ensured that he overcame his personal attitudes and fulfilled his love of learning. Although an intelligent school child and a person who had always read, Claude needed the insistence of Workers

Educational Association tutors to reassure him that he should "cross the road" and enquire about a university course (Interview, 7th July 1994).

Most adults who did not hold positive beliefs about education, or have been persuaded that either they in particular, or adults in general, should not study at university will not enquire about New Start (Point A on Cross's COR model). Whereas it is widely believed that school leavers are entitled to study at university, adults, especially women, must overcome the attitude that society expects their energies should be directed to work and/or family. Ekstrom, Marvel and Swenson (1985) and McGivney (1994) describe how the aspirations of women may be limited by dominant beliefs regarding their social roles. While it is expected that men will have a career, women have been socialised to accept that their educational and career goals are secondary to family needs. In a society where there is widespread undervaluing of women, as seen in the limited value accorded their roles of housekeeper and mother, low pay and prospects in the work-force and sexist attitudes, women must contend with resulting poor self esteem and a fear of failure. Women, especially older women and those of lower socio-economic status, face additional barriers of poor self-concept, a socialised sense of dependence and learned helplessness. Women who have been conditioned to "achieve vicariously, through the accomplishments of children or husband, rather than directly through personal accomplishment" (Ekstrom, Marvel and Swenson, 1985:438) may need additional support to overcome such myths and attitudes.

Males who accept these socially defined attitudes, frequently attempt to prevent their partners from entering university. For as Mills and Molloy (1989:45) state the "lamentable fact [is] that, while most females are likely to support their male partner's progress through higher education, with an undiminished and probably increased level of domestic support, the reverse is very unlikely to happen". It is an obstacle which the New Start team has found alive and well in Auckland. Anne Davis (1992a:5) cites examples of men who attempt to "thwart their wives educational aspirations". One woman had her text-books burned, another had her car sold to prevent her attending university, while the husband of another purchased a business in which she was required to work. Eventual divorce enabled one woman to continue on from the promising beginning made in New Start 12 years earlier.

Statistics indicate that New Start has assisted many women negotiate the barriers which followed earlier educational selection decisions. In 1981 and 1989 when 42.8% and 47.3% of students at The University of Auckland were women, 82% and 85% respectively of New Start Arts students were female (New Start Archives).

Conclusion

Adults who re-enter the formal education system are not like a cohort of school leavers who are prepared for and selected into a study course at university. The significant feature of any group of adults learners is their diversity. Thus re-entry adults are prompted to pursue further learning for a variety of reasons. Furthermore in an unequal social system in which higher education is designed for selected school leavers, adults may be deterred by a number of factors.

From overseas literature we know that adults who consider entering university may do so for expressive or vocational reasons or elements of each and that the dominant reason given for entering a learning programme may change during the course of the learning experience. Within the context of access programmes it is of interest to note that, some adults may be unsure that further learning will meet their needs, may be unsure about their capacity to succeed in a programme of higher learning, or perceive a university to be an alien and/or unwelcoming environment.

New Start is a programme which helps adults assess their learning capacity and introduces the student to the courses and requirements of the institution. It is an access course which assists adults to negotiate barriers which they may face. Not all barriers can be removed, (for example, the culture of the university, the cost of studying at university, and transport and car parking problems). Nevertheless, in a system which is designed and caters predominantly for school leavers, one of the valuable functions of the New Start programme is that it enables potential re-entry students to negotiate obstacles which might otherwise prevent them from realising their learning aspirations.

CHAPTER SEVEN

Learning and Personal Support

...adult students normally initially lack self confidence in relation to their studies and harbour considerable fear of failure. Adults have made bigger leaps into the unknown than younger students who have progressed directly from school... and some will have much more at stake than 18year olds - they have sacrificed paid work and taken a reduction in income for their families and themselves.

(Percy,1985:41)

In New Zealand relatively open entry policies technically permit adults to study at university. Educators now urge that, for a university to give real as opposed to formal access to all who have the desire and capacity to benefit from higher education (Watts Report,1987), to be a university which is genuinely accessible to all groups within society, it must attend to matters which bridge the gap between the student's own experience and the impact of the university environment (Haines and Collins,1979). Those who are involved in empowering the learning of adults contend that, additional assistance in the form of academic and personal support are vital components of any programme which gives all adults access to the educational, vocational and personal fulfillment associated with higher education. By using strategies of personal and learning support for people who may be disadvantaged or who face barriers to education, the New Start team have implemented goals of social equity, the principle behind access programmes.

The kaleidoscope of characteristics, experience, knowledge and skills re-entry adults bring with them to the New Start programme is accompanied by a correspondingly diverse range of learning needs. In addition to an introduction to the subjects, skills and conventions of the university covered in the core New Start programme, additional academic and personal assistance has been made available for those who require it. The success of the

New Start programme and the successful outcomes of students who have attended the programme, have been facilitated by the availability of supplementary study skills courses and systems of personal support.

The provision of additional study skills assistance recognises that learning competence raises the confidence and motivation of university students. By making the courses available as an optional extra, the New Start team have also recognised that all re-entry students do not have identical learning needs. This flexibility of provision is a strategy which increases the accessibility of higher education.

The personal support provided in educational guidance and counselling is a student centered support system which assists re-entry students as they adjust to the subject based learning of higher education. Particularly for adults who have had little contact with formal institutions of learning, educational guidance and counselling helps adults negotiate the personal, institutional and educational barriers associated with re-entering the formal education system. The second section of this chapter will examine how the process of educational guidance has assisted re-entry students move into, through and beyond the New Start programme.

The Diverse Learning Needs of Re-entry Students

Deriving from the wide range of characteristics and the barriers they face, each adult who considers doing New Start, brings with him/her a unique set of social and personal characteristics. Each person is an individual, whose learning needs are specific to her/his situation, experience and interests. A British project, conducted by the National Institute of Adult Continuing Education (NIACE), identified the key elements of access programmes which effectively addressed the diverse needs of re-entry students (McGivney,1991b).

Programmes, the report noted, should be run by committed staff; taught by teachers with appropriate attitudes; have a curriculum which met the learning needs of the students but which was also linked to the courses the programme was a preparation for. Nevertheless, the report argued, 'innovative' programmes alone do not "automatically ensure successful adult learning" (ibid:30). To be successful, access programmes such as New Start must be

underpinned by strong policies which are supportive of students. In a programme which is orientated towards the needs of adult learners, there should be access to both learning and personal support throughout their learning experience.

Learning Support

Learning is not a uniting ability to be strengthened by mental gymnastics in the way that arm muscles are strengthened by regular exercise with dumb-bells. Studies of our learning show that intelligent teaching of general principles can achieve what unenlightened drill does not.

Hunter (1957) cited in Wright (1982:50)

Introductory Content Courses

In 1977, the second year of the New Start programme, the Centre for Continuing Education offered a number of short, introductory courses which were designed to familiarise people with the approach to, and content of degree subjects. Although courses were not restricted to people who were intending to study at university, the New Start staff regarded these introductory courses as a 'useful complement' to the New Start programme (New Start Archives). Held in the third term of each year these courses were, for students who completed the New Start programme in the second term, suggested as a means of maintaining interest and momentum in university learning. The courses were also recommended to those who could not be accommodated in the term three New Start courses. The practice of offering disciplinary based courses arose out of an assumption that "courses in higher education usually expect entry-level students to possess some prerequisite bodies of knowledge and skills" (McNamee and Maxwell,1993:221).

The subject range offered in 1977 included philosophy, political studies, psychology, sociology and education. The list was added to or subtracted from as determined by demand. Introductory courses were attended by 568 people in 1977; 453 in 1980; 197 in 1989 (New Start Archives). These declining attendance rates indicate that, as had been found by Barrett and Powell (1980) in Australia, understanding the academic knowledge was less of a problem

than other aspects of being a university student. As McNamee and Maxwell (1993:220) found, re-entry students are generally very careful about learning new material. Their greater needs are to overcome feelings of skill inadequacy and self-perceptions of "feeling different and in need of help". For ethnically disadvantaged students there is the additional task of helping them to feel comfortable within the culturally alien environment.

Note: In 1994 only psychology was still offered. Over the years the New Start staff have found that many of those who planned to study psychology did not have an accurate perception of what the academic study of psychology involved. The introductory course therefore has been retained so that students can obtain a realistic understanding of the subject before enrolling for university study. (Interview with Anne Davis, 29th September 1994)

To Learn to Study

As the attendance at content based courses declined, the value of input on the process of learning was being recognised. An increasing number of New Start students attended a growing programme of courses designed to develop the skills and strategies for successful university study. Within the New Start programme study skills lectures were repositioned. Archival material and statements made by interviewees, indicate that the experience at The University of Auckland has been similar to that identified elsewhere. In one Australian survey, re-entry students stated that their greatest sources of anxiety were "time allocation, maintaining study routines, essay writing, effects on family life and a fear of inadequacy in relation to younger students" (West, Hore and Eaton, 1980:29). From a review of literature, Johnston and Bailey (1984) found that predominant among the range of difficulties identified by re-entry students were skills such as note-taking, essay writing and examination techniques.

Study at university is dependent upon the reading and analysing of a vast amount of largely unfamiliar material which the student must process in a number of ways to fulfill course requirements. Students are assessed in tests, reports, essays or examinations, all of which are designed to measure their understanding of a given topic or subject. Although departments will give students guidelines on their particular requirements for presenting written work, the student who lacks understanding of the scope and depth required for

academic writing as well as the conventions of language and referencing, is poorly prepared for successful study.

Such was Freda's experience. A re-entry student before the New Start programme began, Freda took two papers in her first year of study.

I had no idea how to study, no idea how to write essays; no idea how to prepare for exams. I just didn't know what I was doing. I had gone along with the study philosophy from school, from the 6th form, with a lot of rote learning and knowing a little about everything. My first essay was absolutely awful and so got a very bad mark. I didn't know about substantiating my ideas and although we were given handouts on what was required, it somehow didn't come together.

(Interview, 7th June 1994)

It can be a daunting process which can so easily lead to withdrawal from university. For Freda the trigger for such considerations was a multiple choice test which she found "was an absolute trap. I barely scraped through the first test. I got a C- and I think if I had failed, I wouldn't have gone back" (ibid).

Reprogramming of Study Skills

The organisation of the timetable of the first New Start programme suggests that the course planners, who had careers within the university and for whom academic writing had become second nature, did not fully appreciate the learning requirements of those who are not similarly conditioned. As the staff became aware that study skills were needed not only to study at university, but to gain maximum benefit from the New Start programme, skills based lectures were repositioned. Instead of being placed throughout the programme, these practical sessions were moved to the beginning of the course. In the revised format the initial welcome and introduction is followed by information on note-taking, an essential skill in any student's repertoire. In the second session, following a lecture on how to access material from the library, students are given their first piece of coursework, a practical exercise, designed to familiarise students with the procedures of, and sections within the library. Lectures on learning strategies and essay writing are given before the first subject lecture, from which students must write an assignment. In readiness for the written examination in the last week of the course, a lecture

is given on written examination preparation (New Start Archives). Skills knowledge gained at the beginning of the programme enabled students to practise these skills as they took notes, learned to study and wrote essays for the New Start programme.

The emphasis had become more one of preparation for, rather than an orientation to the ways of the university for adults who were considered to have the required ability and aptitude. It is a shift in emphasis which recognised that rigorous selective mechanisms did not necessarily improve success rates in tertiary study (Barrett and Powell,1980). A more important factor in determining success in study is knowing how to study effectively. The confidence to succeed as a student is boosted by preparatory practice, feedback and success in small tasks (Guy,1982). For those who needed to update or adjust their learning skills, Wankowski (1981:135) suggested that it was "wise for universities to offer learning opportunities before students bec[a]me swamped by apprehension, aversion and a sense of lost competence".

To complement the lectures within the New Start programme, students were given additional information designed to improve learning competence. Students were encouraged to use the wide selection of study skills books held in the Continuing Education Library, given handouts in skills lectures and information on study skills programmes run in association with the New Start programme. As well as courses on note-taking, reading and essay writing, courses on time management were developed in response to the difficulties students experienced in adjusting to the non-directive style of university study and to establish study routines which accommodated the other roles in their lives (New Start Archives). From lectures, handouts, books and courses New Start students were made aware of resources which they could use according to their needs. They were strategies which were designed to reduce feelings of inadequacy, maximise the benefit of the New Start course and improve the ability of New Start graduates to be successful university students.

The Essential Skills of a University Student

For many of the students who have not been challenged to write more than a letter to a friend, a shopping list or notes for the family, constructing an

academic essay is a daunting task. "That was another scary moment. It's not knowing how to write an essay. Getting started was difficult and working out an outline as well" (Interview with Fiva, 26th July 1994). "Essay writing was a discipline that I had to learn and it wasn't easy. I found that formal method of presenting material quite difficult" (Interview with Helen, 18th August 1994). "I enjoyed the learning, the new topics, this new stuff that was coming out; but I never knew there was so much to writing an essay"! (Interview with Te Paea, 12th July 1994). Even when writing skills had been developed as part of their occupation, students did not feel that competence in this field was necessarily a preparation for academic essay writing. "I could write business reports, not a problem. But essay writing is quite detailed and picky. I wondered how I would cope with that" (Interview with Erl, 26th July 1994).

In 1980 one group of students proposed a scheme designed to help them manage the problem of writing essays. In a note to the staff it was suggested that, in order to give students an idea of how to cope with the range of ideas (sometimes discrepant), which came from the lecture and the readings, and to overcome the big gaps of their knowledge, students could be given a model essay which they could use to guide their thinking (New Start Archives, 1980). The pragmatic answer to this request was that after the New Start students' essays on a given topic had been marked, two of the better essays were made available, with permission, for students to read. In this way, students who had already worked on the subject themselves, could see how others had constructed their answers. It was a form of learning which Roberta found useful. "I found writing essays difficult. I could understand what the lecturers were saying, but found it difficult to do the assignments. When I looked at an 'A' essay they put up on the board, I wondered how on earth they did that" (Interview with Roberta, 14th July 1994).

Learning Assistance from Lecturers

An important contribution to the quality of the New Start programme is the conscientious commitment of participating lecturers. In learning which is undertaken to develop competency before entering credit classes, especially those whose earlier educational experiences had been unsatisfactory, constructive comment on how to improve their work must be provided. Good quality feedback, recognised as a reflection of the lecturers' interest in and empathy with students, positively influences students' attitudes to that subject

and to learning (Cross,1981). Using lecturers who are empathetic to the aims of the programme, who endeavour to return essays in the quickest possible time and who are prepared to give good quality feedback on assignments, are among the strategies New Start staff have used to ensure that the programme works well for students (Davis,1992a). In return for the affirmation received from giving a lecture to a positive and responsive group of students, lecturers are most supportive of the students and their learning needs (Interview with Anne Davis, 23rd November 1994). Throughout the New Start archives the extensive informative feedback which has accompanied returned essays, conveys a sense of dedication and enablement (New Start Archives).

In addition to comments on individual essays, many lecturers put together notes which were typed up and made available to students. In this feedback, which is often very full and detailed, lecturers give specific information on what had been sought, what had not been included, how essays had erred, pointers for construction of essays and some comments of encouragement. Although in the Arts programme, each lecturer sees the students only once in class and will not therefore meet them individually, some offer ongoing assistance. On the handout giving overall comments on essays, the lecturer's office telephone number and office hours are sometimes included, together with an invitation for students to discuss either their assignments or future study options (New Start Archives).

From the remarks made by markers, it is possible to discern differences in attitude. Some are warmly encouraging: "Your enthusiasm and positive thinking is an inspiration...and if you keep that up you should get much satisfaction from further study, even though it is very hard work", (New Start Archives, 1988); and "Don't tell the stage ones, but your essays were much more interesting and much better written" (New Start Archives,1989). From others the helpful remarks focussed more on the faults and gave few, or no words of encouragement. It is an area which Anne Davis acknowledges is difficult. While she appreciates feedback which encourages and reassures, and also includes comments on what does not meet the standard, "to what extent should the students be protected from the harsh reality of university assessment?" (Interview, 29th September 1994). While the programme endeavours to give students constructive support and encouragement, it also aims to give an experience which is a genuine preparation for degree studies. It is an approach which is appreciated by students. "I did New Start to see how I would measure up. To see whether I could do university studies"

(Interview with Roberta, 14th July 1994). "To me it was really important that the essays were marked as a stage one paper. Like, if we were given a free ride kind of thing; like it's just a New Start essay kind of thing. That would set me up to fail because I wouldn't know what sort of work to hand in the next year" (Interview with Te Paea, 12th July 1994).

The Study Skills Programme

Information on matters relating to study skills is an area which has grown into an important additional programme which offers re-entry students the option of obtaining supplementary learning support. Utilizing information obtained when she visited the Open University in 1979, Anne Davis formulated a range of study skills workshops. This has now grown to include a substantial range of study skills courses available through the academic year and in the summer recess (from 9 courses in 1980 to 36 in 1989) (New Start Archives, 1976-1990). Many of the tutors who facilitate the study skills sessions in the New Start course, and in the term time and summer workshops for re-entry students, are also employed by the University's Student Learning Centre. They are therefore able to tell New Starters about the on-going study skills assistance which they can use to maintain their academic competence and confidence when they proceed on to their degree studies (Interview with Anne Davis, 23rd November, 1994).

The establishment of study skills assistance for all students at The University of Auckland was facilitated by a number of factors. At an 'ideologically inappropriate' time (1977), one lecturer at The University of Auckland, argued that New Zealand universities were beset by a plague of totally incompetent students and that universities should address the alleged decline in scholarship standards. Others believed those who could not cope with university work should not gain entry. Those who needed learning assistance should not be at university (Interview with David Simpson, 18th October 1994).

Alternative views argued that as "education was no longer a scarce commodity" (Renwick, 1986:19) the filters of university selection should not be strengthened. It had been recognised that equal right of access to education did not in fact result in the right to equal quality or duration of education. At the University of Auckland, surveys found that a greater percentage of

students (particularly in restricted entry courses), were from the higher socio-economic levels of society (Jones,1977,1978 and 1980). For adults this meant that if they were to be given realistic access to university learning throughout life, entry must be on the basis of potential rather than proven performance (Renwick,1986). Learning support enabled those who had not learnt the skills of academia, or those who felt that their skills were a little rusty, to obtain or regain the competence required to be successful university students.

Support from within the University for learning assistance courses came from influential people who believed that if The University of Auckland was to operate an open door policy, it made little sense to allow students to enrol and then let them struggle or fail. The support of significant decision makers, in particular the then Vice Chancellor, muted critics who favoured more selective and elite entrance processes and who argued that if a student needed learning support, then they should not be at university (Interview with David Simpson,18th October 1994).

Modularised Learning

Together New Start and the Study Skills courses offer re-entry students a comprehensive learning programme from which they can select courses according to their needs. In addition to the basic New Start course, there is a range of linked support services which students can use, if and when they are necessary. By being able to select courses according to their individual needs, students are not required to attend and pay for a longer programme which may include much that is not relevant to their requirements at that time. Such flexibility of choice is a form of modularisation which NIACE has identified as being one of the means of making learning programmes more accessible to adult learners (Cooper,1991).

In a critique of one and two year long courses in Britain, Tight (1993:64-5) argued that such lengthy and elaborate courses disregard the personal, educational and vocational experiences of re-entry adults. It is Tight's belief that the longer, comprehensive courses are in danger of removing "the egalitarian principles which underlie the concept of access... and creating additional barriers to access and reinforcing existing ones". A longer, more comprehensive programme which covers much more than the person believed was necessary for them, might encourage a re-entry student to

forego the benefit of valuable preparation for university. A longer programme may also deter in terms of time and/or cost. All of the interviewees whom I questioned on the length of the New Start for Arts programme, considered that the programme was long enough and introduced them sufficiently to the subject matter of university. Some did additional study skills courses, some did not.

Students who found that input within the New Start programme was insufficient for their needs, enrolled in additional study skills programmes. Te Paea did an essay writing course while doing the New Start programme. "I found the first essay terrible. I never knew there was so much to writing an essay and spent ages on that first essay. I went to an essay writing course. It was extra, but I really wanted to know how to write essays properly" (Interview, 12th July 1994). Unable to do an essay writing course while doing the New Start programme, Roberta used the skills courses offered during the summer recess to prepare for the year ahead (Interview, 14th July 1994). Roberta was one of a growing number of people, including those from outside of the university, who used the summer break to improve their ability to succeed in academic study.

Modularised learning, which includes access to study skills programmes, are considered essential aspects of genuine access programmes (McGivney, 1990). In the non-threatening, non-competitive core New Start programme, students can identify and practise the skills required for academic study. The students are also made aware of linked courses in which they can further develop those skills they feel they need to enhance their ability as a student. Re-entry students who utilise additional learning support pertinent to their needs are likely to be more confident about their ability to succeed at university. Positive, flexible learning programmes which reduce the fear of failure and any sense of lack of confidence, increase motivation. While motivation alone does not lead to success, it is instrumental in helping students overcome difficulties and disadvantage to achieve academic success (Wright, 1982).

Educational Guidance and Counselling

I mean to me education isn't just in your head, it's your whole being isn't it, it's learning to cope with your whole self.

(Pye,1991:210)

Personal Support

From the first programme, educational guidance and counselling has been used to personally support students who enquire about, or are accepted into the New Start programme. When it was suggested in the proposal for New Start, that the co-ordinator of the programme should "counsel prospective students of the programme and programme participants" (Report of the Sub-Committee,1975:3), I suspect that the implications of this suggestion were not fully understood. Already in the first entry on the New Start programme in the Annual Report of The Centre for Continuing Education (1976:4) it was stated that "[a]n unanticipated result of mounting the programme was the amount of counselling required, not only by course members, but by applicants. Efforts were made to ensure that every rejected candidate was given advice on alternative educational opportunities". While the first co-ordinator, Margot Klippel was perhaps unprepared for the amount of personal support and guidance returnee learners sought, she clearly believed both were necessary. By recognising and caring for the personal needs of re-entry adults, Margot Klippel established the educational guidance and counselling component of the New Start programme. It has continued to be regarded as an integral element of a programme which aims to positively support the progress of re-entry students.

An Initial Interview in The New Start Programme

The process of educational guidance and counselling for an adult wishing to enter an access programme begins with an 'initial interview'. For a prospective student of the first New Start programme, the initial interview

served a very different purpose. It is one aspect of the programme that a 1976 New Start student would now find has a very different emphasis.

In the early years of the New Start programme a prospective student was interviewed by a panel of two or three staff members of CCE. The interview was part of a process of selecting a students whom it was considered had the ability to succeed at university. Intending New Start students also sat Intelligence Quotient and personality assessment tests (New Start Archives). Such procedures were consistent with an attitude articulated in studies which examined factors believed to contribute to success and failure at university (Parkyn,1959); of mature age students at university (Morrison,1981); examined whether liberal admissions policies lowered academic standards (Barrett and Powell,1980); examined why students dropped out of adult learning programmes (Guy,1982), and university (Jones,1978). At least one academic had gained considerable publicity from his claim that standards of scholarship in the University of Auckland were falling (Interview with David Simpson, 18th October 1994).

Modification of the interview process occurred as a result of findings in studies on the performance of adult students in higher education and by experience at The University of Auckland. In contrast to the argument that failure at university was the result of liberal admission policies, studies found that "a commitment to study was a more valid predictor of success than educational qualifications" (Barrett and Powell,1980:367). Further, it was argued that because re-entry students "had higher levels of commitment and motivation, they more often than not, perform[ed] better than their younger counterparts" (Haines and Collins,1979:5). These findings were supported by studies which showed that intellectual capacity can be maintained by intellectual stimulation and that adults could continue to be effective and efficient learners, quite capable of succeeding in sophisticated learning projects (Woolfe, Murgatroyd and Rhys,1987). The study of Sung-Mook Hong (1982:27) concluded with the strong assertion that "there is definitely no longer any basis for arguing against the entry of older students into higher education on the grounds of performance".

As we have seen, the results of former New Start students in degree programmes at The University of Auckland not only coincided with these findings but convincingly demonstrated the value of the New Start programme to provisional entry students (Davis,1979). Knowing that re-entry

adults were 'good students', and that the New Start programme strengthened student's confidence to study, Anne Davis became reluctant to turn away those who she believed would benefit from the programme (Interview, 21st April 1994). It was a shift in attitude which changed the focus of the initial interview. The emphasis changed from being part of an entrance test process designed to select students on evidence of an intellectual ability deemed necessary to undertake a university course, to being more a process which recognised that adults have the capacity to develop their learning capabilities and that learning depends on motivation (Unit for the Development of Adult Continuing Education (UDACE),1986). Also, it was recognised that motivation for learning comes from the adult student understanding what is to be learned and the perceived value or relevance of the learning programme to that person. Assessment of suitability to enter the New Start programme became more a joint process between the enquiring person and New Start staff. Course information from New Start staff, and a discussion of the learning needs and interests of the potential student contributed to a mutually informed decision making process. The emphasis of the initial or pre-course interview had shifted to become one which came within the parameters of 'educational guidance'.

Educational Guidance

Every time a student fails to receive appropriate guidance and enrolls for an inappropriate course, teaching resources and the student's time are wasted... the message is tacitly conveyed that he or she cannot benefit from learning... the effect... repeated many times is to produce an adult population lacking in confidence and motivation to learn.

(McGivney,1990:128).

The necessity in today's world for all adults to have continued access to learning, has created a need for a service which matches the needs and interests of the learner with learning opportunities which are potentially available (UDACE,1986). A service which assesses the learning, personal and vocational needs of a learner in light of the available learning opportunities has been termed 'educational guidance'. Cooper (1991:284) defines

educational guidance as a process which aims to enable "individuals to evaluate their own development, identify learning needs and choose the most appropriate ways they can meet them in light of their personal circumstances".

Educational guidance has also been described as a specialised form of what occurs in everyday life. For instance, it occurs when we are faced with having to make choices when we refer to friends, family and acquaintances to assist us in the process of decision making. As many adults probably have not had contact with educational institutions for some time, the world of study, the courses and structures of educational institutions will have become unfamiliar. Therefore, adults may not be fully informed on the range and content of learning options available (UDACE,1986).

For educational guidance to be fully supportive of adults who are contemplating change in their lives, assistance should be available not only when students enter into a learning programme, but during the course and when they have finished their chosen course of study. As adults may be negotiating the personal, situational or institutional barriers associated with entering a learning programme, or managing a period of transition in their lives, a comprehensive service should be available to support the person throughout the learning process (Cooper,1991).

To work well for the students, educational guidance should include: providing *information* about the programme and related support activities; *evaluation* of the student's personal, educational and vocational development; *identification* of the student's learning needs. After *identifying* and *undertaking* an appropriate programme of study, *learning achieved* and *future goals* are assessed. (UDACE:1986). Recent Scottish research has found that educational guidance is "crucial in ensuring that students make well informed education and learning choices at all stages of their learning" (Gerver,1992:25).

Educational Guidance in New Start

The 1978 Annual Report of CCE recorded that 'extensive counselling' was believed to have contributed to the motivation and confidence which helped former New Start students achieve sound results in degree studies. In 1979, when it was noted that re-entry students would continue to be a feature of

university, the annual report also recorded that adult students were being referred to New Start staff from other departments, including from the counselling service. Annual Reports go on to record a growth in counselling and guidance undertaken by New Start staff, from 250 interviews in 1979 to 480 in 1984 and more than 600 in 1986 (These statistics referred to face to face contact with the student and excluded telephone assistance which was not logged) (Annual Reports of CCE, 1978-1986). The inclusion of educational guidance statistics in each annual report conveys a sense in which the guidance aspect of the New Start programme is not understood by the university hierarchy, or allocated sufficient resources.

Following her appointment as Director of the Centre for Continuing Education, Noeline Alcorn (1985:34) recognised educational guidance, especially the initial interview, as being one of the aspects of the New Start programme which made it so successful.

...essential to the smooth running of the programme and the interests of the students... the preliminary interview... is an integral part of the education process [which] provides essential guidance and orientation for students and... assess[es] aptitudes in preparation for course planning.

The request for funding to cover the educational guidance work, which was declined, was in keeping with Noeline Alcorn's (1989:37) observation that the university held "no general recognition of a wider responsibility to the public or to specific groups who feel deprived" (of education).

A Student Centred Guidance Process

The first information about the New Start programme may be obtained by reading the publicity brochure. As an essential beginning to a programme orientated to the needs of adult students, Payne (1985:41) describes how information must be accurate, objective and aimed in tone, language and style to be accessible to the target groups. In addition, Payne cautions adult educators to be aware that brochures will probably not reach or appeal to all sectors of society. "Insofar as information gives power, it will tend to give more power to those who already have it" and that "the educationally disadvantaged are particularly likely to be ill-served by information alone".

An Initial Interview

An initial interview, which is not judgmental but which has a goal of informed decision making, consists of a process of exploration, explanation, assessment and empowerment. It is a process which recognises that adults may have had little opportunity to discuss their learning needs with professional educators and would therefore benefit from a knowledgeable assessment of their situation and informed comment on learning programmes (UDACE,1986). The availability of accurate information about learning programmes (Point F on the COR model), has increasingly been regarded as a critical point in removing barriers to learning and maintaining or increasing the motivation of a potential learner (Cross,1981).

As well as discussing why an intending student wants to do the New Start programme, a New Start staff member may need to assist the would-be student identify and clarify emerging learning needs and interests. People may be vaguely aware that they want to learn something, but not entirely clear that New Start is the most suitable programme. Many are unsure of their own abilities, or that as adults, they have a right to study at university. The potential student is given information on possible courses, entrance regulations and requirements of the university. If, from their assessment of the applicant's educational and work background as well as learning goals, New Start is considered to be not the most suitable programme, information is given on other learning options. Together the staff and would-be student may discuss a number of factors and the effect these may have on learning ambitions of the intending student. Such a discussion is likely to cover the social, financial and personal circumstances, as well as the vocational and personal interests of the student (Davis,1993).

An initial interview gives staff an opportunity to explain to the intending student, the structures and aims of the New Start programme more fully than could be included in the publicity brochure (Guy,1982). The programme outline, amount of work involved and expected outcomes are explained in detail.

The workload in New Start is quite heavy and people need to be aware that they must do quite a lot of reading and produce a number of assignments in a short space of time. They need to consider the implications of adding the role of student to those roles and activities they already have. And people have questions. It is not like a cohort who

come from school, who have been told what to expect. There is a wide variety of individual experiences and each person has a different set of questions.

(Interview with Anne Davis, 23rd November 1994).

Thus, before students make a commitment, or embark upon a programme which may turn out to be unsuitable, they have been given a comprehensive account of what being a New Start student entails. Concerns have been answered on an individual basis.

The Benefits of Educational Guidance

The client-centred approach of educational guidance is a process which benefits both the learner and learning institutions. In his assessment of persistence and drop-out at three New Start programmes, David Guy (1982) found that the pre-course interview positively influenced attendance rate and course completion. This was particularly evident in the largest class of his study. Students who had had an initial interview were noted to have higher attendance and completion rates. Here, where there was diminished opportunity for student-teacher contact during the course, students reported that they found the pre-course interview beneficial. Guy (ibid) also argued that good attendance rates and completion of courses can be positively influenced by identification of potential problems at the pre-course interview. When course co-ordinators have prior knowledge of factors which they consider may adversely affect a student's performance or attendance, the situation can be monitored and additional assistance given.

An effective guidance process that helps learners identify their learning needs and guides them to a programme appropriate to those needs, positively influences higher levels of satisfaction and motivation. Conversely, people who embark upon an unsuitable learning activity and therefore experience frustration, are more likely to withdraw from courses. Thus, when students complete access courses they gain not only learning satisfaction, but enjoy a more efficient use of their resources of time, energy and money. Course completion also utilizes the financial resources of the learning institution more efficiently and effectively (Cooper,1991).

The New Start staff are aware that for a multitude of reasons, most people who come to see them are nervous at the thought of entering a university. "People can be intimidated by a place like this. Particularly for people who have been away from learning for so long, the place is impersonal, mysterious and bureaucratic" (Interview with Erl, 26th July 1994). Claude, a near retired, working class man, who had been forcefully encouraged by three supportive educators to try New Start, was 'terrified' of approaching the university. "To them it was just a matter of going across the road. But if you come from the bottom of the heap in Onehunga, it is a culture shock" (Interview, 7th July 1994).

For Fiva, who had had no contact with a university nor had friends or family who had attended university, the initial interview was an occasion to remember. It was also a critical point on the path which led to university study. Although thinking that university was for "bright or rich people" when given the name of a person to contact, Fiva acted upon a "compelling feeling from within to find out what New Start was about". After much walking up and down the corridor, Fiva knocked on the door and was "immediately reassured by Anne Davis' big smile and welcoming attitude" (Interview 26th July 1994). By meeting people individually, in an environment which is friendly, welcoming and respectful of all people, the New Start staff begin the process of dispelling anxiety (Davis, 1992a).

On-going Personal Support

Whatever concerns an adult may have about learning the subject matter or the process of learning, there is a high probability that the act of learning will create additional anxieties, for "learning about subject matter cannot be divorced from learning about self" (Woolfe, Murgatroyd and Rhys, 1987:27). Re-entry students are not 'detached cognitive' entities, but people who have developed personal identities; a sense of self and a set of personal beliefs. This internalised belief system, acquired since childhood, is constructed within the social and economic environment within which they are located. It is a cultural framework of values, beliefs and attitudes, through which individuals view the world and makes sense of their reality (Barer-Stein, 1987). Each re-entry student's personal identity also incorporates aspects of his or her learning strengths, weaknesses and the appropriateness of learning, to their age and social status (Woolfe, Murgatroyd and Rhys, 1987).

Adults who embark upon a learning programme enter into a process which involves comprehending, analysing and, perhaps criticizing and transforming the world they live in (Woolfe, Murgatroyd and Rhys,1987). Mezirow (1990:1), describes this as a process of "making a new or revised interpretation... which may reinforce our long established meaning frames or create new meaning schemes". Learning, which challenges that which we have previously learned, the ways in which we have understood ourselves, others and the world around us, is "always fraught with threat and strong emotion" (Mezirow,1990:12). For many people the associated changes generate feelings of "uncertainty, anxiety, loss, perhaps excitement and casting around for new understandings" (Woolfe, Murgatroyd and Rhys,1987:27). These writers add that sometimes even the pleasurable realizations may cause anxiety. They give as an example an adult student whose marital relationship may be unsettled by the excitement and pleasure of learning.

Guiding Change

For a few people, conditioned to the middle class nature of learning at school, entering the New Start programme may be the continuation of a learning culture with which they are very familiar. The programme re-introduces them to the present conventions and standards of learning similar to those experienced in earlier education and for which they are culturally prepared. New Start is a place to practise forgotten skills and perhaps address other concerns, problems or feelings of anxiety. "Work experience is quite different from going to school and no matter what your achievements are in your working career, it's a long way from my schooldays. So, I didn't know whether I could study, do exams and do homework like I did at school. That sort of thing" (Interview with Roberta, 14th July 1994).

Students may feel anxious about their ability to participate without embarrassment, or feel concerned about entitlement to learn in a place perceived as being for school leavers. Re-entry students may also be anxious about their competence and ability to succeed (Davis,1993).

We have people whose past educational experiences have not always been satisfactory, or who for various reasons have not been able to continue their education as they might have liked. People who express a lack of confidence, lack of self esteem or carry emotional baggage. It makes them very tentative about wanting to pick up on education even though in their heart of hearts they know that they want something like this. They can be quite scared and nervous.

(Interview with Anne Davis, 21st April 1994).

Notes and handouts, with messages which advise that if students have any problems, not to stew away in isolation but come and discuss them with New Start staff, indicate that the New Start staff also believe that on-going guidance and counselling is an essential element in helping re-entry adults fulfil their educational potential. A commitment to the value of guidance and counselling has strengthened as the staff have witnessed the positive transformations the New Start programme has made to people's lives. The staff understand that "educational guidance is more than simply helping people choose a package of learning from the shelf. [That learning] involves profound changes in the way people see themselves" (UDACE,1986:7).

To cater for all of these learning and personal needs, the New Start staff operate what Anne Davis (1992a,1993) described as an 'open door' policy. Personal and educational guidance assists "people clarify issues, deal with problems [and] support them as they progress on a new untried pathway" (Davis,1993:9). By helping students manage this period of transition; by helping students deal with notions which are in conflict with their attitude to and perceptions and expectations of learning, the New Start staff help re-entry adults cope with the dispositional barriers Cross (1981) identified as "perhaps the most powerful deterrents to participation..." (McGivney,1993:22). It is an important means by which the New Start staff realise their objective of assisting the enablement and empowerment of adults.

Facilitating Peer Support

One of the most persistent impressions gained from reading the archival material on the New Start programme is of the number of means by which staff have endeavoured to create an environment in which students can access

personal support. Being in the company of other re-entry adults, sharing information and working on learning tasks together, are some of the means by which New Start students help each other negotiate the barriers they face.

From the first session students are encouraged to get to know each other.

My first introduction was really good. I was sort of reluctant to introduce myself to anyone else. I thought that I would not be on the same level as the others. But they ended up saying the same things. They said that although they had really good jobs, compared to myself, qualifications are quite important. Some of them left school the same time as I did.

(Interview with Fiva, 26th July 1994)

Fiva also found the small study group she joined very helpful. "We would have lunch together and talk about the lectures" (ibid).

The influence of the women's movement can be observed in one form of personal support. With assistance initially from the Head of Student Counselling, from 1977 until 1986 a Saturday workshop offered students an opportunity to talk through problems which had arisen during the New Start programme and plan positively for the coming year. Held once a year, at the completion of the New Start programmes, the workshop also aimed to help improve the confidence of students and create an added opportunity for those who were proceeding on to university to form support groups (New Start Archives). Groups such as this provided women with a supportive environment in which to question their prescribed place in society, to appraise their personal situation and development (Mezirow, 1990). The group meeting was part of an on-going supportive process.

Peer support, with the aim of passing on information gained from experience, is facilitated through a helper network file. As they progress through their degrees, some former New Starters make themselves available to explain the content of, and comment on papers they have done. More recently, optional tutorials or 'small discussion' groups have offered students an opportunity to discuss problems relating to their assignments. They also introduce students to the concept of tutorials (Interview with Anne Davis, 21st April 1994). Help from the New Start staff such as this was, Fiva considered, what she enjoyed most about the New Start course. "At the tutorial, Anne went through the

questions, gave suggestions for readings and how to structure an essay, do quotes and things like that" (Interview, 26th July 1994).

Hearing about the experience of others and how they had coped is another means of helping students understand the realities of university studies. To a person who is anxious and to whom everybody else appears to cope so well, it is a source of reassurance and encouragement to hear about the strategies and reality of others. Helen enjoyed hearing the strategies Margot Klippel used to gain clear study time. To give the impression that she was not at home, Margot Klippel parked her car around the corner where it was not visible. Then uninterrupted study time was gained by dialling a number on her telephone, which gave an engaged signal (Interview, 18th August 1994). Roberta appreciated hearing about the reality of being a university student. When the panel of former New Start students spoke of their experiences, Roberta was comforted to hear that while the predominant feeling was of enjoyment and success in university studies, students also spoke of their difficulties (Interview, 14th July 1994).

In order to make the input from the panel relevant to as wide a range of students as possible, Anne Davis has students who cover a range of experiences and backgrounds. Students may be either young or older; may also be a solo parent, someone who has been made redundant, a Maori, a person who identifies as a Pacific Islander, a middle class man or woman at a point of change in their lives. This panel discussion has shifted from the first session of the programme, when the possibility of university study was some distance off, to the last session. By the end of the New Start experience, students have more idea of whether they will embark upon university study and, are more likely to have formulated questions that the panel can answer (New Start Archives).

Exit Guidance

...learners attempting to move from a pre-training programme to higher level courses in the college had been trying to progress: 'without any help, support or advice whatsoever. They've been going round in circles because there's been no one to say you don't need to do that because you've already done it'.

(McGivney,1994:70)

When the New Start course is completed and students must again assess their options, the New Start staff set in place a number of strategies to assist in the process of

forward decision making and degree planning. They are strategies which are designed to help students make on-going choices that are appropriate and realistic, to ensure a successful launching on their chosen learning courses.

(Davis,1992a).

In comparison to school leavers, re-entry students are likely to be pursuing more complicated enrollment and study options. For many adults the time available to investigate learning options and negotiate entry requirements, will be constrained by commitments to family and/or the workplace. The provision of 'exit guidance'; information, support and guidance on completion of an access course, is considered by NIACE to be "an important part of the guidance process... which helps students make a successful transition to other areas of education, employment or other situations" (McGivney,1991a:44).

Both James Pye (1991) in England, and Nancy Schlossberg and her colleagues (1989) in America, detail awful, confidence sapping experiences of re-entry adults when they enrolled, or attempted to enrol in higher education courses. When David Guy (1982) interviewed students who had completed their New Start programmes, he found that potentially successful students still had doubts that they had the necessary skills to enter university and also that they were unsure of the how to negotiate the entrance procedures. A satisfactory transition to the next stage of learning is enabled by strategies which incorporate personal support and practical assistance.

Moving Beyond New Start

The first stage of exit guidance for New Starters consists of a letter which advises students of their final grades for the New Start course. Included in that letter is information designed to help New Start graduates enter a degree programme of their choice at The University of Auckland. Intending students are given information on degree structures and how to plan a course of study; where faculty handbooks and pre-enrolment forms can be obtained; current relevant enrolment procedures and requirements; the cost of enrolling at university; that there are financial allowances and where to go for further financial information. Intending students are also told that copies of the lecture timetable for the coming year will be posted on the New Start notice board and that there will be group meetings to go over matters related to enrolling at university. New Start staff assist students plan their course of study, answer students' questions and bring to their attention matters they must take into account when starting a degree (for example, pre-enrolment dates, course restrictions and course co-requisites). People who seek additional assistance are invited to make appointments to discuss their individual needs with New Start staff (New Start Archives).

While sample lectures in the New Start programme give students an introduction to some topics of study, they cannot possibly give students a full understanding of the vast array of stage one subjects. Students who remain unsure of what subjects will suit their interests, talk over their ideas with the New Start staff. Te Paea's successful transition into degree studies was helped when she sought help from Anne Davis.

All I knew was that I wanted to do Psychology and Maori. I didn't know what I wanted to do for the other two papers. Anne suggested that I take education. I said that I didn't want to be a teacher, thank-you very much! It was the best move that I ever made. Anne has this intuitive thing. She sort of knows where your heart should go and just checks your aims.

(Interview, 12th July 1994).

The letter advising students of their grades also includes an invitation to an end of course party at which New Start graduates can meet both former New Start students and lecturers. By talking to adults already studying at university, intending students are given an opportunity to hear about the experiences of adults who are already undergraduates, talk to them about

subjects they are studying and make contact with a group of students who may become part of a support network during degree studies. Contact with adult students can also be a further chance to reassure any who are still unsure, whether as an adult they should study at university.

This end of course celebration is also an opportunity for intending students to ask questions of lecturers. Making lecturers available begins a process of dialogue between student and academic that is the basis of university study. Also, for those adults who regard academics as distant, superior beings, it is an opportunity to demystify that perception (Interview with Anne Davis, 23rd November 1994).

During the course of the programme, New Start staff will usually advise students who obtain poor marks in an assignment. Encouraged to seek help and assistance whenever they need it, students may ask what they must do to achieve better results in the next assignment. To those who at the end of the course have not gained a pass mark, advice and guidance on what is most appropriate to their needs is offered. Students who have not passed the course are sent a personalised letter in which they are invited to come in and talk over their options with the New Start staff. If the student has produced good course work but failed badly on the exam, it might be suggested that they enter university, take a small number of papers, and attend an exam preparation course at the Student Learning Centre. To others it may be suggested that they do other learning courses, such as School Certificate English, before trying New Start again. Where it is considered appropriate, some people will be directed to other courses of study. It is a delicate task, handled with great tact and care (Interview with Cath Henderson, 20th December 1994).

Advocacy

An important and sometimes difficult component of educational guidance is the role of advocacy. Adult educators committed to acting in the best interests of students, must sometimes negotiate with the parent institution on behalf of individuals or groups of people to organise exceptional entry arrangements, curriculum changes or modify entrance barriers (Alloway and Opie, 1988).

While educational guidance concentrates on the individual and his or her needs, these will not be effectively met unless those providing learning opportunities are able and willing to change their provision to meet new and changing requirements.

(UDACE,1986:20).

The New Start staff have negotiated entry on behalf of students who, for example, were "under exclusion for failure to make satisfactory academic progress when they initially enrolled" (Davis,1992a). Satisfactory progress in New Start is one means of making good past transgressions. When a student has performed well on the course, New Start staff will negotiate entry to university on behalf of that student.

Under exclusion from when he previously attempted to combine university studies with a full-time occupation, Erl took the opportunity redundancy gave him to enter university again. After having achieved very good grades, Erl was rather surprised to discover that New Start did not in fact, mean a 'new start'. Erl's entry into university for full-time study was only possible when a determined Anne Davis, confident that Erl would enjoy and be successful in full-time studies, lobbied hard on his behalf. "I can understand the university's position; they have to have certain standards and abide by them. But from my point of view, it was great. She just persevered. It was wonderful. I'll be grateful to her for a long time" (Interview with Erl, 26th July 1994).

When staff recognise that a person is capable of studying at university, but still unsure about taking that big step, personal encouragement can help overcome some of the fears. A suggestion from Joan Diamond prompted Jenny to consider becoming a university student. "That's what made me start thinking, and to me it was so wonderful that she thought to say that. This person I respected so much, thought that I could go to university" (Interview with Jenny, 18th August 1994). Joan Diamond's continued support helped Jenny negotiate entry barriers. When Jenny was trying to decide which subjects to enter on her pre-enrolment form, Joan Diamond suggested that she discuss this with the appropriate Dean of undergraduate studies. Joan Diamond thought that "it was important that Jenny was not just a name on paper; that she was an intelligent go-ahead kind of a woman. It was also useful for Jenny to talk with a professor and see that they are ordinary, helpful human beings" (Interview with Joan Diamond, 8th November 1994).

Contact with New Start staff at a seminar helped Roberta enter the course she had selected. Refused entry into one of her chosen subjects, a check by New Start staff with the department concerned revealed that a mistake had been made. The department, which reserved a quota of places for New Start graduates, had not realised that Roberta was a New Start student. "Without Anne's help, I would have accepted the university's dictate" (Interview, 14th July 1994).

New Start staff have also developed and adapted strategies to inform those who are responsible for selecting students into courses, that a student has had the benefit of the New Start programme. For a number of years when the New Start staff handed out pre-enrolment forms to course graduates, they first stamped 'New Start' on them to alert those responsible for selecting Special Entrance admissions that the applicant was a New Start graduate. When enrolment procedures altered, lists of New Start graduate grades were sent to as many people as possible who were responsible for selecting students in the Special Admission category and for Limited Entry courses (Interview with Anne Davis, 23rd November 1994). Such advocacy is especially valuable for students who do New Start as a means of gaining access to limited entry courses.

An access programme such as New Start which helps students assess their learning needs and develop a personal plan which "integrates knowledge about self and the institution and the program[me]s selected, with a concept of a more desirable future", contributes to the motivation of the learner which in turn benefits the institution (Schlossberg, Lynch and Chickering, 1989:64). Students who have gained confidence in their own ability, have been introduced to the bureaucratic and cultural systems of the university and who have used the New Start programme to determine that a university course fulfills their learning needs, will usually be rewarded for the effort invested in the programme by achieving well in degree studies. Anne Davis (1992a) reported that in comparison to the 27% of Special Admission students who did not attend New Start and who withdrew from Auckland university during the first year of degree studies, only 9% of former New Starters withdrew. It would be useful to have more than anecdotal evidence on the achievements of New Start graduates in degree studies.

Conclusion

Since the first New Start programme, a number of strategies have been used to enable adults to enter and be successful in higher education. Over time, an initial objective of assisting students who were assessed as having the ability to study at university have been replaced with practices which endeavour to meet the goals of equity, the underlying rationale of an access course. New knowledge on developmental and learning ability of adults, and a recognition that well prepared students were more successful in tertiary studies, guided the growth of the New Start programme. The course focused more on being a course which prepared a wider range of adults to fulfill their learning, personal and/or vocational learning needs. Learning and personal assistance was seen as a constructive way of helping re-entry students overcome any disadvantage they may be feeling. They are also support mechanisms which help adult students negotiate barriers they face while entering an institution of higher learning.

In addition to the core New Start programme, adults who wish to improve their learning and/or vocational situation may utilize additional learning and personal support. It is a philosophy which recognizes that it is not so much a person's ability, but a knowledge of the skills, structures and procedures of the university which engender confidence and motivation.

During the core programme New Start students are introduced to and given an opportunity to practice the skills and knowledge required to succeed in academic study. In response to expressed student need, a range of additional study skills programmes have been established. By having a core programme and an associated linked programme of skills based courses students can, according to their particular need and financial means, do as many or as few additional courses as they wish. By structuring the course in this manner the New Start team have set up a modularised access programme. Modularised learning has been identified as a means of ensuring that the access course does not become another barrier to education.

The practice of providing educational guidance and counselling which was established by Margot Klippel in the first New Start programme, has become an integral part of the New Start course. Educational guidance and counselling is a form of personal assistance which provides essential assistance to help adults negotiate the barriers associated with entering a place of higher learning. It is also a form of personal assistance which

recognizes the re-entry adults may be at a point of transition in their lives and that as learning may challenge long held beliefs and values, adults may need emotional support.

A recognition of the learning potential of adults and an understanding of the multiple issues which re-entry students may face, have strengthened the resolve of the New Start team to offer educational guidance and counselling throughout the New Start programme. Information and advice is made available to students to enable them to identify, clarify and determine their learning needs so that they may make informed and appropriate learning decisions. It is an on-going process which assists students to make decisions which integrates knowledge of themselves and their learning goals with the learning opportunities of the institution.

By using strategies of learning and personal support the New Start team implement policies which endeavour to enable and empower students. They do this in the knowledge that a student who has personal and learning support, approaches degree studies with increased confidence and motivation. A student who has chosen a course appropriate to their learning needs and who feels more confident and motivated is more likely to be successful in degree studies. It is an outcome which is of benefit to both the student and the university.

CHAPTER EIGHT

Conclusion

As is often the case with converts, passion and belief in the new discovery invariably send restraint and common sense straight out the window... I'd tested the water and found that I could at least paddle in it, but now I wanted to swim. I had fallen in love with studying.

Willy Russell in the Foreward to 'Second Chances' (Pye, 1991:xii)

Since the first New Start for Arts course was offered in 1976 by The University of Auckland, an ever-increasing number of adults have used the assistance of this access programme to facilitate their entry into tertiary education. Men and women, at first over 25 years and then over 20 years of age, have sought the knowledge, skills and confidence this programme offers, to bridge the gap between their educational experience and the learning standards and environment of higher education.

Educational policy has implied that, because of the comparatively high attendance rate of adults in New Zealand universities, the question of access for adults to tertiary education is unproblematic. Based on an historical assessment of the New Start programme at the University of Auckland, this study has highlighted some of the issues which have affected the access of adults to higher education. Principally, the study has shown how one access programme has mitigated the effects of social policy which did not address the higher educational needs of all adults.

In the 1980s social policy in New Zealand directed that the size of universities should be increased. The expansion of the student population in universities was based on the belief that education would play a more important role in an increasingly complex and changing world. Universities, it was argued, had a particular role to play in generating the economic and technological development required for success in the emerging information society. School leavers were identified as the main target group designated to receive the

benefits and privileges of higher education. It was believed that, because a large number of people over the age of 25 had taken advantage of New Zealand's relatively open entry policies, attendance levels of this sector were at a satisfactory level. As a significant number of adults had recognised the value of upgrading their vocational qualifications, social policy did not recognise that open entry favoured some groups of the adult population. A report which drew attention to the disadvantages of socio-economic status, gender, ethnicity and disability that affected the ability of school leavers to enter university, did not address the influence of these variables on the access of adults to university.

Directives to regard higher education as the completion of a young person's formal education, were contested by people involved in the learning of adults. It was argued that, because of the higher number of adults in the population, the developmental capability of adults and the growth of knowledge, all adults should have access to all forms of learning throughout their lives. In a world which had become characterised by rapid and unpredictable change, in which the quality of our lives depended upon our collective and individual ability to respond to new challenges and opportunities, it had become necessary for all people to have access to the scholarship and qualifications of a university education (UDACE,1986). Continuing access to university was also considered necessary because, as the period of formal education lengthened, there would always be some talented young people who left school before they had achieved the learning and qualifications required for higher education.

Critics of policies of equal opportunity pointed out that formal access did not enable all who had the 'capacity or desire' to access the higher status knowledge of the university. Equal right to access did not in fact ensure equality of opportunity. Additional assistance was necessary to help those adults who were not academically prepared for, or were not confident that they could or should study at university. An organised programme which included strategies of learning and personal assistance converts formal access into genuine accessibility.

At The University of Auckland educators within The Centre for Continuing Education became aware that many of the students who used certificate awarding courses as a conduit to degree studies were better prepared for degree studies. The proposal to mount a course specifically designed to

facilitate the entry of adults into degree studies was supported by key members of the Faculty of Arts who had been impressed by the commitment and ability of re-entry students. The success of the first New Start for Arts programme, both in terms of the value students placed on the programme and their success in degree studies, assured the place of the programme within the University.

Whether for personal development, to upgrade their vocational qualifications, or to achieve goals that were not always clearly defined, adults, particularly women, have in ever increasing numbers sought the assistance of the New Start programme. New Start is a programme which, as it makes students aware of what is expected of them, enables students to make informed decisions about their on-going study.

In contrast to a cohort of school leavers, the most significant feature of adult learners is their diversity. Any group of adult learners will include a wide range of learning and vocational experiences and, in conjunction with any studies they undertake, be managing a complex mix of social and family commitments. For an access programme to be successful in enabling adults to develop their human potential, it must provide services which encompass the diverse needs and experiences of all adults. An access programme which addresses the learning needs of groups traditionally underrepresented in higher education must incorporate strategies which enable adults to overcome the disadvantages they experience.

The New Start programme has included a range of learning and personal support services which are considered essential on a course to access higher education. To ensure that students are familiar with learning skills needed in university study, the core New Start programme introduces students to some of the essential skills required in degree studies. For those students who feel that they need additional assistance, a supplementary range of study skills programmes have been developed. The provision of additional courses enables all, according to their needs, to become acquainted with and have some practise in the skills required for university study. They are skills which have been found to increase the confidence and motivation of students. Importantly, in a programme which is designed to facilitate access to further learning, the format of having a core programme with optional additional courses conforms to the structures of modularised learning. When learning is

offered in a modularised form the access programme is less likely to become yet another barrier to learning.

The practice of offering students educational guidance and counselling, begun by the first administrator of New Start, has become an integral component of the programme. Educational guidance and counselling is a supportive strategy which recognises that as adults have differing needs, knowledge, experience, motives and opportunities, personal assistance helps students identify what their learning needs are and how they can be fulfilled (UDACE,1986).

The New Start team offer educational guidance to students before they begin, during and at the end of the New Start programme. Students are assisted to: identify and clarify their learning needs; assisted as they manage the transitions and perspective transformation associated with entering a programme of higher learning; helped to make appropriate on-going learning choices and manage the process of entering into a degree programme. A feature of the New Start programme is the number of ways in which the staff have sought to implement strategies of learning, peer and personal support. They are strategies of learning and personal assistance which the New Start team believe are a crucial means of helping students make learning choices which match their learning, vocational and personal needs with their learning and occupational aspirations.

As informed and prepared students choose on-going learning which meets their learning aspirations, overall they perform well in degree studies. New Start, therefore is a programme which is of value to both the student and the university. The University of Auckland has said that one of its "prime goals [is] providing opportunities for lifelong learning" (Charter, the University of Auckland,1991:2) and that selection procedures should take account of those who have been disadvantaged in developing their talent" (University of Auckland News,1993:12). Does this suggest that there will be a greater "recognition of a wider responsibility to the public [and] to specific groups who feel deprived" (Alcorn,1989:37) or that the lonely voices of lifelong learning (Alcorn,1992) may now be better understood and appreciated (Alcorn,1989)?

Appendix A

Interview Guideline

What year did you do the New Start programme?
What were your academic qualifications prior to entry?
What had been your previous experiences of education?
How did you know about the programme?
What were your reasons for doing the New Start programme?
Did you do the programme with a firm intention of proceeding on to university?
Did you have any qualms about your ability to succeed?
NS a sifting process or a preparation?

What did you enjoy about doing the programme?
What to you were the benefits of the programme?
Were there any difficulties for you when doing the programme?

How did it feel to you, going to university?
Did you experience any personal difficulties when doing the programme?
What was the reaction of your family/friends?

What did you think of the subjects/format of the course?
How did you find the process of writing an academic essay?
How beneficial did you find the study skills programmes?
Did you attend tutorials?
Was the programme long enough?
Was the programme an adequate introduction to university?
Was there anything that you would have liked included in the programme?

How did you find the lecturers who participated in the course?
Were you in any way particularly encouraged or discouraged by any lecturer?

How did you make contact with the Centre for Continuing Education?
What was your experience of the initial contact?
Tell me about how you found the staff at the Centre?
In your opinion, is there anything they could have done to assist you that was not done?

Did you find the programme a suitable pre-university experience?
Did the programme influence your choice of subjects at university?
What of the programme did you find particularly useful when you proceeded on to university?
Was your experience at university influenced by your participation in New Start?
Was it a help to you to have been on campus?

How important to you was the gaining university qualifications?
If a more general programme was held away from campus that led to a number of options, do you think that you may have proceeded on to study elsewhere?

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